



Sandbach High School

and Sixth Form College

Our Academy, Our Future

REPORT INFORMATION 2017

YEAR 10

ART

This GCSE course requires students to work in one or more of the following area(s) of Fine Art:

- Painting and/or drawing
- Printmaking
- Sculpture, land art, and or installations
- Film or video
- Photography/Image manipulation
- Mixed media

The Portfolio (60%) is a body of coursework that the students develop over two years. The work is internally set and is designed to encompass many of the art disciplines listed above. The units presented to future Year 10 students are as follows: Unit 1 'Observation and Abstraction'; Unit 2 'Sense of place'; and Unit 3 (this will be an independent response to a chosen theme). The aim of this programme of learning is to increase our students' diet of skills and broaden their knowledge of traditional and contemporary artists' and practitioners. The course will provide opportunities to work in a range of formats and materials whilst learning how to deal with sophisticated concepts and themes. A variety of stimulus and starting points coupled with a range of teaching and learning strategies are employed to ensure the work produced by your daughter remains highly personal and reflects the highest possible standard.

BUSINESS STUDIES

In Year 10 your daughter studies three units.

We began with Unit 8, 'Recruitment, Selection and Employment'. Your daughter has learnt how businesses use person specifications and job descriptions to ensure that they recruit the best people. Your daughter has been given the opportunity to complete these documents and she has learnt how to prepare for interview and employment. The unit concluded with your daughter learning about the necessary steps for career planning, by producing her own career development plan.

The second and current unit, 'Finance for Business' is encouraging your daughter to explore ways which the sale of products and services generate revenue and profit. Your daughter is examining how a business plans for success through considering the benefits of break-even analysis in order to prevent the business from experiencing losses. This unit concludes with your daughter understanding how gross profit and net profit are calculated and key financial statements will be analysed such as budgets, cash flow forecasts, profit and loss accounts and balance sheets to aid this process. This will be assessed as an external online test.

We will finish the year with Unit 1, 'Enterprise in the Business world'. This is a 'long/thin' module planned to be taught across the two year course and will be part completed in Year 10 and finished towards the end of Year 11. This year, the unit will introduce your daughter to the language and terminology used in Business. She will explore what Businesses do, trends that affect them, how they operate and the factors that influence their success.

Attainment is given using the following notation: P - Pass, M - Merit, D - Distinction.

CHILD DEVELOPMENT (Cambridge National Level 2)

Students began their Cambridge National Level 2 course in Child Development at the start of Year 10, studying the externally examined unit Ro18 – Health and Wellbeing for Child Development. Students have developed an appreciation of the importance of creating the best conditions for a child to thrive, considering, creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses. Since Eater, students have started one of two coursework assessed units, Ro19 - Understanding the equipment and nutritional needs of children from birth to five years. On completion of this unit, students will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child. The second coursework assessed unit will be completed in Year 11, Ro20 – Understand the development of a child from birth to five years. This unit will allow students to develop an understanding of the impact of play on the developmental norms of children from birth to five years. On completion of this unit, students will be able to apply their knowledge and understanding, through practical activities, to show how play affects the development of individual children.

COMPUTING

Cambridge National: Creative Imedia

The units studied in this course are:

R081: Pre-production skills

R082: Creating digital graphics

R085: Creating a multipage website

R089: Creating a digital video sequence

All students who are completing the Cambridge National in Creative Imedia have the opportunity to complete two of the four units of the qualification. The first unit they will complete is R082: Creating digital graphics which is a mandatory unit on the course and the students will work on their graphic editing skills using professional industry software. The second unit is R085: Creating a multipage website, the students develop a fully functional website using the numerous implementation techniques. Both of the units follow the same pathway and is broken down into four sections, these are research, design, implement and review. With any remaining time, students will be given the option of beginning the third unit which is R089: Creating a digital video sequence and this will be completed in year 11.

Computer Science

During Year 10, students develop their knowledge and understanding of a wide range of computing topics. They are taught about the different number systems that are related to the storage and processing of data such as binary. Having a good understanding of binary will support the pupils in comprehending how the overall computer system:

- Accepts data from a user
- Processes the data
- Outputs the data.

They also develop their knowledge of computer programming using a programming language call Python. Students will look at a wide range of programming principles including basics such as:

- Looping and iteration
- Conditional statements
- Variables

They will also cover more complex syntax including:

- 2D arrays

DANCE

The GCSE Dance course is split into 4 key sections:-

Dance Appreciation (Dance Theory)

So far this year your daughter has learnt all about safe dance practice, how to achieve high quality performance, the process of creating Dance and the key features of two professional Dance works from the GCSE Dance anthology. These works are '*Emancipation of Expressionism*' by Kenrick H2O Sandy and '*A Linha Curva*' by Itzik Galili. I have taught the class repertoire from the set works and they have explored motif writing. Students have also experienced a range of practice examination questions to help them understand the structure of the theory paper.

Performance of a solo

Every dance student has learnt set material to develop their technical and expressive skills. Last half term all students learnt part of the first set phrase '*Flux*'. All students will have to perform two set phrases for their GCSE examination in February 2019.

Performance in a duo/group dance

Since September students have performed in a variety of group dance pieces and been assessed against the GCSE criteria to focus on their next steps. They all danced in the 'Performing Arts Showcase' to practice dancing in front of a live audience.

Choreography

During choreographic tasks students have learnt how to produce group dances to include: action, dynamic, space and relationship variations. The current project is based on the action words open, close and lock. For this project students have been developing their knowledge of choreographic devices and structuring techniques.

DESIGN AND TECHNOLOGY

ENGINEERING DESIGN (OCR NATIONALS)

In Year 10 students have been working on a range of learning activities developing knowledge and skills in preparation for their assessments through product disassembly. Focussing on separate design and making tasks, students have learned how a range of engineering components can be designed and manufactured, individually or in larger quantities, in order to solve real life problems. These skills will be expected to be demonstrated both in the final examination and throughout their assessment, producing detailed engineering drawings and detailed workshop production methods including modern CAD/CAM processes.

HOSPITALITY & CATERING

Since September students have been developing their knowledge and understanding of the structure of the hospitality and catering industry; they have investigated types of establishments, looked at types of service and the differences that exist between them. Students have also gained knowledge of the types of services provided, the range of suppliers and standards and ratings used to assess establishments. They have also begun to investigate the different job roles available within the industry and look at the rules and legislations that keep workers safe. Coupled with this theoretical Knowledge the students have also been developing and extending their planning and practical food skills through a number of practical sessions which will help to boost their skills base which will prove useful when completing the Non Examined Assessment in Year 11.

GCSE FOOD PREPARATION AND NUTRITION

Students develop knowledge, understanding and skills that they need to prepare and cook food safely using a wide range of different food commodities, cooking skills and techniques and equipment. They learn and understand about the relationship between diet and health, factors that affect food choice, the functional and nutritional properties of food and how food science is applied. The course is based upon two controlled assessment units, worth 50% of the total GCSE and are completed in the first and second term of Year 11, and one examination unit completed at the end of the course, also worth 50% of the total GCSE grade.

DESIGN AND TECHNOLOGY (cont'd)

GRAPHICS

Pupils have undertaken a Point of Sale project. They have designed and made a stand to sell products of their choice. They have been introduced to a variety of designing and construction techniques. Practise in drawing techniques on the computer, 3D Modelling and design development have all been completed. Industrial processes have been introduced and pupils have completed a range of theory based lessons on the core principles of the syllabus.

PRODUCT DESIGN

Pupils have undertaken three short projects to introduce them to a range of materials, manufacturing techniques and design processes. New skills, knowledge and understanding have been developed through short, one-off activities, all of which will help with the coursework project, which we started at the end of March. The coursework project represents 60% of the GCSE grade and will run until February 2019.

TEXTILES

In year 10, pupils undertake a practical project focusing on the design and construction of a shirt dress. They generate a concept, create a final design and adapt a commercial pattern in order to make their unique product. The project is based around enhancing skills gained in KS3 in order to fully prepare pupils for the controlled assessment aspect of the GCSE starting in June, which makes up 50% of the GCSE. Pupils also study a wide variety of fibres and fabrics as well as different manufacturing processes to inform their work whilst designing. The second practical project pupils complete is based around surface decoration and use techniques such as appliqué, printing, quilting, machine embroidery, batik, angelina fibres, crystalina fibres, dyeing, and decorative stitches.

DRAMA

Yr 10 Drama students have been exploring the set text, *Dr Korczak's Example*, through practical acting and design skills, which will culminate in a performance for an invited audience. This will serve as a trial Component 2 (performance/design), which will stand them in very good stead for their spring exam, where they will need to answer a range of questions and demonstrate their understanding of how they would act, design and direct extracts from the play. The exam will also feature questions evaluating the live theatre production seen this term - *The Kite Runner*. After their Component 2 performance the students will begin devised work (Component 1), where they will create original drama in groups and document the process, analysing and evaluating the work as it develops.

A reminder of the course breakdown:

- Component 1: Devising: internally assessed, externally moderated group work (40%)
- Component 2: Performance from Text: externally examined performance/design unit (20%)
- Component 3: Theatre Makers in Practice: Externally examined written exam (40%)

ENGLISH

Since September, students in English have been developing the skills needed to be successful in both English Language and English Literature. Our English Language lessons sees students engaged in topic-based work which enables us to work on the skills needed to successfully tackle questions on both exam papers. This approach has helped our students to build their language and structural analysis skills. We also work with non-fiction texts learning how to synthesise and summarise the writer's ideas as well as evaluating how different perspectives are created. We have also been exploring different styles of writing, predominately argumentative and persuasive pieces.

In English Literature, students are currently studying a modern drama text (either *An Inspector Calls* or *Blood Brothers*). To date they have completed a couple essay-based assessments to assess their understanding of the themes and characters in these texts. In Spring term we will move to exploring the ideas in a range of poems set by the exam board, as well as developing the skills which will help them to analyse an unseen poem.

GEOGRAPHY

The pupils in year 10 have been focusing on coastal and river landscapes in the UK so far. They will study both human and physical topics as a part of their GCSE. In the next term the pupils will be completing fieldwork which will bring together their knowledge from these units. This fieldwork will take place in the Lake District and will involve them; participating a river study, completing a land use survey of Kendell, a visit to a Nuclear Power Plant, a tour of a limestone quarry and looking at the impact of wind power on the local environment. The information collected on this trip will be used next year for their examinations.

HEALTH & SOCIAL CARE

This year, pupils have been studying Human Lifespan Development: knowledge and understanding of human growth and development in preparation for their first assessment (Component 1). The unit content has helped to develop the students' verbal and ICT skills alongside their research skills, as well as laying the foundation for the knowledge they will need for their examined unit next year at the end of Year 11. They have been learning about growth and development across life stages from 0 – 65+, they have also applied their learning to a chosen celebrity. They will have completed the internal assessment piece by December this academic year.

HISTORY

Our Year 10 historians have been learning the content for paper one of the AQA GCSE History specification. Our historians complete two exam papers at the end of Year 11. This year, they have been learning in detail about the history of a particular country and have chosen between a depth study on Life in Germany or Russia in Revolution. Students are encouraged to do further reading around these topics to enhance their understanding. All students also complete a developmental study called Conflict and Tension and this focuses on the causes, course and effects of World War One.

The Germany unit investigates the change from autocratic monarchy under the Kaiser, to democratic state during the Weimar Republic and into the dictatorship by Hitler and the Nazis. The focus of work is on 'democracy and dictatorship': exploring the establishment of the Weimar Republic following the First World War and the rise of the Nazi Party during these years. Our pupils will investigate how the Nazis were able to establish dictatorial power and exert complete control on Germany until the end of the Second World War. This is an examined unit.

The Russia unit first explores the final years of the tsarist autocracy under Nicholas II (1894-1917) before examining its collapse in the form of the popular revolution of February 1917 and then the subsequent communist revolution of October 1917. It then investigates the rise of the Leninist (1917-24) and then Stalinist (1924-53) dictatorships and the seismic effects of the economic and social transformations brought about by ideologically driven policies such as the Collectivisation of Agriculture and the Five Year Plans for industry. It culminates in an analysis of the reasons for the USSR's unexpected victory in the Great Patriotic War against Nazi Germany of 1941-5. The overall focus of the investigation is the disparity between the theory behind and the practical consequences of the great socialist experiments of the first half of the Twentieth Century in Russia.

LEARNING SUPPORT

During these sessions the students will be working towards the ASDAN course (Award Scheme Development and Accreditation Network). The ASDAN course allows students to gain accreditation for what they can do, as well as what they know. The awards are modular, consisting of small challenges, which allow students to build on work and knowledge from all subject areas. Through the course students develop skills relevant to later life e.g. Teamwork, Coping with Problems and Independent Learning.

MATHEMATICS

Higher tier:

Fractions, ratio, percentages, angles, trigonometry, graphs, area, volume, transformations, constructions, equations, inequalities, probability and multiplicative reasoning.

Foundation tier:

Graphs, fractions, percentages, equations, inequalities, sequences, angles, averages, perimeter, area, volume, transformations, ratio and proportion.

MODERN FOREIGN LANGUAGES - GCSE

Since September, your daughter has studied French and/or Spanish and/or German following the AQA syllabus which covers the following contexts: identity and culture; local, national, international and global areas of interest; current and future study and employment. Pupils are preparing for examinations at the end of Year 11 in all four skills (listening, speaking, reading and writing), each worth 25% of their final grade. They have recently sat an examination in each skill which reflects the style of examination they will sit at the end of the course and the results from this form part of their current grade. Since the start of the year they have been examined in each skill and the results from these examinations form part of their current grade.

MUSIC

The GCSE Music course comprises of two coursework units and a listening exam. This year, pupils have begun their study of their 8 set works across 4 Areas of Study, learning analytical skills such as spotting keys, melodic features, harmonic patterns and use of instruments. They have consolidated this knowledge with exam-style questions testing their knowledge and understanding and will continue to do so alongside their study of the remaining set works in Year 11. Pupils have begun their first composition in the style of a pop song, skills they have developed from Year 9. They have also completed formally assessed performances, with feedback to help them focus their preparation and practise for their coursework in Year 11.

PHYSICAL EDUCATION

Since September the course has included extensive health and fitness work focusing on different methods of training such as circuits, insanity and work in the fitness room. The course has also included a variety of games including netball, hockey, basketball, volleyball, football and rounders. Students also get the opportunity to take part in trampolining. The course is also designed to give pupils the opportunity to experience and excel in a variety of sports leadership and coaching roles.

GCCE PHYSICAL EDUCATION

Since September, your daughter has been engaged in a range of practical activities that have involved mastering more advanced skills and developing a deeper understanding of rules, tactics and the nature of sports leadership. During theory lessons, a range of topics will be covered which include:

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Well-being

These topics are covered in preparation for the 2 written examinations that will take place in the summer term of 2018. As well as completing the papers, the students will complete a Performance Analysis coursework assessment.

RELIGIOUS STUDIES

In Year 10 students are introduced to the main beliefs and practices in Christianity and Islam. They study beliefs about the nature of God, the teachings found in their sacred scriptures and the stories associated with founders and leaders, particularly Jesus and Prophet Muhammad. Students are expected to compare the different religions, and consider how these beliefs are presented in contemporary society, particularly with reference to faith in action. The course requires an academic approach that considers the challenges facing believers in the 21st century; students engage with the Bible and the Qur'an, and are expected to support their arguments with quotations.

GCSE PHOTOGRAPHY

This GCSE course requires students to work in **one or more** area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism

GCSE PHOTOGRAPHY (cont'd)

- moving image: film, video and animation
- fashion photography.

They may explore overlapping areas and combinations of areas.

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GCSE COMBINED SCIENCE

Students have been studying all three sciences as part of the AQA Combined Science GCSE (Trilogy), a qualification worth two GCSEs. This includes completing the compulsory practical work that has replaced the old controlled assessments (ISAs). They will sit all of their exams at the end of Year 11 which will consist of two papers in each of Biology, Chemistry and Physics. These exams will include questions based on the practical work as well as the scientific content that has been covered and will include more Maths-based content than in the previous curriculum.

As there is no longer an option to study a single Science GCSE and the new specification is designed to be more challenging than the previous one, especially in terms of Maths content, some sets will also be completing assessments for AQA's Entry Level Certificate in Science. This qualification provides an opportunity to gain a Science qualification for those that will find the new GCSE a real challenge. It consists of fundamentally the same content as the GCSE, can be easily taught in parallel and provides a 'back-up' qualification if required.

GCSE SEPARATE SCIENCES

Students have completed approximately half of their Biology, Chemistry and Physics courses including the compulsory practical work that has replaced the old controlled assessments (ISAs). They will sit all of their exams at the end of Year 11 which will consist of two papers in each of Biology, Chemistry and Physics. These exams will include questions based on the practical work as well as the scientific content that has been covered and will include more Maths-based content than in the previous curriculum.

STATISTICS

Since September the stats group have covered types of data, sampling methods, questionnaires, averages, box plots, stem-and-leaf diagrams, pie charts, histograms, standard deviation, index numbers and population pyramids.

TRAVEL & TOURISM

This year the students have been completing Unit 2 - UK Travel and Tourism destinations, this has involved introduction to UK destinations and gateways. They have also had to investigate the appeal of UK tourism destinations for different types of visitors, this activity led to the planning of holidays to meet the needs of different visitors. Parallel to this the students have been completing Unit 1 in preparation for the only examination in the course, this will take place in the summer.

Current attainment is given below using the following notation:

P - Pass, M - Merit, D - Distinction.