|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject and Exam Board** | **1** | **2** | **3** | **4** | **5** |
| **Art**  **Edexcel** | **Conflict**  A personal project using own photography to inspire a personal response to the theme. Looking at the technique of chiaroscuro.  Students are encouraged to research their own artists and photographers inspired by the theme. | **Conflict**  A personal project using own photography to inspire a personal response to the theme. Looking at the technique of chiaroscuro.  Students are encouraged to research their own artists and photographers inspired by the theme. | **Exam component (40% of overall grade)**  Working through the GCSE exam theme. Developing, experimenting and recording ideas. Students create a final outcome in response to the Exam theme over 10 hours in exam conditions. | **Exam component (40% of overall grade)**  Working through the GCSE exam theme. Developing, experimenting and recording ideas. Students create a final outcome in response to the Exam theme over 10 hours in exam conditions. | **Revision** |
| **Beauty Therapy NVQ**  **VTCT** | • G20 Health and safety  • G4 Salon reception  • G18 Promoting additional services and products  • G8 Developing your personal effectiveness | B4 Provide facial skin care treatment | • B5 Enhance the appearance of eyebrows and eyelashes  • B6 carry out waxing services | * N2 Provide manicure services   • N3 Provide pedicure services | **Practical observation Written assessments**  **Written assignments Supplementary questions** |
| **Biology**  **AQA** | B11 Hormonal coordination  B11.1 Principles of hormonal control  B11.2 The control of blood glucose levels  B11.3 Treating diabetes  B11.4 The role of negative feedback  B11.5 Human reproduction  B11.6 Hormones and the menstrual cycle  B11.7 The artificial control of fertility  B11.8 Infertility treatments  B11.9 Plant hormones and responses  B12 Homeostasis in action (Triple only)  B12.1 Controlling body temperature  B12.2 Removing waste products  B12.3 The human kidney  B12.4 Dialysis – an artificial kidney  B12.5 Kidney transplant  **Half term assessment** | B13 Reproduction  B13.1 Types of reproduction  B13.2 Cell division in sexual reproduction  B13.3 The best of both worlds  B13.4 DNA and the genome  B13.5 DNA structure and protein synthesis  B13.6 Gene expression and mutation  B13.7 Inheritance in action  B13.8 More about genetics  B13.9 Inherited disorders  B13.10 Screening for genetic disorders  **Revision for Mock assessment   Y11 Mocks** | B14 Variation and evolution B14.1 Variation  B14.2 Evolution by natural selection  B14.3 Selective breeding  B14.4 Genetic engineering  B14.5 Cloning (Triple only)  B14.6 Adult cell cloning (Triple only)  B14.7 Ethics of genetic technologies  **Half term assessment** | B15 Genetics and evolution  B15.1 The history of genetics  B15.2 Theories of evolution  B15.3 Accepting Darwin’s ideas  B15.4 Evolution and speciation  B15.5 Evidence for evolution  B15.6 Fossils and extinction  B15.7 More about extinction  B15.8 Antibiotic-resistant bacteria  B15.9 Classification  B15.10 New systems of classification  **Final Internal Assessment** | Revision of B16, B17 and B18  Recap of all RPA’s (Required Practical Assessments)  **Practice Exam Questions** |
| **Business**  **Edexcel** | Recap of: Market gaps, enterprise, staying competitive, market research & segmentation  Going over key content from Year 9 with key case studies and exam technique (Theme 1)  **Assessment**  Baseline assessment  A combination of Theme  1 and 2 papers. | Recap of: Franchises, business location and economic influences.  Going over key content from Year 9 with key case studies and exam technique (Theme 1)  **Assessment**  Mock Exams – December.  Theme 1 Mock Paper  (2019 – Paper)  90 minutes | Recap of: Multinational corporations, ethics, and ownership types.  Going over key content from Year 10 with key case studies and exam technique (Theme 2)  **Assessment**  Theme 2 Mock Paper  (2019 – Paper)  90 minutes | Recap of:  Branding, promotion, the marketing mix and supply chains.  Going over key content from Year 10 with key case studies and exam technique (Theme 2)  **Assessment**  Sample assessment 1 – a mixture of multiple choice and longer answer questions, | Recap of: quality control, recruitment, organisational structures and calculations.  Going over key content from Year 10 with key case studies and exam technique. (Theme 2)  **Assessment**  Key focus on memorising calculations and practising example questions in varying formats. |
| **Chemistry**  **AQA** | C7: Energy changes  C7.1: Exothermic and endothermic reactions  C7.2: Using energy transfers from reactions  C7.3: Reaction profiles  C7.4: Bond energy calculations  C7.5: Chemical cells and batteries (TS)  C7.6: Fuel cells (TS)  **Formative Assessment**  C8.1: Rate of reaction  C8.2: Collision theory and surface area  C8.3: The effect of temperature  C8.4: The effect of concentration and pressure  C8.5: The effect of catalysts  C8.6: Reversible reactions  C8.7: Energy and reversible reactions  C8.8: Dynamic equilibrium  C8.9: Altering conditions  **Formative Assessment** | C9: Crude oil and fuels  C9.1: Hydrocarbons  C9.2: Fractional distillation of oil  C9.3: Burning hydrocarbon fuels  C9.4: Cracking hydrocarbons  **Formative Assessment**  C10: Organic reactions (TS)  C10.1: Reactions of the alkenes (TS)  C10.2: Structures of alcohols, carboxylic acids and esters (TS)  C10.3: Reactions and uses of alcohols (TS)  C10.4: Carboxylic acids and esters (TS)  **Formative Assessment**  C11: Polymers (TS)  C11.1: Additional polymerisation (TS)  C11.2: Condensation polymerisation (TS)  C11.3: Natural polymers (TS)  C11.4: DNA (TS)  **Formative Assessment** | C12: Chemical analysis  C12.1: Pure substances and mixtures  C12.2: Analysing chromatograms  C12.3: Testing for gases  C12.4: Tests for positive ions (TS)  C12.5: Tests for negative ions (TS)  C12.6: Instrumental analysis (TS)  **Formative Assessment** | C13: The Earth’s atmosphere  C13.1: History of our atmosphere  C13.2: Our evolving atmosphere  C13.3: Greenhouse gases  C13.4: Global climate change  C13.5: Atmospheric pollutants  **Formative Assessment**  C14: The Earth’s resources  C14.1: Finite and renewable resources  C14.2: Water safe to drink  C14.4: Treating waste water  C14.5: Life cycle assessments  C14.6: Reduce, reuse and recycle  C15: Using our resources (TS)  C15.1: Rusting (TS)  C15.2: Useful alloys (TS)  C15.3: The properties of polymers (TS)  C15.4: Glass, ceramics and composites (TS)  C15.5: Making ammonia - the Haber process (TS)  C15.6: The economics of the Haber process (TS)  C15.7: Making fertilisers in the lab (TS)  **Formative Assessment** | Revision |
| **Computer Science**  **OCR** | 1.8 Ethical, legal, cultural and environmental concerns  2.4 Computational logic  Programming Project | 1.8 Ethical, legal, cultural and environmental concerns  2.6 Data representation  Programming Project | 2.5 Translators and facilities of languages  Programming Project | Revision | Revision |
| **Dance**  **AQA** | Solo performance of  Breathe refined, performed and moderated.  Dance appreciation of the fifth professional Dance work. | Solo performance of Shift refined, performed and moderated.  Dance appreciation of the sixth professional Dance work. | Duet and Trio Performance choreographed and refined.  Consolidation of Dance  Appreciation in preparation for the written paper. | Group/Solo Choreography choreographed, refined performed and moderated.  Duet and Trio Performance recapped, performed and moderated.  Consolidation of Dance  Appreciation in preparation for the written paper. | Revision in preparation for the Dance Appreciation written paper.   * Critical appreciation   of own work   * Critical appreciation of professional set works. |
| **Design Technology**  **AQA** | **NEA**  Folder and product assessed to exam board requirements AQA Design and Technology 8552.  Exam questions to continue once every two weeks. | **NEA**  Folder and product assessed to exam board requirements AQA Design and Technology 8552.  Exam questions to continue once every two weeks. | **NEA**  Folder and product assessed to exam board requirements AQA Design and Technology 8552.  Exam questions to continue once every two weeks. | **NEA**  Folder and product assessed to exam board requirements AQA Design and Technology 8552.  Exam questions to continue once every two weeks. | **Revision**  Final revision to be completed based on student requirements. |
| **Digital Art**  **Edexcel** | **Overhead and Underneath.**  A personal project using own photography to inspire a personal response to the theme.  Students are encouraged to research their own artists and photographers inspired by the theme. | **Overhead and Underneath.**  A personal project using own photography to inspire a personal response to the theme.  Students are encouraged to research their own artists and photographers inspired by the theme. | **Exam component (40% of overall grade)**  Working through the GCSE exam theme. Developing, experimenting and recording ideas.  Students create a final outcome in response to the Exam theme over 10 hours in exam conditions. | **Exam component (40% of overall grade)**  Working through the GCSE exam theme. Developing, experimenting and recording ideas.  Students create a final outcome in response to the Exam theme over 10 hours in exam conditions. | Revision |
| **Drama**  **OCR** | **Unit 4: Written Exam**  To ensure students are confident for their mock exams in December we begin this year analysing the responses from the end of year 10 exams.  Revising over terminology, structure, content, exam techniques and raising grades.  Students will watch the production for their Section B and begin planning their responses.  **Assessment:**   * Practice Questions on Section A * Practice Questions Section B | **Unit 3: Performing Texts**  Students will be given their texts and groups for their practical exam.  The students will have coursework to begin. Four questions which include;   1. Understanding of the text as a whole 2. Artistic Vision 3. Developing their character 4. Audience reaction   Students will direct TWO extracts for performance;  1 x Group  1 x Mono/Duo  **Assessment:**   * Coursework draft * Performance in class | **Unit 3: Performing Texts Mock**  Student will be in full swing of rehearsals this half term.  They will direct and perform their two extracts to an invited audience in preparation for their actual exam next half term.  Coursework will be finalised and submitted.  **PARENT PERFORMANCE**  **(FEB)**  **Assessment:**   * Coursework submission * Mock performance | **Unit 3: Performing Texts EXAM**  With just a few weeks left before the final performance exam students will use the feedback from the mock to make last minute improvements / developments to their performance.  PERFORMANCE EXAM  (EXTERNAL EXAMINER)  After the exam students will focus on the final unit the written exam. Revision style tasks begin.  **Assessment:**   * Performance Exam | **Unit 04: Written Exam Preparation**  Revision, practice questions, quizzes and memory resources all form the content of this last half term’s preparation for the written exam.  Revising over the content of the whole course including;   1. Terminology 2. Structure of responses 3. Hitting the criteria 4. Confidence in preparation 5. Exam techniques   **Assessment**   * Ongoing practice questions. |
| **Engineering**  **EAL** | **Unit 17 P/F**  Manufacturing techniques.  Complete four practical tasks and reports set by the exam board.  Complete test. | **Unit 3 P/F**  Material principles.  Take two tests that look into material choice and properties. | **Synoptic P/M/D**  Complete a range of tasks including, a third angle orthographic drawing, area, cost and volume calculations, risk assessments, material choice and reasoning and manufacture an RC motor bracket. | **Synoptic P/M/D**  Complete a range of tasks including, a third angle orthographic drawing, area, cost and volume calculations, risk assessments, material choice and reasoning and manufacture an RC motor bracket. | **External Exam P/M/D**  Revise for the external online exam. |
| **English**  **AQA** | **Jekyll and Hyde**  Analytical skills should be developed with close analysis of key themes, characters, settings and events of the novella.  **Assessment:**  **Analytical essay – closed book** | **Reading and writing paper preparation.**  Prepare for: Language paper one  Revise: Shakespeare and Jekyll and Hyde  **Assessment:**  **Mock Exams-**  **Language paper one: Exploitations in creative reading and writing.**  **Literature – Shakespeare and Jekyll and Hyde** | **Language paper 2 reading and writing preparation.**  **Shakespeare revision**  **Assessment:**  **Mock Exam**  **Language paper two – Writers’ viewpoints and perspectives** | Revision of the following units:   * Poetry (conflict) * Unseen poetry * Modern prose/drama * 19th century novel * Language Paper 1 * Language Paper 2   **Assessment: Practice exam questions** | Revision of the following units:   * Poetry (conflict) * Unseen poetry * Modern prose/drama * 19th century novel * Language Paper 1 * Language Paper 2   **Assessment: Practice exam questions** |
| **Food and Nutrition**  **AQA** | **NEA 1**  Folder assessed to exam board requirements AQA Food, Nutrition and Preparation 8556.  Exam questions to continue once every two weeks. | **NEA 2**  Folder and practical assessed to exam board requirements AQA Food, Nutrition and Preparation 8556.  Exam questions to continue once every two weeks.  Mock exam | **NEA 2**  Folder and practical assessed to exam board requirements AQA Food, Nutrition and Preparation 8556.  Test of exam questions. | **NEA 2**  Folder and practical assessed to exam board requirements AQA Food, Nutrition and Preparation 8556.  Practical Examination | **Revision**  Exam questions to be completed. |
| **French**  **Edexcel** | **M8 – Un œil sur le**  **monde (International**  **and global dimension)**  *Discussing  environmental issues* | **M6 & M7 – Au collège & Bon travail! (At school & good work!)**  *Describing our school experiences, exchanges and studying the French school system*  *Future aspirations, study and work*  Preparation for mock exams and speaking exam | **M6 & M7 – Au collège & Bon travail! (At school & good work!)**  *Describing our school experiences, exchanges and studying the French school system*  *Future aspirations, study and work* | **Revision and preparation for the speaking exams** | **Revision and speaking exams end of April/start of May** |
| **Geography**  **Edexcel** | **Forests Under Threat**  - Equatorial Climates  - Taiga Biome: Threats & Protection  - Tropical Rainforests: Threats & Protection  **Assessment**  **Paper 3**  Decision Making Exercise | **People and the Biosphere**  - Global Ecosystems  - Biomes  - Goods and Services of Biomes  - Exploitation of Biomes  **Assessment**  Year 11 December Mock | **Consuming Energy Resources**  - Different Energy Resources  - Extraction of Energy Resources  - Demand & Exploitation of Oil  - Efficient Energy  - Alternatives to Fossil Fuels | **Challenges of an Urban World**  - Urbanisation  - Megacities  - Urban Economies  - Changing Cities  - Urban Land Use  - Wealth and Poverty  - Improving Quality of Life  **Assessment**  End of Topic Assessment | **The UK Physcial Landscape - Fieldwork element.**  - Rivers Recap  - Rivers Fieldwork (Amersham)  **The UK Human Landscape**  **-** Human Fieldwork (London) | **Revision** |
| **History**  **Edexcel** | **Weimer and Nazi**  **Germany**  **The Weimer Republic, 1918 - 29**  Formative assessment:  How well did the Weimar constitution set up democracy in Germany? (4 marks) | **Weimer and Nazi**  **Germany**  **Hitler’s rise to power.**  Summative assessment: Depression and unemployment source based. | **Weimer and Nazi**  **Germany**  **Nazi control and dictatorship/life in Nazi Germany.**  Formative assessment:  How do two interpretations differ? | **Weimer and Nazi**  **Germany**  Complete whole GSCE paper. | **Revision** |
| **Hospitality and Catering**  **AQA** | **Controlled Assessment**  Practical assessment to be conducted in examination conditions. | **Food Safety**  Mock exam | **Food Choices for Specific Groups**  Oral presentation | **Revision**  Exam questions | **Revision**  Exam questions |
| **ICT**  **iMedia / Certificate in Digital Applications**  **OCR** | iMedia:  R082: Creating Digital Graphics | iMedia:  R082: Creating Digital Graphics | iMedia:  R091: Designing a game concept | iMedia:  R091: Designing a game concept | iMedia:  R082: Creating Digital Graphics Improvements |
| **Maths**  **AQA** | **Higher**  Section 16 - Other Types of Graph  Section 17 - Using Graphs  Section 23 - Compound Measures  **Foundation**  Section 9 - Equations, Identities & Inequalities  Section 10 - Formulas & Functions  Section 11 - Sequences  Topic tests – 50 mins. | **Mock Exam Preparation**  **Practice papers issued and to go through this in class** | **Areas to focus on once Question & Answers analysis is completed after the mock exams** | **Revision** | **Revision** |
| **Media**  **WJEC** | Media Language  Representation  Audience  Industry  Context  TV – Sitcom  **Assessment:**  Component 02 mock question | Media Language  Representation  Audience  Industry  Context  Music Videos  **Assessment:**  Component 02 December full mock | Component 02 mock feedback  Component 01  Print Advertising (A)  Film marketing (A/B)  Game (B) | Radio (B)  Newspapers (A/B)  Magazine (A)  **Assessment:**  Component 01 full mock | Revision  **Assessment:**  Component 01 & 02 mock questions |
| **Music**  **OCR** | AoS 2 The Concerto  Baroque concerto  Classical concerto  Romantic Concerto  (End of topic tests after each era)  GCSE composition 2  *After school sessions* | AoS 2 The Concerto  Practical coursework with performing: **Composition 2 Deadline December 5th**  Listening revision  Mock solo and ensemble exams  Mock listening exam  *After school sessions* | Final Ensemble practice sessions  Catch up composition completion sessions  Catch up Topic work revision  *After school sessions* | **Final solo + ensemble Performance exams March 2020**:  Final Compositions 1 and 2  Upload and print compositions  *After school sessions* | All AoS topic work Revision and practice papers |
| **PE**  **Core PE** | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Winter Sports”  Generally, students will follow any sport/activity from hockey, football, rugby, basketball, netball, handball, gymnastics, fitness or orienteering.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport | “Summer Sports”  Generally, students will follow any sport/activity from cricket, athletics, rounders and tennis.  Lessons may include i) the improvement of practical ability  ii) the improvement of knowledge and understanding within sport  iii) understanding of the requirements of a healthy, active lifestyle  iv) leadership and officiating in sport |
| **PE**  **BTEC Sport**  **Edexcel** | **BTEC Sport**  Students begin Unit 3 – Applying the Principles of Personal Training.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students begin Unit 3 – Applying the Principles of Personal Training.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students begin Unit 3 – Applying the Principles of Personal Training.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students reflect on and review their learning from any of the previous Units.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. | **BTEC Sport**  Students reflect on and review their learning from any of the previous Units.  Assessment is based on the successful completion of a series of assignments within the Unit of Work. Assignments are graded Fail, Pass, Merit or Distinction. Grades for each and every assignment go towards the student’s final GCSE grade. |
| **Physics**  **AQA** | P9.1 Speed and Distance-Time Graphs  P9.2 Velocity and Acceleration  P9.3 More about Velocity-Time Graphs  P9.4 Analysing Motion Graphs  P9.5 FORMATIVE ASSESSMENT  P10.1 Force and Acceleration  P10.2 RPA 7/19 – Force, Mass and Acceleration  P10.3 RPA 7/19 – Force, Mass and Acceleration - Assessment  P10.4 Weight and Terminal Velocity  P10.5 Forces and Braking  P10.6 FORMATIVE ASSESSMENT | P10.7 Momentum  P10.8 Conservation of Momentum (Triple Only)  P10.9 Safety First (Triple Only)  P10.10 Impact Forces (Triple Only)  P10.11 Forces and Elasticity  P10.12 RPA 6/18 – Force vs Extension  P10.13 RPA 6/18 – Force vs Extension - Assessment  P10.14 FORMATIVE ASSESSMENT  P11.1 Pressure and Surfaces (Triple Only)  P11.2 Pressure in a Liquid at Rest (Triple Only)  P11.3 Atmospheric Pressure (Triple Only)  P11.4 Upthrust and Floatation (Triple Only)  P11.5 FORMATIVE ASSESSMENT | P12.1 The Nature of Waves  P12.2 The Properties of Waves  P12.3 RPA 8/20 – Waves  P12.4 RPA 8/20 – Waves - Assessment  P12.5 Reflection and Refraction  P12.6 More About Waves  P12.7 FORMATIVE ASSESSMENT  P12.8 Sound Waves (Triple Only)  P12.9 The Uses of Ultrasound (Triple Only)  P12.10 Seismic Waves (Triple Only)  P12.11 FORMATIVE ASSESSMENT  P13.1 The EM Spectrum  P13.2 Light, Infrared, Microwaves, Radio  P13.3 RPA 10/21 – Infrared Radiation & Absorption  P13.4 RPA 10/21 – Infrared Radiation & Absorption  P13.5 Communications  P13.6 Ultraviolet, X-rays, Gamma Rays  P13.7 X-Rays in Medicine  P13.8 FORMATIVE ASSESSMENT | P14.1 Reflection of Light (Triple Only)  P14.2 Refraction of Light (Triple Only)  P14.3 RPA 9 – Reflection & Refraction (Triple Only)  P14.4 RPA 9 – Reflection & Refraction (Triple Only)  P14.5 Light and Colour (Triple Only)  P14.6 Lenses (Triple Only)  P14.7 Using Lenses (Triple Only)  P14.8 FORMATIVE ASSESSMENT  P15.1 Magnetic Fields  P15.2 Magnetic Fields of Electric Currents  P15.3 Electromagnets in Devices (Triple Only)  P15.4 The Motor Effect  P15.5 FORMATIVE ASSESSMENT  P15.6 The Generator Effect (Triple Only)  P15.7 The Alternating Current Generator (Triple Only)  P15.8 Transformers (Triple Only)  P15.9 Transformers in Action (Triple Only)  P15.10 FORMATIVE ASSESSMENT | P9.1 Speed and Distance-Time Graphs  P9.2 Velocity and Acceleration  P9.3 More about Velocity-Time Graphs  P9.4 Analysing Motion Graphs  P9.5 FORMATIVE ASSESSMENT  P10.1 Force and Acceleration  P10.2 RPA 7/19 – Force, Mass and Acceleration  P10.3 RPA 7/19 – Force, Mass and Acceleration - Assessment  P10.4 Weight and Terminal Velocity  P10.5 Forces and Braking  P10.6 FORMATIVE ASSESSMENT |
| **RE**  **AQA** | Islamic Beliefs and  Practices Recap  Mid Unit Test and End of Unit Written Assessment | Christian Beliefs and  Practices Recap  Mock Exam | Religion and Life Recap  Mid Unit Test and End of Unit Written Assessment | Religion and Families Recap  Mid Unit Test and End of Unit Written Assessment | Religion and War Recap  Crime and Punishment Recap |
| **Spanish**  **Edexcel** | **VIVAGCSE**  **Module 7 – *A currar!***  (Different jobs, job preferences, how you earn money, soler + imperfect tense, work experience, preterite imperfect use together, importance of learning languages, present and present continuous, saber vs conocer, applying for summer jobs, indirect object pronouns, writing a formal letter, gap years, conditional tense, using the 24hr clock, plans for the future, subjunctive with ‘cuando’.) | **VIVAGCSE**  **Module 7 – *A currar!***  (Different jobs, job preferences, how you earn money, soler + imperfect tense, work experience, preterite imperfect use together, importance of learning languages, present and present continuous, saber vs conocer, applying for summer jobs, indirect object pronouns, writing a formal letter, gap years, conditional tense, using the 24hr clock, plans for the future, subjunctive with ‘cuando’.)  Year 11 GCSE Mocks | **VIVAGCSE**  **Module 8 – *Hacia un mundo mejor***  (Types of houses, environment, healthy eating, diet-related issues, global issues, present subjunctive, high numbers, local actions, using the subjunctive for commands, presenting a written argument, healthy living, international sporting events, using the pluperfect tense, natural disasters, using the imperfect continuous.) | **VIVAGCSE**  **Module 8 – *Hacia un mundo mejor***  (Types of houses, environment, healthy eating, diet-related issues, global issues, present subjunctive, high numbers, local actions, using the subjunctive for commands, presenting a written argument, healthy living, international sporting events, using the pluperfect tense, natural disasters, using the imperfect continuous.) | **Revision** |