

ITALIA CONTI ACADEMY OF THEATRE ARTS



YEAR 10 CURRICULUM OVERVIEW

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GCSE ENGLISH LANGUAGE AND LITERATURE– Y10 Overview

AQA NEW GCSE ENGLISH LANGUAGE AND LITERATURE INTEGRATED INTO TWO YEARS.			
Year 10	Term 1	Term 2	Term 3
Reading	<p>C20th and C21 non-fiction texts</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Analysis of how writers use Language and structure Critical evaluation 	<p>C19th non-fiction texts linked to and to support study of <i>Pride and Prejudice</i> for Literature.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas Analysis of how writers use language and structure. Critical evaluation 	<p>Study of thematically linked fiction and non-fiction texts from 19th, 20th and 21st centuries.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Comparison of ideas and perspectives. Synthesis of texts.
Writing	<p>Thematic link to literature or reading texts.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Revisit KS3 skills of writing to describe/narrate Teach use of sentence structure and punctuation for impact Emphasis on crafting writing Teach planning and writing a literature essay. 	<p>Thematic links to texts studied in reading</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Revisit from KS3 writing to present a point of view (explain, inform, argue) Planning and crafting Structure for impact Accuracy. Reflect on literature essays from last term and target areas for improvement. 	<p>Thematic links to poetry texts.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> Writing to present a point of view Planning within a time limit Proof reading/ accuracy
Literature	<p>C19th novel <i>Pride and Prejudice</i> by Jane Austen.</p> <p>Teaching Focus:</p> <ul style="list-style-type: none"> Key extracts and relate them to whole novel Build on Year 9 work on understanding of main themes, ideas:and character Use of quotation and reference to the text to 	<p>Modern drama <i>An Inspector Calls</i> by J.B. Priestley.</p> <p>Teaching focus :</p> <ul style="list-style-type: none"> Understanding of main themes, ideas, character Critical response Personal interpretation and response Use of quotation and 	<p>Poetry unseen and taught: Love and relationships.</p> <p>Teaching Focus:</p> <ul style="list-style-type: none"> Develop skills of analysis Understanding the main ideas in the poems Comparison, analysis of language and structure Independent interpretation and response

	<ul style="list-style-type: none"> support interpretations • Analysis of language • Context (emanating from the text) • Critical response • Personal interpretation and response • Use of quotation and reference to text to support interpretations • Analysis of language • Analysis of structure • Context (emanating from the text) 	<p>reference to the text to support interpretations</p> <ul style="list-style-type: none"> • Analysis of language • Context (emanating from the text) 	<ul style="list-style-type: none"> • Group work and discussion • Context (taught poetry only) • Language used by a writer to create meanings and effects.
Spoken Language (previously Speaking and Listening)	<p>Aim: To give all students one opportunity to do their presentation for assessment by the end of year 10.</p> <p>Teaching focus</p> <ul style="list-style-type: none"> • Critiquing video examples • Planning skills • Self and peer evaluation. 	<p>Teach different ways of structuring a presentation for impact</p> <p>Self and peer evaluation</p>	<p>Explore and teach ways of asking/responding to questions</p> <p>Self and peer evaluation</p>
Assessment	<p>End of unit test for literature: C19th novel.</p> <p>End of unit test on reading C20th or C21 text with questions on AOs 1,2,4 (not including synthesis)</p> <p>End of unit writing assessment-writing to describe or narrate</p>	<p>Assessment of reading – one text C19th non-fiction or literary with questions which focus on AOs 1 and 2.</p> <p>End of unit literature test (modern drama)</p> <p>Assessment of writing-writing to present a point of view.</p>	<p>Spoken Language presentation</p> <p>End of year exams</p> <p>Literature- exam questions on modern text C19th novel and unseen poetry.</p> <p>Language: Reading paper 2</p> <p>Writing –choice of writing to describe narrate and explaining a point of view.</p>

AQA NEW GCSE ENGLISH LANGUAGE AND LITERATURE INTEGRATED INTO TWO YEARS.

Year 11	Term 1	Term 2	Term 3
Reading	<p>Thematic approach</p> <p>Paper 1 C20th C21st fiction</p> <p>Teaching Focus:</p> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit 	<p>Focus on a variety of pairs of texts from C19th/C20th/C21st covering non-fiction and literary non-fiction</p>	Revision and exam

	<p>information and ideas</p> <ul style="list-style-type: none"> • Analysis of how writers use language and structure • Critical evaluation • Textual references 	<p>Teaching Focus:</p> <ul style="list-style-type: none"> • Language • Synthesis • Comparison 	
Writing	<p>Writing to describe/narrate. Link thematically to texts studied in reading.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Crafting writing • Timed conditions • Accuracy • Proof-reading 	<p>Writing to express a point of view. Link thematically to pairs of texts studied for Reading.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Crafting writing • Timed conditions • Accuracy • Proof-reading 	Revision and exam
Literature	<p>Study of Shakespeare play <i>Macbeth</i>.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Build on what was covered at Y9 • Key extracts and relate them to the whole novel. • Understanding of main themes, ideas, character. • Critical response • Personal interpretation and response • Use of quotation and reference to the text to support interpretations • Analysis of language • Context (emanating from the text) 	<p>Revision of taught poems</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Poetry skills development, preparation for unseen. • Revisit set poetry texts 	<p>Revision of C19th novel “Pride and Prejudice” and modern drama <i>An Inspector Calls</i></p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Ensure detailed understanding of key sections of text and characters and how these relate to the whole text • Exam skills and techniques.
Spoken Language	<p>Allow another opportunity for students to do their assessment if they have missed it in year 10 or need to improve.</p> <p>Teaching focus:</p> <ul style="list-style-type: none"> • Refining presentations • Self/peer reflection and evaluation • 	<p>Teaching focus:</p> <ul style="list-style-type: none"> • Refining presentations • Self/peer reflection and evaluation 	

Assessment	Spoken Language presentations End of unit question on Shakespeare Assessment of Reading paper1 mock exam Assessment of Writing- describe narrate	Spoken Language presentations Mock exam on taught poetry Mock exam on C19th novel Mock exam on modern drama Practice Language questions for both papers.	Terminal examinations in Language and Literature.
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Notes: The scheme is based around a five term course, the last term being flexible for revision purposes as the length of this term will vary according to when Easter and the exams fall.

KM 2016.

GCSE MATHEMATICS – Y10 Overview

Our current year 11 will be the first cohort to sit the new GCSE mathematics examination. The new system still has two tiers of entry, Foundation and Higher. However, **both tiers now cover topics of a much greater level of difficulty than before** because there has been an increase in breadth and depth of syllabus content and. Furthermore, there is greater emphasis on problem solving, reasoning and communication and there are more formulae for the students to memorise. Some schools are addressing these changes by adding extra lessons into the timetable. Therefore, it is important that our students engage in independent learning as much as possible. Extra help is available after school each day other than Wednesdays and there will be targeted revision sessions on specific topics.

There is a new grading system for the GCSE and the structure of the examination has changed. The students will sit three, equally weighted papers lasting one and a half hours. The new grading system uses numbers instead of letters, and the new scale runs from 9 to 1 with the higher numbers representing the highest grades. Broadly speaking, a grade 4 is equivalent to the lower scores in the old grade C. However, in line with government directives to raise standards, the new desirable grade will be 5 which is equivalent to the higher end of the old grade C. To provide more opportunity for higher level students to receive recognition, some topics that were previously covered at A level have been moved to the GCSE syllabus and this is reflected in the award of grade 9 which is beyond A*. The table below gives an idea of how the new and old grades compare.

Old grades	G	F	E	D	C	B	A	A* and higher
New grades	1	1 - 2	2	3	4 - 5	5 - 6	7 - 8	8 - 9

Whilst there are no past papers available yet, Edexcel has provided some specimen papers that we can use for practice. We have purchased new text books that have been written in line with the aims and ethos of the new curriculum. We will be able to recommend revision guides and workbooks as they become available. Italia Conti now subscribes to the MyMaths web site that students access to complete homework and to work independently, revising any topics covered in class. There are numerous other websites available containing free resources, for example: the Khan Academy site <https://www.khanacademy.org/> or bbc.bitesize. <http://www.bbc.co.uk/education/subjects/z38pycw> .

More details about the new curriculum and examinations can be found on the Edexcel site :

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.htm>

Year 10 Curriculum overview

Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>Probability Listing outcomes systematically Two way tables Venn diagrams Experimental probability.</p> <p>Shape area/perimeter of circles and compound shapes (revision) Recognising similarity Calculating lengths in similar shapes area and volume of similar shapes (using scale factor or ratio)</p> <p>Number work Rules of indices Introduction to standard form</p>	<p>Shape Revision of surface area and volume</p> <p>Algebra Forming equations to solve problems Solving linear equations with unknowns on both sides, brackets, fractional coefficients, and unknown as a denominator. Simultaneous equations</p> <p>Number work Further rules of indices Calculating in standard form Introduction to surds.</p>	<p>Algebra Substitution in formulae Changing the subject Solving equations by trial and improvement Solving inequalities Finding regions on graphs of inequalities</p> <p>Number work Revision of fractions calculations Revision of percentages calculations Recurring decimals Reciprocals</p>	<p>Compound measures Speed Density pressure Rates of pay</p> <p>Number work Upper & lower bounds Simplifying and manipulating surds</p> <p>Shape Transformations – rotation, reflection, translation and enlargement.</p> <p>Trigonometry Pythagoras revision sine, cosine and tangent revision</p>	<p>Algebra Drawing and using quadratic graphs Revision of expanding brackets and factorising Factorising pairs of brackets and solving quadratic equations Quadratic formula</p> <p>Proportion Direct/indirect proportion Using the k formula</p> <p>Data Handling Pie charts Bar charts – continuous data Correlation</p>	<p>Shape Constructions Loci Angles in parallel lines Bearings geometry Circle theorems</p> <p>Data Handling Calculating mean from frequency tables Mean of grouped data Median, quartiles and box plots Cumulative frequency curves</p>

GCSE SCIENCE – Y10 Overview

Examining body: AQA

Specification number 8464

This two year course is a double award GCSE course, which means that all pupils are awarded two GCSEs in one course. All pupils will study biology, chemistry and physics separately. The course is interesting but very challenging and has a wide content therefore, some concepts have been introduced to pupils in Year 9. Pupils will study biology in the first two terms of Year 10 and chemistry in the latter part of the summer term. The study of chemistry will continue until the end of the Autumn Term in Year 11. Physics will be studied in the Spring Term of Year 11.

Practical work

There is no coursework/ controlled assessments but all pupils are expected to complete 21 required practicals'. These will be completed in normal lesson time during the two year course. Each pupil will be expected to keep a record/ log of their practical work and to learn the experimental procedures.

Exams

There are six terminal exams: two biology papers, two chemistry papers and two physics papers. These are taken in May or June, at the end of Year 11. Each exam paper is 1.5hours long and has a weighting of 16.7 % (70 marks) There are two tiers for exam entry. Foundation Tier and Higher Tier.

Pupils will no longer be awarded grades A* to G as the grades will be replaced by a new system of levels 1-9. Level 9 will be the highest pass at GCSE and level 1 will be the lowest pass at GCSE. For this Double Award science course pupils will be awarded two levels, e.g. 1-1 to 9-9. Higher Tier candidates will be awarded levels within the range 4-9 and Foundation Tier candidates will be awarded levels within the range 1-5. Pupils will be entered for the tier they are most suited for. Assessment will be based on how well they perform in their internal Year 10 exams and in their mock exam in Year 11.

In each exam paper pupils will be assessed on their skills, their scientific knowledge and application as well as on their understanding of the 21 practicals' studied during the course. The maths required for this GCSE has increased enormously therefore all pupils will be expected to do far more maths in each paper, compared to previous years. Each exam paper will consist of a variety of different styles of questions such as structured questions, longer response questions, open response questions and analysis of data questions. There may also be a few multiple choice questions.

Course Content: There are 27 topics to be studied in this course. These are shown below

	Biology		Chemistry		Physics
1	Cell biology	9	Atomic Structure and the Periodic Table	20	Energy
2	Organisation	10	Bonding, structure and properties	21	Electricity of Matter
3	Bioenergetics	11	Quantitative Chemistry	22	Particle Model of Matter
4	Infection and response	12	Chemical Changes	23	Atomic Structure

5	Homeostasis and response	13	Energy Changes	24	Forces
6	Inheritance, variation and evolution	14	The rate and extent of chemical change	25	Waves
7	Ecology	15	Organic Chemistry	26	Magnetism and Electromagnetism
8	Key ideas (Biology)	16	Chemical Analysis	27	Key ideas (Physics)
		17	Chemistry of the Atmosphere		
		18	Using resources		
		19	Key Ideas (Chemistry)		

Exam papers

Paper 1 will cover biology topics 1 to 4. Paper 2 covers biology topics 5-8.

Paper 3 covers chemistry topics 9 to 13. Paper 4 will cover chemistry topics 14 to 19.

Paper 4 covers physics topics 20-23. Paper 6 covers physics topics 24 to 27.

All pupils will be given a textbook for the duration of the two year GCSE course. These must be returned to the science teacher at the end of the course. These books will be used for class work, homework and revision. The science books are very costly; we do not have spare books in school therefore it is essential that pupils do not misplace their textbooks.

Support:

Specimen papers, with mark schemes and the GCSE specification can be downloaded from Aqa.org.uk/ past papers. Pupils are also advised to use 'The Bitesize Revision' website and the 'My GCSE Science' website for revision. It is essential that pupils develop the habit of reviewing their work regularly in order to keep in touch with the topics and work they have previously studied.

I am always available on a Thursday between 4.20 – 4.40 to help any Year 10 pupil, who requires extra help with their work or with their revision.

L. Alvares

Science Teacher

Italia Conti Academy.

GCSE specification 8464: GCSE Combined Science Trilogy (AQA). This is a double award course. All pupils will study biology in the Autumn Term and Spring Term. Chemistry will be studied in the Summer Term of Year 10 and will continue into the Autumn Term of Year 11 and Physics will be studied in the spring Term of Year 11.

PA= the set practical AQA activity.

Autumn Term	Spring Term	Summer Term
<p><i>Weeks1-13</i></p> <p>Cell biology and microscopy. Cell division. PA1</p> <p>Transport in cells: diffusion, osmosis and active transport. PA2.</p> <p>The principles of organisation. PA3.</p> <p>The digestive system.</p> <p>Mid term assessment.</p> <p>Enzymes (lock and key theory). PA 4. Calculate the rate of a reaction. Review structure and function of lungs.</p> <p>Blood, the heart and blood vessels</p> <p>Coronary heart disease. Health issues. The effect of lifestyle on non-communicable diseases.</p> <p>Cancer</p> <p>Review plant tissues, organs and plant organ systems. Communicable(infectious) diseases. Infection and response. Viral, bacterial, fungal and protest diseases</p>	<p><i>Weeks1-13</i></p> <p>Human defence systems. Vaccination. Antibiotics and painkillers.</p> <p>Discovery and development of drugs.</p> <p>Transpiration; measure the rate of transpiration.</p> <p>Bioenergetics: i) Photosynthesis and the rate of photosynthesis. PA5.</p> <p>ii) Aerobic and anaerobic respiration</p> <p>Metabolism.</p> <p>Homeostasis</p> <p>The nervous system PA.6 the endocrine system Control of blood sugar concentration.</p> <p>Mid term assessment</p> <p>Hormones in human reproduction</p> <p>Review contraception</p> <p>The use of hormones to treat infertility (HT) Negative feedback(HT) Thyroxine and adrenaline</p> <p>Review of sexual and asexual reproduction.</p>	<p><i>Weeks 1-4</i></p> <p>Evidence for evolution and extinction. Resistant bacteria.</p> <p>Classification (the Linnaean system and the three domain system developed by Carl Woese)</p> <p>Ecology PA.7 Adaptation</p> <p>How materials are recycled (review the carbon cycle)</p> <p>Biodiversity and maintaining biodiversity</p> <p>Waste management Land use and deforestation Global warming.</p> <p>Key ideas in biology.</p> <p>Start chemistry wk. 5</p> <p>Atomic structure(including different models for the structure) and the development of the Periodic Table</p> <p>Group 1,7 and 0 Chemical analysis (pure substances, formulations, Chromatography) PA12</p>
Spring Term	Summer Term	
<p>Biology continued.</p> <p>Meiosis DNA and the genome</p> <p>Genetic inheritance</p>	<p>Chemistry continued</p> <p>Metals and non metals. Properties and trends in group 1,7,0 elements</p> <p>Mid term assessment</p>	

<p>Inherited disorders (Cystic fibrosis and polydactyly) Review sex determination</p> <p>Variation and evolution</p> <p>Genetic engineering and selective breeding</p>	<p>Chemical bonding : Covalent bonds and covalent compounds Ionic bonds and ionic compounds</p> <p>How bonding and structure are related to the properties of substances</p> <p>Giant covalent structures (diamond and graphite) Structure and bonding of carbon in diamond, graphite, graphene and fullerene</p> <p>Properties of metals and alloys. Metals as conductors.</p> <p>Quantitative chemistry: Conservation of mass. Balancing equations Calculating relative formula mass M_r</p> <p>Moles (HT) Amount of substances in equations (HT) and using moles to balance equations. Limiting reactants (HT)</p> <p>Concentration of solutions : calculate the mass of a solute in a given volume (change the subject of an equation) Metal oxides</p>
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In Year 11 chemistry will continue to be studied in the autumn term up to week 10 and then physics will be studied in weeks 11-13 and in the spring term.

GCSE SPANISH – Y10 Overview

This year's year 10 class at Italia Conti have been preparing up until now for the new AQA GCSE Spanish GCSE exam 8698 for first examining in May 2018.

Here is an outline of how the new Spanish GCSE (8698) differs from the old one (4695):

1. There will be no **more controlled conditions assessments** (currently worth 60% of total marks for this year's year 11s). **All marks will be awarded for final exams at the end of the 2 year course** (i.e. 2018 in this case). **Speaking exams will be conducted in school but marked externally.**
2. An element which requires pupils to **translate from English into Spanish** will be included on the final exam Writing paper.
3. A question on a **Spanish Literary text** will be included in the final exam Reading paper.
4. A portion of the **exam rubric (instructions)** on the final exam papers will be **in Spanish**.
5. **Tiers of entry (Foundation and Higher)** have been introduced to **Writing and Speaking** elements of the final exams.
6. Pupils will be **tiered either Foundation or Higher for ALL the units of the exam**, no 'mix & match' of tiers will be permitted.
7. **UMS marks** will no longer be used. **Scaled marks** will be used on **Foundation** Listening + Writing and **Higher** - Listening. Total 4 x 60 marks per unit = 240 marks. (less than 60 marks are scaled up - F + H).
8. On results day 2018, pupils will receive a **grade of 1 - 9** instead of the old A* - G grades.
9. No dictionaries will be allowed at any stage in any of the exams.
10. The 4 elements of the exam (Listening, Reading, Speaking, Writing) all have **equal weighting**.

The new AQA Spanish GCSE 8698 is made up of the following elements;

Unit 1 25% of grade	Unit 2 25% of grade	Unit 3 25% of grade	Unit 4 25% of grade
Listening Pupils will respond to questions set out on Listening exam paper by listening to the audio recordings played in the exam. Foundation – 35 minutes Higher 45 minutes	Reading Pupils will respond to questions set out on Reading exam paper, including responding to questions about a Spanish literary text. Foundation 30 minutes Higher 50 minutes	Speaking - Conducted by teacher Assessed externally by AQA Consists of: 12 mins prep time with stimulus materials, then: <ol style="list-style-type: none"> 1. Role play + 2 mins 2. Photo card + 2 mins 3. General conversation 3 - 5 mins 	Writing Pupils will respond to writing questions as set out, including translation from English into Spanish element.

Themes and sub-topics for the new Spanish GCSE 8698:

Theme 1 - Identity & Culture	Theme 2 - Local, International and Global areas of interest	Theme 3 - Current and future study and employment
<ul style="list-style-type: none"> a. Relationships with family and friends b. Marriage and partnership c. Social media d. Mobile technology e. Music, cinema and TV f. Food and eating out g. Sport h. Spain and customs i. Festivals in Spain and Hispanic countries 	<ul style="list-style-type: none"> a. Home b. Where I live (area) c. Charity and voluntary work d. Healthy and unhealthy living e. Environment f. Poverty and homelessness g. Holidays and travel h. Regions of Spain 	<ul style="list-style-type: none"> a. School and subjects b. Life at school c. Study or Work? d. Choice of career

Year 10 Curriculum overview - Spanish AQA 8698 - New GCSE - 2018 onwards					
Autumn 1st SPEAKING/WRITING	Autumn 2nd READING/LISTENING	Spring 1st READING	Spring 2nd LISTENING	Summer 1st WRITING	Summer 2nd SPEAKING
Speaking about your friends Family relationships Plans for the future Relationships today Keeping in contact Social networks good or bad? Portable technology Could you live without technology? Longer Spanish poem	What do you do in your free time? Free time and plans for the future Eating out A celebration meal What sports will you do in the future? The place of sport in the world Regional customs Are customs changing? Hispanic festivals of the world Festivals of Spain Spanish song	What is your house like? My house and local area My town Town and country Spanish advert	Helping in your community Importance of charity work Do you have a healthy lifestyle? Developing you opinion on social issues Longer extract from a work of literature Global Issues Travel and Tourism	Protecting the environment Ecological problems The homeless Helping others Longer article Global Issues	Where are you going to travel? What did you do on holiday and what would you like to do? Holiday brochure Describing your region Longer extract from a blog/letter/novel Global Issues Travel and Tourism

Describing family and friends. Friendships. Technology and social media	Free time activities Customs and festivals	Home, Town, Neighbourhood and region Social Issues		Travel and Tourism	
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Year 11 Curriculum overview - Spanish AQA 8698 - New GCSE - 2018 onwards

Autumn 1 st ALL SKILLS	Autumn 2 nd ALL SKILLS	Spring 1 st ALL SKILLS	Spring 2 nd ALL SKILLS	Summer 1 st	Summer 2 nd
<p>What makes a good student?</p> <p>What is your school like?</p> <p>Rules + uniform Advantages and Disadvantages of school</p> <p>Longer Spanish poem</p> <p>My studies and my life at school</p>	<p>Work or study?</p> <p>Is university a good idea?</p> <p>Looking for work</p> <p>The ideal job</p> <p>Spanish song Longer extract from a blog/letter/novel</p> <p>Life after School Jobs, careers and ambitions</p>	<p>Topic catch up. Grammar revision. Assessment preparation Mock assessments</p> <p>All Themes</p> <p>Identity + Culture Local, national, international and global areas of interest Current and future study and employment</p>	<p>Topic catch up. Grammar revision. Assessment preparation Mock assessments</p> <p>All Themes</p> <p>1. Identity + Culture 2. Local, national, international and global areas of interest 3. Current and future study and employment</p>	<p>Spanish oral exams</p> <p>Final exams</p> <p>Writing - Reading - Listening</p>	

New Spanish GCSE: Sample of Skills

1. Use accurate pronunciation and intonation
2. Demonstrate understanding
3. Deduce meaning
4. Demonstrate recognition of message and themes
5. Extract and evaluate information
6. Describe and give information

7. Speak spontaneously and interact naturally
8. Narrate events
9. Initiate, develop and sustain conversations.
10. Use and adapt language for new purposes
11. Translate into English
12. Translate into Spanish
13. Write extended texts on a variety of topics
14. Use language creatively to express thoughts feelings and opinions
15. Use processes to work out meaning in a range of texts
16. Manipulate language using wide range of tenses
17. Use coping strategies to deal with unknown words and phrases
18. Use less common vocabulary and more complex grammatical structures
19. Read short authentic texts (e.g. adverts, information leaflets, poems and songs)
20. Use a bilingual dictionary to look up unfamiliar words
21. Understand longer authentic texts (blogs, letters, extracts from novels and short articles)
22. Scan for meaning

Do not hesitate to contact me if you have any questions, queries or comments regarding your daughter or son's Spanish studies. glynis.rodgers@italiaconti.academy

GCSE HISTORY – Y10 Overview

Year 10 History Curriculum overview- **AQA GCSE Syllabus B 8145**

This comprises two final exam papers sat at the end of Year 11 each worth 50% of the total marks.

One Section from each paper is taught in Year 10 & in Year 11. The course is taught across 5 terms with the final term being focussed on exam practise and preparation.

Paper 1	Topic	Skills
Section A: Period Studies 1B Germany 1890-1945: democracy and Dictatorship (Yr10)	Kaiser Wilhelm II and Prussian militarism What was the impact of WWI on Germany? Problems facing Weimar Germany: rebellions, inflation, French occupation, loss of land Stresemann Years Hitler & Munich Putsch Hitler consolidates power Propaganda and control The economy Attitudes towards minorities Role of women Defeat in WWII	AO1 Knowledge & understanding of key features & characteristics of the period AO2 Explain & analyse historical events & periods using historical concepts AO3 Analyse, evaluate & use sources (primary) to make substantiated judgements AO4 Analyse, evaluate & make substantiated judgements about interpretations (including why & how interpretations differ)
Section B: Wider world depth studies Conflict and tension between East and West: 1945-1972 (Yr 11)	Origins of the Cold War Yalta & Potsdam Conferences Division of Germany Different ideas & beliefs Truman Doctrine & Marshall Plan Cominform Comecon Berlin Airlift Korean War Space race NATO & the Warsaw Pact Hungary & Nagy Bay of Pigs, Castro & Cuba Czechoslovakia, Prague Spring Detente	AO1 Knowledge & understanding of key features & characteristics of the period AO2 Explain & analyse historical events & periods using historical concepts AO3 Analyse, evaluate & use sources (primary) to make substantiated judgements AO4 Analyse, evaluate & make substantiated judgements about interpretations (including why & how interpretations differ)
Paper 2	Topic	Skills
Section A: Thematic studies 2A Britain: Health and the people: c1000to the	Legacy Ancient World & the Romans Medieval Medicine Public Health in the Medieval Period Renaissance, anatomy, physiology & surgery Quackery & the plague Jenner & vaccination Germ theory, Pasteur, Robert Koch, microbes	AO1 Knowledge & understanding of key features & characteristics of the period AO2 Explain & analyse historical events & periods using historical concepts AO3 Analyse, evaluate & use sources

<p>present day (Yr 10)</p>	<p>Anaesthetics, antiseptics, surgery Public Health Acts, the Dirty Party Fleming & penicillin Impact of war, blood transfusions, X-Rays Modern Public Health</p>	<p>(primary) to make substantiated judgements AO4 Analyse, evaluate & make substantiated judgements about interpretations (including why & how interpretations differ)</p>
<p>Section B: British depth studies including the historic environment Restoration England, 1660-1685 (Yr 11)</p>	<p>Crown & Parliament The Restoration, succession issue, party politics The Catholic Question Popish Plot Charles II character court & mistresses Great Plague and Fire of London Culture & the Arts Trade & Empire Navigation Acts & War with the Dutch Historic Environment of Restoration England: Wren`s London</p>	<p>AO1 Knowledge & understanding of key features & characteristics of the period AO2 Explain & analyse historical events & periods using historical concepts AO3 Analyse, evaluate & use sources (primary) to make substantiated judgements AO4 Analyse, evaluate & make substantiated judgements about interpretations (including why & how interpretations differ)</p>

GCSE DRAMA – Y10 Overview

Here at Italia Conti, students study the Edexcel GCSE Drama syllabus. This is started in year 9 and completed in year 10. The course consists of 3 units within which they undertake practical and written assessments both under controlled conditions. The main aims and objectives for the course are to -

- develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Unit 1

Unit 1 makes up 30% of the course and is mainly studied from September to December. The six hours assessed practical work is based around the theme of Victorian Britain. The unit is divided into six, one hour long assessed practical sessions which are recorded and marked out of 40. This is followed by a 2000 word piece of coursework of the students' reflections on the practical sessions. This is done under controlled conditions in School and marked out of 20.

Unit 2

In total Unit 2 is worth 30% of the total marks of the course. It has similar content and design as Unit 1. The exception being that the scheme is based around the study of a whole and complete play rather than a theme. The play text is chosen each academic year in order to best suit the students. The practical and written study of this section is worth a total of 40 marks. In addition, students are required to watch a live theatre performance and write a 2000 word evaluation. Again, this takes place under controlled conditions in School and is worth 20 marks.

Unit 3

Unit 3 is entirely practically based and is worth 40% of the total marks for the course. Students will be placed into groups of between 3 and 8 students and given a play text to study and perform. Students are allocated their roles and scripts before Easter with the expectation that on returning from the Easter break they will be off script and ready to rehearse. Rehearsals take place within School and students are expected to take complete ownership of this process from start to finish. An external moderator visits the School sometime between March and May of the academic year and watches the performances.

A final GCSE Grade is awarded in the August following completion of the course.

GCSE DANCE – Y10 Overview

The new GCSE Dance specification will be delivered over two years. The qualification is designed to recognise the role of dance in young people’s lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria. The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. This specification acknowledges the important role that dance plays in young people’s lives. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Core content

1. Performance
2. Choreography
3. Dance appreciation

Component 1: Performance and choreography	
What's assessed?	
Performance	Choreography
1. Set phrases through a solo performance (approximately one Solo minute in duration) 2. Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)	1. Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)
Postal Moderation 40 Marks	Postal Moderation 40 Marks

Component 2: Dance Appreciation

What's assessed?

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work (Based on students' own practice in performance and choreography)

Critical appreciation of professional works (GCSE Dance anthology)

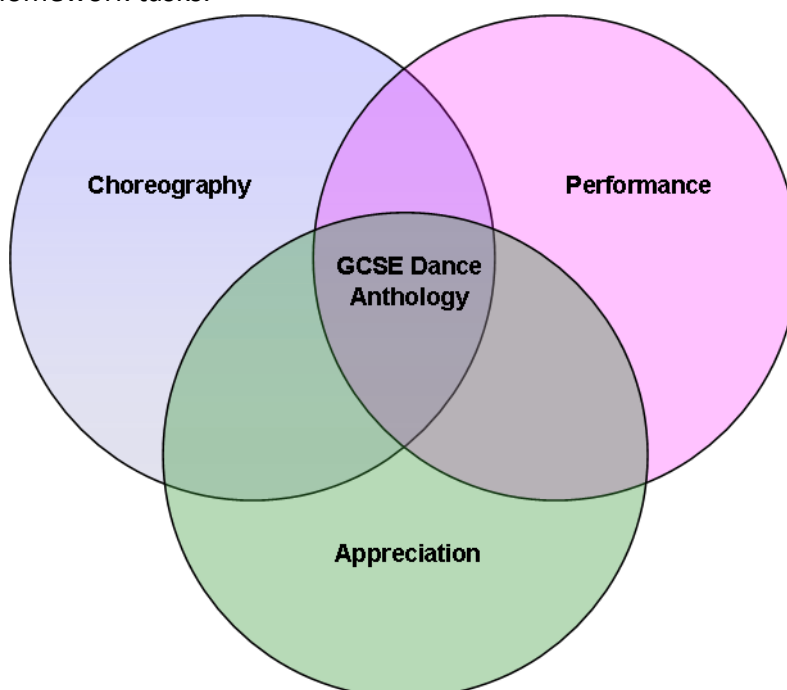
Written exam: 1 hour 30 minutes

80 marks

GCSE Dance Anthology

Dance work	Dance company	Choreographer
Artificial Things	Stopgap Dance Company	Lucy Bennett
A Linha Curva	Rambert Dance Company	Itzik Galili
Infra	The Royal Ballet	Wayne McGregor
Shadows	Phoenix Dance Theatre	Christopher Bruce
Within Her Eyes	James Cousins Company	James Cousins
Emancipation of Expressionism	Boy Blue Entertainment	Kenrick H2O Sandy

The design of the new specification encourages a holistic approach to teaching using all of the given resources to move through the subject content without focusing on one particular component. Each of the areas of study overlap and inform each other leading to a wider understanding of dance as an art form. Students will be encouraged to apply skills and become 'Thinking Dancers' who are able to support their arguments both practically and theoretically. The majority of learning will be done in a practical context supported by written homework tasks.



Assessments for GCSE Dance take place in the final year of study. Assessments will be spread over the spring term with the final examination taking place in June 2018.

Autumn	Spring	Summer	Autumn	Spring	Summer
Developing Component 1 Skills in choreography, using the dance anthology/ Focus on A Linah Curva & Within Her Eyes	Developing Component 1 Skills in performance, using the dance anthology. Focus on Emancipation of Expressionism and Infra	Mock Assessment of Choreography. Continued study and assessment of Component 1 performance using the dance anthology. Focus on Shadows and Artificial Things	Component 1 Exam paper released. Preparation of Component 1 assessment materials.	Final Preparation of Component 1 assessment materials for Performance and Choreography. Assessment of Component 1. .	Final Preparation of Component 2. Assessment of Component 2.

GCSE ART – Y10 Overview

The Italia Conti Art department uses the Edexcel syllabus known as ‘Specification’ Edexcel GCSE in Art and Design (2AD01)

‘Specification’ Edexcel GCSE in Art and Design

This two year course is comprised of **Unit 1 Personal Portfolio** coursework (60% of the total mark) and Unit 2 an externally set theme leading to a timed 10 hour exam (40% of the total mark) that is marked together with the accompanying sketchbook and preparatory studies, most of the marks are formed by the quality of the preparatory process rather than the timed exam realises piece(s). The links below will give you more detailed information.



Exam board: Edexcel Syllabus

Subject: Art & Design 1

Specification/Unit Codes: 5AD01

When following this link, <http://www.edexcel.com/quals/qcse/qcse09/Art/Pages/default.aspx> parents will be able to find further information about the new GCSE reforms, guidance on the current GCSE course and other documents such as ‘Exam Materials’, Generic ‘Examiner’s Reports’ for the past years, ‘Assessment Grids’, all of which will help their understanding of how the students are assessed.

Year 10 – (Stage 4 National Curriculum)

In the Summer Vacation immediately preceding the start of year 10, existing year 9 pupils are required to fulfil a preliminary introductory homework which is greatly advantageous to a positive well prepared start to their **Personal Portfolio Unit 1** coursework component.

At the start of year 10 the two year Edexcel GCSE Course is introduced, which requires pupils to fulfil the following four externally applied assessment objectives:

A01	develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	25%
A02	refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	25%
A03	record ideas, observations and insights relevant to their intentions in visual and/or other forms	25%
A03	present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	25%

Pupils begin to develop the required GCSE component for **UNIT 1: Personal Portfolio in Art and Design** (code GCSE:5AD01). The regular weekly preparatory homework of 1-2 hours is vital to their success and significantly contributes to their final grade. Direct observational drawing, sketching and photography of the real world they experience is probably the most important aspect of their sketchbook homework throughout Year 10. It provides the basis for the developed studies in paint and other materials that they then work at during lessons. Parents do **not** need to purchase elaborate Art materials these are provided in our Art Studio lessons (*see next page for list*).

'The personal portfolio submitted for assessment consists of centre-devised activities, carried out by students under controlled conditions. The activities should take approximately 45 learning hours to complete. This time should not include teacher direction, demonstration, preparation of workspaces or materials, cleaning or storage of work. The personal portfolio accounts for 60 per cent of the final qualification. The work should address all four Assessment Objectives, with a maximum of 20 marks for each Assessment Objective.' Edexcel

Teaching and learning focuses on ways to research a theme independently from initial and ongoing investigation, experimenting, continually refining and modifying the development of ideas and studies through to a final development, realisation and presentation of ideas. Pupils learn to discriminate between primary and secondary sources and learn to critically evaluate their own and others work – particularly the work of Artists, Crafts people and Designers with professional reputations in national and international collections.

Pupils continue to use work journal/ sketchbooks to document their observations, experience and ideas. Such books are also used to document the process of the development of thematic and critical work and galleries/museum visits throughout the two year GCSE course. These books are used mainly for homework preparation and should contain evidence of their independent investigation (see Edexcel's Assessment objectives on previous page)

As individual projects develop in class, existing skills continue and additional media such as pen, ink and wash, printing, collage, relief, casting, modelling, 3D construction, video, set and costume design and installation work are introduced and developed in relation to their relevance to individual pupil's emergent ideas and intentions.

Visits to galleries and museums and other relevant places in the surrounding area are arranged. Pupils are requested to research: using the internet; at their local library; galleries and museums during the holidays in addition to research made during school terms for homework.

Pupils learn to store, organise and analyse their own work in preparation for their final GCSE Unit 2 10 hour timed exam presentation and exhibition at the end of the Easter Holiday in year 11 which is then presented and exhibited in the Summer Term for the GCSE external examiner to moderate after which it is made available to parents, pupils and others to experience.

Strong emphasis is placed on personal choice, responsibility and 'ownership' of work by the end of year 10.

All work pupils produce is stored, organised, mounted and contributes to their externally moderated course work which is presented in the form of the presentation of a personal portfolio which is internally assessed and externally moderated towards the end of year 11.

Pupils have 4 terms to complete the Unit 1 Personal Portfolio. Year 10 work contributes to the final realised pieces which are completed during the end of their first term of Year 11.

Art Department - Required Equipment for all Pupils

Please buy these items ready for the first Art Lesson which are particularly required for **weekly homework**:

(Available from Art Shops or W H Smith)

- A5 spiral or book bound sketchbook (bound not glued – during Year 11 some pupils choose to use the larger A4 book, but please aim for a 'portrait format' ie. spiral or binding on the long side)
- 2B pencil for drawing
- HB pencil for writing
- Rubber (preferably white plastic eraser)
- Sharpener
- Apron

Note: please do NOT buy A3 size bound books, they are too large to travel easily to and from school and cannot be stored. The school provides each pupil with a plastic, large A2 folder, at the beginning of the year, for storage of class work/coursework. The folder is kept in school so that the teacher can access it to review progress and for regular assessment, at the end of each term.

All other materials including paper, scissors, glue and rulers are provided in the Art Room throughout the year as required.