



Brymore Academy

Year 10 Course Information Booklet

For students: to understand the topics you will study in each subject during Year 10 & 11 at Brymore.

For parents: to enable you to support your son in their final two years.



Dear Parent/Guardian,

This Course Information Booklet is designed to give you an overview of your son's courses in Year 10 & 11. Subject leads have identified the topics that will be studied in each term, as well as any assessment points (Controlled Assessment or exam based). If you have any further subject-specific questions, please contact the Subject Lead as identified on the last page of the booklet.

Thank you for your continued support and we look forward to working with you and your son during their last two years at Brymore.



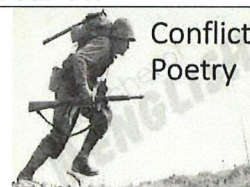
Jayne Taylor-Lane
Deputy Headteacher
October 2024

SUBJECT ORDER

English Language and English Literature (GCSE)
Mathematics (GCSE)
Science Combined (GCSE)
Art & Design* (GCSE)
Computer Science* (GCSE)
Creative iMedia* (Level 1/2 Cambridge National Certificate)
Design & Technology - Resistant Materials (GCSE)
Engineering * (Level 1/2 Technical Award)
Geography* (GCSE)
History* (GCSE)
Land-Based* (Level 2 Technical Award)
Sport Studies* (Level 1/2 Cambridge National Certificate)

*Your son will have opted for these subjects

Y10 English Language & Literature Board: Edexcel		
Key Topics- Autumn term	Exam Dates	What the student needs to do:
1) Literature Paper 1 – Post 1914 British drama – Willy Russell's ' <i>Blood Brothers</i> ' 2) Language Paper 1&2 – Understanding 19 th , 20 th and 21 st century texts. 3) Independent study preparing for the Spoken Language exam	Spoken Language Spring term 2025	<ul style="list-style-type: none"> Read and perform the text with the class. Make sure they are up to date with classwork – Act summaries, character analysis, contextual information and themes etc. – essential for revision. Re-read the play over the summer holidays before returning again in Year 11 (Audio version of the musical is available) Develop their skills of inference by reading a wide range of texts from the 19th, 20th and 21st centuries. Build their skills in comprehension by completing as much independent reading as they can. Learn how to respond to exam style questions and improve their performance by acting upon feedback. Work their way through the prep menu tasks as well as in class preparation, draft a persuasive speech and respond to feedback.
Key Topics – Spring Term	Exam Dates	What the student needs to do:
1) Literature Paper 2 – Poetry since 1789 ' <i>Conflict</i> ' & unseen poetry 2) Language Paper 1&2 – Transactional & creative writing including preparation for and completion of English Spoken Language exam.	March Mock Exams	<ul style="list-style-type: none"> Students to study the remaining poems (started in summer of Year 9) from the '<i>Conflict</i>' section of the anthology. Students must ensure they have up to date annotated poems and accompanying notes – essential for revision. Practise comparing and contrasting poems. Practise analysing and responding to unseen poems. Students will revise and practise how to write for different purposes (explain/inform//describe, argue/persuade/advise, analyse/comment/review) to different audiences in different formats (letter, report, review, article etc.) Learn rhetorical and persuasive devices. Learn to plan, write and review in timed conditions. Habitually proof read their written work and edit accordingly (Spelling, punctuation and grammar is worth 20% of the Language GCSE) Purchase and use any revision workbook on Spelling, Punctuation and Grammar (CGP recommended).
Key Topics – Summer Term	Exam Dates	What the student needs to do:
1) Literature Paper 1 – Shakespeare's ' <i>Macbeth</i> ' 2) Preparing for end of year exams		<ul style="list-style-type: none"> Read and perform the text with the class. Make sure they are up to date with classwork – Act summaries, character analysis, contextual information and themes etc. – essential for revision. Re-read the play over the summer holidays before returning again in Year 11.



GCSE MATHEMATICS: GRADES 9 - 1

Board: Edexcel

Key Information

2 tiers	Higher grades 4-9	Foundation grades 1-5	
3 papers	1 non calculator 2 calculator	Each exam 80 marks Overall 240 marks	Each exam 1 hour 30 mins Overall 4 hours 30 mins

Autumn Year 10

Foundation (set 2 & 3)	Higher (set 1 only)
<u>Algebraic graphs</u> <ul style="list-style-type: none"> • Straight line graphs • The gradient of a line • Midpoint of a line • $y = mx + c$ • Gradient & coordinate problems • Quadratic graphs • Roots & turning points of quadratics • Cubic and reciprocal graphs 	<u>Algebraic graphs</u> <ul style="list-style-type: none"> • Straight line graphs • The gradient of a line • Midpoint of a line • $y = mx + c$ • Gradient & coordinate problems • Quadratic graphs • Roots & turning points of quadratics • Cubic and reciprocal graphs • Trig graphs • Transformation of function graphs • Transformation of trig graphs • Equation of a circle

Spring Year 10

Foundation (set 2 & 3)	Higher (set 1 only)
<u>Ratio</u> <ul style="list-style-type: none"> • Cancelling down ratios • Simple scaling • Recipes questions • Value for money • Proportion • Writing fractions as a ratio • Divide into a ratio given the whole • Divide into a ratio given the part • Find parts or total given more than • Exchanging money • Conversion graphs • Comparing and analysis of 2 ratio <u>Measures</u> <ul style="list-style-type: none"> • Reading scales • Converting between metric measures • Estimating height from scale drawings • Problem solving with time • Timetables – distance tables • Basic bounds • Compound units • Distance time graphs • Similar shapes 	<u>Ratio</u> <ul style="list-style-type: none"> • Cancelling down ratios • Simple scaling • Recipes questions • Value for money • Proportion • Writing fractions as a ratio • Divide into a ratio given the whole • Divide into a ratio given the part • Find parts or total given more than • Exchanging money • Conversion graphs • Comparing and analysis of 2 ratio • Direct & inverse proportion <u>Measures</u> <ul style="list-style-type: none"> • Reading scales • Converting between metric measures • Estimating height from scale drawings • Problem solving with time • Timetables – distance tables • Basic bounds • Compound units • Distance time graphs • Similar shapes • Similarity – area and volume • Velocity time graphs

Summer Year 10	
Foundation (set 2 & 3)	Higher (set 1 only)
Properties of Shape <ul style="list-style-type: none"> • Geometry notation • Properties of 2d shapes • Polygons • Symmetry • Tessellation • Congruent shapes • Properties of 3d shapes • Nets of 3d shapes • Plans and elevations • Naming parts of a circle • Pythagoras theorem • Congruent triangles • Sectors of circles 	Properties of Shape <ul style="list-style-type: none"> • Geometry notation • Properties of 2d shapes • Polygons • Symmetry • Tessellation • Congruent shapes • Properties of 3d shapes • Nets of 3d shapes • Plans and elevations • Naming parts of a circle • Pythagoras theorem • Congruent triangles • Sectors of circles • Congruent triangles • Sectors of circles • Trigonometry • Exact trig values • Similarity – area and volume • The sine rule • The cosine rule • Area of triangle using sine

Next Steps	
Weekly Expectations	Examinations
<p>Revise regularly to ensure that all topics are fully understood.</p> <p>Complete all prep and practise tasks on <u>Sparx</u></p> <p>Use the pink Topic content sheet as a revision tool for independent learning using Sparx Maths or a revision guide and workbook</p>	<p>Every half term boys will sit 1 of the 3 papers in exam conditions in the classroom and will get feedback on what they have achieved and what they need to do to improve.</p> <p><i>Year 10 sit two GCSE Maths papers during their mock week in Spring/Summer term of year 10.</i></p> <p><i>A support guide is provided to direct their revision several weeks beforehand.</i></p> <p><i>The results provide a guide for setting and tier of entry in year 11.</i></p>

The new 1-9 Edexcel specification can be viewed in detail by following the link

<http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>

Edexcel Combined Science 9-1 GCSE (2016)					
Year 10 Content		Linear course		Examined June 2026	
All exams are:	70 minute exams	60 marks available	16.67% of the qualification	Other info:	No coursework
Biology					
Paper 1	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 4 – Natural selection and genetic modification Topic 5 – Health, disease and the development of medicines				
Paper 4	Topic 1 – Key concepts in biology Topic 6 – Plant structures and their functions Topic 7 – Animal coordination, control and homeostasis Topic 8 – Exchange and transport in animals Topic 9 – Ecosystems and material cycles				
Chemistry					
Paper 2	Topic 1 – States of matter Topic 2 – Methods of separating and purifying substances Topic 3 – Atomic structure Topic 4 – The Periodic Table Topic 5 – Ionic substances Topic 6 – Covalent bonding Topic 7 – Types of substances Topic 8 – Acids and Alkalis Topic 9 – Calculations involving masses Topic 10 – Electrolytic processes Topic 11 – Patterns in reactivity Topic 12 – Dynamic equilibrium				
Paper 5	Topic 3 – Atomic structure Topic 4 – The Periodic table Topic 5 – Ionic substances Topic 6 – Covalent bonding Topic 7 – Types of substances Topic 9 – Calculations involving masses Topic 13 – Groups in the Periodic Table Topic 14 – Rates of reaction Topic 15 – Heat energy changes in chemical reactions Topic 16 – Fuels Topic 17 – Earth and Atmospheric science				
Physics					
Paper 3	Topic 1 – Motion Topic 2 – Forces and Motion Topic 3 – Conservation of Energy Topic 4 – Waves Topic 5 – Light and the electromagnetic spectrum Topic 6 – Radioactivity				
Paper 6	Topic 7 – Energy - Forces doing work Topic 8 – Forces and their effects Topic 9 – Electricity and circuits Topic 10 – Magnetism and the motor effect Topic 11 – Electromagnetic induction Topic 12 – Particle model Topic 13 – Forces and matter				

AQA GCSE Fine Art: Information for Students and Parents



GCSE Fine Art is a dynamic, creative course that allows students to express themselves while developing essential artistic skills. Through a series of exciting projects and personal investigation, students will build a strong portfolio that not only prepares them for further study but also celebrates their unique artistic voice. Every piece of work made over the course of study is viewed by the examiner, emphasising the importance of building a cohesive, well-presented portfolio.

Course Structure: The AQA GCSE Fine Art course is designed to help students develop creative skills through various artistic techniques and media. The course consists of two main components:

Component 1: Portfolio (60%) Students build a portfolio of work throughout Year 10 and 11. This includes developing ideas, experimenting with different materials, and creating final pieces based on various themes such as *Natural Forms* and *Identity*. The portfolio is submitted as coursework and counts for **60% of the final grade**.

Component 2: Externally Set Assignment (40%) In Year 11, students complete the Exam Project. AQA will provide a range of themes, and students select one to explore. The exam titles are released to the students during their first lesson after the winter break. After a preparatory period of approximately 10 weeks, students complete their final piece under supervised conditions in a 10-hour exam over two days. This component accounts for the remaining **40% of the grade**.

YEAR 10 ART GCSE		
Autumn Term	Spring Term	Summer Term
Project 1: Natural and/or Manufactured (60% Coursework)		

YEAR 11 ART GCSE		
Autumn Term	Spring Term	Summer Term
Project 2: Identity (60% Coursework)	Externally Set Assignment (40% Exam Project)	Externally Set Assignment (40% Exam Project) Final 10 hour Exam

Assessment:

Students receive regular 1-1 direct support during lessons, plus written and verbal reflective feedback. In addition to this, they receive a working grade in accordance with the Brymore reporting schedule. It is important to understand that the grade in Art is cumulative. Students tend to build their grade over the course as their technical ability, confidence and range of skills increases. In addition to this, the volume of evidence on which to base a grade increases.

AQA Art and Design Assessment Objectives			
DEVELOP	REFINE	RECORD	PRESENT
Develop ideas through investigations, demonstrating critical understanding of sources	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
24 marks available	24 marks available	24 marks available	24 marks available

Self-study (prep): Self-study is a vital and integral part of the Fine Art course, as it allows students to develop their ideas and skills independently. All prep must be completed on time, either at home, or during Art Studio sessions which run several times a week and allow students extra support from both their teacher and the Art HODs. Prep tasks may include:

- Photo shoots, both in a controlled, static setting and/ or outside/ documentary manner
- Sketchbook work: drawing, painting, or material-based to explore project themes
- Artist research: analyzing the work of professional artists and relating it to your projects
- Experimentation: trying out different materials and techniques
- Annotation: reflecting on your progress, explaining ideas, and documenting processes

Students are expected to spend at least one hour per week on art homework. Regular feedback will be given, and meeting deadlines is crucial for success.

Expectations within the Art department

To succeed in GCSE Fine Art, students are expected to:

1. **Be punctual:** Get set up immediately- participation is key, and the start of the lesson matters.
2. **Arrive prepared:** Bring your sketchbook, pencils, paints, and other materials to every lesson. A personal art kit may be recommended.
3. **Always meet deadlines:** Consistent work over the duration of the project is better than last-minute rushing. Missing deadlines affects the quality of your portfolio, and significantly affects the grade.
4. **Respect studio rules:** Handle all equipment carefully, keep the workspace tidy, and respect other students' work, you are trusted to use the studio in a professional manner.
5. **Be creative and take risks:** Don't be afraid to experiment. Try new techniques and push your ideas to develop a unique style.
6. **Annotate your work:** Reflection and explanation are key parts of the assessment. Use clear, concise language to explain your creative process.

Projects: The GCSE Fine Art course covers three core projects designed to develop different artistic skills and concepts:

Natural and/ or Manufactured Forms: This project focuses on drawing inspiration from nature, then man-made structures.

- **Skills developed:** Observational drawing, tonal shading, color mixing, and texture exploration, photography, artist analysis, processing and distortion.
- **Techniques:** Pencil, charcoal, watercolor, acrylic painting, sculpture, digital manipulation and printmaking.
- **Artists studied:** Georgia O'Keeffe, Ernst Haeckel, Peter Randall-Page and Henry Moore are some artists whose work you might explore for inspiration.

- **Final Outcome:** Students create a final piece based on detailed studies of natural and man-made objects from photographic manipulations of their own sculptures, demonstrating their understanding of form, structure, and texture. This is undertaken during a 5-hour controlled exam, then finished over the following 5 hours of class time.

Identity: This project explores the concept of self, culture, and personal experience. It encourages students to think about what defines them and how they can represent their identity visually. This is a workshop-based portfolio project, with no particular final outcome allowing students to expand their confidence in a range of materials and processes prior to the exam project.

- **Skills developed:** Portraiture, mixed media work, and conceptual thinking.
- **Techniques:** Photography, collage, digital art, and traditional portrait drawing and painting.
- **Artists studied:** Students may explore artists such as Frida Kahlo, Vincent van Gogh, or Chuck Close to understand how identity can be expressed in art.
- **Outcomes:** Students produce personal and expressive pieces, which could include self-portraits, symbolic imagery, or representations of cultural identity.

Exam Project: This is the externally set assignment in Year 11. AQA will provide a selection of themes, and students will choose one to investigate and develop their final project. Previous titles have included "Travel", "Places and Spaces" and "Portrait", leaving huge scope for students to explore ideas of personal interest to them, and subsequently raising attainment through incorporating their hobbies or passions into their projects.

Developing: Research, idea development, planning, and time management **(AO1)**

Refining: The work in their sketchbooks and final piece can be created using any medium that students have worked with over the course. Students are encouraged to demonstrate their strongest skills, and to refine their ideas through reflection and their improving technical abilities **(AO2)**

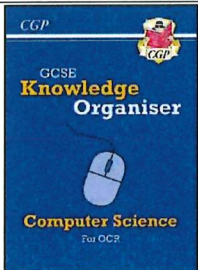
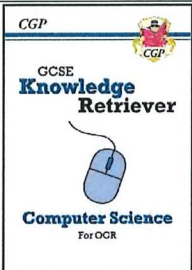
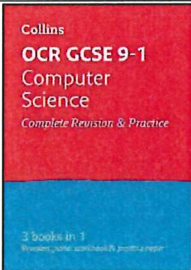
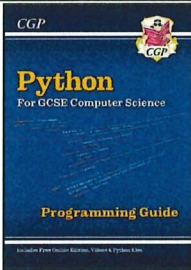
Recording: of ideas, through drawing, photography, annotation, analysis and responses to artists **(AO3)**

Presenting: After a 10-week preparatory period, students create their final piece in a 10-hour supervised exam. This is a culmination of the entire GCSE Fine Art Exam project, encompassing both their sketchbook and final outcome, showcasing all their learned techniques and concepts **(AO4)**

GCSE Computer Science: GRADES 9 – 1		Exam Board: <u>OCR J277</u>
Paper 1	J277/01: Computer Systems [1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6]	80 Marks – 50% of GCSE 1hr 30min Written Paper
Paper 2	J277/02: Computational thinking, algorithms and programming [2.1 / 2.2 / 2.3 / 2.4 / 2.5]	80 Marks – 50% of GCSE 1hr 30min Written Paper
Sub Topic	Knowledge Organiser	Craig and Dave YouTube Link
1.1 Systems Architecture		
1.1.1 - The purpose of the CPU - The fetch-execute cycle	Page 3	the-purpose-of-the-cpu
1.1.1 - Common CPU components and their function	Page 2	common-cpu-components-and-their-function
1.1.1 - Von Neumann architecture	Page 3	von-neumann-architecture
1.1.2 - The common characteristics of CPUs	Page 2	the-common-characteristics-of-cpus
1.1.3 - Embedded systems	Page 2	embedded-systems
1.2 Memory and Storage		
1.2.1 - The need for primary storage	Page 4	the-need-for-primary-storage
1.2.1 - RAM & ROM	Page 4	ram-rom
1.2.1 - Virtual memory	Page 4	virtual-memory
1.2.2 - The need for secondary storage	Page 5	the-need-for-secondary-storage
1.2.2 - Common types of storage	Page 5	common-types-of-storage
1.2.2 - Suitable storage devices & storage media	Page 5	suitable-storage-devices-storage-media
1.2.3 - The units of data storage	Page 11	the-units-of-data-storage
1.2.3 - How data needs to be converted into binary		how-data-needs-to-be-converted-into-binary
1.2.3 - Data capacity and calculation of data capacity	Page 12/13/14	data-capacity-and-calculation-of-data-capacity
1.2.4 - Converting between denary and 8 bit binary	Page 8	converting-between-denary-and-8-bit-binary
1.2.4 - Adding two 8 bit binary integers	Page 10	adding-two-8-bit-binary-integers
1.2.4 - Converting between denary and 2 digit hex	Page 9	converting-between-denary-and-2-digit-hex
1.2.4 - Binary shifts	Page 10	binary-shifts
1.2.4 - Representing characters and character sets	Page 12	representing-characters-and-character-sets
1.2.4 - Representing images	Page 13	representing-images
1.2.4 - Representing sound	Page 14	representing-sound
1.2.5 - Compression	Page 11	compression
1.3 Network Connections and Protocols		
1.3.1 - Types of networks	Page 15	types-of-networks
1.3.1 - Factors that affect the performance of networks	Page 15	factors-that-affect-the-performance-of-networks
1.3.1 - Client sever and peer to peer networks	Page 17	client-sever-and-peer-to-peer-networks
1.3.1 - Hardware to connect a LAN	Page 16	hardware-to-connect-a-lan
1.3.1 - The Internet	Page 19	the-internet
1.3.1 - Star and mesh network topologies	Page 17	star-and-mesh-network-topologies
1.3.2 - Modes of connection, wired and wireless	Page 16	modes-of-connection-wired-and-wireless
1.3.2 - Wireless encryption		wireless-encryption
1.3.2 - The use of IP and MAC addressing	Page 18	the-use-of-ip-and-mac-addressing
1.3.2 - Standards	Page 18	standards
1.3.2 - Common protocols	Page 18	common-protocols
1.3.2 - The concept of layers	Page 18	the-concept-of-layers
1.4 Network Security		
1.4.1 - Forms of attack	Page 20	forms-of-attack
1.4.1 - Threats posed to networks	Page 20	threats-posed-to-networks
1.4.2 - Identifying and preventing vulnerabilities	Page 21	identifying-and-preventing-vulnerabilities
1.5 Systems Software		
1.5.1 - The purpose of operating systems	Page 6	the-purpose-and-functionality-of-operating-systems
1.5.1 - Operating systems part 1	Page 6	operating-systems-part-1
1.5.1 - Operating systems part 2	Page 6	operating-systems-part-2
1.5.2 - Utility system software	Page 7	utility-system-software
1.6 Ethical, Legal, Cultural and Environmental Issues		
1.6.1 – How to discuss Ethical, Legal, Cultural & Environmental Issues		how-to-discuss-ethical-legal-cultural-environmental-issues
1.6.1 - Privacy issues	Page 22	privacy-issues
1.6.1 - Cultural implications of computer science	Page 23	cultural-implications-of-computer-science
1.6.1 - Environmental impact of computer science	Page 24	environmental-impact-of-computer-science
1.6.1 - Impacts of digital technology on wider society	Page 23	impacts-of-digital-technology-on-wider-society
1.6.1 - Legislation relevant to computer science	Page 25	legislation-relevant-to-computer-science
1.6.1 - Open source vs proprietary software	Page 25	open-source-vs-proprietary-software

Sub Topic	Knowledge Organiser	Craig and Dave YouTube Link
2.1 Algorithms		
2.1.1 - Abstraction	Page 26	abstraction
2.1.1 - Decomposition	Page 26	decomposition
2.1.1 - Algorithmic thinking	Page 26	algorithmic-thinking
2.1.2 - Inputs, processes and outputs		inputs-processes-and-outputs
2.1.2 - Structure diagrams	Page 42	structure-diagrams
2.1.2 - Algorithms using pseudocode and flow diagrams	Page 26/27	Algorithms-using-pseudocode-and-flow-diagrams
2.1.2 - Identifying errors and suggesting fixes		identifying-errors-and-suggesting-fixes
2.1.2 - Trace tables	Page 44	trace-tables
2.1.2 - Binary search	Page 28	binary-search
2.1.3 - Linear search	Page 28	linear-search
2.1.3 - Bubble sort	Page 29	bubble-sort
2.1.3 - Merge sort	Page 30	merge-sort
2.1.3 - Insertion sort	Page 29	insertion-sort
2.2 Programming Fundamentals		
2.2.1 - Variables, constants, inputs and outputs	Page 34	variables-constants-inputs-outputs
2.2.1 - The use of the three basic programming constructs	Page 35/36	the-use-of-the-three-basic-programming-constructs
2.2.1 - The common arithmetic and comparison operators	Page 32	the-common-arithmetic-and-comparison-operators
2.2.1 - The common Boolean operators	Page 32	the-common-boolean-operators
2.2.2 - The use of data types and casting	Page 31	the-use-of-data-types-and-casting
2.2.3 - The use of basic string manipulation	Page 34	the-use-of-basic-string-manipulation
2.2.3 - The use of basic file handling operations	Page 39	the-use-of-basic-file-handling-operations
2.2.3 - The use of records to store data	Page 40	the-use-of-records-to-store-data
2.2.3 - The use of SQL to search for data	Page 40	the-use-of-sql-to-search-for-data
2.2.3 - The use of arrays	Page 38	the-use-of-arrays
2.2.3 - How to use sub programs	Page 41	how-to-use-sub-programs
2.2.3 - Random number generation	Page 31	random-number-generation
2.3 Producing Robust Programs		
2.3.1 - Defensive design considerations part 1	Page 43	defensive-design-considerations-part-1
2.3.1 - Defensive design considerations part 2	Page 43	defensive-design-considerations-part-2
2.3.1 - Maintainability	Page 42	maintainability
2.3.2 - The purpose and types of testing	Page 45	the-purpose-and-types-of-testing
2.3.2 - How to identify syntax and logic errors	Page 44	how-to-identify-syntax-and-logic-errors
2.3.2 - Suitable test data	Page 45	suitable-test-data
2.3.2 - Refining algorithms to make them more robust	Page 43	refining-algorithms-to-make-them-more-robust
2.4 Boolean Logic		
2.4.1 - Simple logic diagrams	Page 33	simple-logic-diagrams
2.4.1 - Truth tables	Page 33	truth-tables
2.4.1 - Combining Boolean operators	Page 33	combining-boolean-operators
2.4.1 - Applying logical operators in truth tables	Page 33	applying-logical-operators-in-truth-tables
2.5 Programming Languages and IDEs		
2.5.1 - Characteristics of different levels of programming language	Page 46	characteristics-of-different-levels-of-programming-language
2.5.1 - The purpose of translators	Page 46	the-purpose-of-translators
2.5.1 - Characteristics of compilers and interpreters	Page 46	characteristics-of-compilers-and-interpreters
2.5.1 - IDEs	Page 46	ides

Recommended Resources

 <p>Provided to student</p>	 <p>Provided to student</p>	 <p>ISBN - 978-0008431679</p>	 <p>ISBN - 978-1789088625</p>	<p>Craig and Dave YouTube Channel</p> <p>Revise Computer Science YouTube Channel</p> <p>TLDR Computer Science YouTube Channel</p>
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iMedia: Levels 1-2 Exam Board: <u>OCR Cambridge Nationals in iMedia - J834</u>							
Unit R093 Exam	Creative iMedia in the media industry		70 Marks – 40% of the qualification 1hr 30mins Written Paper				
Unit R094 Coursework	Visual Identity and digital graphics		50 Marks – 25% of the qualification Moderated Coursework				
Unit R097 Coursework	Interactive Digital Media		70 Marks – 35% of the qualification Moderated Coursework				
Cambridge Nationals Grade GCSE Equivalent Grade	L2 Distinction* 8.5	L2 Distinction 7	L2 Merit 5.5	L2 Pass 4	L1 Distinction 3	L1 Merit 2	L1 Pass 1
R093 – Creative iMedia in the media industry							
Section 1 – The media industry							
1.1a - Media industry sectors		Traditional Media New Media					
1.1b - Media industry products		Products Pt1 Products Pt2 Products Pt3 Products Pt4					
1.1c - Media products across different sectors							
1.2a - Job roles in the media industry		Creative Job Roles Technical Job Roles					
1.2b - Senior job roles in the media industry		Senior Job Roles					
Section 2 – Factors influencing product design							
2.1a - Purpose of media products		Purpose Style Content and Layout					
2.1b - Use of colour in media products		Colour Graphics and Typography					
2.1c - Style, content and layout							
2.1d - Language and tone in media products							
2.2 - Client brief and requirements		Client requirements Client Briefs					
2.3 - Audience demographics and segmentation		Audience Segmentation and Demographics					
2.4 - Research methods		Audience Research Methods Primary Research Methods Secondary Research					
2.5a - Using media codes		Media Codes					
2.5b - Camera techniques		Camera and Lighting					
2.5b - Camera movement		Movement Transitions and Interactivity					
2.5c - Transitions							
2.5d - Mise-en-scene, lighting and audio		Mise en Scene Audio and Animation					
2.5e - Interactivity and animation							
Section 3 – Pre-production planning							
3.1 - Work plans		Components of work plans					
3.2a - Mind maps		Mind Maps and Mood Boards					
3.2a - Mood boards							
3.3a - Scripts		Asset Logs Flow Charts and Scripts					
3.3b - Storyboards		Storyboards Visualisation Diagrams and Wireframes					
3.3c - Visualisation diagrams							
3.3d - Wireframes							
3.3e - Asset logs							
3.3f - Flow charts							
3.4a - Legal issues protecting individuals							
3.4b - Regulation and certification							
3.4c - Health and safety							
3.4d - Recces and risk assessments							
Section 4 – Distribution considerations							
4.1 - Distributing media products							
4.2a - Properties of image files							
4.2b - Properties of audio files							
4.2c - Properties of moving image files							
4.2d - File compression							

R094 – Visual Identity and digital graphics

Topic 1 – Develop visual identity

1.1a - Purpose of a visual identity

1.1b - Visual identity design style

1.1c - Components of a visual identity

Topic 2 – Plan digital graphics for products

2.1a - Concepts of graphic design

2.1b - Layout conventions

2.2a - Technical properties of graphics

2.2b - Sourcing assets

2.3a - Mind map

2.3b - Mood board

2.3c - Concept sketch and visualisation diagrams

Topic 3 – Create a visual identity and digital graphics

3.1a - Setting up a document

3.1b - Layout tools

3.1c - Drawing tools

3.1d - Image adjustments

3.1e - Selection tools

3.1f - Layers

3.1g - Retouching

3.1h - Filters and effects

3.1i - Typography

3.2a - Sourcing assets

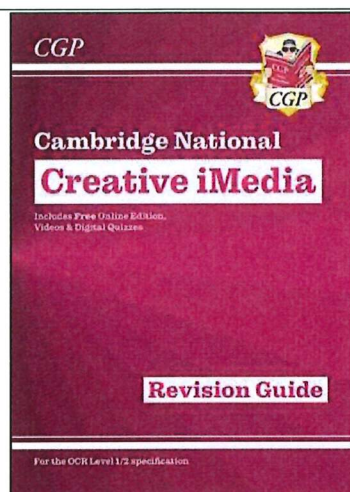
3.2b - Creating assets

3.2c - Technical compatibility

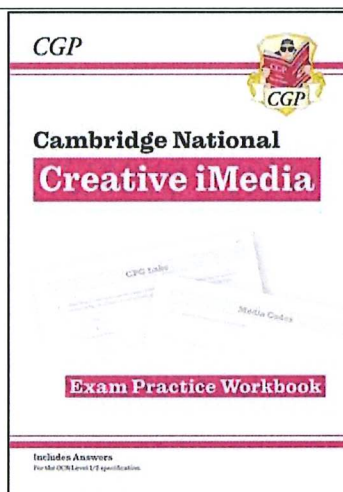
3.3a - Repurposing

3.3b - Saving and exporting

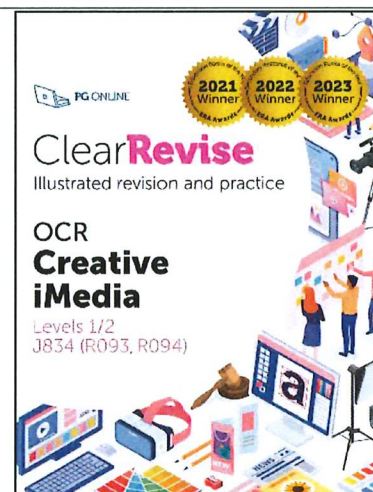
Recommended Resources



ISBN: 9781837740833



ISBN: 9781837740840



ISBN: 9781910523278

Y10 Autumn Term		GCSE Design & Technology – Wood focus		Board: AQA
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
Practical: Module on Wood Practical tasked aimed at building a pupils knowledge and skills in the workshop ready for their major project in Y11.	None	None	Wood: Work accurately and effectively with a good deal of autonomy. Effective use of the workshops, tools & machines. Make, test and evaluate a functioning product.	
Design: Generating & labelling ideas. Sketching, 2D and 3D imagery.				
Exam theory: Section A – wide range of materials				
Y10 Spring Term				
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
Practical: Module on Card Modelling	None	None	Card: Develop a new product and package it. Show a wider understanding of their place in the world and what effect it has.	
Design: Using CAD. Annotation & Iterative design. Design for the real world.				
Exam theory: Section B – Focus on Wood.				
Y10 Summer Term				
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
Practical: Module on Design progression. Module on History of Design	None	From June 01 some pages of the major project will be completed under Controlled Assessment conditions within normal lesson times this term.	Design progression: show how a design is never finished and can always be improved. History of Design: predict the future of a chosen design.	
Design: Orthographic projection. Planning production. Manufacturing diary.	Major Project – 50% of GCSE Started this term.		Know why design is important. Know how to create a new design. Be able to communicate clearly what a new design should look like.	
Exam theory: Section C – Designing and 'Why it is like it is'?			Decide on the major project area they wish to work in. Complete various research tasks.	

Y10 Autumn Term: Level 1/2 Certificate Engineering
Board: NCFE

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
<p>[1] Theory – Engineering Drawing Technical drawing techniques Use of Isometric and Orthographic Presentation drawings. Hand drawn and ICT based.</p> <p>[2] Practical – Marking out and hand tools Safety in the workshop. Names & uses of bench tools. Tolerances & Quality Control</p>	There are no exams.	<p>[1] Orthographic & Isometric drawing.</p> <p>[2] Workshop practical, complete set tasks.</p>	<p>Understand when and how to apply the conventions needed to convey the message to an Engineer.</p> <p>Build up their knowledge of Technical drawing styles (Orthographic).</p> <p>Show a responsible and dedicated approach to workshop activity.</p> <p>Understand and demonstrate the need for accuracy (to within 0.25mm)</p>

Y11 Spring Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
<p>[3] Theory - What is Engineering Engineering Sectors. Health & Safety at work act. COSHH, RIDDOR.</p> <p>[4] Practical - Fitting and Machining Techniques Methods of holding work Using Standard Machines</p>	There are no exams.	<p>[3] Complete research papers looking into aspects of Engineering business practice.</p> <p>[4] Workshop practical, complete set tasks.</p>	<p>Understand how Engineering works in a real life situation.</p> <p>Health & Safety at Work act.</p> <p>What careers are there within Engineering.</p> <p>Show a high level of responsibility in all aspects of workshop manufacture.</p> <p>Demonstrate ability to construct products in a workshop.</p>

Y11 Summer Term

Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:
<p>[5] Theory Engineering Principles Use of maths, Science & Technology in Engineering. SI units, Formulas.</p> <p>[6] Practical Complex machining. Methods of fixing, working with materials and combining techniques.</p>	There are no exams.	<p>[5] Complete research papers looking into the application of engineering principles.</p> <p>[6] Workshop practical, complete set tasks.</p>	<p>Apply aspects learnt in Maths, Science and Technology to an Engineering context.</p> <p>Be able to work autonomously to create a quality product showing ability to understand fixings.</p>

**Y10 Autumn Term GCSE Geography
Board: OCR A**

Key Topics	Exam Dates	Assessment	What the student needs to learn:
<p>The Landscapes of the UK</p> <p>Landscapes & Geomorphic Processes</p> <p>River Processes, Landforms & Management</p> <p>Coastal Processes, Landforms & Management</p>		<p>Mid-Term Exam (October)</p> <p>End of Unit Exam (December)</p>	<p>1.1.1. The physical landscapes of the UK have distinctive characteristics.</p> <p>(a) Overview of the distribution of areas of upland, lowland and glaciated landscapes.</p> <p>(b) Overview of the distinctive characteristics of these landscapes including their geology, climate and human activity.</p> <p>1.1.2 There are a number of geomorphic processes which create distinctive landscapes.</p> <p>(a) The definitions of the main geomorphic processes including types of weathering (mechanical, chemical and biological), mass movement (sliding, slumping); erosion (abrasion, hydraulic action, attrition, solution); transport (traction, saltation, suspension, solution) and deposition.</p> <p>1.1.3 Rivers create a range of landforms which change with distance from their source within a river basin.</p> <p>(a) The formation of river landforms (waterfall, gorge, V-shaped valley, floodplain, levee, meander, ox-bow lake)</p> <p>1.1.4 There are a range of landforms within a coastal landscape.</p> <p>(a) The formation of coastal landforms (headland, bay, cave, arch, stack, beach, spit)</p> <p>1.1.5 Landscapes are dynamic and differ depending on their geology, climate and human activity.</p> <p><i>Two case studies, one UK river basin and one UK coastal landscape to cover:</i></p> <p>(a) The geomorphic processes operating at different scales and how they are influenced by geology and climate.</p> <p>(b) Landforms and features associated with your case study</p> <p>(c) How human activity, including management, works in combination with geomorphic processes to impact the landscape.</p>

Y10 Spring Term			
Key Topics	Exam Dates	Assessment	What the student needs to learn:
ECOSYSTEMS OF THE PLANET		Mid-Term Assessment (February)	<p>2.1.1 Ecosystems consist of interdependent components.</p> <p>(c) Ecosystems include abiotic (weather, climate, soil) and biotic (plants, animals, humans) components which are interdependent.</p> <p>2.1.2 Ecosystems have distinct distributions and characteristics.</p> <p>(b) Overview of the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical rainforests and hot deserts.</p> <p>(c) Overview of the climate, plants and animals within these ecosystems.</p> <p>2.1.3 There are major tropical rainforests in the world.</p> <p>(b) The location of the tropical rainforests including the Amazon, Central American, Congo River Basin, Madagascan, South East Asian and Australian.</p> <p>2.1.4 There are major coral reefs in the world.</p> <p>(b) The location of warm water coral reefs including the Great Barrier Reef, Red Sea Coral reef, New Caledonia Barrier Reef, the Mesoamerican Barrier Reef, Florida Reef and Andros Coral Reef.</p> <p>2.1.5 Bio-diverse ecosystems are under threat from human activity.</p> <p>(a) The processes that operate within tropical rainforests, including nutrient and water cycles.</p> <p>(b) The process of nutrient cycling that operates within coral reefs.</p> <p><i>Two case studies, one tropical rainforest and one coral reef to cover:</i></p> <p>(d) The interdependence of climate, soil, water, plants, animals and humans.</p> <p>(e) Their value to humans and to the planet Threats to biodiversity and attempts to mitigate these through sustainable use and management.</p>
		END OF UNIT EXAM (APRIL)	

Y10 Summer Term			
Key Topics	Exam Dates	Controlled Assessment	What the student needs to learn:
PEOPLE OF THE UK		MID-TERM EXAM (MAY)	<p>1.2.1 The UK is connected to many other countries and places.</p> <p>(a) Overview of the UK's current major trading partners to include principal exports and imports.</p> <p>1.2.2 The UK is a diverse and unequal society which has geographical patterns.</p> <p>(a) An understanding of the UK's geographical diversity through patterns of employment, average income, life expectancy, educational attainment, ethnicity and access to broadband.</p> <p>1.2.3 There are different causes and consequences of development within the UK.</p> <p>(a) The causes of uneven development within the UK, including geographical location, economic change, infrastructure and government policy.</p> <p>(b) Case Study of the consequences of economic growth and/or decline for one place or region in the UK.</p> <p>1.2.4 The UK's population is changing.</p> <p>a) Changes in the UK's population structure from 1900 to the present day, including its changing position on the Demographic Transition Model.</p> <p>b) An understanding of the causes of, and the effects and responses to an ageing population.</p> <p>c) Outline flows of immigration into the UK in the 21st century including an overview of the social and economic impacts on the UK.</p> <p>1.2.5 There are causes for and consequences of urban trends in the UK.</p> <p>a) Overview of the causes for contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.</p> <p>b) Outline of the social, economic and environmental consequences of contrasting urban trends in the UK, including suburbanisation, counter-urbanisation and re-urbanisation.</p>
		YEAR 10 END OF YEAR EXAMINATION (JUNE)	

		<p>1.2.6 Cities have distinct challenges and ways of life, influenced by its people, culture and geography.</p> <p><i>Case Study of one major city in the UK including the influences of:</i></p> <ul style="list-style-type: none">a) The city within its region, the country and the wider world.b) Migration (national and international) and its impact on the city's growth and characterc) The ways of life within the city, such as culture, ethnicity, housing, leisure and consumption.d) Contemporary challenges that affect urban change, including housing availability, transport provision and waste management. <p>Sustainable strategies to overcome one of the city's challenges.</p>
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Year 10 and 11 History course information

Students in year 10 will cover paper 3 and paper 2 and will finish the course in year 11 with paper 1.

Every student in year 10 and year 11 have access to a lesson-by-lesson schedule for the term they are completing, the homework schedule is attached to the schedule as well as put on Satchel One.

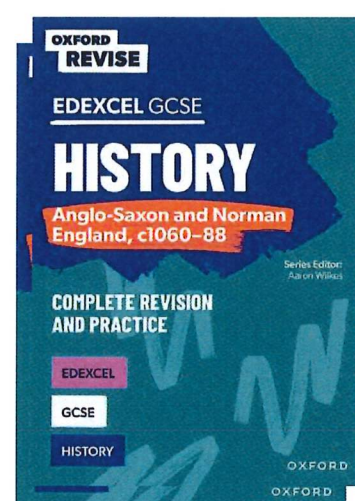
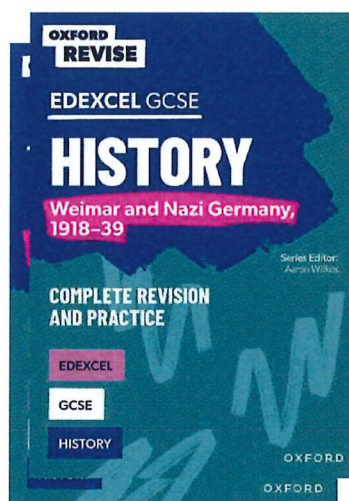
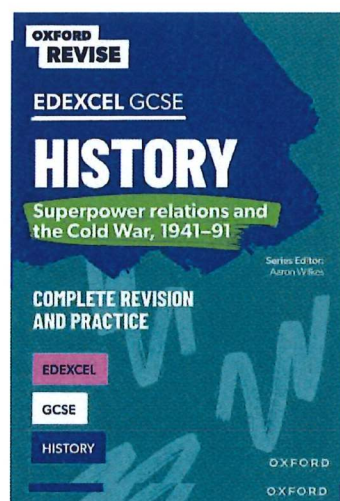
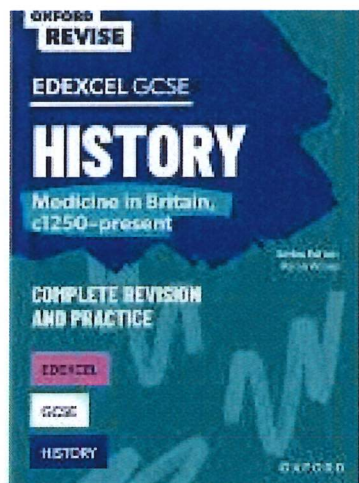
The expectation is to complete all homework to a good standard and on time.

Seneca is set and the pass rate is set at 80%. Students can retake as many times as they like to achieve this before the deadline.

Essays will be written at home and on paper, not typed, unless asked specifically to by the teacher.

	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2							
Year 9	Ks3 Work - choices chosen in May					Weimar Germany 1919-1929	<table><tr><th>Key Topics (paper 1)</th><th>Exam Dates</th></tr><tr><td>Medicine in Time 1250-present day</td><td>(30% of GCSE grade)</td></tr><tr><td>Trench Warfare World War One</td><td>Friday 16th May 2025</td></tr></table>	Key Topics (paper 1)	Exam Dates	Medicine in Time 1250-present day	(30% of GCSE grade)	Trench Warfare World War One	Friday 16th May 2025
Key Topics (paper 1)	Exam Dates												
Medicine in Time 1250-present day	(30% of GCSE grade)												
Trench Warfare World War One	Friday 16th May 2025												
Year 10	Weimar Germany recap and 1929-1939 (paper3)	Anglo Saxon and Norman (Paper 2b)	Cold War (Paper 2b)		Revision and mock exams for all 3 topics		<table><tr><th>Key Topics (paper 2)</th><th>Exam Dates</th></tr><tr><td>Cold War and Relations</td><td>(20% of GCSE grade) Thursday 5th June 2025</td></tr><tr><td>Anglo-Saxon and Norman England</td><td>(20% of GCSE grade) Thursday 5th June 2025</td></tr></table>	Key Topics (paper 2)	Exam Dates	Cold War and Relations	(20% of GCSE grade) Thursday 5th June 2025	Anglo-Saxon and Norman England	(20% of GCSE grade) Thursday 5th June 2025
Key Topics (paper 2)	Exam Dates												
Cold War and Relations	(20% of GCSE grade) Thursday 5th June 2025												
Anglo-Saxon and Norman England	(20% of GCSE grade) Thursday 5th June 2025												
Year 11	Medicine Through Time medieval - modern and Trench Warfare (paper 1)	Mocks	Time for re-teach if needed/ mock exams	Revision/ Exams	Exams		<table><tr><th>Key Topics (paper3)</th><th>Exam Dates</th></tr><tr><td>Weimar Germany 1919-1939</td><td>(30% of GCSE grade) Tuesday 10th June 2025</td></tr></table>	Key Topics (paper3)	Exam Dates	Weimar Germany 1919-1939	(30% of GCSE grade) Tuesday 10th June 2025		
Key Topics (paper3)	Exam Dates												
Weimar Germany 1919-1939	(30% of GCSE grade) Tuesday 10th June 2025												

Revision guides that can be purchased to support:



This is an exciting new Award which combines both Agriculture and Horticulture together into one qualification and provides the learner with a solid understanding of the industry. It also provides a foundation upon which to build, without specialising in any particular aspect of the land-based industry.

This Award is assessed through an exam and an assessed assignment called the Synoptic, on a topic chosen by the Awarding Body, which will be provided in February of year 11 and will be worked on over several weeks. This assignment comprises 60% of the marks and puts into context all that has been learnt and gets the student to think about a practical situation where land use is changing and to consider what the effects of that change may be.

All the practical tasks will inform and help the student to understand the subject material and will provide essential background information to enable them to complete the assignment and give it relevance.

This broad award has been designed by people within the industry to meet the new demands of this developing sector of our economy and allows students to move into practical work or to take more advanced courses within a very wide selection of fields of interest.

The course content will comprise of information about animal and plant care and soil science, but it will also provide an understanding of agencies which are involved in the land-based sector e.g. DEFRA, the National Trust etc. It also looks at the history of land use which will add colour and depth to the students understanding of why the countryside is as it is today and therefore what we should or could do as we look to the future. The challenge is to find viable ways to use the resources we have and to meet the market demands to develop a sustainable industry within which these young people could one day find employment and a future. A course to provide you with a toolkit of knowledge, understanding and skills in the land-based industry.

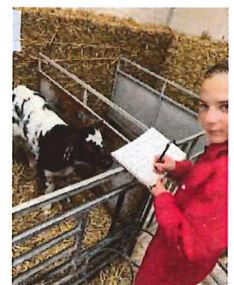
What does the course look like?

There are Three Units:

- Exploring the use of land
 - Application of science in the land-based sector
 - Application of technology in the land-based sector
- You will have ONE written exam to test you on these!

Lastly, the Synoptic Assignment

The synoptic assignment is an externally set project - a typical project would be working out how to make the most productive use of a piece of land.



Year 10		Cambridge Nationals Level 1/Level 2 Sport Studies		OCR
Mandatory Units R184 (Exam) - Contemporary issues in sport (70 Marks) R185 Sporting Performance & Leadership (80 Marks) R187 Outdoor & Adventurous Activities (40 Marks)				
Y11 Autumn Term				
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
<u>Learning & Assignments</u> R184: Contemporary issues in sport Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment. R185: Developing sports skills & Sports leadership – Focus on sports performances and strengths & weaknesses presentation	Mock	Assignments	Complete Coursework Tasks Chads Hill (Minimum 1 a week) Rugby / Hockey Practice (Minimum 1 a week) Fitness (1 a week) Circuits (1 a week) <i>Only get selected for circuits if up to date with Practices and Chads Hill.</i> Friday Activities (Rugby, Hockey, Mountain Biking)	
The Unit Tasks can be seen on the pupil's Microsoft Teams Sports Studies Channel, also visible is the grading criteria for each task. This is also where pupils are storing their coursework.				
Y11 Spring Term				
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
<u>Learning & Assignments</u> R184: Contemporary issues in sport (As Above) R185: Developing sports skills & Sports leadership – Focus on Leadership skills	Mock	Assignments	Complete Coursework Tasks Chads Hill (Minimum 1 a week) Rugby / Hockey Practice (Minimum 1 a week) Fitness (1 a week) Circuits (1 a week) <i>Only get selected for circuits if up to date with Practices and Chads Hill.</i> Friday Activities (Rugby, Hockey, Mountain Biking)	
The Unit Tasks can be seen on the pupil's Microsoft Teams Sports Studies Channel, also visible is the grading criteria for each task. This is also where pupils are storing their coursework.				
Y11 Summer Term				
Key Topics	Exam Dates	Controlled Assessment	What the student needs to do:	
<u>Learning & Assignments</u> R184: Contemporary issues in sport R187: Outdoor & Adventurous Activities – Focus on information presentation.	Exam	Assignments	Complete Coursework Tasks Chads Hill (Minimum 1 a week)	

Should you have any subject-specific questions about any of the courses that your son is taking, please contact the named person below by email:

Subject:	Subject Lead	Email Address
English	Mrs Rogers	Victoria.Rogers@brymoreacademy.co.uk
Maths	Mrs Truman	Claire.Truman@brymoreacademy.co.uk
Science	Mr Lines	Tom.Lines@brymoreacademy.co.uk
Art & Design	Miss Zarins	Maija.Zarins@brymoreacademy.co.uk
Computer Science	Mr Dickinson	Neil.Dickinson@brymoreacademy.co.uk
Creative iMedia	Mr Dickinson	Neil.Dickinson@brymoreacademy.co.uk
Design & Technology	Mr Armstrong	James.Armstrong@brymoreacademy.co.uk
Engineering	Mr Armstrong	James.Armstrong@brymoreacademy.co.uk
Geography	Mr Ellis	Matt.Ellis@btc-trust.org
	Mr Sawyer	Tom.Sawyer@brymoreacademy.co.uk
History	Mrs Blake	Samantha.Blake@brymoreacademy.co.uk
Land-Based	Ms Marks	Kerry.Marks@brymoreacademy.co.uk
	Mr Naum	Matthew.Naum@brymoreacademy.co.uk
Sport Studies	Mr Williams	Lloyd.Williams@brymoreacademy.co.uk