



# **St Katherine's School**

## **Year 11 Curriculum Guide**

# Maths

Students are assessed at the end of every unit with an in class assessment, every 2 to 3 weeks (depending on the length of the unit). This is followed by specific feedback and guidance to make improvements in areas of weakness. Students are expected to complete retrieval homework on Hegarty Maths which is set weekly. Parents can support their child by ensuring they complete this, as well as encouraging them to have a go at the Mem-Ri tests on Hegarty. Parents will have a copy of their child's unit test results so they can work on any gaps or weak areas, using Hegarty to support.

Term	Working Towards	Foundation	Higher
1	<b>Unit 1</b> - Number, powers, roots, decimals and rounding to 10, 100, 1000  <b>Unit 2</b> - Fractions & Percentages	<b>Unit 15</b> - Plans and Elevations, constructions and loci.	<b>Unit 15</b> - Cumulative frequency, box plots and histograms.
2	<b>Unit 3</b> - Tables & charts, questionnaires, pictograms, line graphs, bar charts, stem & leaf	<b>Unit 16</b> - Quadratic equations and graphs.	<b>Unit 16</b> - Circle theorems
3	<b>Unit 4</b> - Measurement & units, circles, 2D shapes, Symmetry, Simple constructions  <b>Unit 5</b> - Perimeter and area, angles, 3D forms	<b>Unit 17</b> - Circles, cylinders and cones.	<b>Unit 17</b> - Rearranging complex formulae and proof.
4	<b>Unit 6</b> - Algebraic notation and simplifying, expressions, substituting into formulae	<b>Unit 18</b> - Fractions and reciprocals. Indices and standard form.  <b>Unit 19</b> - Similarity, congruence and vectors.	<b>Unit 18</b> - Vectors and geometric proof
5	<b>Unit 7</b> - Probability scale and theoretical probability  <b>Revision &amp; Preparation for GCSE Exams</b>	<b>Unit 20</b> - Rearranging formulae, cubics and reciprocal graphs.  <b>Revision &amp; Preparation for GCSE Exams</b>	<b>Unit 19</b> - Direct and inverse proportion, exponential graphs and area under curve.  <b>Revision &amp; Preparation for GCSE Exams</b>
6	<b>Revision &amp; Preparation for GCSE Exams</b>	<b>Revision &amp; Preparation for GCSE Exams</b>	<b>Revision &amp; Preparation for GCSE Exams</b>

## Assessment

Subject		Maths	
Assessment type	Frequency	Control	Weighting
End of unit tests - 1 hour	Every 2-3 weeks	Exam conditions	30%
Mock exams - each mock is 3 x 1.5 hour paper	Three times during the year (Nov, Feb, April.)	Exam conditions	70%

# English

Once a fortnight, all students complete 'The Writing Challenge', an extended writing task akin to tasks they will need to be able to complete in their English Language examinations.

All students are expected to read for at least twenty minutes a day and must bring their book to school every day.

Term	English Topics	Key Information
1	<p><b>English Language Exam Techniques:</b> Component 2 - C19th and C21st texts and transactional Writing.</p> <p><b>Complete Poetry Anthology</b></p>	Outstanding Speaking and Listening Examinations to be completed.
2	<p><b>English Language Exam Techniques:</b> Component 1 - Unseen prose and narrative writing.</p> <p><b>Mock Revision</b></p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 1:</b> Unseen prose and narrative writing</p> <p><b>English Literature Component 1:</b> Shakespeare's Romeo and Juliet and the Poetry Anthology</p>
3	<p>English Language Exam Techniques: Component 1 - Unseen prose and narrative writing.</p> <p>English Literature: Component 2 - Unseen Poetry</p>	
4	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Literature Component 1 and 2</p>
5	English Literature and Language Revision	<p><b>GCSE Full Mock Examinations</b></p> <p>English Language Component 1 and 2</p> <p><b>GCSE Examinations</b></p> <p>English Literature Component 1 and 2</p>
6	English Language Revision	<p><b>GCSE Examinations</b></p> <p>English Language Component 1 and 2</p>

## Assessment

Subject		English	
Assessment type	Frequency	Control	Weighting
In class contributions	Students are graded from 0-3 every term for their in class contributions.	In class contributions	5%
Independent wider reading	Students are expected to read from The Bucket List or complete independent extended study tasks at home.	Independent wider reading	5%
Home learning	Students complete a range of home learning tasks, which may either be assessed through Google classrooms or via class tests. This includes multiple choice knowledge tests, which are designed to help them store key concepts and terminology.	At home.	10%
On-going assessment of reading skills plus reading assessments in class	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised reading targets are updated in line with their progress.  In addition, students complete an extended, teacher assessed essay every term.	On-going assessment of reading skills plus termly reading assessments in class	15%
On-going assessment of writing skills plus writing assessments in class	Teachers complete a whole class 'book look' every three weeks to gauge student progress. Students' personalised writing targets are updated in line with their progress.  In addition, students complete extended writing tasks every term which are teacher assessed.	On-going assessment of writing skills plus termly teacher assessed extended written tasks.	15%
Mock examinations	Students complete mocks in November, February and March for English language and English literature.	Completed in exam conditions	50%

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
<b>1</b>	<ul style="list-style-type: none"><li>• B8 Photosynthesis</li><li>• B9 Respiration</li><li>• Test</li><li>• B10 Human nervous system</li></ul>	<ul style="list-style-type: none"><li>• C7 Energy changes</li><li>• C8 Rates and equilibrium</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P8 Forces in balance</li><li>• P9 Motion</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• B11 Hormonal coordination</li><li>• B12 Homeostasis</li><li>• Mock exams</li></ul>	<ul style="list-style-type: none"><li>• C9 Crude oil and fuels</li><li>• C10 Organic reactions</li><li>• C11 Polymers</li><li>• Test</li><li>• Mock exams</li></ul>	<ul style="list-style-type: none"><li>• P10 Forces and motion</li><li>• P11 Forces and pressure</li><li>• Test</li><li>• Mock exams</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Test</li><li>• B13 Reproduction</li><li>• B14 Variation and evolution</li></ul>	<ul style="list-style-type: none"><li>• C12 Chemical analysis</li><li>• C15 Using our resources</li><li>• Test</li></ul>	<ul style="list-style-type: none"><li>• P12 Wave properties</li><li>• P13 Electromagnetic waves</li><li>• Test</li><li>• P14 Light</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>• B15 Genetics and evolution</li><li>• Test</li><li>• Mock exams</li><li>• Revision</li></ul>	<ul style="list-style-type: none"><li>• Mock exams</li><li>• Revision</li></ul>	<ul style="list-style-type: none"><li>• P15 Electromagnetism</li><li>• Test</li><li>• P16 Space</li><li>• Revision</li><li>• Mock exams</li></ul>
<b>5&amp;6</b>	<ul style="list-style-type: none"><li>• Revision</li><li>• Final Exams</li></ul>		

You can find links and suggestions to support your child with their triple science assessments [here](#). Students will be set 45 minutes of biology, chemistry and physics homework every week.

## Assessment

Assessment will take place formally twelve times throughout the year via end of topic tests. There will also be three mock examinations in each subject.

Subject		Year 11 Biology	
Assessment type	Frequency	Control	Weighting
End of topic tests	Four times	Medium	30%
Mock examination	Three times	High	70%

Subject		Year 11 Chemistry	
Assessment type	Frequency	Control	Weighting
End of topic tests	Four times	Medium	30%
Mock examination	Three times	High	70%

Subject		Year 11 Physics	
Assessment type	Frequency	Control	Weighting
End of topic tests	Four times	Medium	30%
Mock examination	Three times	High	70%

## Combined Science - Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>B8 Photosynthesis</li> <li>B9 Respiration</li> <li>Test</li> <li>B10 The human nervous system</li> <li>B11 Hormonal coordination</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>C5 Chemical change</li> <li>C6 Electrolysis</li> <li>Test</li> <li>C7 Energy changes</li> <li>C8 Rates and equilibrium</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>P7 Radioactivity</li> <li>P8 Forces in balance</li> <li>P9 Motion</li> <li>P10 Forces and motion</li> <li>Test</li> </ul>
2	<ul style="list-style-type: none"> <li>B13 Reproduction</li> <li>B14 Variation and evolution</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>C9 Crude oil and fuels</li> <li>Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>P12 Wave properties</li> <li>P13 Electromagnetic waves</li> <li>Mock exams</li> </ul>
3	<ul style="list-style-type: none"> <li>B15 Genetics and evolution</li> <li>Test</li> <li>B16 Adaptations, inheritance and competition</li> </ul>	<ul style="list-style-type: none"> <li>C12 Chemical analysis</li> </ul>	<ul style="list-style-type: none"> <li>P15 Electromagnetism</li> <li>Test</li> </ul>
4	<ul style="list-style-type: none"> <li>Mock exams</li> <li>B17 Organising an ecosystem</li> <li>B18 Biodiversity and ecosystems</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Revision</li> </ul>
5	<ul style="list-style-type: none"> <li>Mock exams</li> <li>Revision</li> <li>Final Exams</li> </ul>		

You can find links and suggestions to support your child with their combined science assessments [here](#). Students will be set 30 minutes of biology, chemistry and physics homework every week.

## Assessment

Assessment will take place formally fifteen times throughout the year via end of topic tests. There will also be three mock examinations.

Subject			
Assessment type	Frequency	Control	Weighting
End of topic tests	Fifteen times spread throughout the year	Medium	30%
Mock examinations	Nine times spread throughout the year	High	70%



# Design, Art & Technology

## Art

Project 1 - Natural Forms (four terms)

Project 2 - Personal Project (four terms)

Project 3 - ESA (externally set assignment, started in Jan of Y11, two terms culminating with a two day practical exam)

Students are assessed on the following every two weeks, at the end of each term & at the end of each coursework project (that lasts for four terms):

- Observational drawing
- Artist research
- Development of personal ideas
- A final outcome

To support your child, you could ask to see their personal targets written on feedback sheets inside their paper folder that are set by the teacher every two/three weeks (kept inside your child's portfolio). Discuss these targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets.

<b>AO1</b>	<p>Artist research:</p> <ul style="list-style-type: none"> <li>● Independently sourcing relevant artists:             <ul style="list-style-type: none"> <li>○ Google research</li> <li>○ Gallery visits</li> <li>○ RWA/Botanical Gardens visit</li> </ul> </li> <li>● Relevant backgrounds</li> <li>● Transcripts with relevant use of media</li> <li>● Relevant presentation</li> <li>● Analytical and personalised writing</li> </ul>
<b>AO2</b>	Independently refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
<b>AO3</b>	<p>Revisit monochromatic observational drawing skills:</p> <ul style="list-style-type: none"> <li>● Tonal shading</li> <li>● Texture</li> <li>● Blending</li> <li>● Sketching and 'building up'</li> </ul> <p>Recording ideas through photography:</p> <ul style="list-style-type: none"> <li>● Composition</li> <li>● Foreground and background</li> </ul> <p>Revisit colour techniques:</p> <ul style="list-style-type: none"> <li>● Warm / cool / complementary / contrasting</li> <li>● Tints and tones</li> </ul> <p>White gel pen / white coloured pencil on black:</p> <ul style="list-style-type: none"> <li>● Line / pattern / detail</li> </ul> <p>Paint - acrylic / watercolour / brusho / ink:</p> <ul style="list-style-type: none"> <li>● Thick opaque layers and thin washes</li> <li>● Brush / palette knife</li> <li>● Painting onto dry / wet surfaces</li> </ul>

	<ul style="list-style-type: none"> <li>• Scratch into paint with card</li> <li>• Drybrushing</li> </ul> Spraypaint: <ul style="list-style-type: none"> <li>• Stencils</li> <li>• OHP</li> </ul> Clay: <ul style="list-style-type: none"> <li>• Slabs and coils</li> <li>• Black and metallic dry- brushing</li> </ul> Printing: <ul style="list-style-type: none"> <li>• Rubber stamping</li> <li>• Frottage</li> </ul>
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources.

## Assessment

Subject		Art	
Assessment type	Frequency	Control	Weighting
Controlled Assessment	Fortnightly targets set	In class, medium control.	60%
ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours, high control, at the end of course.	40%

## Engineering Design

During the course of the two years, students will have their coursework elements assessed every fortnight along with questions assessing the theory from the previous week.

To support your child you could ask to see their work and help them in the following ways

- Help them revise for the fortnightly theory questions ready for the examination
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5
Sessions on presentation of work, drawing styles, Computer-aided design & manufacture and practical skills				
Unit R038 theory knowledge				
Unit R039 Communicationg designs NEA			Revision for unit R105 retake	

## Assessment

Subject		Engineering	
Assessment type	Frequency	Control	Weighting
Written exam questions	Fortnightly	High	40%
Coursework	Fortnightly	Medium	60%

## Food Preparation and Nutrition

During the course of the two years, students will have a mixture of theory lessons and practical lessons each week.

Practise examination questions will be worked on throughout the year. Students will complete the NEA 2 during the first half of the year. The practical examination part of the NEA 2 will take place in January/February of 2022. Students will complete a mock examination in November 2021 during lessons.

Revision will then take place ready for the written examination in the summer.

To support your child you could ask to see their work and help them in the following ways

- Help them organise ingredients for practical lessons.
- Check that they have completed all homework set, which will usually be set and communicated through the google classroom.
- Check that they have completed all amendments to their coursework that are communicated through the google classroom, if you wish to be added to this classroom please let us know.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
NEA 2	NEA 2	NEA 2	Revision for examination	Revision for examination	Revision for examination
Sessions on research techniques, selecting dishes, upskilling dishes, presentation techniques.					

## Assessment

Subject		Food Prep & Nutrition	
Assessment type	Frequency	Control	Weighting
Assessed Practicals	Termly	In class, medium control.	35%
Examination questions	Fortnightly and at the end of modules	In class, medium and high control/ At home, low control.	50%

# Hospitality

## Unit 2 Hospitality and Catering in Action

Learning Outcome	Assessment Criteria
<b>LO1</b> understand the importance of nutrition when planning menus	AC1.1 describe functions of nutrients in the human body
	AC1.2 compare nutritional needs of specific groups
	AC1.3 explain characteristics of unsatisfactory nutritional intake
	AC1.4 explain how cooking methods impact on nutritional value
<b>LO2</b> understand menu planning	AC2.1 explain factors to consider when proposing dishes for menus
	AC2.2 explain how dishes on a menu address environmental issues
	AC2.3 explain how menu dishes meet customer needs
	AC2.3 explain how menu dishes meet customer needs
<b>LO3</b> be able to cook dishes	LO3 be able to cook dishes
	AC3.2 assure quality of commodities to be used in food preparation
	AC3.3 use techniques in cooking of commodities
	AC3.4 complete dishes using presentation techniques
	AC3.5 use food safety practices

In the second year of the course, learners are assessed for Unit 2 in term 2 through a mock controlled assessment, with the actual assessment in Term 4. Retakes for the Unit 1 exam are in June for those learners who need it.

To support your child you could:

- Join the subject Google classroom to follow your child's progress
- Get them preparing food and cooking as often as possible
- Encourage them to work in The Leaf restaurant on a Thursday evening

## Assessment

Subject		Hospitality	
Assessment type	Frequency	Control	Weighting
Mock exam	Twice	High	40%
Coursework	Fortnightly	Medium	60%

# Photography

1a) Experimental Project - Shutter Speed, Portrait, Patterns & Texture, Surrealism (Completed in Year 10)

1b) ELP (extended learning project) - Natural Form, Identity or Architecture

ESA (Externally set Assignment) - Dec until April.

Students are assessed each fortnight and then at the end of each 1a project during terms 1-4. Students are then set fortnightly targets as they begin their 1b assignment.

To support your child, you could ask to see their project work, discuss their targets and how they might be achieved; you can discuss ideas and potential 'next steps' with your child. Look at their work and discuss ways of improving it against their personal targets. The following website is a support for all: <https://hwmedia.wixsite.com/stkatherinesmedia/photography>

We set ILP's (independent learning projects) every 4 weeks so that students can work independently and have opportunities to extend their learning.

<b>AO1</b>	<b>Develop Ideas</b> Artist research: <ul style="list-style-type: none"><li>• Independently sourcing relevant artists/photographers:<ul style="list-style-type: none"><li>○ Google research</li><li>○ Gallery visits</li><li>○ Visiting artists/photographers.</li></ul></li><li>• Relevant backgrounds</li><li>• Transcripts with relevant use of media</li><li>• Relevant presentation</li><li>• Analytical and personalised writing</li></ul>
<b>AO2</b>	<b>Refine ideas</b> Students learn how to use the settings on the DSLR camera to achieve different results. Students experiment with light and the impact on results. Students learn how to use adobe photoshop to edit their images. Students experiment with art techniques (E.g. drawing on top of their work)
<b>AO3</b>	<b>Record Ideas</b> Students create google slides and their own blogs to present their learning journey through the course. All work is submitted and will contribute to students' grade.
<b>AO4</b>	Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources

<b>Terms</b>	<b>Photography</b>
<b>1</b>	GCSE Component 1a and 1b to be developed and completed.
<b>2</b>	<b>ESA set</b> - Briefs sent from exam board.
<b>3</b>	<b>ESA development</b>
<b>4</b>	<b>GCSE ESA 10 Hour Exam</b> <b>Internal Moderation</b> <b>External Moderation</b>
<b>5</b>	

## **Assessment**

<b>GCSE Photography</b>			
<b>Assessment type</b>	<b>Frequency</b>	<b>Control</b>	<b>Weighting</b>
Controlled Assessment	Fortnightly targets set	In class with ILP opportunity	60%
ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours high control at the end of course.	40%



# Business

Edexcel GCSE Business Studies over two years. Students can be awarded a range of grades from 1 to 9.

Our curriculum delivery is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2). There are two equally weighted exam papers, focusing on each specification theme.

## Year 11 Programme of study

<b>Term 1</b>	<b>Topic 2.1 Growing the business</b> Students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
<b>Term 2</b>	<b>2.2 Making marketing decisions</b> Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
<b>Term 3</b>	<b>2.3 Making product decisions</b> This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
<b>Term 4</b>	<b>2.4 Making financial decisions</b> Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
<b>Term 5</b>	<b>2.5 Making people decisions</b> Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic
<b>Term 6</b>	Revision/Yr 11 Exam window

## Assessment

Assessment will take place in the form of two externally set exam papers of 90 minutes each:

Subject		Business	
Assessment type	Frequency	Control	Weighting
Paper 1: Investigating small business	End of course assessment	High control externally examined assessment	50%
Paper 2: Building a business	End of course assessment	High control externally examined assessment	50%

## **How can I support my child's learning?**

Students can be supported with their learning through ensuring that they adhere to the deadlines set by the class teacher regarding out of class work on coursework. Encouraging wider reading around the subject will help students apply their learning to real world scenarios, a key element of the course. This can be done through reading quality broadsheet newspapers, BBC business site <https://www.bbc.co.uk/news/business> and other quality news resources.

# Computing

In years 10 and 11 the students who opt for computing study the OCR GCSE Computing (J277) specification. The GCSE is assessed by two external written exams at the end of Year 11, each worth 50% of the final grade. The focus of paper 1 is Computational systems and this content will be covered primarily in year 10 with paper 2 Computational thinking, algorithms, and programming key content in Year 11.

Students are also supported to develop their own programming skills throughout the course by progressing through a series of independent student led activities and challenges available from the google classroom.

Term	Topic
1	2.2 Programming fundamentals
2	2.1 Algorithms
3	2.3 Producing robust programs
4	2.4 Computational logic 2.5 Translators and facilities of languages
5	Revision and Exam Preparation
6	Revision and Exam Preparation

## Assessment

Assessment will take place in the form of two externally set exam papers of 90 minutes each:

Subject		Computer Science	
Assessment type	Frequency	Control	Weighting
Paper 1: Computer Systems	End of course assessment	High control externally examined assessment	50%
Paper 2: Computational thinking, algorithms and programming.	End of course assessment	High control externally examined assessment	50%

### How can I support my child's learning?

Students should be ensuring that they regularly undertake self-directed coding practice at home using the resources available to them on the class google drive, this should be done using [www.repl.it](http://www.repl.it).

Provision of revision guides are also available to all students through the class teacher.

Students should also be encouraged to ensure that they have a complete set of learning notes through catching up on any missed work by completing the activities in the classroom for that lesson.

Students should be encouraged to complete end of topic knowledge organisers and revision notes for each topic prior to their summative assessment.

# Humanities

**Assessment:** Students are assessed routinely as they complete exam units with opportunities in lessons to develop their understanding of exam success criteria. At the end of exam units students will typically complete a mock exam under timed conditions. Society & Culture is a non-examined subject.

**How can I support my child's learning?** Parents can support students by encouraging continual revision resourcing using revision guides and Seneca learning. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce a complete set of notes.

Term	Geography	History	Philosophy & Belief	Society & Culture
1	Forests under Threat Consuming Energy Resources	<b>Paper 2: American West</b> <ul style="list-style-type: none"> <li>- Early settlement 1835-1863</li> <li>- Development of the Great Plains 1862-1876</li> <li>- Conflict and conquest 1876-1895</li> </ul>	<b>Component 1 - Human Rights:</b> Human Rights; Social Justice; Wealth and Poverty; Prejudice and Discrimination	<b>Life:</b> debates surrounding abortion, assisted suicide and capital punishment.
2	Consuming Energy Resources Making a Geographical Decision		<b>Component 1 - Good and Evil:</b> The nature of good and evil; The philosophical problem of evil and suffering; Crime and Punishment; forgiveness	
3	Tectonic Hazards Dynamic UK Cities	<b>Paper 3: Weimar &amp; Nazi Germany 1918-1939</b> <ul style="list-style-type: none"> <li>- Creation of the Weimar Republic</li> <li>- Rise of the Nazi Party</li> <li>- Control &amp; Opposition under the Nazis</li> <li>- Life in Nazi Germany</li> </ul>	<b>Component 2 - Christian Practices:</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church	<b>Becoming Parents:</b> Fertility and lifestyle choices, adoption and fostering. Unintended pregnancy, birth and miscarriage.
4	Dynamic UK Cities Unfamiliar Fieldwork		<b>Component 3 - Buddhist Practices</b> Buddhist places of worship in the UK and elsewhere; Meditation; Devotional Practices; Death and Mourning; Festivals and retreats.	
5	Revision	Revision	Revision	Revision
6				

## Assessment

Subject		Geography	
Assessment type	Frequency	Control	Weighting
Low control in-class questions	At least twice per topic	Low	30%
High control exam practice	Twice per topic	High	50%
Knowledge tests	Once per topic	High	20%

Subject		History	
Assessment type	Frequency	Control	Weighting
In class: assessments	Once per topic	High	40%
Mock exams	Once per exam unit	High	30%
In class: assessments	Once per topic	Low	15%
Homework	Fortnightly	Low	5%
Knowledge Tests	Once per topic	High	10%

Subject		Philosophy & Belief	
Assessment type	Frequency	Control	Weighting
Knowledge tests	Once per topic	Low	5%
In-class questions	Fortnightly	Low	20%
High control exam practice	Once per topic	High	60%
Homework exam questions	Fortnightly	Low	15%

# Psychology

DATE	TOPIC
Term 1	<b>Paper 2: Social influence:</b> conformity; obedience; prosocial behaviour; crowd and collective behaviour
Term 2	<b>Paper 2: Language, thought and communication:</b> the relationship between language and thought; human and animal communication; non-verbal communication; explanations of non-verbal behaviour
Term 3	<b>Paper 2: Brain and neuropsychology:</b> structure and function of the nervous system; neuron structure and function; structure and function of the brain; an introduction to neuropsychology
Term 4	<b>Paper 2: Psychological problems:</b> an introduction to mental health; effects of mental health on the individual and society; characteristics, theories and treatments of depression; characteristics, theories and treatments of addiction
Term 5	Revision
Term 6	Revision

## Assessment

Subject: Psychology			
Assessment type	Frequency	Control	Weighting
Knowledge tests	Once per topic	Low control	10%
Short answer exam questions	Once per topic	Low control	10%
Prepared, timed essays	Once per topic	Low control	10%
End of topic assessments	Once per topic	Low control	40%
Mock exams	Once per exam paper	High control	30%

# French

DATE	TOPIC
Term 1	<p><b>Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>- My studies,</li> <li>- Life at school and college</li> <li>- Education Post 16</li> <li>- Jobs, Career Choices and Ambitions</li> </ul> <p><b>ASSESSMENT</b> - End of Unit Test (Reading &amp; Writing)</p>
Term 2	<p><b>Local, national, international and global areas of interest</b></p> <ul style="list-style-type: none"> <li>- Global issues &gt; The environment, Poverty, homelessness</li> <li>- Social issues &gt; Charity/ voluntary work</li> <li>- Travel and Tourism</li> </ul> <p><b>ASSESSMENT</b> - Mock Exam (4 skills)</p>
Term 3	<p><b>Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Technology in everyday life</li> <li>- Social media</li> <li>- Mobile technology</li> </ul> <p><b>ASSESSMENT:</b> End of Unit test (Speaking &amp; Writing)</p>
Term 4	<p><b>Revision of the 3 themes</b></p> <p><b>Assessment:</b> Mock Exam (4 skills)</p>
Term 5	<p><b>Revision of the 3 themes &amp; Exam Practice</b></p> <p><b>Assessment:</b> Mock Exam (4 skills)</p>
Term 6	

## Assessment

Subject: MFL			
Assessment type	Frequency	Control	Weighting
End of Unit Test	Termly	Medium	30%
Mock Exam	Every Two Terms	High	70%

## Spanish

DATE	TOPIC
<b>Term 1</b>	<p><b>Current and future study and employment</b></p> <ul style="list-style-type: none"> <li>- My studies,</li> <li>- Life at school and college</li> <li>- Education Post 16</li> <li>- Jobs, Career Choices and Ambitions</li> </ul> <p><b>ASSESSMENT</b> - End of unit Test (Reading &amp; Writing)</p>
<b>Term 2</b>	<p><b>Local, national, international and global areas of interest</b></p> <ul style="list-style-type: none"> <li>- Environment &amp; social issues</li> <li>- Travel and Tourism</li> </ul> <p><b>ASSESSMENT</b> - End of Unit Test (Reading &amp; Listening)</p>
<b>Term 3</b>	<p><b>Identity and culture</b></p> <ul style="list-style-type: none"> <li>- Technology in everyday life</li> <li>- Social media</li> <li>- Mobile technology</li> <li>-</li> </ul> <p><b>ASSESSMENT:</b> End of Unit test (Speaking &amp; Writing)</p>
<b>Term 4</b>	<p><b>Revision of the 3 themes</b></p> <p><b>Assessment:</b> Mock Exam (4 skills)</p>
<b>Term 5</b>	<p><b>Revision of the 3 themes &amp; Exam Practice</b></p> <p><b>Assessment:</b> Mock Exam (4 skills)</p>
<b>Term 6</b>	

## Assessment

Subject: MFL			
Assessment type	Frequency	Control	Weighting
End of Unit Test	Termly	Medium	30%
Mock Exam	Every Two Terms	High	70%



# Performing Arts

## Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and fill mock exams. They will interleave written learning and have opportunities to evaluate live theatre.

Support: students would benefit from visiting and experiencing live theatre, film and watching acclaimed drama television series. Radio 4 plays and story telling would also be of excellent further study. Attend rehearsals at lunch time and after school. Students could also attend a variety of clubs/groups such as singing, dancing and acting to build confidence. Students are expected to take part in 2 extra curricular events; school musical, SKAMPS, performing arts nights, choir.

Term	Topic
1	<b>Component 2:</b> Refinement & performance of Devised piece; final submission of devising log. Complete assessed Devising performance ( <b>internal practical exam</b> )
2	<b>Component 1:</b> Section A: Terminology. Section B: Act 2 Blood Brothers (revise question format) Section C: Live theatre. Revision. Students will revise theory in practise of the exam in lessons. This will take the format of class workshops, discussions, homework, mock exams.
3	<b>Component 3: Texts in practice.</b> Scripted extracts. Students will be allocated groups and scripts to develop their ability to convey believable character, how they interpret text for a live audience and have an awareness for the realisation of the piece as a whole.
4	<b>Component 3: Texts in practice.</b> Scripted extracts. Students will rehearse and prepare their performance extracts ready for an external assessor and live audience. ( <b>External practical exam</b> )
5	<b>Component 1:</b> Revision and exam preparation
6	<b>Component 1:</b> Revision and exam preparation ( <b>External written exam</b> )

## Assessment

Subject		Performing Arts	
Assessment type	Frequency	Control	Weighting
Component 2		High - in class internally assessed	30%
Component 3		High - in class externally assessed	40%
In class work and homework	Fortnightly	Medium	

## Music

Term	Topic
1	<b>Listening: AOS4; Western Classical Tradition 1910 onwards</b> <b>Composing:</b> complete free choice composition, score and programme note : start composition to a brief
2	<b>Listening: AOS4; Western Classical Tradition 1910 onwards</b> <b>Performing:</b> prepare and deliver performances
3	<b>Composing:</b> continue to work on composition to a brief <b>Listening: study pieces; Paul Simon Graceland</b>
4	<b>Composing:</b> complete composition to a brief, score and programme note <b>Listening:</b> revision of study pieces; 1) Mozart Clarinet Concerto in A, 3rd movt. 2) Paul Simon; Graceland
5	<b>Listening:</b> further revision of study pieces and 4 areas of study (see above)
6	<b>Listening exam</b>

## Assessment

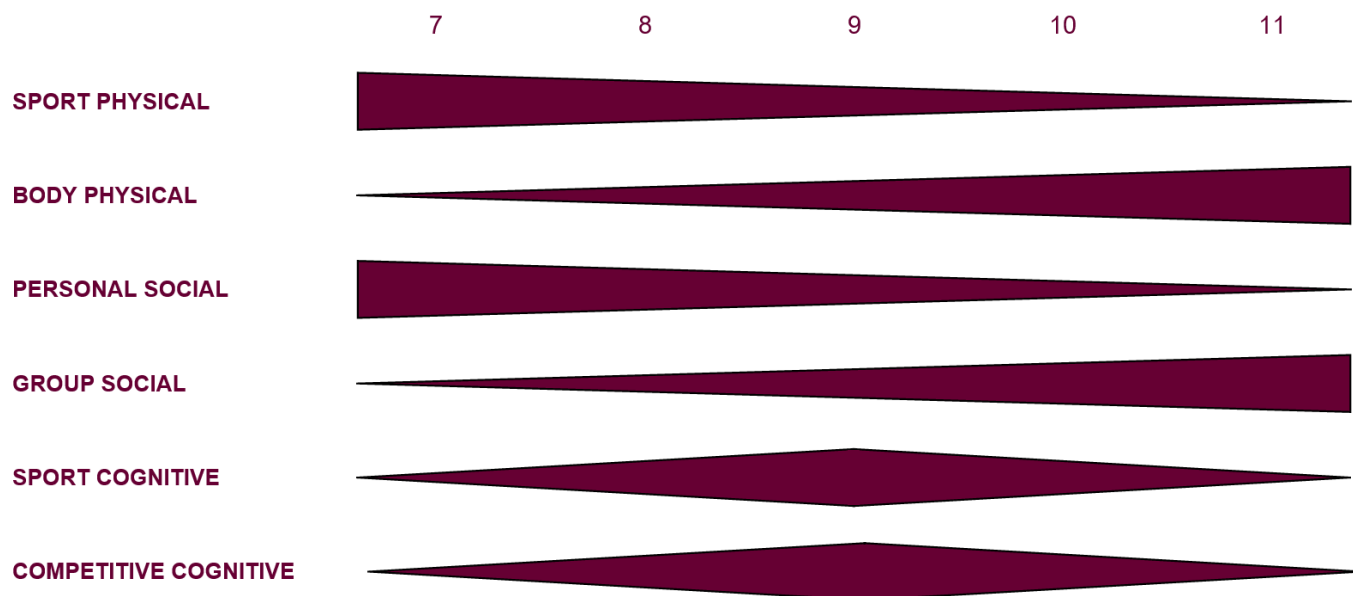
Subject		Music	
Assessment type	Frequency	Control	Weighting
Solo performance	Annual	High	15%
Ensemble performance	Annual	High	15%
Free composition	Annual	Medium	15%
Composition to a brief	Annual	Medium	15%
Mock listening exam	Annual	High	40%

# Physical Education

All Year 11 students will follow a core PE curriculum. Some Year 11 students may also have opted for examination PE which will continue to occur in addition to their core PE lessons.

## What will PE lessons focus on?

We have 6 different focus areas and use these to categorise the work that we do in PE lessons. These focus areas cover three main domains; physical, social and cognitive. You can see from the graphic below how our focus on different areas changes as students move through school.



## What activities will be covered?

In Key Stage 4 staff will provide groups with more flexibility about the types of activities that they participate in. Some groups may have the opportunity to opt for blocks of activity while others may experience a variety of activities in lessons. Their activity options will depend on the staffing of their PE group. Staff reserve the right to remove options from groups should their behaviour / cooperation mean that this process is not viable.

Activities are always subject to access to facilities, weather and needs of any given teaching group. Staff may well adapt the content of lessons using their professional judgements. Groups will rotate activities during school terms and will be informed about activity changes by their teachers.

## What else is on offer?

Physical education lessons are one part of our faculty offer. We have a comprehensive range of extra-curricular activities that focus on recreational physical activity and competitive school sport. We pride ourselves on the fact that there is always something happening in PE and we actively encourage everyone to come along and get involved. Our extra-curricular timetable varies greatly and so more information will be available from PE teachers or form tutors.

# Examination Physical Education

All Year 11 students who opted for examination PE in Year 10 in the form of BTEC Sport or GCSE PE will continue their study in Year 11. Students who opt for this will have an additional 5 hours of examination PE on their timetable.

## What will students study in examination PE?

At Key Stage 4 we follow the Cambridge National Sport Studies.

Students will study the following:

Cambridge National Sport Studies
<p><b>September Y10 - November Y10: R186 Sport and the Media (NEA)</b>            The different sources of media that cover sport            Positive effects of the media in sport            Negative effects of the media in sport</p>
<p><b>November Y10 - October Y11: Performance and Leadership (NEA)</b>            Key components of performance            Applying practice methods to support improvement in sport            Organising and planning a sports activity session            Leading a sports activity session            Reviewing your own performance in planning and leading a sports activity session</p>
<p><b>November Y11 - May Y11: Contemporary Issues in Sport (EXAM)</b>            Issues which affect participation in sport            The role of sport in promoting values            The implications of hosting a major sporting event for a city or country            The role National Governing Bodies play in the development of their sport</p>

## Assessment

Subject: Physical Education			
Assessment type	Frequency	Control	Weighting
Assessment points for Group Social and Body Physical	2	High - in class	100%

Subject: Examination Physical Education		Cambridge National Sport Studies	
Assessment type	Frequency	Control	Weighting
Exam	1 unit	External exam	40%
NEA	2 units	Internal coursework	60%

