

# **Year 10 Curriculum Guide Core**

Sapere Aude

I came to give life - life in all its fullness

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High expectations - no excuses



## Introduction

At the start of this academic year the focus as always for students will be settling back into routines and their lessons. There will also be an exciting opportunity for students to experience life in the 'world of work' in June – we await to see what format this may take. I continue to have high expectations for the whole year group in terms of behaviour, contributions to the school community and achievement. I know they will rise to the challenge! I am looking forward to seeing how the year group will continue to develop, progress and set the standard as "The Class of 2022." The outcome of their hard work over these next two years will stay with them for the rest of their lives and impact the range of choices available to them after TBOWA and further into the future.

"Do your future self a favour and work hard today"

- **Aspirations**

Year 10 students have a login to access the Unifrog website to research key careers info

- **Knowledge Organisers**

30 minute daily tasks must be completed according to the timetable in the KO folder

- **Attendance**

All students should arrive in the Academy by 8.25am ready to learn

### How can I be considered for the role of prefect?

Prefects are the school's role models. If you are a student with an excellent record of behaviour, attendance, punctuality and uniform then you are a suitable candidate. Prefect interviews will take place during the Pentecost term ready for Year 11 in September 2021.

### What can I do if I want to start to think about work experience?

A good place to start is to discuss careers with members of your family and friends. Ask them about what their job title is and their daily role in the workplace. You can also use Unifrog to explore possible career options and routes to get there.

### How much homework will I be expected to complete in Year 10?

You will need to complete your daily 30 minute Knowledge Organiser tasks - these will be checked and stamped each morning by your mentor. Year 10 students will also receive home learning tasks from each subject studied which will be recorded on Show My Homework.

### Will I get support with revision before my end of year exams?

Yes, you will be given strategies to help you revise from each of your subject teachers and your mentor. You will be able to practice past exam questions during your lessons and you can also attend the 10:10 programme subject revision classes after school where you will receive individual support from teachers. Revision guides for most subjects are also available on sQuid.

Mentors:

<b>10.1</b>	Miss L Speaight <a href="mailto:Lucy.Speaight@tbowa.org">Lucy.Speaight@tbowa.org</a>	<b>10.5</b>	Miss J Butler <a href="mailto:Jennifer.Butler@tbowa.org">Jennifer.Butler@tbowa.org</a>
<b>10.2</b>	Miss L Page <a href="mailto:Lauren.Page@tbowa.org">Lauren.Page@tbowa.org</a>	<b>10.6</b>	Miss D Hawkins <a href="mailto:Davina.Hawkins@tbowa.org">Davina.Hawkins@tbowa.org</a>
<b>10.3</b>	Miss H Price-Davis <a href="mailto:Harley.Price-Davis@tbowa.org">Harley.Price-Davis@tbowa.org</a>	<b>10.7</b>	Ms C Coe <a href="mailto:Charlotte.Coe@tbowa.org">Charlotte.Coe@tbowa.org</a>
<b>10.4</b>	Miss A Stoddard <a href="mailto:Amy.Stoddard@tbowa.org">Amy.Stoddard@tbowa.org</a>	<b>10.8</b>	Miss B Wallace <a href="mailto:Bryony.Wallace@tbowa.org">Bryony.Wallace@tbowa.org</a>

## Key Dates:

- Virtual mentor meetings between Tuesday 22<sup>nd</sup> September and Friday 2<sup>nd</sup> October 2020
- Year 10 Exams : 2<sup>nd</sup> November – 13<sup>th</sup> November 2020
- Year 10 Parents Evening – Tuesday 15<sup>th</sup> December 2020
- Year 10 Exams : 1<sup>st</sup> March – 5<sup>th</sup> March 2021
- Year 10 Parents Evening – Tuesday 20<sup>th</sup> April 2021
- Year 10 "Work Experience": 7<sup>th</sup> June – 11<sup>th</sup> June 2021 (again in what form I'm not sure yet – meeting with KBR next week)



## Subject: English Language

### Intent for the year:

At the Bishop of Winchester Academy, students will develop an understanding of our diverse literary heritage and will learn the skills they need to make competent, effective use of English language and gain an appreciation of fiction and non-fiction literature.

Students will explore connections between texts through developing their understanding of English concepts. Students' will develop an appreciation of reading and writing by experiencing opportunities to read complex texts. Additionally, students' moral character will be nurtured and developed through the exploration and interpretation of authorial intentions found in the themes, language and characterisation in texts. Our students will develop emotionally, culturally, socially and spiritually through their experiences with our key stage 4 English curriculum.

Students' cultural capital will be developed through experiencing texts like those they will encounter in their adult lives. Through being taught explicit reading strategies, grammar, spelling and academic vocabulary, students will develop confidence in reading, writing and oracy, so that they become strong communicators. Students will develop the discipline to write accurately, fluently and with stamina.

English gives all students the skills and knowledge to demonstrate industry and flair, and help them to prepare for further academic study or fields of employment which require a high level of literacy and the ability to make careful analytical decisions. TBOWA students of English will leave, at the end of their learning journey with us, prepared for the modern world, confident, analytical and capable to use the English language.

### Topics covered:

	Topic		Topic
Michaelmas 1	<b>English Language paper 1 Section A: Explorations of creative reading</b> <ul style="list-style-type: none"><li>➤ Inference and deduction</li><li>➤ Language and structure analysis</li><li>➤ Selecting and embedding evidence</li><li>➤ Exploring the explicit and implicit meanings behind extracts</li><li>➤ Examining methods and their effects</li><li>➤ Oracy- reading aloud and independent reading</li></ul>	Lent 2	<b>English Language paper 2 Section B: Writers' viewpoints and perspectives</b> <ul style="list-style-type: none"><li>➤ Writing to argue</li><li>➤ Writing to persuade</li><li>➤ Writing to present a viewpoint</li><li>➤ Critical thinking and interpretation</li><li>➤ Employing a range of sentence constructions for effect</li><li>➤ Oracy-debate and speaking in formal contexts</li></ul>

<b>Michaelmas 2</b>	<b>English Language paper 1</b> <b>Section B: Explorations of creative writing</b> <ul style="list-style-type: none"> <li>➤ Narrative writing</li> <li>➤ Employing structural devices effectively</li> <li>➤ Employing effective demarcation</li> <li>➤ Employing language devices and figurative writing</li> <li>➤ Writing to describe using a stimulus</li> </ul>	<b>Pentecost 1</b>	<b>English Language paper 1:</b> <b>Explorations of creative reading and writing</b> <ul style="list-style-type: none"> <li>➤ Crafting figurative writing</li> <li>➤ Applying structure for effect</li> <li>➤ Mastering analysis</li> <li>➤ Understanding conventions of 19<sup>th</sup>/20<sup>th</sup> century writing</li> <li>➤ Employing academic vocabulary for effect</li> <li>➤ Oracy: reading aloud</li> <li>➤ Writing with a purpose and for different audiences</li> </ul>
<b>Lent 1</b>	<b>English Language paper 2:</b> <b>Section A: Writers' viewpoints and perspectives- reading</b> <ul style="list-style-type: none"> <li>➤ Inference, summarising and deduction</li> <li>➤ Analysing language and exploring effects</li> <li>➤ Non-fiction reading conventions</li> <li>➤ Comparing non-fiction extracts &amp; the authorial methods</li> <li>➤ Comparing 19<sup>th</sup> century and 20<sup>th</sup>/21<sup>st</sup> century contexts and non-fiction writing</li> <li>➤ Oracy- debate and speaking and listening</li> </ul>	<b>Pentecost 2</b>	<b>English Language paper 2 &amp; spoken language endorsement</b> <ul style="list-style-type: none"> <li>➤ Reading and writing about family, war, conflict and healthy living</li> <li>➤ Writing in non-fiction forms</li> <li>➤ Writing with purpose and for different audiences</li> <li>➤ Employing the language of argumentation and persuasion</li> <li>➤ Employing academic vocabulary</li> <li>➤ Oracy- The art and power of Rhetoric</li> <li>➤ Oracy-formal presentations</li> </ul>

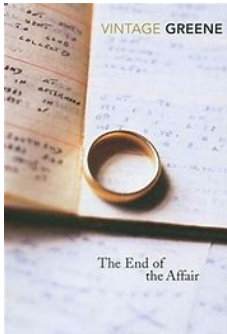
**Parents / Carers can help by:**

- Supporting your child with their English Language homework. Proof read their extended writing pieces so they are able to develop their technical accuracy.
- Teaching your child new and ambitious vocabulary. Give them opportunities to use this vocabulary within the home.
- Supporting your child in reading different forms of literature, including the reading of newspaper articles online blogs and magazine articles. Ask your child to identify the purpose, audience and language type. Get them to identify language and structural techniques.
- Support and monitor your child's independent revision on Seneca and how they use the CGP English guides.
- Provide opportunities within the home to talk-discuss and debate.

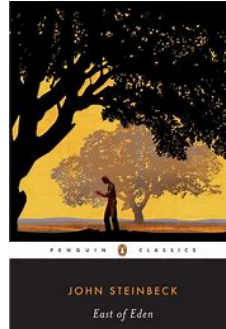
**Useful websites:**

- Mr Bruff is an English teacher who provides targeted exam revision, for free, on Youtube.
- <https://www.aqa.org.uk/subjects/English/EnglishLanguage>
- <https://getrevising.co.uk/resources/level/gcse/subjects/english>
- <https://www.goconqr.com/en/gcse/subjects/english/>

## Recommended reading:

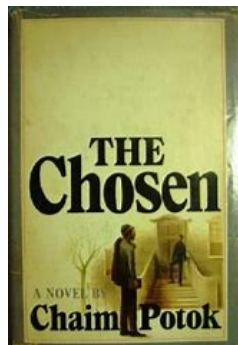


Bendrix and Sarah fall in love quickly, but he soon realises that the affair will end as quickly as it began. The relationship suffers from his overt and admitted jealousy. He is frustrated by her refusal to divorce Henry, her amiable but boring husband. When a bomb blasts Bendrix's flat as he is with Sarah, he is nearly killed.



'East of Eden' is a novel by Nobel Prize winner John Steinbeck, published in September 1952. Often described as Steinbeck's most ambitious novel, East of Eden brings to life the intricate details of two families, the Trasks and the Hamiltons, and their interwoven stories.

'The Chosen' traces a friendship between two Jewish boys growing up in Brooklyn the end of World War II. Reuven Malter, the narrator and one of the novel's two protagonists, is a traditional Orthodox Jew. He is the son of David Malter, a dedicated scholar and humanitarian. Danny Saunders, the other protagonist, is a brilliant Hasid with a photographic memory and a passion for psychoanalysis.



The eponymous hero is born as a male nobleman in England during the reign of Elizabeth I. He undergoes a mysterious change of sex at the age of about 30 and lives on for more than 300 years into modern times without ageing perceptibly. As a teenage boy, the handsome Orlando serves as a page at the Elizabethan court and becomes "favorite" of the elderly queen.



## Extra-curricular opportunities:

- **Weekly afterschool intervention.**
- **Lunchtime English support run by English teachers and tutors.**
- **Creative writing, debate and reading 10:10 clubs.**
- **1:1 English intervention with one of our qualified English tutors.**
- **Super learning days in which students experience opportunities to write extensively.**
- **Walking Talking Mocks-Teachers talk through the exam process and timings to develop student exam confidence.**
- **Quarterly whole-school English competitions so that students get to exercise their creative talents-Reading challenges, writing speeches and writing poetry.**

Exam units	Revision areas
<p><b>English Language paper 1: Explorations of creative writing and reading (1 hour 45 minutes)</b></p> <p><b>50% of English Language GCSE</b></p>	<p><b>Information retrieval- comprehension</b></p> <p><b>Language analysis</b> (identifying and examining effects)</p> <ul style="list-style-type: none"> <li>○ Word classes (nouns, adjectives, adverbs ect)</li> <li>○ Figurative language (metaphors, similes ect)</li> <li>○ Sentence types (complex, simple, compound ect)</li> </ul> <p><b>Structural analysis</b> (identifying and exploring effects)</p> <ul style="list-style-type: none"> <li>○ Structural devices (narrative perspective, sequencing, tense, focus shifts ect)</li> <li>○ Sentence forms (minor, declarative, complex ect)</li> <li>○ Paragraphing</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>○ Language for agreeing / disagreeing</li> <li>○ Identifying methods (pronouns, simile, paradoxes ect) and selecting references from the extract to support evaluation of an extract</li> </ul> <p><b>Narrative writing</b></p> <ul style="list-style-type: none"> <li>○ Narrative structure</li> <li>○ Narrative perspective</li> <li>○ Metaphorical and figurative language for effect</li> <li>○ Employing a range of sentence and paragraph lengths</li> <li>○ Accurate and effective use of punctuation</li> </ul> <p><b>Descriptive writing</b></p> <ul style="list-style-type: none"> <li>○ Employing a strong voice</li> <li>○ Using linguistic devices for effect</li> <li>○ Academic vocabulary</li> <li>○ Clear use of sentence and paragraph structures</li> <li>○ Variation of punctuation</li> </ul>
<p><b>English Language paper 2: Writers' viewpoints and perspectives ( 1 hour 45 minutes)</b></p> <p><b>50% of English Language GCSE</b></p>	<p><b>Information retrieval</b></p> <ul style="list-style-type: none"> <li>○ True / false (basic comprehension)</li> </ul> <p><b>Summarising &amp; comparing</b></p> <ul style="list-style-type: none"> <li>○ Synthesise explicit and implicit ideas and information from two linked texts</li> </ul> <p><b>Language analysis (identifying and explaining effects) &amp; Structural analysis (identifying and explaining effects)</b></p> <ul style="list-style-type: none"> <li>○ Same as Paper 1</li> </ul> <p><b>Comparison of both texts</b></p> <ul style="list-style-type: none"> <li>○ Comparative language</li> <li>○ Identifying relevant points and supporting them with evidence from the extracts</li> <li>○ Ensuring analysis includes subject terminology and is explicitly connected to the question</li> </ul> <p><b>Writing about a viewpoints and perspectives</b></p> <ul style="list-style-type: none"> <li>○ Awareness and understanding of purpose, audience and form</li> <li>○ Communicate clearly</li> <li>○ Organise information – sentences, paragraphs, discourse markers</li> <li>○ Use a broad range of academic vocabulary (revising vocabulary taught in English will really support this)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Accurate spelling and grammar</li> <li>○ Variety of punctuation</li> <li>○ The application of rhetorical language (Direct address, emotive language, personal pronouns ect)</li> </ul>
<b>Spoken Language endorsement</b>  <b>0% weighting towards GCSE course but a compulsory course component</b>	<b>Speaking in front of an audience</b> <ul style="list-style-type: none"> <li>○ Social, emotional, physical and cognitive skills in speaking</li> <li>○ Speaking with confidence</li> </ul> <b>Structuring speeches</b> <ul style="list-style-type: none"> <li>○ Using rhetorical language effectively</li> <li>○ Using powerful and informed content</li> </ul>

<b>Key dates:</b>	
18/11/20	Walking-talking mock morning
2/12/20	Walking-talking mock morning
20/1/21	Walking-talking mock morning
Easter half term	Revision sessions
Half term	Revision sessions

<u><b>Recommended revision books:</b></u> <ul style="list-style-type: none"> <li>➤ <b>York Notes (GCSE G9-1): AQA English Language practice tests with answers</b> by Susannah White</li> <li>➤ <b>GCSE English Language AQA Complete Revision &amp; Practice - Grade 9-1 Course</b> by CGP Books</li> <li>➤ <b>GCSE English Language AQA Revision Guide (for the Grade 9-1)</b> by CGP Books</li> <li>➤ <b>GCSE English Language AQA Workbook - for the Grade 9-1 Course (includes Answers) (CGP GCSE English 9-1 Revision)</b> by CGP Books</li> <li>➤ <b>Spelling, Punctuation and Grammar for GCSE, Complete Revision &amp; Practice (CGP GCSE English 9-1 Revision)</b> by CGP Books</li> </ul>	<b>Recommended revision websites:</b> <ul style="list-style-type: none"> <li>➤ <a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a></li> <li>➤ <a href="https://www.aqa.org.uk/subjects">https://www.aqa.org.uk/subjects</a></li> <li>➤ <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a></li> <li>➤ <a href="https://parts-of-speech.info/">https://parts-of-speech.info/</a></li> </ul>
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## Subject: English Literature

### Intent for the year:

At the Bishop of Winchester Academy, the English curriculum equips students with the communication skills needed to flourish in a relational world. Students will develop an appreciation of reading and writing by experiencing opportunities to read complex texts and write in a variety of styles and formats for a variety of audiences and purposes. Through the teaching of explicit reading strategies, grammar, spelling and academic vocabulary students will develop confidence in reading, writing and oracy, enabling them to become strong communicators. Students will develop the discipline to write accurately, fluently and with stamina. Students will learn the skills they need to make competent, effective use of English language, and develop an understanding of our diverse literary heritage.

Students will follow a thematic curriculum with an emphasis on interleaving skills, exploring connections between texts and through developing their understanding of English concepts. Students' moral character will be nurtured and developed through the exploration and interpretation of each author's intentions found in the themes, language and characterisation in texts. The English curriculum challenges students to develop emotionally, culturally, socially and spiritually, and students' cultural capital will be developed as they explore a broad range of literature and begin to understand their impact on the modern world.

Students will be inspired to have a love of the English language and English literature. They will be prepared for further academic study or fields of employment which require a high level of literacy and the ability to make careful analytical decisions. KS4 TBOWA students of English will leave, at the end of their learning journey with us, prepared for the modern world, confident, analytical and capable to use the English language.

### Topics covered:

	Topic		Topic
Michaelmas 1	<b>English Literature paper 1 Section A: 'Macbeth'</b> <ul style="list-style-type: none"><li>➤ The Jacobean Era: social and historical context</li><li>➤ Act 1: Setting, dramatic irony &amp; the supernatural</li><li>➤ Act 2: Character development</li><li>➤ Exploring biblical allusions in 'Macbeth'</li><li>➤ Analytical writing</li></ul>	Lent 2	<b>English Literature paper 2 Section A: 'Blood Brothers' or 'An Inspector Calls'</b> <ul style="list-style-type: none"><li>➤ Modern play conventions</li><li>➤ Social and historical context</li><li>➤ Why was the play written?</li><li>➤ Act 1: setting, dramatic irony &amp; class</li><li>➤ Act 2:</li><li>➤ Act 3: The relevance of the ending</li><li>➤ Analytical writing</li></ul>



<b>Michaelmas 2</b>	<b>English Literature paper 1 Section A: 'Macbeth'</b> <ul style="list-style-type: none"> <li>➤ Act 3: The fall from Grace</li> <li>➤ Act 4: Misplaced power</li> <li>➤ Act 5: The divine right of kings</li> <li>➤ Employing academic vocabulary, writing like a literary critic and using analytical language.</li> <li>➤ Analytical writing</li> <li>➤ Oracy: debate and play performance</li> </ul>	<b>Pentecost 1</b>	<b>English Literature paper 2 Section C: Unseen poetry</b> <ul style="list-style-type: none"> <li>➤ The purpose and power of poetry</li> <li>➤ Poetry conventions and forms</li> <li>➤ Exploring the explicit and implicit meanings within poetry-uncovering the layers of meaning</li> <li>➤ Writing responses to poetry</li> <li>➤ Oracy: Reading poetry aloud</li> </ul>
<b>Lent 1</b>	<b>English Literature paper 1 Section B: 'A Christmas Carol'</b> <ul style="list-style-type: none"> <li>➤ Social and Historical context: The Victorian Era</li> <li>➤ The plot, setting and purpose</li> <li>➤ Authorial intent</li> <li>➤ Allegory, morality tale and Philanthropy</li> <li>➤ Exploration of themes, character development and motifs</li> <li>➤ Analytical writing</li> <li>➤ Oracy: Reading aloud</li> </ul>	<b>Pentecost 2</b>	<b>English Literature paper 2 Section B: Power and conflict poetry</b> <ul style="list-style-type: none"> <li>➤ 15 poems from the power and conflict cluster of the anthology</li> <li>➤ Identifying and analysing poetic techniques</li> <li>➤ Exploring the social and historical context of the cluster poetry</li> <li>➤ Uncovering the meaning, imagery, tone, structure and language</li> <li>➤ Writing comparative essays</li> </ul>

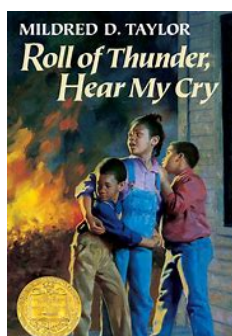
#### Parents / Carers can help by:

- Encouraging students to re-read the key texts and create revision resources; such as key quotation cards, dual coding maps for characters and themes.
- Re-read parts of the texts. Whilst reading, create character profiles, summaries of the key scenes. Get your child to write down key quotations found in the texts.
- Watch different adaptations of the texts (remembering that they may amend elements of the text – you need to **focus on the original text**). Watch youtube analysis videos of the texts/poems to support your child's understanding.
- Use books, revision guides and audiobooks (from providers like audible, or iTunes) to become as familiar with the set texts as possible.
- Asking your child to summarise the whole text/s and or recite significant quotations from them.
- Encouraging students to practice essay writing against the clock will support their writing stamina.

#### Useful websites:

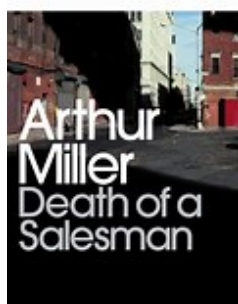
- <https://www.sparknotes.com/>
- <https://www.enotes.com/>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- <https://www.shmoop.com/>

## Recommended reading:

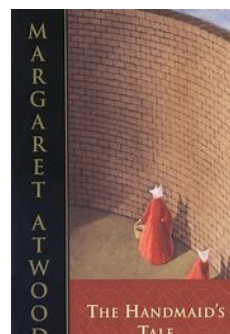


'Roll of Thunder, Hear My Cry' is a 1976 novel by Mildred D. Taylor, sequel to her 1975 novella Song of the Trees. It is a book about racism in America during the Great Depression and Jim Crow era. The novel won the 1977 Newbery Medal.

As a flute melody plays, Willy Loman returns to his home in Brooklyn one night, exhausted from a failed sales trip. His wife, Linda, tries to persuade him to ask his boss, Howard Wagner, to let him work in New York so that he won't have to travel. The play 'Death of a Salesman' uncovers the truth behind a man's journey who loses his job.



Offred is a Handmaid in the Republic of Gilead, a totalitarian and theocratic state that has replaced the United States of America. Because of dangerously low reproduction rates, Handmaids are assigned to bear children for elite couples that have trouble conceiving.



The novel opens in the Central London Hatching and Conditioning Centre, where the Director of the Hatchery and one of his assistants, Henry Foster, are giving a tour to a group of boys. The boys learn about the Bokanovsky and Podsnap Processes that allow the Hatchery to produce thousands of nearly identical human embryos.



## Extra-curricular opportunities

- In-house performances of the key texts-'Macbeth' & 'A Christmas Carol'
- 10:10 Reading club
- English intervention afterschool and at lunchtime
- 1:1 English literature tuition with a qualified English tutor
- English Literature super learning days and walking talking mocks

Exam units	Revision areas
<p><b>English Literature paper 1</b>  <b>Shakespeare and the 19<sup>th</sup> century novel</b></p> <p><b>Section A: 'Macbeth'</b>  <b>Section B: 'A Christmas Carol'</b></p> <p><b>1 hour 45 mins</b></p> <p><b>40% of GCSE</b></p>	<p><b>Section A: Shakespeare- 'Macbeth'</b>  In the exam, students will be provided with an extract from the play and an essay question. Students will need to examine, analyse and write about the extract and write about the play as a whole.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>○ Social, political, historical and contemporary context</li> <li>○ Why did Shakespeare write 'Macbeth'?</li> <li>○ Plot structure</li> <li>○ Key Themes</li> <li>○ Characters</li> <li>○ Key Quotations</li> <li>○ Previous/practice essay questions</li> </ul> <p><b>Section B: 19<sup>th</sup> Century novel- 'A Christmas Carol'</b>  Students will answer one question on 'A Christmas Carol'. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>○ Social, political, historical and contemporary context</li> <li>○ Why did Dickens write the novella 'A Christmas Carol'?</li> <li>○ Narrative structure</li> <li>○ Key Themes</li> <li>○ Characters</li> <li>○ Key Quotations</li> <li>○ Previous/practice essay questions</li> </ul>
<p><b>English Literature paper 2 Modern texts and poetry</b></p> <p><b>Section A: 'An Inspector Calls' or 'Blood Brothers'</b></p> <p><b>Section B: Power and conflict poetry</b></p> <p><b>Section C: Unseen poetry</b></p> <p><b>2 hours 15 minutes</b></p> <p><b>60% of English Literature GCSE</b></p>	<p><b>Section A: Modern texts-'An Inspector Calls' or 'Blood Brothers'</b>  Students will answer one essay question from a choice of two on the modern drama text they have studied in class. No extract is provided for this essay question.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>○ The social and historical context</li> <li>○ Why did the playwright write the play?</li> <li>○ What relevance does the play have to a contemporary audience?</li> <li>○ Narrative structure</li> <li>○ Key Themes</li> <li>○ Characters</li> <li>○ Key Quotations</li> <li>○ Previous/practice essay questions</li> </ul> <p><b>Section B: Poetry (Power and Conflict Poems)</b>  Students will answer one comparative question. In this section, students are provided with a printed poem from their anthology cluster. Students then independently compare to another poem they have studied from the cluster.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>○ The 15 Power and Conflict poems – all 15 MUST be studied</li> <li>○ Summarise each poem and explore the context behind the poem</li> <li>○ Annotated versions of the poems looking at: literary/language devices; structure; imagery; meaning; context and themes</li> </ul>

	<ul style="list-style-type: none"> <li>○ Key Quotations – 5 (minimum) from each poem on a variety of themes</li> <li>○ Key Themes within the Anthology</li> <li>○ Areas of comparison/comparable poems</li> <li>○ Previous/practice essay questions</li> <li>○ Comparative language and analytical writing styles</li> <li>○ Exemplar responses</li> </ul> <p><b>Section C Unseen poetry</b></p> <p>Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> <p><b>Revise:</b></p> <ul style="list-style-type: none"> <li>○ Techniques for approaching unseen poems (MITSL)</li> <li>○ Practice responding to unseen poems</li> <li>○ Practice comparing unseen poems</li> <li>○ Poetic techniques-enjambment, caesura, adjectives ect</li> </ul>
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<b>Key dates:</b>	
20-11-20	Walking-talking mock morning
15-03-21	Walking Talking mock morning
7-04-21	English Literature Super Learning Day
Easter	Half-term revision sessions
May half term	Half-term revision sessions

<p><b>Recommended revision books:</b></p> <p><b>Power and Conflict Poems</b>  CGP - <a href="https://www.amazon.co.uk/GCSE-English-Literature-Poetry-Guide/dp/1782943617/ref=sr_1_1?keywords=cgp+power+and+conflict&amp;qid=1573469195&amp;sr=8-1">https://www.amazon.co.uk/GCSE-English-Literature-Poetry-Guide/dp/1782943617/ref=sr_1_1?keywords=cgp+power+and+conflict&amp;qid=1573469195&amp;sr=8-1</a></p> <p>Along with the relevant CGP guides for the other literature texts.</p>	<p><b>Recommended revision websites:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a></li> <li>➤ <a href="https://www.aqa.org.uk/subjects">https://www.aqa.org.uk/subjects</a></li> <li>➤ <a href="https://www.bbc.co.uk/bitesize/examspecs/zcbchv4">https://www.bbc.co.uk/bitesize/examspecs/zcbchv4</a></li> <li>➤ <a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a></li> <li>➤ <a href="https://www.aqa.org.uk/subjects/english/gcse">https://www.aqa.org.uk/subjects/english/gcse</a></li> <li>➤ <a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a></li> </ul>
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## Subject: Mathematics and Statistics

### Intent for the year:

Maths counts. Maths is the universal language by which we make sense of the world around us and the means by which its problems are solved. The key to unlocking the potential of young people and to solving the biggest threats to humanity are found in our classrooms.

But, not everything that counts can be counted. Students must be equipped to develop their independence and to understand that there is a purpose to maths beyond the classroom which is vital to them playing their full part in society. Students will be Mathematically fluent, financially numerate, statistically competent young people who are able to use Maths to model the world around them.

**Year 10** pupils will demonstrate a deeper understanding of mathematical concepts learnt in key stage 3. Pupils will be more confident, secure and fluent in interpreting diagrams and solutions, selecting the appropriate method to break down and solve problems and reason geometrically. They will be able to independently apply, interpret and evaluate their solution to complex problems. They will leave The Bishop of Winchester Academy confident in their ability to relate their knowledge to real-life contexts, from personal finances to managing their own business, solving every-day problems and prepared for further mathematical studies and/or the modern workplace.

### Topics covered: Higher Tier

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Number Keywords and their Applications</li> <li>➤ Interpreting Limits of Accuracy</li> <li>➤ Calculations &amp; Expressions with Indices</li> <li>➤ Exploring Fractional Indices</li> <li>➤ Calculating with Fractional Indices</li> <li>➤ Exploring Surds</li> <li>➤ Calculating with Surds</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Vectors</li> <li>➤ Manipulating expressions (including algebraic fractions and quadratics)</li> <li>➤ Working with sequences (including geometric)</li> <li>➤ Linear &amp; quadratic simultaneous equations</li> <li>➤ Iterative methods</li> <li>➤ 2-variable inequalities &amp; expressing solutions using set notation</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Fractions &amp; decimals</li> <li>➤ Percentages</li> <li>➤ Ratio</li> <li>➤ Proportion</li> <li>➤ Scale</li> <li>➤ Algebra &amp; graphs</li> <li>➤ Congruence &amp; similarity</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Applied Mathematics: The Maths of Finance</li> <li>➤ Perpendicular graphs</li> <li>➤ Graphs of inequalities</li> <li>➤ Graphs of circles</li> <li>➤ Kinematic graphs (including gradients)</li> <li>➤ Conditional probability (inc. tree diagrams and Venn)</li> </ul>

<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Surface area &amp; Volume</li> <li>➤ Pythagoras in 2D and 3D</li> <li>➤ Trigonometry in 2D and 3D</li> <li>➤ Introduction to circle theorems</li> <li>➤ Applying circle theorems</li> <li>➤ Transformations</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Binomial distribution &amp; quality control</li> <li>➤ Sampling, Capture Recapture</li> <li>➤ Correlation (Spearman's)</li> <li>➤ Cumulative frequency &amp; Box plot</li> <li>➤ Averages (including grouped)</li> <li>➤ Central tendency (quartiles and percentiles)</li> </ul>
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<b>Topics covered: Foundation Tier</b>			
	<b>Topic</b>		<b>Topic</b>
<b>Michaelmas 1</b>	<ul style="list-style-type: none"> <li>➤ Number Systems</li> <li>➤ Number Types</li> <li>➤ Applying the Four Operations</li> <li>➤ Solving BIDMAS problems</li> <li>➤ Applying Index Laws</li> <li>➤ Applying Standard Form</li> <li>➤ Estimating, Checking and Approximating</li> </ul>	<b>Lent 2</b>	<ul style="list-style-type: none"> <li>➤ Expressions</li> <li>➤ Quadratics</li> <li>➤ Equations</li> <li>➤ Simultaneous equations</li> <li>➤ Inequalities</li> <li>➤ Sequences</li> </ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"> <li>➤ Fractions</li> <li>➤ Decimals</li> <li>➤ Percentages</li> <li>➤ Ratio</li> <li>➤ Proportion</li> <li>➤ Scale, similarity &amp; congruence</li> <li>➤ Graphs</li> </ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"> <li>➤ Applied Mathematics: The Maths of Finance</li> <li>➤ Parallel &amp; perpendicular graphs</li> <li>➤ Graphs of inequalities</li> <li>➤ Kinematic graphs</li> <li>➤ Tree diagrams</li> <li>➤ Venn</li> </ul>
<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Surface area</li> <li>➤ Volume</li> <li>➤ Pythagoras</li> <li>➤ Trigonometry</li> <li>➤ Transformations</li> <li>➤ Vectors</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Sampling</li> <li>➤ Correlation</li> <li>➤ Cumulative frequency</li> <li>➤ Box plots</li> <li>➤ Averages (including grouped)</li> <li>➤ Central tendency (including quartiles)</li> </ul>

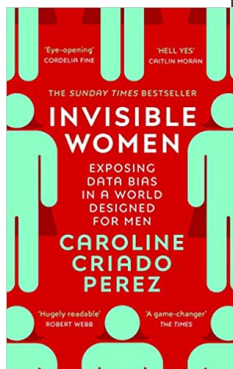
**Parents / Carers can help by:**

- Ensuring that your child has the correct equipment for every lesson including the Casio FX991 scientific calculator.
- Supporting your child with their weekly Hegarty Maths and exam paper work as well as their and knowledge organiser activities.
- Attending parent's evenings to discuss your child's progress in their maths learning.
- Attending any parent workshops offered by the maths department.
- Talk about and embrace the maths that surrounds us in everyday life.
- Encourage your child to attend after school maths enrichment opportunities.

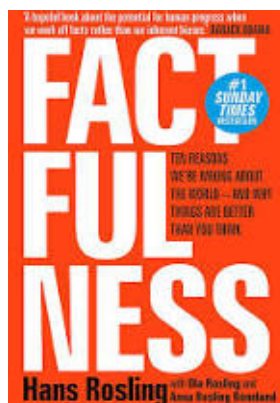
## Useful websites:

- <https://hegartymaths.com/>
- <https://parallel.org.uk/>
- <https://nrich.maths.org/>
- <https://www.themathsfactor.com/>
- <http://chalkdustmagazine.com>
- <https://www.worldometers.info>
- <https://www.gapminder.org>

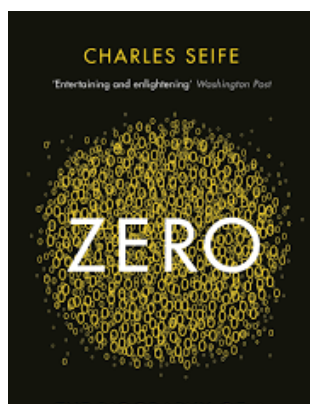
## Recommended reading:



**Invisible Women**, campaigner and writer Caroline Criado Perez brings gender data like this to the fore. Although it sells itself as a book about data bias, it's more of a book about data on bias, a catalogue of the facts and figures that document persistent gender inequalities in society

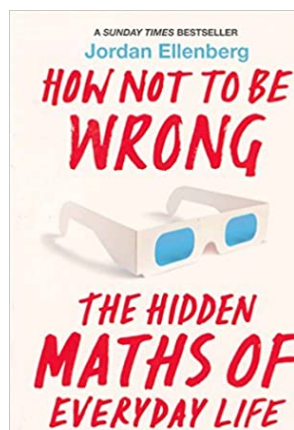


**Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think** is a 2018 book by Swedish statistician Hans Rosling with his son Ola Rosling and daughter-in-law Anna Rosling Rönnlund. In the book, Rosling suggests the vast majority of human beings are wrong about the state of the world.



**Zero : The biography of a dangerous idea.**

The Babylonians invented it, the Greeks banned it, the Hindus worshipped it, and the Church used it to fend off heretics. For centuries, the power of zero savored of the demonic; once harnessed, it became the most important tool in mathematics.



How not to be wrong the hidden maths of everyday life. The **maths** we learn in school can seem like a dull set of rules, laid down by the ancients and **not** to be questioned. In. **Math** allows us to see the **hidden** structures underneath the messy and chaotic surface of our world. It's a science of **not** being **wrong**, hammered out by centuries of hard work and argument.

## Extra-curricular opportunities

- After school maths enrichment

Exam units	Revision areas
<b>Paper 1</b> Non-calculator 80 Marks 1 hr 30 mins	<b>Any of the course content could be examined on any of the three papers</b>  Fractions Decimals Percentages Standard form Index form Surds Ratio
<b>Paper 2</b> Calculator 80 Marks 1 hr 30 mins	Proportion Collecting, processing and presenting data Probability Sequences Graphs Equations Inequalities Formulae and functions Quadratics Angles, area and volume
<b>Paper 3</b> Calculator 80 Marks 1 hr 30 mins	Transformations, constructions and loci Pythagoras Trigonometry Measures Conversions Vectors  <b>Paper One is the only paper where a calculator is not permitted.</b>  All three papers feature significant problem-solving elements



Exam units	Revision areas
<b>Paper 1</b> Calculator 80 Marks 1 hr 45 mins	<b>Any of the course content could be examined on any of the two papers</b> Each paper contains multiple-choice questions, short answer questions and a Statistical Enquiry Cycle (SEC) question.  <b>Content covered includes:</b> The statistical enquiry cycle Data collection methods Representing data Analysing and interpreting data Analysing and interpreting statistical diagrams Probability Probability distributions (higher tier only) <b>A calculator is permitted in both exams.</b>
<b>Paper 2</b> Calculator 80 Marks 1 hr 45 mins	

Recommended revision materials:	Recommended revision websites:
<b>Higher tier</b> AQA GCSE Maths Flash cards <i>ISBN: 9781789083408</i> AQA GCSE Maths Revision Guide <i>ISBN: 9781782943952</i> AQA GCSE Maths Workbook <i>ISBN: 9781782943976</i> AQA GCSE Exam Practice Workbook <i>ISBN: 9781782943945</i>  <b>Foundation Tier</b> AQA GCSE Maths Flash cards <i>ISBN: 9781789083392</i> AQA GCSE Maths Revision Guide <i>ISBN: 9781782943914</i> AQA GCSE Maths Workbook <i>ISBN: 9781782943921</i> AQA GCSE Exam Practice Workbook <i>ISBN: 9781782943907</i>	<ul style="list-style-type: none"><li>➤ <a href="https://www.hegartymaths.com">https://www.hegartymaths.com</a></li><li>➤ <a href="https://www.aqa.org.uk/subjects">https://www.aqa.org.uk/subjects</a></li><li>➤ <a href="https://www.bbc.co.uk/bitesize/">https://www.bbc.co.uk/bitesize/</a></li></ul>

## Subject: Science



### Intent for the year:

Science is an essential part of a curriculum because an understanding of scientific vocabulary, processes and concepts is useful for everyone in a society, especially the developed technological society we currently, and will continue to live in. Science in school is the basis for anyone interested in careers in any fields in health, technology, engineering, agriculture, etc. but also will help anyone outside of those fields to understand better an increasingly complex world. The modern general public relies increasingly on social media for its news, where there is an abundance of information but rarely any verification of 'facts' and often the broadcasting of opinions of anti-science personalities as fact. A fundamental scientific education will help everyone to approach public issues objectively and rationally.

During year 10 Science, students will learn how science applies to many different careers, and the broader world. They will look specifically at how quantitative chemistry is used in the pharmaceutical industry, applying the particle model of matter to engineering, and how chemical analysis might be utilised by forensic scientists to conclude investigations. Students will also learn day-to-day essential skills, such as how to wire a plug, and how to ensure that they protect the environment for their own and future generations.

**Topics covered: Medical Science; Pharmaceuticals; Engineering; Innovation, Design and Technology; Pathology and Forensic Science; Chemical Engineering.**

	Topic		Topic
Michaelmas 1	<b>Engineering</b> <ul style="list-style-type: none"> <li>➤ Quantitative Chemistry</li> <li>➤ Energy</li> <li>➤ Particle Model of Matter</li> <li>➤ Electricity</li> </ul>	Lent 2	<b>Chemical Engineering</b> <ul style="list-style-type: none"> <li>➤ Rate &amp; Extent of Chemical Change</li> <li>➤ Organic Chemistry</li> <li>➤ Using Resources</li> </ul>
Michaelmas 2	<b>Innovation, Design and Technology</b> <ul style="list-style-type: none"> <li>➤ Review (COVID Catch-up)</li> <li>➤ Bonding and Structure</li> <li>➤ Chemical Changes</li> <li>➤ Energy Changes</li> <li>➤ Radioactivity</li> </ul>	Pentecost 1	<b>Environmental Science</b> <ul style="list-style-type: none"> <li>➤ Ecology</li> <li>➤ Chemistry of the Atmosphere</li> </ul>
Lent 1	<b>Pathology and Forensic Science</b> <ul style="list-style-type: none"> <li>➤ Review (COVID Catch-up)</li> <li>➤ Homeostasis and response</li> <li>➤ Inheritance</li> <li>➤ Chemical Analysis</li> </ul>	Pentecost 2	<b>Evolution</b> <ul style="list-style-type: none"> <li>➤ Variation</li> <li>➤ Evolution</li> </ul>

### Parents / Carers can help by:

- Encourage your child to use Seneca Learning for their revision.
- Engage in reading from the Science Reading List below.
- Encourage your child to complete past papers from the AQA website.

## Useful websites:

- <https://app.senecalearning.com/login>



- <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

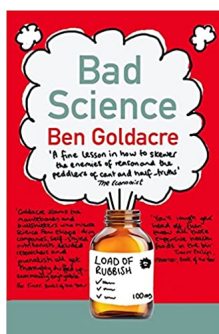


- <https://www.physicsandmathstutor.com/>

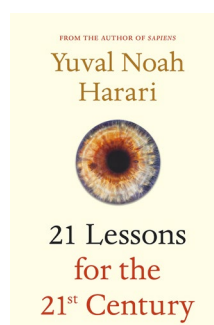


PHYSICS & MATHS TUTOR

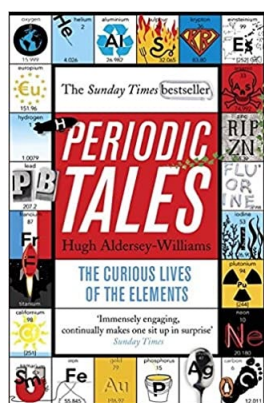
## Recommended reading:



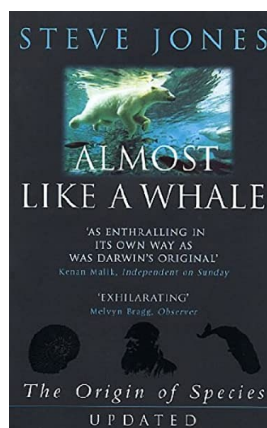
Since 2003 Dr Ben Goldacre has been exposing dodgy medical data in his popular Guardian column. In this eye-opening book he takes on the MMR hoax and misleading cosmetics ads, acupuncture and homeopathy, vitamins and mankind's vexed relationship with all manner of 'toxins'.



21 Lessons for the 21st Century explores the present. How can we protect ourselves from nuclear war, ecological cataclysms and technological disruptions? What can we do about the epidemic of fake news or the threat of terrorism? What should we teach our children?



Everything in the universe is made of them, including you. Like you, the elements have personalities, attitudes, talents, shortcomings, stories rich with meaning. Here you'll meet iron that rains from the heavens and noble gases that light the way to vice. You'll learn how lead can tell your future while zinc may one day line your coffin. You'll discover what connects the bones in your body with the Whitehouse in Washington, the glow of a streetlamp with the salt on your dinner table.



In his new book, Steve Jones takes on the challenge of going back to the book of the millennium, Charles Darwin's *The Origin of Species*. Before *The Origin*, biology was a set of unconnected facts. Darwin made it into a science, linked by the theory of evolution, the grammar of the living world.

**Extra-curricular opportunities**

- Science After School Enrichment

**Exam board – AQA****Specification - 8464**

Exam units	Revision areas
Biology Paper 1 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics. Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Biology (Triple)
Biology Paper 2 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Biology (Triple)
Chemistry Paper 1 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Chemistry (Triple)
Chemistry Paper 2 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Chemistry (Triple)
Physics Paper 1 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure. Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Physics (Triple)
Physics Paper 2 (1 hour 15 minutes or 1 hour 45 minutes for triple)	Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism Foundation and Higher Tier 70 marks 16.7% of GCSE Combined Science or 50% of GCSE Physics (Triple)

**Recommended revision books:**

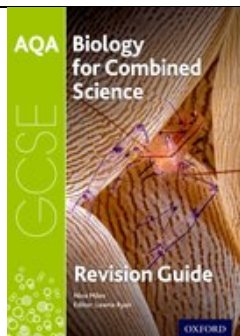
AQA GCSE Biology for Combined Science Trilogy (ISBN 978 019 835930 2)

**Useful websites:**

- <https://app.senecalearning.com/login>



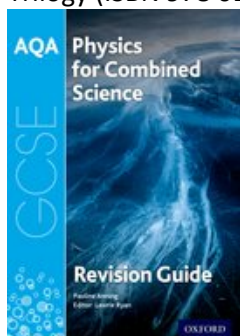
- <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>



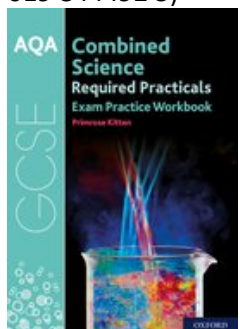
AQA GCSE Chemistry for Combined Science Trilogy (ISBN 978 019 835931 9)



AQA GCSE Physics for Combined Science Trilogy (ISBN 978 019 835932 6)



AQA GCSE Combined Science Required Practicals Exam Practice Workbook (ISBN 978 019 844492 3)



- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>



- <https://www.physicsandmathstutor.com/>



PHYSICS & MATHS TUTOR



## Subject: RS

### Intent for the year:

Religious Studies is unique in the sense it is an academic subject with the opportunity to contribute so much to the holistic development of students. Our vision is that all students have a depth and breadth of knowledge and understanding of the world religions and world views outlined by the Bournemouth and Poole locally agreed syllabus. Students will learn from these religions and world views in a way that contributes to their personal development. This includes the Spiritual, Moral, Social and Cultural capital (SMSC), British Values, and Community Cohesion which focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context.

At Key Stage Four, we aim to build upon and develop the skills students have begun to develop at Key Stage 3 as well as continuing to apply them to thematic topics. Students begin by furthering their knowledge of Christianity through exploring Christian beliefs and the threshold concepts key to the faith. These include the incarnation, trinity, atonement, and salvation. KS3 learning on 'The big story' and 'The person of Jesus' will be recalled and allow higher-order thinking on these concepts to take place. Continuing to build on KS3 knowledge students will study Islam beliefs and be introduced to the beliefs in Islam linking back to the learning on the prophet Muhammad. Prior knowledge will enable students to fully grasp concepts such as the Sunni & Shia split, and Angels having understood the narrative of Muhammad. The thematic study of Relationships & Families follows from Christian and Islam beliefs. This is because students need to understand what the beliefs are to identify the links to behaviour and practice. Students can also apply non-religious and ethical thought to this part of the course

### Topics covered:

	Topic		Topic
<b>Michaelmas 1</b>	<ul style="list-style-type: none"><li>➤ Christian Beliefs: The Nature of God and the Problem of Evil</li><li>➤ The Trinity and Creation</li><li>➤ The Incarnation and the Crucifixion</li><li>➤ The Resurrection and beliefs about life after death</li><li>➤ Sin and Judgement</li></ul>	<b>Lent 2</b>	<ul style="list-style-type: none"><li>➤ Violent and Peaceful protest</li><li>➤ Reasons for war and nuclear weapons</li><li>➤ Holy war</li><li>➤ Pacifism</li><li>➤ Victims of War</li></ul>
<b>Michaelmas 2</b>	<ul style="list-style-type: none"><li>➤ Islam Beliefs: Sunni and Shi'a</li><li>➤ The Nature of God</li><li>➤ Angels</li><li>➤ Predestination and Life After Death</li><li>➤ Prophethood the Qur'an</li></ul>	<b>Pentecost 1</b>	<ul style="list-style-type: none"><li>➤ Christian Practices: Forms of Worship</li><li>➤ Sacraments</li><li>➤ Pilgrimage and Festivals</li><li>➤ Growth of the Church and Community</li><li>➤ Reconciliation</li><li>➤ Persecution</li></ul>



<b>Lent 1</b>	<ul style="list-style-type: none"> <li>➤ Theme A: Relationships and Families views on Marriage</li> <li>➤ Religious views on divorce and remarriage</li> <li>➤ The Nature of Families</li> <li>➤ Beliefs about the roles of men and women</li> <li>➤ Key teachings on sexuality and religious views on sexuality</li> </ul>	<b>Pentecost 2</b>	<ul style="list-style-type: none"> <li>➤ Islam Practices: The five Pillars of Islam</li> <li>➤ Ramadan and Sawm</li> <li>➤ Zakah and Hajj</li> <li>➤ Jihad</li> <li>➤ Festivals</li> </ul>
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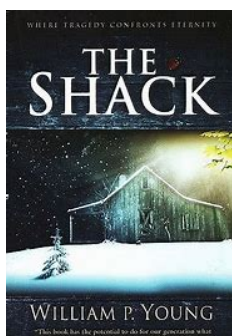
#### Parents / Carers can help by:

- Recognise that at TBOWA RS is an academic rigorous subject where students study religious, non-religious and ethical world views.
- Having a discussion with their child each week about their RS lesson, and any ethical topics in the news.
- Support their child by developing a broad sense of the world, not just the views of an individual.
- Read, share and discuss any communication received with regards RS.

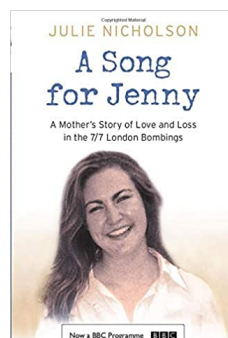
#### Useful websites:

- <https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>
- <https://quizlet.com/en-gb>
- <https://www.kerboodle.com/users/login>
- <https://www.educationquizzes.com/ks3/religious-education/>

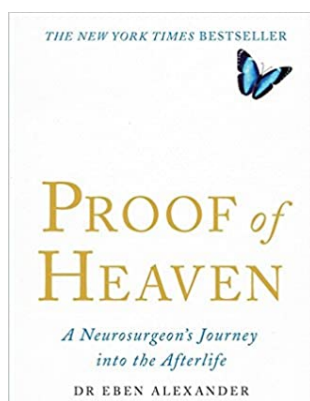
#### Recommended reading:



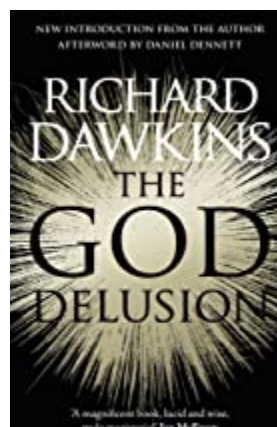
Mackenzie Allen Philips' youngest daughter, Missy, has been brutally murdered and is found in an abandoned shack. Four years later in the midst of his great sadness, Mack receives a suspicious note, apparently from God.



Julie Nicholson was the mother of Jenny, a gifted musician, who died in the 7/7 London bombings of 2005. She was also priest of two churches in Bristol, St Aidan's and St George's. Eight months after her daughter died Julie resigned.



Dr Alexander's neuroscience career taught him that near-death experiences are brain-based illusions, and yet his personal experience left him dumbstruck



In The God Delusion, Dawkins contends that a supernatural creator almost certainly does not exist and that belief in a personal god qualifies as a delusion, which he defines as a persistent false belief held in the face of strong contradictory evidence.

**Extra-curricular opportunities**

- Guest speakers from PACE
- Spirited arts competition
- Email a believer
- Visit to Southampton Mosque

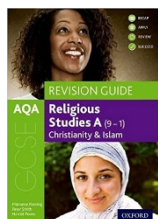
**Exam board – AQA Religious Studies A****Specification - 8062**

Exam units	Revision areas
Paper 1 - Component 1: The study of religions: beliefs, teachings and practices (1 hour 45)	<ul style="list-style-type: none"> <li>• Christian beliefs</li> <li>• Christian practices</li> <li>• Islam beliefs</li> <li>• Islam practices</li> </ul>
Paper 2 – Component 2: Thematic studies (1 hour 45 minutes)	<ul style="list-style-type: none"> <li>• Theme A: Relationships and families.</li> <li>• Theme D: Religion, peace and conflict.</li> <li>• Theme E: Religion, crime and punishment.</li> <li>• Theme F: Religion, human rights and social justice.</li> </ul>

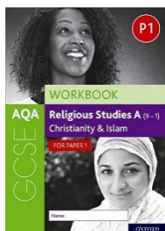
<b>Key dates:</b>	
M2	Walking talking mock
M2	Mock Exam
L2	Walking talking mock
L2	Mock Exam

**Recommended revision books:**

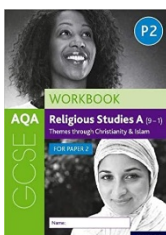
**AQA GCSE Religious Studies A: Christianity and Islam Revision Guide**



**AQA GCSE Religious Studies A (9-1) Workbook: Christianity and Islam for Paper 1**



**AQA GCSE Religious Studies A (9-1) Workbook: Themes through Christianity and Islam for Paper 2**

**Recommended revision websites:**

- <https://app.senecalearning.com/login>
- <https://www.aqa.org.uk/subjects>
- <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>
- <https://www.kerboodle.com>