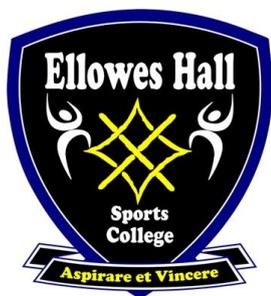


Year 10
Curriculum
Guide
2019-2020

INVICTUS
Education Trust



Curriculum Guide

Subject: Art

Year: 10

Key Assessment Information:

5 hour exam during Y10 Mocks in March 2020.

Content:

AUTUMN TERM September – November. Unit 1 – Image Making. Theme – Portraits.

Objectives: To improve understanding and control of the formal elements. Improve observation and recording skills. To experience alternative drawing techniques. To learn to use a range of 2D dry media. To research artists and use the information in the development of skills.

AUTUMN TERM November – December. Unit 2 – Painting. Theme – Built Environment

Objectives: To build on observation and recording skills. To improve painting skills and broaden knowledge of techniques linked to artists. Students will work in A3 sketchbooks, exploring dry media. They will be introduced to techniques in painting with media such as watercolour, acrylic paint and ink.

SPRING TERM Unit 3 – Print Making. Theme – Celebration

Objectives: To develop prints from observation drawings and developed ideas. To understand a range of print making techniques and how to manipulate the media to create a series of images. To control the media and experiment with image making. To learn presentation techniques. Students will learn the following processes: block printing, stencil printing and mono printing.

SUMMER TERM

Students will begin their GCSE portfolio work by providing evidence for Assessment Objective 3 – Recording. This term will be spent making accurate drawings in a range of media identified by the student related to their project theme. Year 10 aims to increase knowledge and experience of Art. The main objective is to improve students drawing, painting, printing, research and presentation skills. This knowledge, skill and understanding will then be channelled into a portfolio of work in Year 11. Emphasis in the second year of the course will be placed on each student developing a personal approach to a project theme and skilfully using a range of media and processes to realise their intentions.

Contact Details

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Curriculum Guide

Subject: BTEC Enterprise

Year: 10

Key Assessment Information:

Pearson BTEC Level 1 / Level 2 Tech Award in Enterprise			
Component	Component Title	Level	How Assessed
1	Exploring Enterprise	1 / 2	Internal
2	Planning for and Pitching an Enterprise Activity	1 / 2	Internal
3	Promotion and Finance for Enterprise	1 / 2	External Synoptic

Content:

In Year 10, students will study component 3 which will result in a external examination during the examination period. A resit opportunity will be available in Year 11.

A1 Elements of the promotional mix and their purposes

A2 Targeting and segmenting the market

A3 Factors influencing the choice of promotional methods

B1 Financial documents

B2 Payment methods

B3 Sources of revenue and costs

B4 Terminology in financial statements

B5 Statement of comprehensive income

B6 Statement of financial position

B7 Profitability and liquidity

C1 Using cash flow data

C2 Financial forecasting

C3 Suggesting improvements to cash flow problems

C4 Break-even analysis and break-even point

C5 Sources of business finance

Contact Details

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Curriculum Guide

Subject: BTEC Level 2 Sport First Award

Year: 10

Key Assessment Information:

External Examinations : Unit 1 Fitness for Sport and Exercise March 2020.

Content:

AUTUMN TERM

Unit 1 Fitness for Sport and Exercise

Students will study the range of fitness components and their application within a variety of sports.

SPRING TERM

Unit 1 Fitness for Sport and Exercise

Students will study the range of fitness components and their application within a variety of sports.

Unit 3 Applying the Principles of Personal Training

Students will develop a knowledge of training principles and the application of a range of training methods.

SUMMER TERM

Unit 3 Applying the Principles of Personal Training

Students will develop a knowledge of training principles and the application of a range of training methods

Unit 2 Practical Performance in Sport

Students will assess their strengths and areas for improvement in a variety of sports. They will study the rules and regulations of sports and extend their knowledge of strategies and tactics across a range of sports.

Contact Details

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Mr L.Martin (Head of boys)	lmartin@ellowes.dudley.sch.uk
Miss L.Muir (Head of girls)	lmuir@ellowes.dudley.sch.uk



Curriculum Guide

Subject: GCSE Business Studies

Year: 10

Key Assessment Information:

All examinations will be sat at the end of the course. There are two examinations in this specification and they are both worth 50% towards the overall grade. In year 10, students will complete theme 1 called 'Investigating Small Business'. In Year 11, students will study theme 2 called 'Building a Business'.

Content:

Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.

Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.

Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.

Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Contact Details

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Curriculum Guide

Subject: Citizenship

Year: 10

Key Assessment Information:

There will be three formal assessments in Citizenship, as well as a mock exam. Informal tests are left to the teacher's discretion.

Content:

The study of citizenship is broken down into four key concepts that aim to give students a better understanding of the country they live in. Two Key concepts will be studied in Year 10.

Key Concept 1: Life in Modern Britain

Within this area of study students will look at a variety of different areas including:

- Principles and Values in the UK
- British Identity (including immigration and migration)
- Values of a Democracy
- Diversity of the UK Population (including Britishness)
- The Media & Accountability
- UK'S Role in International Organisations
- How citizens can make a difference

Key Concept 2: Rights and Responsibilities

This area of study also has several different topics involved:

- UK laws and why we have them
- Rights and responsibilities within the legal system (including how courts work)
- How laws change
- Universal Human Rights
- How can citizens change the legal system?

The final two units of study are completed in Year 11 starting with Politics and Participation, then moving onto an active citizenship project.

Contact Details

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Curriculum Guide

Subject: Computer Science

Year: 10

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency eg end of each half term, continuous).

Each unit contains an assessment focus using a variety of different software based on the unit.

Microsoft Excel, Microsoft Publisher, Microsoft Word, Microsoft Access, Python.

Assessments take the form of a report, Presentation task, Poster design and Data analysis, Leaflet design, or a formal theory exam which would follow the format of a typical Computer Science theory examination. These will take place upon completion of each topic- usually each half-term.

Content:

By Term or Module

What topic/skills and knowledge will be taught in each term/module? Include links to parent resources for each topic/skill if applicable.

Autumn Term

Topic 1- Computer Systems

The difference between hardware & software

Computer Memory

Secondary Storage

Operating Systems

Types of Software

What is the CPU?

Systems Software

Topic 2- Networks

What is a network?

Network Hardware

Performance of a network

Client Server & Peer-to-Peer networks

Network Topologies

Network Protocols

The Internet

Network Security Threats

Malware

Security Methods

Spring Term

Topic 3- Issues

Legislation

Technology & The Environment

Privacy & Technology

Ethics & Technology

Health & Safety when using a computer

Types of Software

Topic 4- Algorithms

Computational Thinking
Writing Algorithms- Flowcharts
Writing Algorithms- Pseudocode
Searching Algorithms
Sorting Algorithms

Summer Term**Topic 5- Programming**

Basic Programming Terms
Data Types
Operators
String Manipulation
Storing Data (SQL)
Program Flow
Arrays
File Handling
Sub Programs

Topic 6- Producing Robust Programs

Defensive Design & Testing
Translators & IDEs
Integrated Development Environments
Producing Robust Programs Methods

Contact Details

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Curriculum Guide

Subject: Dance

Year: 10

Key Assessment Information:

Examinations	At the end of the second year there will be a written exam of 1 hour 30 minutes for component 2 based on dance appreciation.
Controlled Assessments	Non-exam assessment (NEA) will take place for Choreography and Performance in the second year of this course. This will be marked by the teacher and moderated by AQA
Tests	At the end of each half term there will be a studio assessment and written assessment to test the development of skills for Component 1 and 2.

Content:

Autumn Term

During this term students will be introduced to Component 1 and 2 developing their skills and understanding of the core content of this course: Performance, choreography and appreciation. This will involve:

- Expectations of the course and safe dance practise.
- Developing technical and interpretive skills for dance performance.
- Dance vocabulary and terminology.
- Begin to explore choreographic tasks linked to the Dance Anthology.

Spring Term

This term will focus on learning the set dance phrases for the solo performance assessment. Choreographic tasks will involve the exploration of duet and trio work linked to the set phrases and for dance appreciation students will start to look at the Dance Anthology in more detail.

Summer Term

The focus this term will be on developing skills, knowledge and understanding of choreographic processes looking at specific choreographic intentions. Students will then go onto critical appreciation of their own work and the work of professionals in the Dance Anthology.

Contact Details

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Curriculum Guide

Subject: Drama

Year: 10

Key Assessment Information:

March 2020, Component 1 Devised piece (Internally Assessed)
March 2020, Component 1 Portfolio
(Internally Assessed, Externally Moderated)

Content:

Autumn Term: Student will begin the year with a 'Mini Mock' of Component 1. Component 1 is a devising component of the GCSE that consists of students producing a piece of drama based on a topic set out by their teacher. This mini mock will look at the topic of the 'Rwandan Genocide.' Students will explore this topic through a number of set lessons then, begin to devise a short piece of drama inspired by the initial stimuli. Component 1 also has a portfolio that documents their devising journey. Students will produce a full mock portfolio that documents their devising process, writing about what they did in order to create their piece. This mock will prepare them for the real Component 1 that will take place in the Spring and Summer term.

Spring Term: Component 1 is a devising component and is worth 40% of the overall GCSE. It consists of two aspects: A performance devised by the students based on a topic set (the Holocaust) by the teacher. The second part is a 1500 – 2000 word portfolio that documents the devising journey that the students have made to produce their piece. Students will participate in an initial six lessons that explore the topic (The Holocaust) and then students will begin to devise their pieces and write their portfolios.

Summer Term: Component 3 is a written examination. The written exam will be completed in the Summer term of year 11. However, we will begin looking at the text in year 9/10. This written exam is 1.5 hours and consists of two sections:

Section A-Three questions based on an unseen extract of a set text (An Inspector Calls by J.B Priestly) This section is worth a total of 45 Marks. The section consists of three types of questions; writing as a performer of the play, director and designer.

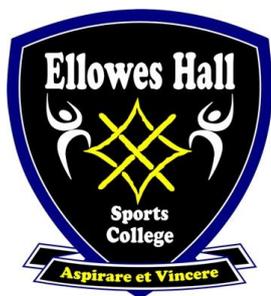
Section B-Two questions based on a live performance that students will have seen. 15 Marks

The text that has been chosen is 'An Inspector Calls'. This term we will begin exploring this text practically making sure that students are confident with the text enabling them to begin practicing questions writing in role as a performer, director and designer.

We will also see a piece of live theatre, making notes and preparing students for the live review aspect of the exam.

Contact Details

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Curriculum Guide

Subject: English

Year: 10

Key Assessment Information:

In class assessments: These take place at the end of each half-term and are relevant to the current area of study to monitor progress.

Mock Exam: Students will complete two mock exams in the hall/gym. They will complete two full papers: English Language Paper 1 at the end of the autumn term and English Literature Paper 2 at the end of the spring term.

GCSE Speaking and Listening Exam: This will take place at the start of the autumn term. Students will present in front of an examiner and a small group of students and be awarded a pass, merit or distinction.

Content:

By Term or Module

Autumn Term: Across both half-terms students will focus on the skills needed for paper 1 of the English Language exam. They will address these skills through their reading of the modern text for English Literature Paper 2.

Students will study a post-1914 British drama text or novel: 'Lord of the Flies' for 'a' band and 'Blood Brothers' for all students in 'e' or 'v' band. They will practise a range of different reading skills which will include interpreting and selecting information, analysing the writer's choices of language and structure and evaluating the effectiveness of a text. They will also address different writing skills including using ambitious vocabulary, using accurate and varied punctuation and consciously crafting a descriptive or narrative piece of writing to engage a reader.

Spring Term: Students will continue to address the reading and writing skills for English Language Paper 1 for the first half-term but during this term they will be applying those skills to a 19th Century novel. Students will study either 'Frankenstein', 'Great Expectations', 'Jekyll and Hyde' or 'A Christmas Carol'. In the second half-term students will continue their study of the 19th Century text but they will be focusing on the writing skills for English Language Paper 2. This will involve writing non-fiction texts for a specific purpose and students will address the themes and ideas in their 19th Century novel to form the basis of their writing.

Summer Term: During this term students will focus on English Language Paper 2. In the first half of the term students will focus on their writing skills including structuring an argument cohesively, making ambitious vocab choices, varying sentence structures for effect and using a wide range of punctuation to add cohesion and meaning to their writing. This will continue with the skills addressed during the second half of the Spring term. In the second part of this term students will focus on the reading skills for the paper. They will look at a range of different non-fiction texts and summarise the main ideas, analyse language used and compare writer's ideas and attitudes.

Contact Details

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Curriculum Guide

Subject: Food Preparation & Nutrition

Year: 10

Key Assessment Information:

Mock Exam to take place in March 2020
Year 10 Component 1: Principles of Food Preparation and Nutrition.
Students will take an end of commodity test every half term to measure progress.
Food/ dishes will be photographed and practical assessments will be included.
Student will have weekly homework tasks as well as revision for end of unit tests and mock examinations.

Content:

Students will learn the theory in preparation for their examination and their NEA (Non-examination assessment).

This will include practical outcomes with; Fruit and vegetables, Dairy Produce, Cereals & Pasta, Meat & fish, Butter, oils & sugars, and Soya, tofu, beans, nuts, seeds. Each commodity is based on a 6 week half term programme. In each commodity, they will learn the following;

- Provenance
- How commodity is grown/reared and processed and its Classification
- Nutritional values (include sources, functions, deficiencies, excess, daily requirements)
- Dietary considerations
- Food science
- Food hygiene and safety
- Storage

Other

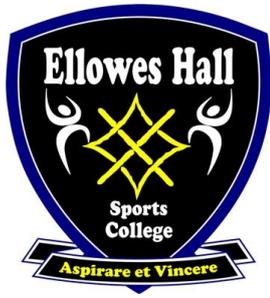
Students will be given the opportunity to purchase a workbook revision guide.

They also have access to the online Eduqas CGSE Food Preparation & Nutrition text book to support the full course content.

Students must provide their own ingredients as this is a very practical course. Students must take part in all practical activities to make sure that they understand the processes and methods of food production.

Contact Details

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Curriculum Guide

Subject: French

Year: 10

Key Assessment Information:

Students will study for Edexcel GCSE continue to develop their competence in communication in and understanding of French in Speaking, Listening, Reading and Writing. Student progress will be monitored through half-termly assessments in all 4 skills. There will also be an end of year exam in addition to Y10 Mock Week.

Content:

Autumn Term

GCSE Studio: De la ville à la campagne

Town, region & weather

Superlative + Si clauses

Negatives, asking questions

GCSE Studio: Le grand large

Holidays, travel & eating out

Comparatives

Using past, present and future tenses

Spring Term

GCSE Studio: Le grand large

Holidays, travel & eating out

Expressions with avoir

GCSE Studio: Au collège

School life

Direct object pronouns

The ils/elles form

il faut/ il est interdit de

Imperfect tense

Summer Term

Bon travail

Work, money & future plans

Conditional tense

Simple future, Adverbs, Imperfect

Consolidation and extension focusing on writing and translation skills

Preparation for speaking* exams

*Preparation for speaking exam - all students need to complete their answers to questions given to them in the 'Speaking Preparation' booklet on all the topics studied throughout Year 10, they will need to practise these so they are able to speak about all these topics in the conversation part of the examination. They will also need to practise role-plays and picture cards as directed by their teacher.

Contact Details

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Curriculum Guide

Subject: Geography

Year: 10

Key Assessment Information:

AQA GCSE Geography students will be assessed at the end of each unit of work studied and will complete a mid-unit assessment. Students will study two units and will have 5 assessments in total.

Content:

Year 2 of the GCSE course.

Unit 2: Urban issues and Challenges

This unit is concerned with human processes, systems and outcomes and how these change, both spatially and temporally. Students will gain a greater understanding of the global pattern of urban change and both the opportunities and challenges that this can provide. Within this unit students will study a major city in a LIC or NEE as well as a city in the UK to look at its location and importance, regionally, nationally and internationally and the causes of growth.

Unit 2: The Changing Economic World

In this unit, students will gain a greater understanding of the global variations in economic development and quality of life. They will examine strategies being used to reduce the development gap. Students will also study an example of a NEE that is experiencing rapid economic development which leads to significant social, environmental and cultural change. As a comparison, students will also study the changing UK economy and how this has affected, and will continue to affect, employment patterns and regional growth.

Contact Details

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Curriculum Guide

Subject: BTEC Health & Social Care

Year: 10

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).
Students study three units over two years.
Two internally assessed coursework units - worth 60%
One externally exam assessed unit - worth 40% which is taken in Year 11.
Internal Assessments take the form of a report. These will take place upon completion of each Component. The first internal assessment in Year 10 takes place in the summer term.

Content:

By Term or Module

What topic/skills and knowledge will be taught in each term/module? Include links to parent resources for each topic/skill if applicable.

Autumn/Spring Term

Component 1 – Human Lifespan Development (weighting: 30%)

Learning Aim A1:

Physical development across the lifespan (infancy, childhood, adolescence, early, middle and late adulthood)

Intellectual development across the lifespan

Emotional development across the life span

Social development across the lifespan

Summer Term

Learning Aim A2:

Factors affecting human growth and development

Physical factors: genetics, nurture/nature

Lifestyle choices (diet, smoking alcohol, drugs)

Illness and disease and the impact on growth and development

Social, cultural and emotional factors affecting growth and development

Economic Factors affecting growth and development

Physical and environmental factors

Formal Internal Assessment

Contact Details

Head of Department	School Email Address
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Curriculum Guide

Subject: History

Year: 10

Key Assessment Information:

There will be three assessments in History, including a formal examination. Informal tests are left to each teacher's discretion.

Content:

Unit 1: Changes in Medicine and Health in Britain c500 to the present day.

This option focuses thematically on the main trends in the history of health and medicine. Pupils will be required to consider the causes, treatment and prevention of illness and disease, advances in medical knowledge, developments in patient care and advances in public health and welfare over time. Pupils will also be required to examine the major political, social, economic and cultural perspectives which have contributed to the development of health and medicine from c.500 to the present day. They should ensure that they focus, where appropriate, on the issues of change, continuity, significance and turning points.

Unit 2: THE CRUSADES, c.1095-1149: Sept-February.

This unit focuses in depth on selected themes and issues relating to the history of the Crusades in the period 1095-1149. Topics include the First and Second Crusades, the establishment of the Knights Templar, castle building and how Europeans learnt about aspects of science and medicine from the Muslims. Pupils will be required to consider the main political, military, social and cultural factors associated with the Crusading movement during this period. Pupils should develop an awareness of how aspects of the Crusades during this period have been represented and interpreted, and how they have generated wider historical debate. They should also address the key issues in each topic area using a range of historical sources.

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Curriculum Guide

Subject: Creative iMedia

Year: 10

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency eg end of each half term, continuous).

Unit R081: Pre-production skills-Written Paper (1 Hour 15 minutes) - 25% Summer Term Year 10

1st Exam Sitting

Unit R082: Creating digital graphics - Centre assessed task (30 hours) - 25% Year 10

Content:

By Term or Module

Autumn/ Spring Term

Core

Unit R081: Pre-production Skills

- Pre-production skills used in the creative and digital media sector.
- Client brief, time-frames, deadlines and preparation techniques that form part of the planning and creation process.
- Project Planning for the creative and digital media sector.
- On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative media project

Summer Term

Core

Unit R082: Creating digital graphics

- The basics of character modelling for the digital media sector.
- Knowledge of where 2D and 3D digital characters are used in the media industry, be that television, film, web applications or computer gaming.
- How to interpret a client brief, the planning and preparation techniques that form part of the design process actual creation of a digital character.

Contact Details

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Curriculum Guide

Subject: Mathematics

Year: 10

Key Assessment Information:

Assessment:

This scheme is followed by the majority of the year group. There are support and extension versions depending on the ability of the pupil.

There will be assessment at the end of each half term testing the topics that have been taught. This is intended to help your son/daughter identify the areas of maths studied that they are good at and those which need further practise. It may also be used, along with teacher input, to reset students to ensure they make the best progress possible. They can revise from their books, or online with 'www.mymaths.co.uk'.

An end of year examination will consist of both calculator and non-calculator papers.

- Homework will be based on the topics covered in each module, as listed above.
- They will be asked to complete an exercise, small open-ended task, or an online homework through 'MyMaths.co.uk', which helps to consolidate or develop the work done in class.
- 'MyMaths.co.uk' has lessons as well as homeworks. To develop independence, this should be one of the first places students look for help with homework, before asking peers, parents and teachers. There are also booster packs and fun games. So please encourage your child to use it at any time. They have a personal login to record anything they choose to do themselves.
- Please ask them what has been set and feel free to help them.

AUTUMN TERM

Calculating

- calculate with roots, and with integer indices
- calculate with standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer
- use inequality notation to specify simple error intervals due to truncation or rounding

Visualising and constructing

- use the standard ruler and compass constructions
- use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line
- construct plans and elevations of 3D shapes

Algebraic Proficiency

- understand and use the concepts and vocabulary of identities
- simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$
- translate simple situations or procedures into algebraic expressions or formulae
- solve problems involving direct and inverse proportion
- apply the concepts of congruence and similarity
- change freely between compound units (e.g. density, pressure)
- use compound units such as density and pressure

Proportional reasoning

SPRING TERM

Sequences

- recognise and use Fibonacci type sequences, quadratic sequences

Calculating space

- identify and apply circle definitions and properties

Solving equations and inequalities	<ul style="list-style-type: none"> • calculate arc lengths, angles and areas of sectors of circles • calculate surface area of right prisms (including cylinders) • calculate exactly with multiples of π • know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures
Visualising Algebra	<ul style="list-style-type: none"> • understand and use the concepts and vocabulary of inequalities • solve linear inequalities in one variable • represent the solution set to an inequality on a number line • identify and interpret gradients and intercepts of linear functions algebraically • use the form $y = mx + c$ to identify parallel lines • find the equation of the line through two given points, or through one point with a given gradient • recognise, sketch and interpret graphs of quadratic functions, cubic functions and the reciprocal function $y = 1/x$ with $x \neq 0$ • plot and interpret graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration

SUMMER TERM

Conjecturing	<ul style="list-style-type: none"> • use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) • apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs
Further solving of equations and inequalities	<ul style="list-style-type: none"> • solve, in simple cases, two linear simultaneous equations in two variables algebraically • derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution • find approximate solutions to simultaneous equations using a graph
Understanding risk	<ul style="list-style-type: none"> • calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions • enumerate sets and combinations of sets systematically, using tree diagrams • understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size
Presenting data	<ul style="list-style-type: none"> • interpret and construct tables, charts and diagrams, including tables and line graphs for time series data and know their appropriate use • draw estimated lines of best fit; make predictions • know correlation does not indicate causation; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing

Contact Details

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Curriculum Guide

Subject: Music

Year: 10

Key Assessment Information:

The OCR GCSE specification has the following assessment weightings:

Coursework: Solo Performance (15%), Free Composition (15%), Group Performance (15%), Composition to set brief (15%)

Exam: Written Listening Exam (40%)

Students will receive regular feedback for their Free Composition and any Performance Recordings they make. There will be regular listening tests and a Y10 Mock Exam in March 2020.

Content:

Solo Performance

Students need to prepare a solo performance for assessment. This is usually a piece of commercially available pop/rock music or a classical piece. Many students who have lessons outside of school use pieces they are currently learning for their external graded exams. It is assessed on technical control, fluency, expression and interpretation. They can submit several performances if they wish and the teachers will advise which one would gain the most marks.

Free Composition

This gives students the opportunity to compose their own ideas. This can be done in any style and will be recorded and sequenced using Logic software. It should be approximately 3 minutes long and will be assessed on development of ideas, techniques, stylistic and structural conventions and use of instrumental and vocal resources. Students will work on this over a several weeks.

Group Performance

This is similar to the solo performance but has to be performed with another musician. Again, it can be a piece of commercially available pop/rock music or a classical piece. There can be just one other musician (e.g. the music teacher) or several (e.g. a rock band). This is assessed on technical control, fluency, ensemble awareness, expression and interpretation.

Listening Exam

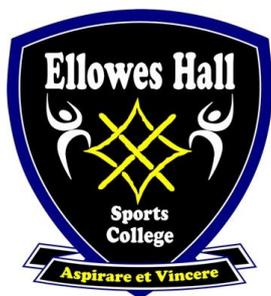
The listening exam covers a range of different topics:

- Concerto Through Time (Baroque, Classical, Romantic)
- Indian, Middle Eastern, African and South America Music
- Film and Video Game Music
- Rock n' Roll (50s/60s), Rock Anthems (70s/80s), Pop Ballads and Solo Artists (90s onwards)
- General music knowledge about the elements of music, instrumentation, notation etc.

The exam lasts 1 hour 30 minutes and students do listening tasks every week throughout the course to prepare for this.

Contact Details

Head of Department	School Email Address
Ms A Botham	abotham@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Core PE

Year: 10

Key Assessment Information:

Not Assessed

Content:

Autumn Term

Within the Autumn term, the students will be studying a range of activities from the following options:

Football, Netball, Dance, Swimming, Gymnastics, Basketball, Fitness Suite, Badminton, Volleyball, Kickboxing, Water Polo, Rugby, X-Country, Boxing, Aerobics and High Ropes

They will study advanced skills and tactics and will challenge their fitness and skill levels in their chosen sports.

Spring Term

Within the Spring term, the students will be studying the similar range of activities to the Autumn term.

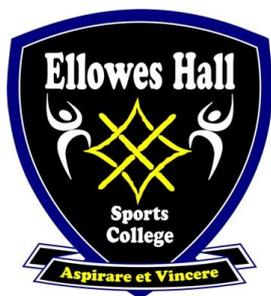
However, new options of Cheerleading, Lacrosse, Handball, American Football, Uni-Hockey and Dodgeball are added to the curriculum.

Summer Term

Within the Summer term, the students are given the opportunity to study a range of Summer sports; Tennis, Cricket, Rounders, Softball, Athletics, Tennis and Golf.

Contact Details

Head of Department	School Email Address
Mr J Connor	jconnor@ellowes.dudley.sch.uk
Mr L.Martin (Head of Boys)	lmartin@ellowes.dudley.sch.uk
Miss L.Muir (Head of Girls)	lmuir@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Photography

Year: 10

Key Assessment Information:

10 hour exam during Y10 Mock exam week in March 2020.

Content:

AUTUMN TERM September – November. **Camera Basics.** Project – Nature and Still Life

Objectives: To improve understanding and control of the camera functionality. Improve observation and recording skills to include detailed annotations to photos.

To gain additional photoshop techniques and apply to planned photoshoots. To learn to use a range of elements/props and lighting techniques to recreate photos from student's chosen artist. To research artists and use the information in the development of skills.

AUTUMN TERM November – December. Reflection and Water.

Objectives: To build on observation and recording skills. To improve photography skills and broaden knowledge of techniques linked to artists. Students will work in A3 portfolio books to present their work.

SPRING TERM Free Choice Topic

Objectives: To develop individual style from a selection of artists that reflect their interests. To understand a range of creative techniques and how to manipulate the scenes and props to create a series of images that can be compared and critically analysed to their chosen artist. To learn a variety of presentation techniques.

Extended photoshop and lightroom techniques will be introduced to aid in final presentation of portfolio work.

SUMMER TERM

Students will begin their GCSE portfolio work by providing evidence for Assessment Objectives 1,2,3 and 4. This term will be spent researching various Artists identified by the student related to their project theme.

Year 10 aims to increase the quality and skill level of Photography. The main objective is to improve students ideas, creativity and vision in the world they see around them. Produce evidence of their journey in a portfolio style journal that will demonstrate their progression through the course.

This knowledge, skill and understanding will then be channelled into a portfolio of work in Year 11.

Emphasis in the second year of the course will be placed on each student developing a personal approach to a project theme and skilfully using a range of photography and digital media techniques to convey their style and personality.

Contact Details

Head of Department	School Email Address
Miss A Anderson	Aanderson1@ellowes.dudley.sch.uk



Curriculum Guide

Subject: PSHE

Year: 10

Key Assessment Information:

There are no formal assessments in this subject.

Content:

By Term or Module

All students in Year 10 undertake a course in PSHE (personal, social and health education), Citizenship and Careers for one lesson per week.

In the autumn term students will focus on the units of study skills, physical health and mental wellbeing. Topics covered will consist of emotional health, bereavement, drugs, alcohol and road safety.

In the spring term, they will explore relationship education looking at types of relationships. Students will look in to stereotyping, child sexual exploitation, healthy relationships, consent, contraception, pregnancy and STI's.

During the summer term, the emphasis will be on careers and work experience. Students will explore career options and the difference between the types of courses available to them.

Contact Details

Head of Department	School Email Address
Mrs A. Toro-Pearce Head of Careers, PSHE & Relationships	atoropearce@ellowes.dudley.sch.uk



Curriculum Guide

Subject: RE

Year: 10

Key Assessment Information:

Religious Education AQA Spec A Christian and Islamic views.

Teacher, peer and self-assessment are used throughout the topics to analyse and develop students' work.

Progress sheets are used to record attainment and set targets for individuals. There will be a Mock Exam in March 2020.

Content:

Autumn Term – Theme: Existence of God

Objectives – To develop knowledge and understanding of Christian & Muslims Beliefs practices on moral issues for the GCSE Syllabus.

- The Design Argument. Strengthen & Weaknesses.
- The First Cause Argument. Strengthen & Weaknesses.
- Miracles. Examine arguments from miracles.
- Special revelation. Source of knowledge.
- General revelation. Including nature and scriptures.
- Different ideas on the divine. Nature of God.

Spring Term – Theme: Crime & Punishment

Objectives – To develop an understanding of the different Christian and Muslims beliefs on crime and punishment. To analyse sources within the topic for answering GCSE questions on the thematic syllabus.

- Reasons for crime
- Christian and Muslim attitudes towards different types of crime
- Three aims of punishments
- Christians & Muslim attitudes to suffering
- Christian and Muslim attitudes to the treatment of criminals.
- Prison, corporal punishment and community service.
- Christians and Muslim attitudes towards forgiveness
- Christian and Muslim attitude towards the death penalty.

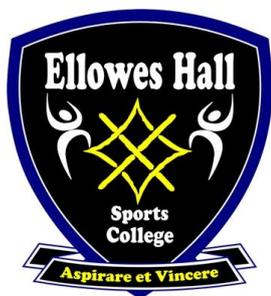
Summer Term – Theme: Islamic Beliefs

Objectives – To develop an understanding of the different beliefs within Islam.

- Tawhid – The oneness of God.
- Key beliefs of Sunni Islam & Shi'a Islam
- Nature of God – God's character
- Angels – Belief in angels
- Predestination – Beliefs about human freedom
- Life after death – Afterlife in Islam
- Prophethood – Role of the Prophets
- Holy Books – Role of the Holy Books

Contact Details

Head of Department	School Email Address
Mrs C Bennett	cbennett@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Science

Year: 10

Key Assessment Information:

In Science there will be a formal internal test done every half term for the whole cohort. This will be on all the content that has been taught before the test from September (cumulative testing). It will also contain skills they have developed over the course for example, data analysis, rearranging equations, interpreting graphs and calculations.

Throughout the year there will be teacher assessments done in class as part of the tracking process within the lesson.

Content:

By Term or Module

In Science we are following the AQA Scheme of Work. Here is a link to the specification:

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>. The content is split between Biology, Chemistry and Physics and we will be imbedding working scientifically skills throughout the year.

Biology- *Bioenergetics, homeostasis and ecology*

Chemistry- *Quantitative chemistry, chemical changes, energy changes, organic chemistry, chemical analysis and using resources*

Physics- *Forces, motion, momentum, electricity, atomic structure, radioactivity and magnetism.*

Working Scientifically- *Designing Investigations, collecting data, processing and presenting data, drawing conclusions*

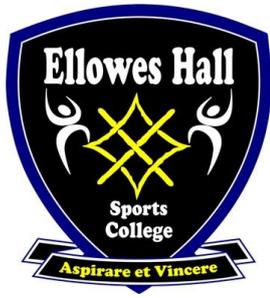
There are revision materials available to support year 10 throughout the course:

- <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- You tube
- Ello

Revision guides are available for £5.50

Contact Details

Head of Department	School Email Address
Miss J Aston	jaston@ellowes.dudley.sch.uk
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Curriculum Guide

Subject: Spanish

Year: 10

Key Assessment Information:

Students will be examined in four skills within four separate exams each worth 25% of the GCSE: Speaking, Listening, Reading and Writing.

Speaking exams will take place in the Spring term of Year 11. Listening, Reading and Writing mock exams will take place in March / April 2020.

Progress will be monitored through half-termly assessments including mock exams.

Content:

Term 1

GCSE Viva: 4 Intereses Y Influencias

Hobbies,
suelo + infinitive,
TV, imperfect tense,
trends,
role-models

GCSE Viva: 5 Ciudades

Towns & regions
Conditional tense
Idioms

Term 2

GCSE Viva: A currar

Work, money & future plans
Range of conjunctions
Indirect object pronouns

GCSE Viva: A currar

Work, money & future plans
Subjunctive with cuando
Future forms

Term 3

Preparation for speaking* + writing exams
Consolidation and extension focusing on writing and translation skills

*Preparation for speaking exam- all students need to complete their answers to questions given to them in the 'Speaking Preparation' booklet on all the topics studied throughout Year 10, they will need to practise these so they are able to speak about all these topics in the conversation part of the examination. They will also need to practise role-plays and picture cards as directed by their teacher.

Contact Details

Head of Department	School Email Address
Mrs M Williams	mwilliams@ellowes.dudley.sch.uk



Curriculum Guide

Subject: BTEC Travel and Tourism

Year: 10

Key Assessment Information:

BTEC Travel and Tourism students will be assessed at the end of each unit of work studied and will complete a mid-unit assessment. In Year 10, students will study two units and will have 1 external examination.

Content:

Year 1 of the BTEC course.

Unit 1: The UK Travel and Tourism Sector

In this unit, you will gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs. This understanding is useful for a wide range of travel and tourism jobs, including travel services, tourism services, conferences and events, visitor attractions and passenger transport.

In this unit you will:

- A understand the UK travel and tourism sector and its importance to the UK economy;
- B know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships;
- C understand the role of consumer technology in the travel and tourism sector.

Unit 4: International Travel and Tourism Destinations

There are over 190 countries in the world. How many will you visit in your lifetime?

Throughout this unit you will be asked to locate numerous international holiday destinations and their gateways. You will also be asked to investigate natural features, local attractions, accommodation and transport options to suit a variety of customers in various holiday destinations. This unit is particularly relevant for anyone who wishes to work in retail travel or tour operations and it will broaden your knowledge should you wish to work overseas, perhaps as a holiday representative or flying the world as cabin crew.

In this unit you will:

- A know the major international travel and tourism destinations and gateways
- B investigate the appeal of international travel and tourism destinations to different types of visitor
- C be able to plan international travel to meet the needs of visitors.

Contact Details

Head of Department	School Email Address
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