



Saint Augustine's RC High School



Curriculum Booklet

YEAR 11



Year 11 Boards & Specifications

Art, Craft & Design

Art & Design AQA / Specification 4200
Photography / 4211

English

Language WJEC/ Specification C700QS
Literature WJEC/ Specification C720QS

Geography

AQA / Specification A9030

Health & Social Care

AQA / Specification 4822

History

OCR History B Modern World /
Specification J418

ICT

Pearson / Specification 2IT01

OCR / Specification J807 Cambridge
Nationals in Creative iMedia

Computer Science

WJEC / Specification 4341

Maths

Pearson / Specification GCSE (9-1) 1MA1

MFL

All Pearson
French / Specification 2FR01
German / Specification 2GN01
Spanish / Specification 2SP01

Music

Pearson / Specification 2MU01

PE

AQA / Specification 4890

RE

Pearson / Specification 2RS01

Science

All AQA
Biology / Specification 4401
Chemistry / Specification 4402
Physics / Specification 4403
Core / Specification 4405
Additional / Specification 4408

Technology

All AQA
Food / Specification 4545
Resistant Materials / Specification 4560

BTEC

Caring for Children / Specification LXT67
Construction / Specification RJJ63
Land Based Studies (Horticulture) /
Specification LXT67

LINKS:

www.aqa.org.uk

www.ocr.org.uk

www.pearson.com

www.wjec.co.uk

Subject: English

Content or Programme of Study

Upper School – Years 10 and 11

All pupils follow GCSE courses in **English Language** and **English Literature** with Eduqas. Both courses are assessed through a final examination (100% weighting). Lessons will include the study of a wide range of literary and non-literary texts in addition to a formal spoken presentation, which will be recorded for examination moderation purposes. Pupils will sit several assessments and 'mock' exams over the two year course in preparation for their final exams – the dates for these are published on the school website and in letters to parents.

In Year 10 pupils will be introduced to the various components of the course and English skills necessary to approach the two examinations. They will also study most of their English Literature texts for the first time. Year 11 consists of consolidating and improving the skills developed and practising and revising exam techniques as well as revisiting the English Literature texts.

From September 2015

Eduqas GCSE English Language

- Reading non-fiction texts (19th and 21st Century)
- Reading and responding to fiction from the 20th Century
- Creative Writing – narrative
- Transactional Writing

Eduqas English Literature

- Poetry Anthology (18 poems ranging from the 18th Century to the modern day)
- Post-1914 Drama Text or Novel (from a choice of 'Blood Brothers' or 'Lord of the Flies')
- Shakespeare Text (either 'Romeo and Juliet' or 'Macbeth')
- Pre-1914 Novel (from a choice of 'A Christmas Carol', 'Silas Marner' or 'Pride and Prejudice')
- Unseen Poetry

Subject: Maths

Content or Programme of Study

Upper School – Years 10 and 11 – Edexcel Exam Board

The New 2017 GCSE Mathematics GCSE will now be graded from 1-9.

The content for pupils following the Foundation Scheme will include all the topics from grades 1 to 5. The Higher content will focus on all the topics from 4 to 9 although it will be assumed that higher level pupils will have covered all the Foundation topics.

The following list indicates the topics to be covered and the level they have been measured.

Grade 1

Place Value
Ordering Integers
Ordering Decimals
Reading Scales
Simple Mathematical Notation
Interpreting Real-Life Tables
Introduction to Algebraic Conventions
Coordinates
Simple Geometric Definitions
Polygons
Symmetries
Tessellations and Congruent Shapes
Names of Angles
The Probability Scale
Tally Charts and Bar Charts
Pictograms

Grade 2

Adding Integers and Decimals
Subtracting Integers and Decimals
Multiplying Integers
Dividing Integers
Inverse Operations
Money Questions
Negatives in Real Life
Introduction to Fractions
Equivalent Fractions
Simplifying Fractions
Half-Way Values
Factors, Multiples and Primes
Introduction to Powers/Indices
Multiply and Divide by Powers of 10
Rounding to the Nearest 10, 100 etc

Rounding to Decimal Places
Simplifying - Addition and Subtraction
Simplifying - Multiplication
Simplifying - Division
Function Machines
Generating a Sequence - Term to Term
Introduction to Ratio
Using Ratio for Recipe Questions
Introduction to Percentages
Value for Money
Introduction to Proportion
Properties of Solids
Nets

Grade 4

Index Notation
Introduction to Bounds
Midpoint of a Line on a Graph
Expanding and Simplifying Brackets
Solving Equations
Rearranging Simple Formulae
Forming Formulae and Equations
Inequalities on a Number Line
Solving Linear Inequalities
Simultaneous Equations Graphically
Fibonacci Sequences
Compound Units
Distance-Time Graphs
Similar Shapes
Bisecting an Angle
Constructing Perpendiculars
Drawing a Triangle Using Compasses
Enlargements
Tangents, Arcs, Sectors and Segments
Pythagoras' Theorem
Simple Tree Diagrams
Sampling Populations
Time Series

Grade 5

Negative Indices
Error Intervals
Mathematical Reasoning
Factorising and Solving Quadratics
The Difference of Two Squares
Finding the Equation of a Straight Line
Roots and Turning Points of Quadratics
Cubic and Reciprocal Graphs
Simultaneous Equations Algebraically
Geometric Progressions

Compound Interest and Depreciation
Loci
Congruent Triangles
Sectors of a Circle
Trigonometry
Spheres
Pyramids
Cones
Frustums
Exact Trigonometric Values
Angles on a Line and at a Point
Measuring and Drawing Angles
Drawing a Triangle Using a Protractor
Reflections
Rotations
Translations
Plans and Elevations
Perimeters
Area of a Rectangle
Area of a Triangle
Area of a Parallelogram
Area of a Trapezium
Frequency Trees
Listing Outcomes
Calculating Probabilities
Mutually Exclusive Events
Two-Way Tables
Averages and the Range
Data - Discrete and Continuous
Vertical Line Charts
Frequency Tables and Diagrams

Grade 3

Multiplying Decimals
Dividing Decimals
Four Rules of Negatives
Listing Strategies
Comparing Fractions
Adding and Subtracting Fractions
Finding a Fraction of an Amount
Multiplying Fractions
Dividing Fractions
BODMAS/BIDMAS
Reciprocals
Calculator Questions
Product of Primes
Highest Common Factor (HCF)
Lowest Common Multiple (LCM)
Squares, Cubes and Roots
Working with Indices

Standard Form
Decimals and Fractions
Fractions, Percentages, Decimals
Percentage of an Amount (Calc)
Percentage of an Amount (Non-Calc)
Change to a Percentage (Calc)
Change to a Percentage (Non-Calc)
Introduction to Vectors
Harder Tree Diagrams
Stratified Sampling

Grade 6

Recurring Decimals to Fractions
Product of Three Binomials
Iteration - Trial and Improvement
Iterative Processes
Enlargement - Negative Scale Factor
Combinations of Transformations
Circle Theorems
Proof of Circle Theorems
Probability Using Venn Diagrams
Cumulative Frequency
Boxplots

Grade 7

Fractional Indices
Recurring Decimals - Proof
Rearranging Difficult Formulae
Solving Quadratics with the Formula
Factorising Hard Quadratics
Algebraic Proof
Exponential Functions
Trigonometric Graphs
Transformation of Functions
Equation of a Circle
Regions
Direct and Inverse Proportion
Similarity - Area and Volume
The Sine Rule
The Cosine Rule
Area of a Triangle Using Sine
And and Or Probability Questions
Histograms
Rounding to Significant Figures
Estimating Answers
Using Place Value
Expanding Brackets
Simple Factorisation
Substitution
Straight Line Graphs

The Gradient of a Line
Drawing Quadratic Graphs
Sketching Functions
Solving Equations Using Flowcharts
Subject of a Formula Using Flowcharts
Generate a Sequence from th Term
Finding the th Term
Special Sequences
Exchanging Money
Sharing Using Ratio
Ratios, Fractions and Graphs
Increase/Decrease by a Percentage
Percentage Change
Reverse Percentage Problems
Simple Interest
Metric Conversions
Angles and Parallel Lines
Angles in a Triangle
Properties of Special Triangles
Angle Sum of Polygons
Bearings
Problems on Coordinate Axes
Surface Area of a Prism
Volume of a Cuboid
Circle Definitions
Area of a Circle
Circumference of a Circle
Volume of a Prism
Experimental Probabilities
Possibility Spaces
Venn Diagrams
Pie Charts
Scatter Diagrams
Averages From a Table

Grade 8/9

Upper and Lower Bounds
Surds
Perpendicular Lines
Completing the Square
Algebraic Fractions
Simultaneous Eqns with a Quadratic
Solving Quadratic Inequalities
Finding the nth Term of a Quadrati
Inverse Functions
Composite Functions
Velocity-Time Graphs
Pythagoras in 3D
Trigonometry in 3D
Vectors

Subject: Science (Separate Sciences, Core and Additional Science)

Content or Programme of Study

BIOLOGY

Biology 1 Unit 1

Keeping Healthy
Diet and Exercise
How our bodies defend themselves against infectious diseases
Nerves & Hormones
The Nervous System
Control in the human body
Control in plants
The use and abuse of drugs
Drugs
Interdependence and adaptation
Adaptations
Environmental change
Energy and biomass in food chains
Energy in biomass
Waste materials from plants and animals
Decay processes
The carbon cycle
Genetic variation and its control
Why organisms are different
Reproduction
Evolution

Biology 2 Unit 2

Cells and simple cell transport
Cells and cell structure
Dissolved substances
Tissues, organs and organ systems
Animal organs
Plant organs
Photosynthesis
Organisms and their environment
Distribution of organisms
Proteins – their functions and uses
Proteins
Enzymes
Aerobic and anaerobic respiration
Aerobic respiration
Anaerobic respiration

Cell division and inheritance
Cell division
Genetic variation
Genetic disorders
Speciation
Old and new species

Biology 3 Unit 3

Movement of molecules in and out of cells
Dissolved substances
Gaseous exchange
Exchange systems in plants
Transport systems in plants and animals
The blood system
The blood
Transport systems in plants
Homeostasis
Removal of waste and water control
Temperature control
Sugar control
Humans and their environment
Waste from human activity
Deforestation and the destruction of areas of peat
Biofuels
Food production

CHEMISTRY

Chemistry 1 Unit 1

The fundamental ideas in chemistry
Atoms
The periodic table
Chemical reactions
Limestone and building materials
Calcium carbonate
Metals and their uses
Extracting metals
Alloys
Properties and uses of metals
Crude oil and fuels
Crude oil
Hydrocarbons
Hydrocarbon fuels
Other useful substances from crude oil
Obtaining useful substances from crude oil
Polymers
Ethanol

Plant oils and their uses
Vegetable oils
Emulsions
Saturated and unsaturated oils
Changes in the Earth and its atmosphere
The Earth's crust
The Earth's atmosphere

Unit 2: Chemistry 2

Structure and bonding
How structure influences the properties and uses of substances
Molecules
Ionic compounds
Covalent structures
Metals
Polymers
Nanoscience
Atomic structure, analysis and quantitative chemistry
Atomic structure
Analysing substances
Quantitative chemistry
Rates of reaction
Exothermic and endothermic reactions
Energy transfer in chemical reactions
Acids, bases and salts
Making salts
Acids and bases
Electrolysis

Unit 3: Chemistry 3

The periodic table
The early periodic table
The modern periodic table
Trends within the periodic table
Water
Hard and soft water
Purifying water
Calculating and explaining energy change
Energy from reactions
Further analysis and quantitative chemistry
Analysing substances
The production of ammonia
Making ammonia
Alcohols, carboxylic acids and esters
Alcohols
Carboxylic acids
Esters

PHYSICS

Unit 1: Physics 1

Infrared radiation

Kinetic theory

Energy transfer by heating

Heating and insulating buildings

Energy and efficiency

Energy transfers and efficiency

The usefulness of electrical appliances

Transferring electrical energy

Methods we use to generate electricity

Generating electricity

The National Grid

The use of waves for communication and to provide evidence that the universe is expanding

General properties of waves

Reflection

Sound

Red-shift

Unit 2: Physics 2

Forces and their effects

Resultant forces

Forces and motion

Forces and braking

Forces and terminal velocity

Forces and elasticity

The kinetic energy of objects speeding up or slowing down

Forces and energy

Momentum

Currents in electrical circuits

Static electricity

Electrical circuits

Using mains electricity safely and the power of electrical appliances

Household electricity

Current, charge and power

What happens when radioactive substances decay, and the uses and dangers of their emissions

Atomic structure

Atoms and radiation

Nuclear fission and nuclear fusion

Nuclear fission

Nuclear fusion

Unit 3: Physics 3

Medical applications of physics

X-rays

Ultrasound

Lenses

The eye

Other applications using light

Using physics to make things work

Centre of mass

Moments

Hydraulics

Circular motion

Keeping things moving

The motor effect

Transformers

Subject: Art, Craft & Design

Content or Programme of Study

Art, Craft and Design is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Areas of Study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of Art, Craft and Design such as those listed below:

- Drawing
- Painting
- Sculpture
- Installation
- Lens-/light-based media
- Photography and moving image
- Printmaking
- Mixed media
- Land art

They may explore overlapping areas and combinations of areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the subject content within the context of Art, Craft and Design practice and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure student's work is clearly focused and relevant to Art, Craft and Design.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to Art, Craft and Design including:

- how sources relate to individual, social, historical, environmental, cultural, ethical and/or issues – based contexts.
- how ideas, themes, forms, feelings and concerns can inspire personally determined responses that are primarily aesthetic, intellectual or conceptual.

The ways in which meanings, ideas and intentions relevant to fine art can be communicated including the use of:

- figurative representation, abstraction, stylization, simplification, expression, exaggeration and imaginative interpretation
- visual and tactile elements, such as:
 - colour
 - line form
 - tone

- texture
- shape
- composition
- rhythm
- scale
- structure
- surface

Skills

Within the context of Art, Craft and Design, students must demonstrate the ability to:

- Use Art, Craft and Design techniques and processes, appropriate to students' personal intentions, for example:
 - Mark-making
 - Monoprint, collagraph and block printing
 - Assemblage
 - Construction
 - Carving
 - Film and video
 - Digital working methods
- Use media and materials, as appropriate to students' personal intentions, for example:
 - Charcoal, pastels, pen and ink, crayons and pencil
 - Watercolour, gouache, acrylic and oil paint
 - Found materials
 - Clay, wood and metal
 - Digital imagery
 - Different papers and surfaces to work on

Assessments

Students must complete **both** components.

Component 1 : Portfolio	+	Component 2 : Externally set assignment
What's assessed		What's assessed
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realization of intentions and a selection of further work undertaken during the student's course of study.		Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed		How it's assessed
<ul style="list-style-type: none"> ● No time limit ● 80 marks ● 60% of GCSE 		<ul style="list-style-type: none"> ● Preparatory period followed by 10 hours of supervised time. ● 80 marks ● 40% of GCSE
Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Subject: Art & Design – Photography

Content or Programme of Study

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Areas of Study

In Component 1 and Component 2 students are required to work in **one or more** area(s) of photography, such as those listed below:

- Portraiture*
- Location photography*
- Studio photography*
- Experimental imagery*
- Installation*
- Documentary photography*
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography*

They may explore overlapping areas and combinations of areas. The areas that are studied at St Augustine's are starred (*) but students may independently study any of these areas.

Knowledge, understanding and skills

Students must develop and apply the knowledge, understanding and skills specified in the subject content to realise personal intentions relevant to photography and their selected area(s) of study.

The following aspects of the knowledge, understanding and skills are defined in further detail to ensure students' work is clearly focused and relevant to photography.

Knowledge and understanding

The way sources inspire the development of ideas, relevant to photography including:

- How sources relate to historical, contemporary, social, cultural and issued based contexts and external considerations such as those associated with the cultural industries and client-orientated requirements.
- How ideas, themes, subjects and feelings can inspire creative responses informed by different styles, genres and aesthetic considerations and/or an individual's distinctive view of the world.

The ways in which meanings, ideas and intentions relevant to photography can be communicated include the use of:

- Figurative and non-figurative forms, image manipulation, close-up and imaginative interpretation

- Visual and tactile elements such as:

- Colour
- Line
- Form
- Tone
- Texture
- Shape
- Pattern
- Composition
- Scale
- Sequence
- Surface
- Contrast

Skills

Within the context of photography, students must demonstrate the ability to:

- Use photographic techniques and processes, appropriate to students' personal intentions, for example:
 - Lighting
 - Viewpoint
 - Aperture
 - Depth of field
 - Shutter speed and movement
 - Use of enlarger
 - Chemical and/or digital processes
- Use media and materials, as appropriate to student's personal intentions, for example:
 - Filme
 - Photographic papers
 - Chemicals appropriate to darkroom practices
 - Digital media, programs and related technologies
 - Graphic media for purposes such as storyboarding, planning and construction shoots.

Progression

There are no prior learning requirements. However, the specification allows for progression from Key Stage 3 whilst providing a strong foundation for further study art AS and A-level as well as vocational pathways. To support this progression, the assessment objectives, structure and titles are very similar to those details in the AS and A-level Art and Design specification.

Assessments

Students must complete **both** components.

Component 1 : Portfolio	+	Component 2 : Externally set assignment
What's assessed		What's assessed
A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realization of intentions and a selection of further work undertaken during the student's course of study.		Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
How it's assessed		How it's assessed
<ul style="list-style-type: none"> • No time limit • 80 marks • 60% of GCSE 		<ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time. • 80 marks • 40% of GCSE
Non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Subject: D & T

Content or Programme of Study

Resistant Materials:

AQA GCSE Resistant Materials

This is a general Scheme of Work for the course as a whole. This Scheme of Work is designed to equip the students with the skills and knowledge required to complete quality pieces of coursework as well as allow them to be successful in the exam. It is designed so that coursework sheets can be completed as specific areas of the theory are taught and practiced rather than subsequent to the completion of all theory and practice. This is to allow the design cycle to be worked through and allow students to reach and complete the important stages of their folder to set deadlines.

During the course of delivering the theory and skills, the students should retain the notes they produce as well as any worksheets that they will use to complete their work.

The scheme and lesson numbers are a guide to be used and should be adapted to suit the ability of students, resources and overall time available.

Author: A. Fahey	Year: 10 & 11	Duration: 2 Years
Outline of Unit The following Scheme of Work follows the 'AQA GCSE Resistant Materials' syllabus and includes the work that needs to be covered for both the centre assessed component and the exam. The scheme aims to develop the students' understanding of Designing and Making activities and equip them with computer based and hand skills required to produce 3D products. As such the students will have the opportunity to use, practice and develop competence in using various hand tools and machine tools. They will also be introduced to and develop competence in the use of computer software packages including CAD (Computer Aided Design) packages and simulation software. Students will also be taught about materials and their properties. They will gain an awareness of the environmental impact of the products and materials they come across and use and will learn about how products are made when production numbers are to be scaled up. A firm grounding in Health and safety requirements including safe working practices in the D&T area will also be established. The new GCSE Resistant Materials Specification includes 5 Criterion for the Controlled Assessment/coursework element. These Criterion making up a total of 90 possible marks. The Criterion being:		

Criterion 1 – Investigating the Design Context. (maximum of 8 marks)

This will require the imparting of a large amount of information for background knowledge including materials, properties and the design process.

Criterion 2 – Development of Design Proposals. (maximum of 32 marks)

This section of the coursework is very large with the same amount of marks available as for the actual making of the final product. As such designing and developments skills will need to be learned and enhanced from the skills already acquired. Work on the presentation of drawings and the use of CAD will therefore need to be learned to allow good work to be achieved.

Criterion 3 – Making. (maximum of 32 marks)

This will require the students to build upon the knowledge and manual dexterity skills learned and practiced in Key Stage 3. Further development of skills through project tasks given will allow a more comprehensive understanding of processes and assembly techniques to take place as well as greater knowledge and understanding of joints for different materials.

Criterion 4 – Testing and Evaluation. (maximum of 12 marks)

The students will be taught how to analyse existing products and test and evaluate those that they have produced themselves. This will be possible using subject knowledge gained throughout the course.

Criterion 5 – Communication. (maximum of 6 marks)

The students will be guided in how to present their folder to help to ensure that it is concise and contains relevant information.

Food Technology:

Year 10 /11 Duration: 3 Terms - Unit: GCSE D.T. Food Technology
Outline of the course

Specification Focus		
Design and Market Influences.		
8	Investigate the design opportunities.	✓
9	Identify and use stages in the development of a food product prototype.	✓
10	Product prototype development.	✓
11	Labelling, packaging, product information and codes of practice.	✓
12	Social, economic, cultural and environmental considerations.	✓

Outline of Teaching.

- The Year 10 course is designed to cover all of the specification requirements except for "Design & Market Influences" (please refer to the year 10 SOW for these details) – this is covered entirely via the controlled assessment work which is delivered in term 3 of Year 10 and the first 2 terms of Year 11.
- When the CA is started the teacher may cover or revise areas that have been taught in the previous terms but still require more depth.
- Once the CA is completed the remaining 1 term of Year 11 time will be spent in preparation for the written examination in the June.
- The CA will be delivered via a step by step approach to completing the board issued design briefs. There will be exemplar material given to pupils and the teacher is responsible for the level of control required by the specification.

Pupils may select 1 Controlled Assessment Task from the following design briefs:-

- Design & make a product that could be sold as part of a "themed day" or "celebration" at your school.
- Design & make a product that uses an ingredient/s from the local area which could be sold at a Farmers' market or in a Farm Shop.
- Design & make a savory or sweet product that could be sold from a shop's "specialty range".
- Design & make a quality chilled or frozen dessert that includes the use of fruit.
- Design & make a main course or dessert that uses fruit and/or vegetables that could be sold from a supermarket's "Luxury" range.
- Design & make a product "for one" that a supermarket could use to extend the range of cook chill / frozen products.
- Design & make a product which could be served in a "themed" eating-place.
- Design & make a product that celebrates the food from another culture/country.
- A local shop is holding a promotion fortnight for fair-trade ingredients. Design & make a product which the shop could promote as an "own brand product" using Fair-trade ingredients.

Subject: Geography

Content or Programme of Study

Geography at GCSE offers students the opportunity to develop a clearer understanding of our ever changing planet.

Not only do we learn in the classroom, but with UK fieldwork experiences to the Isle of Arran, the Lake District, Aviemore, the Trough of Bowland, North Wales, and overseas visits to Iceland, Kenya, Costa Rica, Japan, Sicily, the United States, we also genuinely explore the world, its places and people, its triumphs and disasters and develop a better understanding of the planet we live on.

In Year 10 we concentrate on Unit 1:

- Tropical Rainforests (ecosystems)
- Hot Deserts (ecosystems)
- Coastal Landscapes
- River Landscapes
- Tectonic Hazards
- Weather Hazards
- Climate Change

In Year 11 we study Unit 2:

- The Urban World
- Urban Change in the UK
- Urban Sustainability
- The Development Gap
- A Newly Emerging Economy
- The Changing UK Economy
- Resource Management
- Energy Management

Subject: Health & Social Care

Content or Programme of Study

Year 11 Duration 5 Terms Units 1 & 2

Specification Focus

Unit 1 – Understanding Personal Development and Relationships – 40%

- 1 Human growth and development.
- 2 Factors that affect growth and development.
- 3 Effects of relationships on personal development.
- 4 Self-concept.
- 5 The effects of life events on personal development.

Unit 2 – Health, Social Care and Early Years Provision – 60%

- 1 Care needs of major client groups.
- 2 Types of care service.
- 3 Ways of obtaining care services and barriers to access.
- 4 The main jobs in health, social care and early years services.
- 5 The principles of care.

Outline of Teaching

- The Year 10 course is designed to cover all of the specification knowledge for unit 1 and unit 2.
- The first 1 term is set out to give the pupils a broad overview of Health and Social Care.
- The specification knowledge for unit 1 and unit 2 will be covered in the first 1 term of year 10.
- When the Controlled Assessment for Unit 2 is started the teacher may cover or revise areas in more depth.
- The C.A. is delivered through 2 projects and will follow the guidelines set by the examination board regarding control.
- 3 terms of time are allocated for the C.A.
- It is expected that a term of time will be left after the completion of the C.A. and it is during this period that any gaps in coverage of unit 1 will be plugged and revision of the whole of unit 1 carried out, along with preparation for the examination paper.

Subject: History

Content or Programme of Study

Modern World History

How was British Society Changed 1906-1918?

Introduction to OCR Modern World History

What were working and living conditions like for the poor in the 1890's?

Why did the Liberal governments introduce reforms to help the young, old and unemployed?

How are cartoons used to make political points?

How effective were the Liberal reforms

What were the arguments for and against women's suffrage?

How effective were the activities of the Suffragists and the Suffragettes

How did women contribute to the war effort?

How were civilians affected by the war?

How effective was government propaganda during the war

Why were some women given the vote in 1918?

What was the attitude of the British people at the end of the war towards Germany and the Paris Peace Conference?

The USA 1919-1941

How far did the US economy boom in the 1920s?

Why did some industries prosper while some did not?

Did all Americans benefit from the boom?

How far did US society change in the 1920s?

How widespread was intolerance in US society?

Why was prohibition introduced and then later repealed?

How far did the roles of women change during the 1920s?

What were the causes and consequences of the Wall Street Crash?

What impact did the Crash have on the economy?

What were the social consequences of the crash?

Why did Roosevelt win the election of 1932?

What was the New Deal which was introduced in 1933?

How far did the character of the New Deal change after 1933?

Why did the New Deal encounter opposition?

Did all Americans benefit from the New Deal?

Did the fact the New Deal did not solve unemployment mean that it was a failure.

Germany 1919-1945

How did Germany emerge from defeat in the First World War.

The establishment of Democracy

What was the impact of the Treaty of Versailles on the Republic?

To what extent did the Republic recover after 1923?

What were the achievements of the Weimar Period

What did the Nazis stand for in the 1920s?

Why did the Nazis have little success before 1930?

Why was Hitler able to become Chancellor in 1933?

Who caused the Reichstag fire?

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Subject: History (cont'd)

How effectively did the Nazis control Germany 1933-45?
How did the Nazis use culture and the mass media to control the people?
How much opposition was there to the Nazi Regime?
How effectively did the Nazis deal with their political opponents?
Why did the Nazis persecute many groups in the German Society?
The Nazi Regime: What was it like to live in Nazi Germany?
How successful were Nazi policies towards women and the family.
Did most people in Germany benefit from Nazi rule.
How did the coming of the war change life in Germany

Who was to blame for the Cold War?

Why did the USA-USSR alliance begin to break down in 1945?
How had the USSR gained control of Eastern Europe by 1948?
How did the USA react to Soviet expansion
Who was more to blame for the start of the Cold War, the USA or the USSR?
Cuban Missile Crisis

Vietnam

The Origins of the Vietnam War
The "Domino Theory"
The Military experience and political effects for Johnson
Guerilla tactics in Vietnam and the effectiveness of US tactics (1965-72)
How did the media affect the war in Vietnam?
The role of Kissenger and Nixon
How justified was the Vietnam War?

Subject: ICT

Content or Programme of Study

Computer Science Year 11

Computer Science GCSE (WJEC)

Unit 3: Study for Theory Assessment (45% of final mark)

Pupils learn the theory aspect of Computer Science. The course material includes: Data Types, Networks, Images/Sound compression, Operating Systems, Legal aspects of ICT, Software/Hardware., Logic Gates, Central Processing unit.

Pupils also revisit Greenfoot programming language to prepare them for the Online assessment at the end of Year 11.

Information and Communications Technology (ICT) GCSE (Edexcel)

Exam (40% of the final grade)

The main topics of the exam are:

1. Personal Digital Devices
2. Connectivity
3. Operating Online
4. Online Goods and Services
5. Online Communities
6. Issues using ICT

iMedia

OCR Cambridge Nationals in Creative iMedia

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

How will I be assessed?

For the Certificate Award, equivalent to GCSE 1-9, Assessment is based on one external examination and three internally assessed Units of work from a choice of ten covering all aspects of media. These units are externally moderated.

Unit RO81 : Preproduction skills external examination.

Unit RO89 : Creating a digital video sequence.

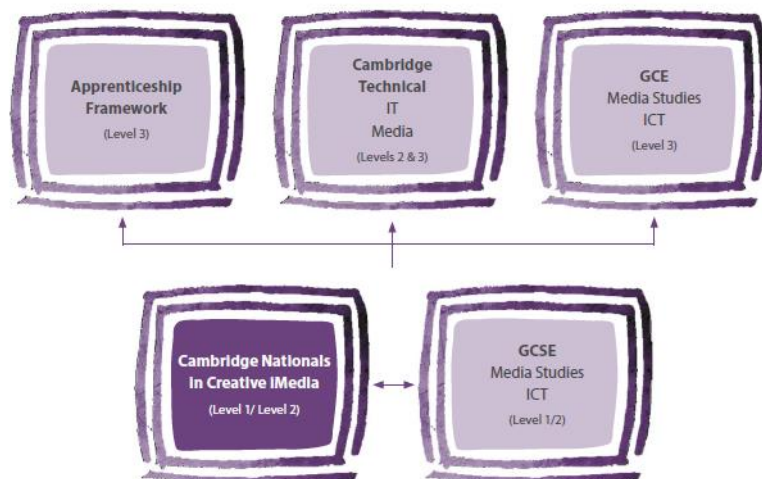
Plus student : choice of one other digital skills based unit.



Cambridge National
pupils visit Urban Altitude
for their Video Creation
Unit

Next steps for your students – future progression to other qualifications

Cambridge Nationals in Creative iMedia lead to a wide range of general and vocational qualifications for your students.



Subject: MFL

Content or Programme of Study

Term 1 <u>September</u>	<u>Personal Information</u> Descriptions Family General interests Leisure activities	<u>1. Media and Culture</u> Music, Film, Reading Sports
Term 1 September - November	<u>Future Plans, Education, Work</u> School Subjects facilities	<u>Controlled speaking assessment</u> School Uniform Rules Leisure activities
Term 1 November-December	<u>Reading and listening practice</u> Shopping for clothing Making complaints	
Term 2	CTA (L+R)	Theme (Controlled Speaking Assessment)
January-mid March	<u>Personal Information</u> General interests Leisure activities	<u>2. Sport and leisure</u> Hobbies, interests, Life-style choices Sporting events
Term 2 mid-March-Easter	<u>Reading and listening practice</u> Family and friends	
Term 3	CTA (L+R)	
	<u>Reading and listening TEACHING and practice</u> 1. Local area 2. Public transport 3. The environment	

Subject: Music

Content or Programme of Study

Year 11 - Edexcel Syllabus

There are THREE components in the course:

Unit 1: Performing Music (30%)

Unit 2: Composing Music (30%)

Unit 3: Listening to and Appraising Music (40%)

In the performing exam, the pupil must play a solo piece of their own choosing, and an ensemble piece within a group of not more than five players.

Pupils also undertake 2 composition projects which must be completed in class within a time frame of 20 hours.

At the end of the course all pupils sit a listening exam which tests their knowledge of a wide range of musical styles and music theory. This exam will be based entirely on a series of set pieces of music chosen by the exam board.

Subject: PE

Content or Programme of Study

Year 11 Curriculum

The Year 11 pupils will access an "Options" scheme. This will involve pupils choosing which activity they will study for each half term. Pupils will have the options of either staying in school or travelling to different venues close to school. E.g. Roefield Gym, Golf driving range, Ice skating. Outside agencies are also invited into school to deliver Dance and martial arts.

Some activities will require payment but pupils will always have options that are free.

Subject: Religious Education

Content or Programme of Study

Year 11 Unit 3

Section 1:

Believing in God

Section 2:

Matters of Life and Death

Section 3:

Marriage and the Family

Section 4:

Religion and Community Cohesion

Subject: BTEC Caring for Children

Content or Programme of Study

BTEC Level 1 - Caring for Children

Over the two years of the course pupils will learn valuable skills in Child Care and will complete a series of assignments designed to test their knowledge. There will also be opportunities for practical activities. Successful completion of these assignments will lead to the award of a Level 1 Certificate at the end of Year 11.

THE UNITS THAT WILL BE COVERED IN YEAR 11

UNIT 7: COMMUNICATION SKILLS WITH CHILDREN

UNIT 9: ENCOURAGING CHILDREN TO EAT HEALTHILY

UNIT 12: CHILDRENS LEARNING THROUGH EVERYDAY EXPERIENCES

Subject: BTEC Construction

Content or Programme of Study

BTEC EDEXCEL Level 1 Construction

The units will introduce learners to the skills required for carrying out basic joinery tasks.

Introduction to tools and equipment.

Emphasis on the correct selection and safe use of the equipment. Although learners will work independently on some tasks, there are also opportunities to work as effective team members in group work. Learners will select and wear appropriate personal protective clothing and equipment (PPE) when required.

Learners will have the opportunity to manufacture a joinery item for themselves or others.

The units will help learners to develop an understanding of the personal qualities that are valued by potential employers.

The Units for the course will involve the following in Year 11

Level 1 Certificate. Year 11

Unit 14: Developing Carpentry Skills.

Unit 23: Producing a Product.

Unit 15: Developing joinery Skills.

Subject: BTEC Land Based Studies (Horticulture)

Content or Programme of Study

Edexcel BTEC Level 1 Land Based Studies (Horticulture)

The units will introduce learners to the skills required for planting a variety of plants, vegetables and trees.

Introduction to tools and equipment.

Emphasis on the correct selection and safe use of the equipment. Although learners will work independently on some tasks, there are also opportunities to work as effective team members in group work. Learners will select and wear appropriate personal

protective clothing and equipment (PPE) when required.

The units will help learners to develop an understanding of the personal qualities that are valued by potential employers.

The Units for the course will involve the following in Year 11:

Level 1 Certificate Year 11

Unit 33: Planting and Staking a Tree.

Unit 13: Working as Part of a Group.

Unit 15: Maintain the Safety of Self and Others in the Workplace.