



# **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 a past exam paper on Methodmaths every week. This should take them approximately one hour as their class teacher will let them know what grade they are working towards. Parents will have a copy of their child's unit test results so they can work on any gaps or weak areas, using Sparx to support.

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

## 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

At St. Katherine's we understand the value and impact of regular reading. Parents can support their child by ensuring they read for at least twenty minutes a day. In year 10, students read from our Bucket List of challenging substantial texts that provide a rich cultural capital.

Lessons focus on supporting students to formulate and articulate their own critical opinions about texts, and provide them with the knowledge and skills for the GCSE courses. Each student is responsible for knowing their own reading and writing targets, and ensuring that they are working towards them to make progress in every lesson.

Term	English Topics	Key Information
1	<p><b>English Language Exam Techniques:</b> Component 1 -unseen prose and creative writing.</p> <p><b>Romeo and Juliet</b></p>	<p>We can provide copies of <i>Romeo and Juliet</i> but recommend that students buy their own.</p>
2	<p><b>English Language Exam Techniques:</b> Component 1 - Unseen prose and creative writing</p> <p><b>Mock Revision</b></p> <p><b>Romeo and Juliet</b></p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 1:</b> Unseen prose and creative writing</p> <p><b>English Literature Component 1:</b> Shakespeare's <i>Romeo and Juliet</i> and <i>Pride and Prejudice</i></p>
3	<p>English Literature:</p> <p>Component 2 - AQA <i>Worlds and Lives</i> Poetry Anthology and Unseen Poetry.</p>	
4	<p>English Literature and Language Revision</p>	<p><b>Mock Examinations</b></p> <p><b>English Language Component 2:</b> Unseen non-fiction texts and transactional writing.</p> <p><b>English Literature Component 2:</b> <i>An Inspector Calls</i>, <i>Pride and Prejudice</i> and the AQA <i>Worlds and Lives</i> Poetry Anthology</p>
5	<p>English Literature and Language Revision</p>	
6	<p>English Language Revision</p>	<p><b>GCSE Examinations</b></p> <p>English Language Component 1 and 2</p>

## Assessment

Subject: English language and English literature	
Assessment type	Details
Year 11 mock exams in November	See above
Year 10 mock exams in March	See above
In class assessments	Students complete in class assessments throughout the year, which assess their developing analytical and crafting skills.

## Drama

Assessment: students are assessed on rehearsal, performance and verbal evaluative skills. During year 10 students will perform in a series of mini and full 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 practice for 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 1	1 written exam	High - in class Externally assessed	40%
Component 2	1 performance and devising logbook	High - in class internally assessed	40%
Component 3	1 scripted exam	High - in class externally assessed	20%
In class work and homework	Fortnightly	Medium	

# Science

## Triple Science AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> <li>• B6 Preventing and treating disease</li> <li>• B7 Non communicable disease</li> <li>• Test</li> <li>• B8 Photosynthesis</li> <li>• B9 Respiration</li> </ul>	<ul style="list-style-type: none"> <li>• C7 Energy changes</li> <li>• C8 Rates and equilibrium</li> <li>• Test</li> <li>• C9 Crude oil and fuels</li> </ul>	<ul style="list-style-type: none"> <li>• P8 Forces in balance</li> <li>• P9 Motion</li> </ul>
2	<ul style="list-style-type: none"> <li>• Test</li> <li>• B10 Human nervous system</li> <li>• B11 Hormonal coordination</li> <li>• Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>• C10 Organic reactions</li> <li>• C11 Polymers</li> <li>• Test</li> <li>• Mock exams</li> <li>• C12 Chemical analysis</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>
3	<ul style="list-style-type: none"> <li>• B12 Homeostasis</li> <li>• Test</li> <li>• B13 Reproduction</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>
4	<ul style="list-style-type: none"> <li>• B14 Variation and evolution</li> <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>
5&6	<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>• B7 Non communicable disease</li> <li>• Test</li> <li>• B8 Photosynthesis</li> <li>• B9 Respiration</li> <li>• Test</li> <li>• B10 The human nervous system</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <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>• B11 Hormonal coordination</li> <li>• Test</li> <li>• Mock exams</li> </ul>	<ul style="list-style-type: none"> <li>• C8 Rates and equilibrium</li> <li>• Test</li> <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>• B13 Reproduction</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>• B14 Variation and evolution</li> <li>• B15 Genetics and evolution</li> <li>• Test</li> <li>• Mock exams</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.

For both triple and combined science students should ensure they complete their Sparx science homework every week. Once this is complete students can complete independent learning to further develop their understanding.

Students could also read these articles:

Biology

[Phineas Gauge article](#)

[Newspaper articles on the male contraceptive pill](#)

[Sex determination article](#)

[Selective breeding in pets article](#)

[GM article](#)

[Reading different theories on the extinction of dinosaurs](#)

Chemistry

[Organic chemistry dyes article](#)

[Silly putty article](#)

## 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> <li>● Scratch into paint with card</li> <li>● Drybrushing</li> </ul> <p>Spraypaint:</p> <ul style="list-style-type: none"> <li>● Stencils</li> <li>● OHP</li> </ul> <p>Clay:</p> <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				
The second piece of coursework is started and handed in by Easter of year 11.				

## 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 assessments (NEA 1 and NEA 2) during the first half of the year. The practical examination part of the NEA 2 will take place in February/March. Students will complete a mock examination during lessons in Year 10. 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 1	NEA 1 and NEA 2	NEA 2	NEA 2	Revision for examination	Revision for examination
Sessions on research techniques, selecting dishes, upskilling dishes, and 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%

## 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>	<p><b>Develop Ideas</b> Artist research:</p> <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>	<p><b>Refine ideas</b></p> <p>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)</p>
<b>AO3</b>	<p><b>Record Ideas</b></p> <p>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.</p>
<b>AO4</b>	<p>Present an independent, personal and well considered response with strong, relevant connections to appropriate artists and sources</p>

Terms	Photography
<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>

## Assessment

GCSE Photography			
Assessment type	Frequency	Control	Weighting
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%



## Textiles

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

Component 1:

- Project 1 - Skills based unit 'Architecture' (six terms)
- Project 2 - Mock Exam Project (completed in year 11)

Component 2 (Exam Project):

- ESA (Externally set assignment AQA)

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 work and help them in the following ways

- Check they are on track via their RAG rating 'To do' list.
- Check that they have completed all amendments to their coursework that are communicated through their sketchbooks/Google Classroom, if you wish to be added to this classroom please let us know.
- Encourage them to come to work on their coursework during their allotted break/lunch session as well as after school sessions.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills-based coursework project exploring textile surface manipulation, machine skills, designing skills & sketchbook presentation. Exploring the theme of 'architecture'.					
Produce an outcome (fashion outcome) that demonstrates the skills learned throughout the year.					Start of 'Mock Exam Project'

## Assessment

GCSE Textiles			
Assessment type	Frequency	Control	Weighting
Component 1: Controlled Assessment	Fortnightly targets set	In class with direct teacher guidance.	60%
Component 2: ESA (externally set assignment)	Fortnightly targets set	In class with 10 hours high control at the end of course.	40%

## Music

Term	Topic
1	<b>Listening:</b> Music for Stage and Screen: Star Wars <b>Composition:</b> completion of free choice composition. Introduction of composition briefs. <b>Performing:</b> solo performance
2	<b>Listening:</b> Defying Gravity <b>Composition:</b> working on brief composition <b>Performing:</b> ensemble performance
3	<b>Listening:</b> Beethoven Piano Sonata No 8 in C minor 1st movt - <i>Pathetique</i> <b>Composition:</b> continuing to work on brief composition <b>Performing:</b> mop ups for solo and ensemble performances
4	<b>Listening:</b> Bach Brandenburg Concerto No 5 in D - 3rd movt <b>Composition:</b> completion of brief composition
5	<b>Listening:</b> revision of set works, aural dictation practice, unfamiliar listening practice and preparation for exam
6	

## 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%

# 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

Term 1	<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.
Term 2	<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.
Term 3	<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.
Term 4	<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.
Term 5	<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
Term 6	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 with paper 2 focusing on Computational thinking, algorithms, and programming. Students will study content for both papers during both years of the course.

Students will also be supported to learn a programming language. The language that students will be taught is Python. We would encourage students to download Python at home so that they can complete self-directed independent coding practice.

Paper 1	Paper 2
1.1 System architecture	2.1 Algorithms
1.2 Memory & storage	2.2 Fundamentals of programming
1.3 Networks	2.3 Robust programs
1.4 Network security	2.4 Boolean logic
1.5 Systems software	2.5 Languages and IDEs
1.6 Wider impacts of technology	

## End-of-course 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	1	High control externally examined assessment	50%
Paper 2	1	High control externally examined assessment	50%

## Ongoing Assessment

Ongoing assessment sources that will take place throughout the course.

Subject		Computing	
Assessment type	Frequency	Control	Weighting
Exam question practice	Twice termly minimum	High control - in lessons	40
Mock exams	2	High control	50
Homework tasks	As per timetable	Low control	10

# Programming

Throughout the course students will be taught to code in Python. Students will work on fundamental coding skills through challenge based tasks. We would encourage all students to download and install Python on devices at home. Instructions on how to do so have been shared with students.

Resources and materials will be shared with students throughout the course.

# 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	<b>The Living World</b> <ul style="list-style-type: none"> <li>- Rainforests</li> <li>- Hot Deserts</li> </ul>	<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>Religion and Ethics: Living the Christian Life</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church	<b>Issues of Life and death:</b> debates surrounding abortion, assisted suicide and capital punishment.
2	<b>Changing Economic World</b> <ul style="list-style-type: none"> <li>- Development</li> <li>- Nigeria's Economy</li> <li>- UK's Economy</li> </ul>		<b>Religion and Ethics: Life &amp; Death</b> The origin of the universe & world; The origin and value of human life; Religion & Science Beliefs about death & the after life; Abortion; Euthanasia	
3	<b>Resource Management</b> <ul style="list-style-type: none"> <li>- Food, water and energy</li> </ul>	<b>Paper 3: The USA, 1954-1975: conflict at home and abroad</b> <ul style="list-style-type: none"> <li>- The methods of civil rights protest</li> <li>- Passing of the CIVIL RIGHTS Act and Voting Rights Act</li> <li>- The Vietnam War: causes, tactics and impacts</li> <li>- Vietnam War protest</li> </ul>	<b>Religion, Peace and Conflict: Buddhist Practices</b> Buddhist places of worship in the UK and elsewhere; Meditation; Devotional Practices; Death and Mourning; Festivals and retreats.	<b>Becoming Parents:</b> Fertility and lifestyle choices, adoption and fostering. Unintended pregnancy, birth and miscarriage.
4	<b>Paper 3</b> <ul style="list-style-type: none"> <li>- Fieldwork review</li> <li>- Unfamiliar fieldwork</li> <li>- Issue evaluation</li> </ul>		<b>Religion, Peace and Conflict: Living the Buddhist Life</b> Forms of Worship; Sacraments; Pilgrimage; Christianity in the UK; The worldwide church	
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%



## Health & Social Care

**Assessment:** This OCR Cambridge National qualification is split into 2x NEA (non-examined assessment) and 1 final examination. Assessment will be continuous throughout the course with students submitting the NEA assessments by the end of Term 2 in Year 11.

**How can I support my child's learning?** Parents can support students by encouraging them to complete directed NEA research outside of lessons. Students should ensure that they catch up on any missed or incomplete work due to absence in order to produce thorough NEAs.

DATE	TOPIC
Term 1	R033: Supporting individuals through life events (NEA) <ul style="list-style-type: none"> <li>- Life events</li> <li>- Sources of support</li> </ul>
Term 2	R032: Principles of care in a health & social care settings (examined) <ul style="list-style-type: none"> <li>- The rights of service users in health &amp; social care settings</li> <li>- Person-centred values</li> <li>- Effective communication in health &amp; social care settings</li> <li>- Protecting service users</li> </ul>
Term 3	
Term 4	
Term 5	Revision
Term 6	

## Assessment

Subject: Health & Social Care			
Assessment type	Frequency	Control	Weighting
Non-examined assessment tasks	Three tasks per unit	Medium	30% per NEA
Mock exams	Twice per unit	High	40%
Homework research tasks and knowledge tests	Fortnightly	Low	

# Modern Foreign Languages

Dates	Topic	Language	Homework	Assessments
<b>Term 1</b>	<p><b>Celebrity Culture</b></p> <ul style="list-style-type: none"> <li>• Give opinions and personal details on a variety of celebrities / famous people.</li> <li>• Refer to celebrity magazines / articles / reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</li> <li>• Give opinions about celebrities' activities / influences on young people and wider society.</li> <li>• Refer to events involving famous people, e.g., music, film, TV, fashion, culture, and technology.</li> </ul>	French & Spanish	<p>Fortnightly vocabulary lists set for online learning.</p> <p>Speaking / Writing booklet set at the end of topic.</p>	End of Term assessment - Listening and Reading
<b>Term 2</b>	<p><b>Travel and Tourism, Including Places of Interest</b></p> <ul style="list-style-type: none"> <li>• Refer to and give opinions on:               <ul style="list-style-type: none"> <li>• holiday destinations</li> <li>• holiday locations</li> <li>• means of transport for holidays</li> <li>• weather</li> <li>• holiday activities</li> <li>• holiday accommodation.</li> </ul> </li> <li>• Refer to recent and future holidays.</li> <li>• Places of interest locally and elsewhere, including descriptions and preferences.</li> </ul>	French & Spanish	<p>Fortnightly vocabulary lists set for online learning.</p> <p>Speaking / Writing booklet set at the end of topic.</p>	<p>1st set of Mocks - 4 skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>
<b>Term 3</b>	<p><b>Media and Technology</b></p> <ul style="list-style-type: none"> <li>• Refer to the internet, describe how it is used / its importance to young people and society, frequency of use, preferences, advantages / disadvantages.</li> <li>• Refer to social media, including reasons for and frequency of use, different apps / platforms, advantages / disadvantages.</li> <li>• Describe mobile technology, including computers, phones, tablets, and other devices, reasons for personal use with advantages / disadvantages.</li> </ul>	French & Spanish	<p>Fortnightly vocabulary lists set for online learning.</p> <p>Speaking / Writing booklet set at the end of topic.</p>	End of Term assessment - Listening and Reading
<b>Term 4</b>	<p><b>Environment and Where People Live</b></p> <ul style="list-style-type: none"> <li>• Describe local environment, including environmental issues.</li> <li>• Refer to activities to help / protect local area / environment in the past, present, and future.</li> <li>• Refer to and express opinions on wider global issues, e.g., climate change, environmental damage.</li> <li>• Describe town / village / neighbourhood of residence.</li> <li>• Refer to period of time in residence.</li> <li>• Describe local area, buildings.</li> <li>• Describe activities and facilities in area.</li> <li>• Give opinions, including advantages / disadvantages for young people / tourists.</li> <li>• Describe an ideal home and area, future intentions on where to live with reasons.</li> </ul>	French & Spanish	<p>Fortnightly vocabulary lists set for online learning.</p> <p>Speaking / Writing booklet set at the end of topic.</p>	<p>2nd set of Mocks - 4 skills:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

	<ul style="list-style-type: none"> <li>Understanding / giving directions</li> </ul>			
<b>Term 5</b>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Catch up with Exam content</li> <li>Practice papers</li> <li>Exam Skills</li> <li>Booster sessions before exams</li> </ul>	French & Spanish	N.A.	Exams Start
<b>Term 6</b>	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Practice papers</li> <li>Exam Skills</li> <li>Booster sessions before exams</li> </ul>	French & Spanish	N.A.	Exams end

## Assessment

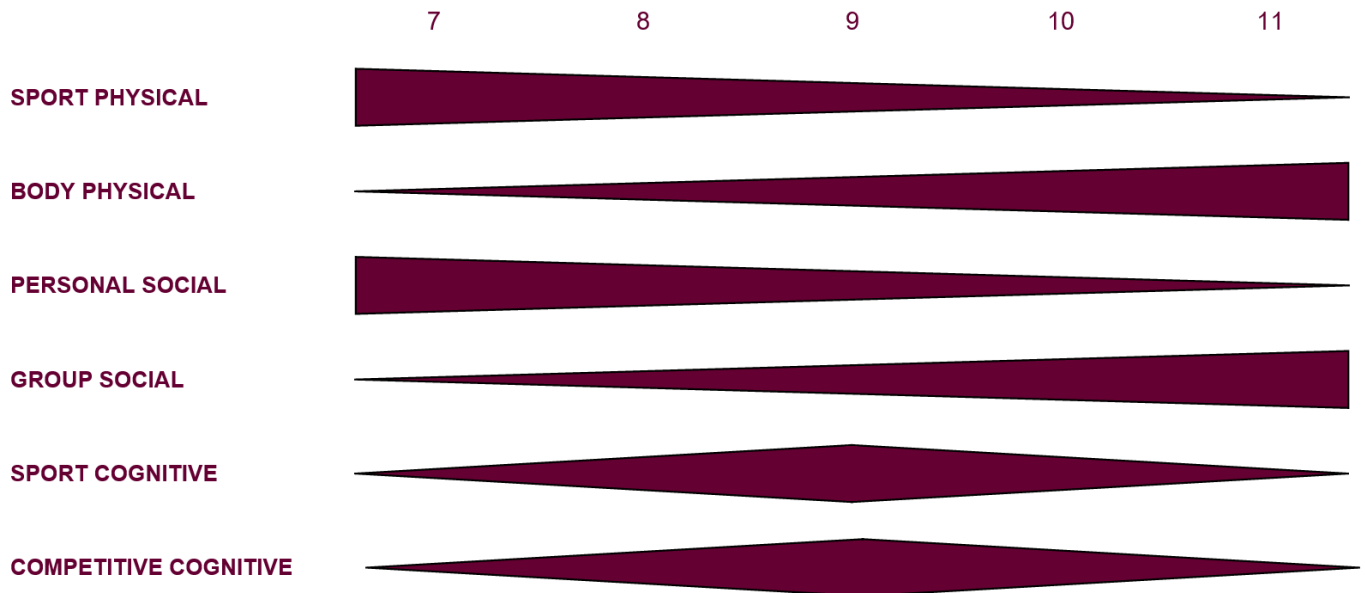
Subject		Languages	
Assessment type	Frequency	Control	Weighting
Homework	Ongoing	Low	20%
Class Tasks	Ongoing	Medium	30%
End of Term Assessment	Every other term	High	50%

# 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 have the option to study examination PE in the form of Sport Studies. 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	Ongoing - students do not need to prepare for assessments other than through the work they produce in lessons	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%