



Year 10 Subject Leader Comments – Term 3

Subject	Subject Leader Comment
Art	In Term 3, students have been exploring acrylic paint techniques by mixing their own palette and developing texture. They have been applying these methods to study the work of a selected artist based on their current theme of Manmade/Natural Forms. Students have also been continuing to develop their analytical writing skills through the critique of a range of artists using more advanced artistic vocabulary. This work will enable students to improve on their coursework grade, which is worth 60% of the overall GCSE.
Biology	All Year 10 students completed the mock examination in Biology in Term 3. Questions used in the two Biology papers came from the AQA past exams and covered GCSE topics taught so far.
Chemistry	All Year 10 students completed the mock examination in Chemistry in Term 3. Questions used in the two Chemistry papers came from the AQA past exams and covered GCSE topics taught so far.
Computer Science	In Computer Science, students have been learning 'Computational Thinking', understanding the basics of computing including decomposition & abstraction, flowcharts and pseudocode, trace tables and truth tables, algorithms such as Linear and Boolean Search, Merge and Bubble Sort; they have also been learning 'Programming', covering data types, sequence, selection, iteration, arrays & lists, subroutines and more, developing skills needed for the on-screen segment of their course and setting them on the path to becoming competent & confident programmers.
Design Engineering	Over the course of this term, students have been working on designing and making a project of their choice based on the contextual challenges provided by the exam board. Students have been investigating the challenges and involving stakeholders to determine a problem that will need solving within the context they have chosen. This includes research into similar products, materials and components that they will find useful in solving the problem. Once this is completed, students will produce a detailed specification listing the criteria needed to fully solve the problem against the contextual challenge. All the tasks are being assessed in line with the Design Engineering specification.
Drama	This term's report is based on the student's progress in lessons and focuses specifically on their work on the set text, Blood Brothers, the live theatre work on The Crucible, and their early work on the Devised Drama.



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English Language	In Term 1, the year group were introduced to Edexcel English Language Paper 1, which focuses on analytical and evaluative skills when exploring unseen 19th-century texts. Students have examined a range of Victorian fiction extracts, including Frankenstein, Sherlock Holmes, and Pride and Prejudice, to familiarise themselves with the literary style of the period. As part of this, they began developing their narrative writing skills for Paper 1, Section B in Terms 2 and 3. Classes are now refining these writing skills, with an emphasis on the micro-elements of creative writing, such as vocabulary choice, punctuation, and grammar. Students will also explore characterisation, changes in tone, and symbolism within their writing.
English Literature	In Terms 1 and 2, the year group continued studying Shakespeare's Macbeth, which will feature in Edexcel English Literature Paper 1, Section A. Lessons have focused on analysing language, form, and structure, examining how Shakespeare's stylistic choices help present key characters, events, and themes. Context has also been explored to inform students' personal responses to the text. This formed the basis of their January exams, where they attempted an extract-based question followed by a general essay. Now, in Term 3, the year group will begin studying their Post-1914 text, either An Inspector Calls or The Empress. The focus will be on characterisation, with a thematic approach to analysing the text. Students will also explore the writer's intentions and how the text works, considering its structure and message. Emphasis will be placed on developing a personal response to the text, alongside studying the social and historical context to deepen their interpretations and understanding.
EPR	In the thematic studies topics students examine life's ultimate questions and examine key issues/ideas that relate to how we ought to behave from a predominantly Christian perspective and a non-religious point of view. In the study of religion topics students explore the beliefs, teachings, and practices of Christianity and Islam. This term the students are preparing for a topic that will appear on the thematic studies paper: the students have been engaged in an examination of the issue of crime and punishment.
French	In Term 3, students have studied the topics of 'Family and friends', 'Role models' and 'Celebrations'. The grammar focus has been on using the perfect, present and near future tenses and learning about direct object pronouns. They have also been developing their translating and writing skills. The Term 3 assessment consisted of three papers assessing listening, reading, and writing skills.
Geography	GCSE geographers follow the OCR B Geography for Enquiring Minds (J384) specification. At the end of Year 11 they will sit three exam papers - the physical 'Our Natural World' exam, the human 'People and Society' exam and a decision-making skills paper, 'Geographical Exploration'. So far in Year 10 they have studied 'Urban Futures', and they have nearly completed 'Global Hazards'. This grade is an overall judgement based on all the work they have completed at GCSE level so far.



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History	In term 1, students completed their study of the USA between 1920 and 1973. Students were regularly assessed by knowledge tests and exam style assessments. Since the start of term 2, students have been exploring the second GCSE topic, the First World War. Students have completed their study of the causes of the War and have considered how imperialism, nationalism, alliances, and militarism led to crises between the Great European Powers, and eventually the assassination of Archduke Franz Ferdinand. Students are currently continuing their study of the module by learning about the development of stalemate on the Western Front. Students have focussed on developing their ability to analyse the utility of sources for understanding a particular historical person or event. The attainment grade in this report is based on a consideration of regular knowledge tests, homework, and exam style assessments.
Maths	The mid-year assessments contained questions from most topics covered in the GCSE course so far. They provide the first formal indication of how the students are doing and are designed to inform students of weaker areas to work on. The material covered in Term 3 is from chapter 12 (Ratio and Proportion) and 8 (Probability). Each topic is studied in class, practised through homework and formally assessed by a teacher-marked test. All classes cover the same curriculum material and sit the same assessments. Details of the GCSE curriculum can be found on the department website https://mathematics.bourne-grammar.lincs.sch.uk/ . Mathematics support is offered at the start of every lunchtime for those students keen to improve.
Music	Students have had two main focuses this term: analysing the setwork 'Killer Queen' by Queen and continuing their composing of their free composition. As part of their analysis, they have completed practice exam questions including the 12-mark essay.
PE (GCSE Course)	Students are currently working their way through Paper 2 of the GCSE content. They have completed two assessments to date this year and an average grade for these has been used as current attainment. Practical grades and coursework have yet to be factored in at this stage. These two areas will, in some cases, affect projected grades. Engagement grades are a combination of assessment results, and the contribution made in lessons.
Physics	All Year 10 students completed the mock examination in Physics in Term 3. Questions used in the two Physics papers came from the AQA past exams and covered GCSE topics taught so far.
Spanish	Our Year 10 students have started their first year of their new GCSE Spanish course studying the topics of technology, sports, free time activities, describing past events, travel and holidays and festivals in the Spanish speaking countries. Our grammar focus has been on adjectives; present and preterite tense for regular and irregular verbs; future tense; verbs of opinion; direct object pronouns; comparatives and superlatives; conditional



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	constructions; and opinions in the past. The Spanish January exam consisted of three sections: Reading, Writing and Translation on topics covered during the first two terms of the academic year.
Statistics	Students have finished the first section of the course which was Data Collection. Students are now completing the second section on Data Representation, which deals with how to draw necessary graphs to help convey data in a meaningful way. Students will shortly start the third section of the course, Averages and Skew, which is the start of a transition to a more mathematical side of GCSE Statistics.
Statistics and Further Mathematics	Students have finished the first two topics of the Statistics side of the course and are competing the third topic on Averages and Skew. Students will move on to Correlation and Other Measures, the penultimate topic of Statistics, which covers time series graphs, correlation, and index numbers.