Overview

All pupils at Ark Academy have started their GCSE studies in the summer term of Year 9. They will now continue that course of study and have been divided into GCSE Combined Science: Trilogy (which is the same as the old Double Science) and Triple Science (GCSE Biology, GCSE Chemistry & GCSE Physics).

If your child is doing GCSE Combined Science: Trilogy they will follow a pathway similar to those doing GCSE Triple Science and complete a total of 24 topics across the 3 science disciples. If your child is following the Triple Science route, they will cover the same topics however they will explore some of those topics in more depth. The subject content topics are listed further down this guide.

New GCSE AQA curriculum pathway

[Diagram showing the pathways for GCSE Combined Science: Trilogy and GCSE TRIPLE]

- **GCSE Combined: Trilogy**
  - 6 exam papers: each 1 hour 15 min
  - 70 marks = 2 GCSEs

- **GCSE TRIPLE:**
  - 6 exam papers: each 1 hour 45 min
  - 100 marks = 3 GCSEs
When will they be taught?

Regardless of what pathway they are following all pupils will study all 3 Sciences – Biology, Chemistry and Physics. Triple and Combined science students have 2 lessons of Biology, 2 lessons of Chemistry and 2 lessons of Physics (a total of 6 lessons, and will often be taught by subject specialist teachers) every week and single science students have three lessons per week.

The aim is to cover all 24 topics within the course of Y10, while still being assessed internally half termly as well as termly MOCK exams. Students will revisit some of the topics throughout Y10 and 11, however will aim to complete the course half way into Y11, preferably beginning of Spring term. After which we will focus on revision, MOCKS and exam preparation until May 2018, when GCSE Examination begin.

The New Curriculum: What are the changes?

... OUT with OLD! What has been scrapped?

1. There is no longer Controlled Assessments in the new curriculum.

However students will still expected to develop their Scientific enquiry skills and will be expected to have completed specific required practical experiments for each of the Science; Biology, Chemistry and Physics. They will be examined on their understanding and knowledge of these experiments in the exam papers at the end of their GCSE course. In addition to completing these required practical experiments in the classroom, they will be expected to keep a clear record as evidence of having completed them.

2. There is no longer QWC (Quality of Written Communication) questions

However students will still be expected to demonstrate their extended writing skills as they will be exposed to a variation of structured, closed short answer and open response questions in both papers of their GCSE exams.

... IN with the NEW! What has been introduced?

1. Multiple Choice questions (MCQ)
2. Open response questions – this involves extended writing

Subject Content

- The new GCSE will cover some new topics while having scrapped some of the old topics.
- Those studying Triple Science will follow the same trajectory as the Combined Science pupils; however will be moving at a slightly faster pace at some points to ensure that they are covering the additional topics.
- All pupils should note that the work gets noticeably more difficult as you progress through the year and builds on the work done in prior.
- It is very important to note that all topics are all assessed at the end of Year 11 - May 2021.
How will they be assessed?

- **Combined Science: Trilogy** pupils will sit SIX GCSE exam papers (two in each Science) in May 2021.
- Each exam will be 75min, worth 70 marks and count towards 16.7% of the GCSE.
- Students will be awarded two grades using the 9-1 grading system. For example, 5/5, 6/7, 4/3, 8/9.
GCSE Triple Science
Biology: http://www.aqa.org.uk/subjects/science/gcse/biology-8461

Triple scientist will cover the same topics as the Combined Scientist; however will cover some of the topics in more depth (highlighted below)

<table>
<thead>
<tr>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Cell Biology  - Culturing microorganisms</td>
<td>1 Atomic structure and the periodic table  - Transition metals</td>
<td>1 Energy</td>
</tr>
<tr>
<td>2 Organisation</td>
<td>2 Bonding, structure and the properties of matter  - nanoparticles</td>
<td>2 Electricity</td>
</tr>
<tr>
<td>3 Infection and Response  - Monoclonal antibodies  - Plant diseases</td>
<td>3 Quantitative Chemistry  - Yield &amp; atom economy  - Standard forms</td>
<td>3 Particle model of matter</td>
</tr>
<tr>
<td>4 Bioenergetics</td>
<td>4 Chemical Changes  Titrations</td>
<td>4 Atomic structure  - Hazards of radiation  - Nuclear Fission &amp; Fusion</td>
</tr>
<tr>
<td>5 Homeostasis and response  - The brain &amp; The eye  - Body Temp, NI balance  - Plant hormones</td>
<td>5 Energy Changes  - Chemical &amp; fuel cells</td>
<td>5 Forces  - Moments, levers &amp; gears  - Pressure  - Changes in momentum</td>
</tr>
<tr>
<td>6 Inheritance, variation and evolution  - DNA structure &amp; Cloning  - Theory of Evolution, Speciation &amp; Genetics</td>
<td>6 The Rate and Extent of Chemical Change</td>
<td>6 Waves  - Sound waves  - Lenses  - Visible light  - Black body radiation</td>
</tr>
<tr>
<td>7 Ecology  - Decomposition  - Trophic levels &amp; food production</td>
<td>7 Organic Chemistry  - Reactions of alkenes &amp; alcohols  - Polymers</td>
<td>7 Magnetism and electromagnetism  - Loudspeakers  - National grid</td>
</tr>
<tr>
<td></td>
<td>8 Chemical Analysis  - identification of ions</td>
<td>8 Space Physics</td>
</tr>
<tr>
<td></td>
<td>9 Chemistry of the Atmosphere</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Using Resources</td>
<td></td>
</tr>
</tbody>
</table>

How will they be assessed?

- **Triple science** pupils will sit six GCSE exam papers (two in each Science) in May 2021.
- Each exam will be 105min, worth 100 marks and count towards 50% of the GCSE. These exams are longer than the combined award as they are assessing extra content.
- Students will be awarded grades using the 9-1 grading system for each subject. For example: Biology – 8, Chemistry – 7, Physics – 6.
**Homework**

All science students will be set one thirty minute homework in each Science each week. Homework booklets can include practising exam questions; a piece of extended writing; a piece of creative work; some research or learning keywords and their definitions for a test.

**Independent Learning**

All students are encouraged to become independent learners and take an active role in extending their learning beyond the classroom. Over the first term students will have lessons dedicated to using a revision folder and how to make notes.

All students are encouraged to:

- Buy a revision **folder**
- Make a revision **plan**
- Buy a Revision **guide** – when offered by your teachers later in the year
- Log on to **ShowMyHomework**
- Print out some **past papers**
- Log onto TheDay and read/print Science **articles**

**Useful Resources:**

- The Ark Academy Learning centre
- [http://www.bbc.co.uk/schools/gcsebitesize/science/](http://www.bbc.co.uk/schools/gcsebitesize/science/) - Please ensure you choose the AQA Option!
- CGP revision guides – are available in the library and will be on sale later in the year.
- There are numerous YouTube channels that offer great revision videos
  - Fuseschool
  - Free Science Lessons

**Getting in touch...**

If you have any questions – please email Ms McGrath (Head of Science) at s.mcgrath@arkacademy.org
Overview

All pupils entered for the entry level qualification have the opportunity to gain two certificates in science. All pupils will cover modules in all three sciences, Biology, Chemistry and Physics.

This is a route for pupils not entered for GCSE science, but could act as a bridging qualification which will allow them to go on to progress to GCSE at a later date.

All pupils completing the ELQ route in Ark Academy will have three lessons of science every week.

The Pathway Layout

The course consists of six modules. In order to gain two ELQ certificates the pupil must pass all six of these modules, which is assessed in class and also includes an assessment of their practical skills.

If the pupil does not pass all of the in class modules, they can still gain one ELQ certificate, if they have passed three of the modules, one from each science, Biology, Chemistry and Physics.

The Content:

Biology
Component 1: Keeping Healthy
Component 2: Inheritance, Evolution and the Environment

Chemistry
Component 3: Materials from the Earth
Component 4: Oils, Earth and Atmosphere

Physics
Component 5: Energy Transfer and Efficiency
Component 6: Electricity and Waves

Homework

Pupils will be given one piece of homework per week. This will be available to view each week on show my homework.

www.showmyhomework.co.uk

Getting in touch...

If you have any questions – please email Ms McGrath (Head of Science) at s.mcgrath@arkacademy.org
Course Overview

The Art and Design GCSE allows you to explore your creativity through personal responses to a theme set by the exam board.

You will examine 4 main projects which will allow you to experiment using a variety of art materials, processes and techniques; painting, drawing, sculpture, digital manipulation and printmaking.

Over the course you will be expected to meet all the Assessment Objectives set out by our Exam Board (AQA).

In addition to meeting the Assessment Objectives you will develop skills in:

- Expressing your ideas
- Journaling your journey of exploration through the use of materials and your ideas
- Work on your mastery in drawing and working with basic art techniques
- Explore your imagination
- Analyse the work of other artists, designers and craftspeople
- Working independently and collaboratively
- As well as practicing your problem solving, communication and interpersonal skills

Course Structure and Assessment

40% Externally set Assessment

Independent creation of a personal project which explores a theme set by the exam board.

Independent classroom based time to develop work which hits all the Assessment Objectives and culminates in a 10 hour practical exam in which you create a final outcome.

60% Personal Portfolio Assessment

Independent creation of a personal portfolio which explores a variety of materials and all the Assessment Objectives

Final Assessment of all work is carried out by the Art Department, then an externally moderated by a visiting moderator.

There will be an exhibition of all the work created by each student at the end of the course.

Routes of Progression

The course will enable students to develop a full and coherent body of work presented in sketchbooks and portfolios of work which will allow them to progress too Higher and Further Education pathways in:

- Art and Design
- Photography, Photo Journalism
- Digital Art and Animation
- Graphic and Product Design
- Art History
- Fashion and Textiles Design
- Interior and Industrial Design
- Architecture
- Advertising and Marketing
- Film Making
- Costume and Set Design
- Illustration
- Web and Software Design
- Car and Aeronautical Design
- Furniture design
- Medical photography and Illustration
Overview

In Years 10 and 11 in Business Studies students work towards gaining one single GCSE. In this course, students study the breadth of the subject from Setting up a Business to Growing as a Business.

The course breaks down as follows:

- **Studied in Year 10**
- **Studied in Year 11**

<table>
<thead>
<tr>
<th>Edexcel GCSE Business Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
</tr>
<tr>
<td>Brief overview of assessment</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| % of Overall Grade | 50% | 50% |
| Assessment Method | Written Exam Paper | Written exam paper |
| Time for Assessment | 1hr 30 mins | 1hr 30 mins |
| Assessed by: | Externally Assessed by Edexcel | Externally Assessed by Edexcel |

Homework

Students will receive homework every other week, these will vary and include keyword/glossary definitions to research, exam style questions, revision from their Business revision guide as well as completing questions from this guide, creating revision resources in preparation for their half termly and end of year assessments. Each piece of homework will centre around one of the elements of their exams for Unit 1 or Unit 2. Students are set the homework for completing in 7 days in most cases.
Students are expected to do further revision on top of this and keep up to date with business trends and news articles.

These will be used to track the knowledge and understanding of students to identify where they are at the time, where they need to go next and how they will get there. Intervention will be targets at times to support the progress of students to ensure they stay on track to achieve their very best possible outcome.

Independent learning, revision and support outside the classroom:

<table>
<thead>
<tr>
<th>Year 10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept-Dec</td>
<td>1.1 Enterprise and entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>1.2 Spotting a business opportunity</td>
</tr>
<tr>
<td></td>
<td>1.3 Putting a business idea into practice</td>
</tr>
<tr>
<td></td>
<td>14 weeks</td>
</tr>
<tr>
<td>Jan-April</td>
<td>1.4 Making the business effective</td>
</tr>
<tr>
<td></td>
<td>1.5 Understanding external influences on businesses</td>
</tr>
<tr>
<td></td>
<td>10 weeks</td>
</tr>
<tr>
<td>April-July</td>
<td>1.5 Understanding external influences on businesses (cont.)</td>
</tr>
<tr>
<td></td>
<td>Revision and practice assessment</td>
</tr>
<tr>
<td></td>
<td>1.1 Growing the business</td>
</tr>
<tr>
<td></td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept-Dec</td>
<td>2.2 Making marketing decisions</td>
</tr>
<tr>
<td></td>
<td>2.3 Making operational decisions</td>
</tr>
<tr>
<td></td>
<td>2.4 Making financial decisions</td>
</tr>
<tr>
<td></td>
<td>14 weeks</td>
</tr>
<tr>
<td>Jan-April</td>
<td>2.5 Making human resource decisions</td>
</tr>
<tr>
<td></td>
<td>Revision and practice assessment</td>
</tr>
<tr>
<td></td>
<td>10 weeks</td>
</tr>
<tr>
<td>April-July</td>
<td>Revision and final exams</td>
</tr>
<tr>
<td></td>
<td>12 weeks</td>
</tr>
</tbody>
</table>

- GCSE Bitesize Business Studies: [http://www.bbc.co.uk/schools/gcsebitesize/business/](http://www.bbc.co.uk/schools/gcsebitesize/business/)
- BBC Business News: [http://www.bbc.co.uk/schools/gcsebitesize/business/](http://www.bbc.co.uk/schools/gcsebitesize/business/)

Recommended reading

Pearson’s brand-new resources* for Edexcel GCSE (9-1)
**GCSE Food Preparation & Nutrition**

**Overview:** This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students’ practical cookery skills to give them a strong understanding of nutrition. Food preparation skills are integrated into five core topics: Food, nutrition and health, Food science, Food safety, Food choice & Food provenance.

<table>
<thead>
<tr>
<th>Paper 1</th>
<th>What’s assessed</th>
<th>How it's assessed</th>
</tr>
</thead>
</table>
| Theoretical knowledge of food preparation and nutrition from Sections 1 to 5. | • Written exam: 1 hour 45 minutes  
• 100 marks  
• 50% of GCSE |

**Questions**
- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

<table>
<thead>
<tr>
<th>Non-exam assessment (NEA)</th>
<th>What’s assessed</th>
<th>How it's assessed</th>
</tr>
</thead>
</table>
| Task 1: Food investigation (30 marks)  
Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.  
Task 2: Food preparation assessment (70 marks)  
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved. | • Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.  
• Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. |

**Routes of progression:**
- Chef
- Restaurant manager
- Kitchen assistant
- Food scientist
- Baker
- Catering manager
- Food manufacturing inspector
- Dietetic technician
- Dietician
- Nutritionist
- Publican
- Cellar technician
- Cake decorator
- Butcher
- Food science technician

**Contacts:**
Mr Paton — d.paton@arkacademy.org  Head of Art, Design & Technology
Ms Windridge – h.windridge@arkacademy.org  DT teacher
Overview:

Drama is an exciting, creative and challenging course. It can be very demanding at times and requires a high level of commitment, maturity and respect.

Drama GCSE is not an easy subject!

You will be required to work outside of your normal lesson times. In addition to research work you will also be required to attend at least one live theatre performance, take part in workshops at school by visiting practitioners and be at rehearsals after school or at lunch time. Therefore, you must commit to high attendance, excellent behaviour and hard work!

The AQA Drama course consists of:

- **Component 1** - Understanding Drama (Written Exam) 40%
- **Component 2** - Devising Drama (Practical & Logbook) 40%
- **Component 3** - Texts in Practice (Scripted performances) 20%

The topics we will cover across year 10 will be within the following areas from the Drama syllabus:

### Term 1

**Devising Drama:** Students will receive workshop style lessons on different practitioners in theatre as well as methods of how to devise theatre. The aim of this is to develop student’s ability to create inspiring informative pieces of theatre with imagination. Students will be given a range of stimuli to use as inspiration to create short devised pieces of performance. Students will then select one stimuli and work in groups to create an extended piece of performance and focus on completing a 2,500-word logbook to explain, analyse and evaluated the devising process.

**Understanding Drama:** Students will receive seminar based lessons focusing on section C of the written paper.

### Term 2

**Texts in Practice:** Students will be introduced to a play text and groups. Students are expected to learn and perform a group extract from their given play lasting between 15 to 40 minutes to a live audience.

**Understanding Drama:** Students will continue to receive seminar based lessons on section B and C of the written paper.

### Term 3

**Understanding Drama:** Students will focus only on the written paper sections A, B and C.

**Devising Drama:** Students will be given the opportunity to improve on their devised performance with a different stimuli and create an extended piece of performance and complete a 2,500-word logbook to explain, analyse and evaluated the devising process.
Homework:

Students have one piece of homework each week. This may be a practical homework (to rehearse before the next lesson with their group), line learning a practice paper or variety of practice questions for the written paper.

Useful Resources:

- The Ark Academy Learning centre
- Show my homework
- [http://www.bbc.co.uk/schools/gcsebitesize/drama/](http://www.bbc.co.uk/schools/gcsebitesize/drama/)
GCSE Geography

Overview:

The AQA Geography GCSE focuses on the physical and human processes and factors that have shaped the environment in which we live. The course has three papers:

<table>
<thead>
<tr>
<th>Paper 1: Living with the Physical Environment</th>
<th>Paper 2: Challenges in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written paper</td>
<td>• Written paper</td>
</tr>
<tr>
<td>• 1 hour 30 min</td>
<td>• 1 hour 30 min</td>
</tr>
<tr>
<td>• 88 marks (inc. 3 for SPaG)</td>
<td>• 88 marks (inc. 3 for SPaG)</td>
</tr>
<tr>
<td>• 35% of GCSE</td>
<td>• 35% of GCSE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper 3: Geographical Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written paper</td>
</tr>
<tr>
<td>• 1 hour 15 min</td>
</tr>
<tr>
<td>• 76 marks (inc. 6 for SPaG)</td>
</tr>
<tr>
<td>• 30% of GCSE</td>
</tr>
</tbody>
</table>

The table below shows all the topics your child will be studying for their exam:

<table>
<thead>
<tr>
<th>Paper 1: Living with the Physical Environment</th>
<th>Paper 2: Challenges in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>Section A</td>
</tr>
<tr>
<td>The Challenges of Natural Hazards (33 marks)</td>
<td>Urban Issues and challenges (33 marks)</td>
</tr>
<tr>
<td>Section B</td>
<td>Section B</td>
</tr>
<tr>
<td>The Living World (25 marks)</td>
<td>The Changing Economic World (30 marks)</td>
</tr>
<tr>
<td>Section C</td>
<td>Section C</td>
</tr>
<tr>
<td>Physical Landscapes in the UK (30 marks)</td>
<td>The Challenge of Resource Management (25 marks)</td>
</tr>
<tr>
<td>Section D</td>
<td>Section D</td>
</tr>
<tr>
<td>Geographical Skills</td>
<td>Geographical Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper 3: Geographical Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
</tr>
<tr>
<td>Issue Evaluation (37 marks)</td>
</tr>
<tr>
<td>Section B</td>
</tr>
<tr>
<td>Fieldwork &amp; Geographical Skills (39 marks)</td>
</tr>
</tbody>
</table>

Students will be assessed at the end of each half term. All assessments will be GCSE past papers.
Fieldwork

Students will attend a compulsory residential fieldwork trip to Swanage in April as part of their Paper 3. There will be a cost of approximately £90 for the trip. Please discuss with Miss Tamburello if you have any issues with this. Further letters will follow.

Homework:

Weekly homework focuses on answering past paper exam questions and creating revision resources. It is essential that all homework is completed to the highest possible standard and handed in on time, so that teachers are able to give targeted feedback to your child to improve their learning.

Useful Resources:

Essential:

GCSE Geography students work on lined A4 paper, which is saved in lever arch files. These files are kept in school and are only to be taken home during end of year revision. This is their key revision tool and must be kept up-to-date, well-organised and neatly presented. We recommend students to buy clear plastic wallets to hold their sheets in their file.

For Revision and extra homework:

Students will have access to the online tool ‘Kerboodle’. They will receive login details in class and will have access to online textbooks and assessment activities.

To extended and develop understanding:

Your child should be encouraged to keep up-to-date with current affairs by watching the news and reading a good quality broadsheet at least once a week. This will enable them to gain a greater understanding of geography in the news and build on the topics studied in class.

Useful websites:

- [http://www.bbc.co.uk/schools/gcsebitesize/geography/](http://www.bbc.co.uk/schools/gcsebitesize/geography/)
- [http://www.kerboodle.com](http://www.kerboodle.com)
- [TheGuardian](https://www.theguardian.com/uk/environment)

Contacts:

- **Ms Tamburello**: l.tamburello@arkacademy.org
- **Mr Cheetham**: t.cheetham@arkacademy.org
- **Ms Shah**: r.shah@arkacademy.org
GCSE Design & Technology

Overview: GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Assessment:

<table>
<thead>
<tr>
<th>What’s assessed</th>
<th>How it’s assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core technical principles</td>
<td>Written exam: 2 hours</td>
</tr>
<tr>
<td>Specialist technical principles</td>
<td>100 marks</td>
</tr>
<tr>
<td>Designing and making principles</td>
<td>50% of GCSE</td>
</tr>
</tbody>
</table>

Questions
Section A – Core technical principles (20 marks)
A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)
Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)
A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

<table>
<thead>
<tr>
<th>What’s assessed</th>
<th>How it’s assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical application of:</td>
<td>Non-exam assessment (NEA): 30–35 hours</td>
</tr>
<tr>
<td>• Core technical principles</td>
<td>100 marks</td>
</tr>
<tr>
<td>• Specialist technical principles</td>
<td>50% of GCSE</td>
</tr>
<tr>
<td>• Designing and making principles</td>
<td></td>
</tr>
</tbody>
</table>

Task(s) Substantial design and make task:
• Students will produce a prototype and a portfolio of evidence
• Assessment criteria:
  • Identifying and investigating design possibilities
  • Producing a design brief and specification
  • Generating design ideas
  • Developing design ideas
  • Realising design ideas
  • Analysing & evaluating

Routes of progression:
• Aerospace engineer
• Animator
• Architect
• Carpenter
• Machinist
• Model maker
• Design Technician
• Costume designer
• Electrician
• Lighting technician
• Graphic and Product Design
• Personal shopper
• Interior and industrial design
• Quantity surveyor
• Set designer
• Engineer
• Fashion and textiles design
• Car and aeronautical design

Contacts:
Mr Paton — d.paton@arkacademy.org  Head of Art, Design & Technology
Mr Asare – d.asare@arkacademy.org  HOY Yr9
Overview

History at GCSE is both a continuation and extension of your child’s learning at Key Stage Three. They will be revisiting ideas encountered in Years 7, 8 and 9 as well as exploring new aspects of the past such as the History of Medicine. Students will be following the Edexcel History specification across Years 10 and 11. This is comprised of 3 exams, which cover five different units. All examinations will take place at the end of Year 11.

The table below shows the breakdown of teaching and assessment in Year 10. Your child will have three History lessons per week throughout Year 10 and will be assessed every half term.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Aut1</th>
<th>Aut2</th>
<th>Spr1</th>
<th>Spr2</th>
<th>Sum1</th>
<th>Sum2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Past paper questions</td>
<td>Full Section B of Paper 1</td>
<td>Full Paper 1 (Sections A and B)</td>
<td>Full Section B of Paper 2</td>
<td>Full Paper 1 and Section B of Paper 2</td>
<td>Full Paper 1 and Section A of Paper 2</td>
</tr>
</tbody>
</table>

Pupils will sit three GCSE papers at the end of Year 11

**PAPER 1: 1h15m (30%)**
Medicine through Time AND The British Sector of the Western Front

**PAPER 2: 1h45m (40%)**
Early Elizabethan England 1558-88 and Super Power Relationships and the Cold War 1941-91

**PAPER 3: 1h20m (30%)**
Weimar and Nazi Germany, 1918-39

Pupils should prepare for any assessments or mocks in the same way as their final GCSE examinations.
Homework:

Every week, your child will be set the following History homework tasks. Students will always need to do Task 1, and their teacher will tell them each week whether they need to do Tasks 2 and 3 as well. Students will be given a booklet for each topic containing all the quiz questions.

**TASK 1**
Test yourself on the week’s quiz questions by:

- Writing the answers from memory in the ‘Attempt 1’ column
- Checking the correct answer, and marking/correcting your answer in red pen

**TASK 2**
Test yourself on quiz questions from the previous weeks, especially any that you got wrong last time.

**TASK 3**
1. Practice answering one of the exam questions at the back of this booklet.
2. Ask for additional reading from your teacher on a recent topic.

Sitting and ‘reading’ a book is not an effective way to revise... students need to be ACTIVE. Our favourite revision methods for students are:

- Creating flashcards and quizzing themselves on them, or asking someone to quiz them.
- Spending more time quizzing themselves on topics they are less confident on.
- Writing answers to past exam questions (students will be given plenty to practice!)

Useful Resources:

- BBC Bitesize for GCSE History - [http://www.bbc.co.uk/schools/gcsebitesize/history/shp/](http://www.bbc.co.uk/schools/gcsebitesize/history/shp/)
- History Learning Site – [http://www.historylearningsite.co.uk/weimar_germany.htm](http://www.historylearningsite.co.uk/weimar_germany.htm) (not the same exam board, but useful content)
- Edexcel/Pearson pages for Parents and Students - [http://www.edexcel.com/i-am-a/student/Pages/home.aspx](http://www.edexcel.com/i-am-a/student/Pages/home.aspx) (if you are not sure what you are looking for, please contact your child’s teacher who will be able to help)

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