



**Guidance for Year 11  
GCSE Examinations and  
Coursework  
For Students and Parents  
2023 – 2024**

# Preface

Dear Parents,

Year 11 only lasts for 4 ½ terms and this goes very quickly. I hope that your son/daughter is coping well with the demands that are inevitably being placed upon them. We will soon be starting the build-up to mock exams in November and many students have GCSE entries to take on as well.

We aim to keep parents and student informed about what we do and this booklet has been written so that you are well informed about the course content and assessments that your child will be completing over the coming months.

Churchill Academy recognises the important contribution that parents make to their child's preparation for the final GCSE exams and we hope that you will be actively involved in your child's learning. We will also be providing Year 11 and parents with an array of revision support available through the VLE and Google classroom and we encourage you to use these as much as possible over the next few vital months.

At Churchill Academy we have an emphasis upon using our core values "Kindness, Curiosity, Determination" to equip students with essential personal learning and thinking skills that will enable them to be: -

- effective participators in their learning
- creative in their thinking
- good team player
- independent enquirers
- self-managers

During Year 11 we work individually with each student to ensure that they are fully informed and prepared for their next steps in education or training.

If at any stage during Year 11 you have concerns regarding your child's progress, achievement or well-being we would urge you to make us aware of this at the earliest opportunity.

Please see important dates listed below.

You will find more detailed information for each subject in the following pages of information. Should you need further information the Director of Faculty will be pleased to provide it.

I hope that Year 11 will be a successful and inspirational year for your child here at Churchill Academy.

Yours sincerely

Lucy James

Deputy Head

## Important dates for Year 11 Parents

12 October 2023	Sixth Form Open Evening
w/c 8 November 2023	Mock Exam week
23 November 2023	Careers Convention
December 2023	11DC1 Reports
11 January 2024	Year 11 Parents Evening
w/c 20 February 2024	Mock Exam Week
March 2024	11DC2 Reports
May -TBC	Year 11 Study Programme
27 June 2024	Sixth Form Induction Day
28 June 2024	Year 11 Ball

### Useful people

Head of Stuart House	Miss K O'Malley
Head of Windsor House	Mr J Redman
Head of Tudor House	Mrs A Blackburn
Head of Hanover House	Mr A Slater
Head of Lancaster House	Mrs C Taylor
Director of Student Welfare	Mrs L McKay

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## Art and Design

### Course Details

- Level - GCSE
- Course - Art and Design, Fine Art Endorsement. This is made up of one unit of coursework (begun in year 10) and an exam unit.
- Course duration - two years. 60% Coursework, 40% Exam.
- Exam Board - Edexcel

### Area of Study

In Year 11 students enjoy 5 lessons of Art across the two-week timetable. During this final year they will develop their Personal Investigation, an individual extension of GCSE project work carried out in year 10.

### Assessment Objectives

- Research and Develop
- Develop, Review and Refine (materials)
- Record ideas
- Realise intentions, make connections.

The working process involves the use of a large A3 format journal (sketchbook) to organise and develop their project work. This will include artists' research, analysis, observational drawing, photography and practical development using a variety of media. The aim is to allow students to build their projects, and to chronicle their progress towards a final piece.

The majority of the work in terms 1 and 2 will be practical work, developing final pieces to realise the students' intentions. Students will resource their project over the summer holiday and will develop their ideas at the start of September. The project will be completed with a 5 hour "mock" exam in late November/early December. The coursework must include work in at least two disciplines, for example painting and printmaking or mixed media and sculpture.

Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

During the spring term they will undertake their 20-hour exam preparatory period leading to a final 10-hour practical examination. During the preparatory period students develop a journal under teacher supervision, replicating the process used for developing coursework journals.

A voluntary contribution of £6.00 is requested at the start of the year to enable the department to purchase individual journals and more expensive materials such as acrylic and oil paint.

## Art and Design Fashion Textiles

### Course Details

- Level - GCSE
- Course - Art and Design Fashion Textiles. This is made up of one unit of coursework (begun in Year 10) and an exam unit.
- Course duration - two years. 60% Coursework, 40% Exam.
- Exam Board – Edexcel

### Area of Study

In Year 11 students enjoy 5 lessons of Textiles across the two-week timetable. During this final year they will develop their Controlled Coursework Unit based on the work developed in year 10. Students will review and refine their ideas through carrying out a range of textile techniques and producing sample work. They will complete a final piece for their main coursework project and also complete an extension project.

### Assessment Objectives

- Develop Ideas
- Review and Refine (materials)
- Record ideas
- Realise intentions, make connections.

The working process involves the use of a large A3 format sketchbook to organise and develop their project work. This will include artists' research, analysis, observational drawing, photography and practical development using a variety of media. The aim is to allow students to build their projects, and to chronicle their progress towards a final piece.

The majority of the work in terms 1 and 2 will be practical work, ensuring their final piece is completed from year ten to realise the students' intentions. Students will consider how their project may be extended project over the summer holiday and will develop their ideas at the start of September. The project will be completed with a 5 hour "mock" exam in late December. The coursework must include work in at least two disciplines, for example printmaking or mixed media. Their progression will be regulated by regular assessment of journal work that will offer guidance to help students improve the quality of their work and enable them to move onto the next level of achievement.

During the spring term they will undertake their 20-hour exam preparatory period leading to a final 10-hour practical examination. During the preparatory period students develop a sketchbook under teacher supervision, replicating the process used for developing coursework sketchbooks.

A voluntary contribution of £8.00 is requested at the start of the year to enable the department to purchase two individual journals and more expensive materials such as acrylic paint and fabrics for sketchbook sample work.

## Business Studies

### Course details

Students will be embarking on the second year of the two-year course leading to a GCSE (9-1) in Business (Edexcel Specification 1BS0). The course involves two themes of work, which are both examined at the end of Year 11.

### Areas of Study

In Year 11 students will study Theme 2 – Building a business.

**Topic 2.1 Growing the business** – 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.

**Topic 2.2 Making marketing decisions** – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

**Topic 2.3 Making operational decisions** – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

**Topic 2.4 Making financial decisions** – 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.

**Topic 2.5 Making human resource decisions** – 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.

### Assessment

External Assessment of both themes will take place in the Summer.

*Theme 1* External exam lasting 1 hour 45 minutes. 50% of final GCSE. Exam paper divided into three sections:

- Section A: 35 marks
- Section B: 30 marks (based on business contexts given in paper)
- Section C: 25 marks (based on business contexts given in paper)

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. It will include questions that target mathematics at a minimum of Key Stage 3 level.

*Theme 2* External exam lasting 1 hour 45 minutes. 50% of final GCSE. Exam paper divided into three sections:

- Section A: 35 marks
- Section B: 30 marks (based on business contexts given in paper)
- Section C: 25 marks (based on business contexts given in paper)

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. It will include questions that target mathematics at a minimum of Key Stage 3 level.

### Home Study

Home study tasks will include a range of activities including research such as short answer questions and longer answer questions based on case studies. For each topic, students will undertake two substantial pieces of work, which will be formally assessed; the grades will go towards the students' report grade. Students will be expected to take an ongoing interest in the news and businesses around them. Students will be expected to use a range of websites to assist them in their studies, together with resources provided from school

### Resources

All lessons and resources used both in class as well as home assignments are available on the school VLE. These can be accessed and reviewed at any time by parents and students.

## Computer Science

### Course Details

- GCSE Computer Science
- Course Duration: 3 years, continued from Year 9 through to Year 11
- Exam Board: OCR

### Areas of Study

The Personalised Stage curriculum is broken down into three units covering the following topics:

#### *Unit 1: Computer systems and programming (40%) (Written exam)*

This topic introduces computer systems and helps students develop a mental model of a computer system which comprises hardware and software, and the networks used to communicate.

**Topics include:** systems architecture, memory, storage, wired and wireless networks, network topologies, network protocols, system security, system software, and ethical, legal and environmental concerns.

#### *Unit 2: Computational Thinking, Algorithms and Programming (40%) (Written exam)*

This unit introduces concepts related to programming and problem solving, as well as exploring how different types of data are stored on a system.

**Topics include:** algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation.

#### *Unit 3: Programming project (20%) (Controlled Assessment)*

In this unit students demonstrate practical ability to use the programming skills studied in unit 2. Students need to create suitable algorithms to provide a solution to a stated problem, and then code their solutions in a suitable programming language. The solutions must be tested at each stage and then students need to provide an evaluation of their solution.

**Topics include:** programming techniques, analysis, design, development, testing and evaluation.

In Computing in Year 11, students will study the following:

Terms 1 & 2	Terms 3 & 4	Terms 4 & 5
<b>Unit 3</b> Controlled Assessment	<b>Unit 2</b> Computational Thinking	<b>Unit 1</b> Computer systems Exam

### Assessment

Unit 1 (40%) – External Examination to be sat in the summer of Year 11

Unit 2 (40%) – External Examination to be sat in the summer of Year 11

Unit 3 (20%) – Controlled Assessment to be completed in Year 11

### Home Study

A minimum of 1 hour of home study each fortnight would be expected as directed by the class teacher. This involves a flipped learning approach, where students study a topic using different information formats and are assessed in class to gauge their learning and progress.



## Dance

### *Edexcel BTEC Level 2 Tech Award in Performing Arts (Dance)*

This is a highly physical and vocational course with an emphasis on preparation for careers in the Performing Arts industry. It builds on the work developed throughout Year 9 and continues with units already started in Year 10. Workshops, trips and opportunities to perform are offered regularly throughout the course.

#### **Areas of Study**

- Understanding of the Performing Arts industry and the roles within it
- Choreographic processes
- Contrasting styles of Dance
- Analysis of professional works
- Developing physical, expressive and interpretative skills of the performer
- Developing a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

#### **Home Study**

- Practice and rehearsal
- Attendance at live dance events

#### **Assessment Pattern**

**Component 1:** Internally assessed unit taken in Year 10 worth 30% of the final grade.

Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Professional works are explored practically and a presentation of research and findings is created to support theoretical understanding.

**Component 2:** Internally assessed unit started in Year 10 and completed in Year 11 worth 30% of the final grade. Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. Different styles of dance are explored practically and culminate in a final performance. During the practical process students reflect on their skills sets and how they can develop and improve over time through use of target setting and evaluation.

**Component 3:** Externally assessed unit taken in Year 11 worth 40% of the final grade. Learners develop and present a piece of choreography in response to a brief set by the exam board. Supporting written evidence is produced in timed conditions.

Month	Unit	Activity	Assessment
Sept/ Oct	2	Rehearsing and refining repertoire. Complete logbook - Progress towards targets, completing rehearsal logs Skills audit to inform target setting Progress towards targets	Milestone review Film rehearsals - teacher feedback
Nov	2	Performance to informal audience to gather feedback. Recording evidence of progress made towards targets	Milestone review after receiving feedback.
Dec	2	Rehearse class dance focusing on performance skills. Complete logbook.	<b>Showcase – Component 2</b> Evaluation

Jan/ Feb	3	Introduction to component 3 Analysis of brief and exploration of ideas. Activity 1 – Ideas Log	Written assessment – 'Ideas Log' in timed, exam conditions
Mar	3	Refinement of choreography Activity 2 – Skills Log	Written assessment – 'Skills Log' in timed, exam conditions
Apr	3	Performance of final choreography in response to the brief.	<b>Performance in exam conditions</b>
May	3	Activity 4 – Evaluation report	Written assessment – 'Evaluation Report' in timed, exam conditions

## Design and Technology

### Course Details

Students have studied all areas of the curriculum in Year 10 and produced 3 made artefacts in that time. The exam board wrote to the students on June 1<sup>st</sup> to tell them the theme for their coursework, and students have been busy researching this in term 6 of Year 10. Students will continue with their coursework until Easter of Year 11 when revision sessions will then take over. The exam board we are following is EDUQAS.

### Breakdown of the course

Marks are awarded for the GCSE in the following way:

Design and make portfolio – (starting in June of Year 10) - 50%

End of course examination (2 hours) – 50%

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Generating and developing design ideas	Generating and developing design ideas	Manufacturing a prototype	Analysing and evaluating design decisions and prototypes.	Knowledge and understanding recap of all content	Exam Study leave
AO2	AO2	AO2	AO3		

### Assessment

#### **Component 1: Design and Technology in the 21st Century - Written examination: 2 hours**

##### **50% of qualification**

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles

along with their ability to

- analyse and evaluate design decisions and wider issues in design and technology.

#### **Component 2: Design and make task - Non-exam assessment: approximately 35 hours**

##### **50% of qualification**

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.

### Home Study

Homework in year 11 will be ongoing coursework completion – though hard working students in lessons should find that this is kept to a minimum. Alongside coursework completion students will be tasked with creating revision resources as part of on-going homework.

## Drama

### Edexcel BTEC Level 2 Performing Arts (Acting)

#### Areas of Study

- Understanding of the Performing Arts industry and the roles within it
- devising processes
- Contrasting styles of theatre
- Analysis of professional works
- Developing physical, expressive and interpretative skills of the performer
- Developing a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

#### Course details

**Component 1:** Internally assessed unit taken in Year 10 worth 30% of the final grade. Learners will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Professional works are explored practically and a presentation of research and findings is created to support theoretical understanding.

**Component 2:** Internally assessed unit started in Year 10 and completed in Year 11 worth 30% of the final grade. Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. Different styles of dance are explored practically and culminate in a final performance. During the practical process students reflect on their skills sets and how they can develop and improve over time through use of target setting and evaluation.

**Component 3:** Externally assessed unit taken in Year 11 worth 40% of the final grade. Learners develop and present a piece of choreography in response to a brief set by the exam board. Supporting written evidence is produced in timed conditions.

Month	Component	Activity	Assessment
September to October	2	Rehearsing and refining Two by Jim Cartwright Exploring the world of the play Rehearsal strategies and line learning Accent and dialect Interpretation of character Complete logbook – rehearsal towards targets, complete rehearsal logbook, skills audit, setting and reviewing of SMART targets	Milestone review Filming of rehearsals Presentations Teacher feedback Self and peer assessment Log book
November	2	Production elements Stagger through and review Dress and tech rehearsal Target setting	Milestone review Filming of rehearsals Presentations Teacher feedback Self and peer assessment Log book
December	2	Performance	Milestone review Evaluation

			Target setting
January to February	3	Introduction to component 3 Analysis of the brief and exploration of ideas	Written Assessment Ideas log under timed conditions
March	3	Development and refinement of emerging piece Skills log	Written Assessment Ideas log under timed conditions
April	3	Performance of devised work in response to brief	Performance in exam conditions
May	3	Evaluation report	Written Assessment Ideas log under timed conditions

### Home Study

Homework in Drama will vary as tasks will vary and increase in a run up to a performance and coursework deadlines. Tasks may include:

- Rehearsal outside of lesson time either at lunchtime or after school
- Learning lines
- Preparing Costumes, props or sets
- Researching information around a topic in preparation for a lesson
- Keeping a working notebook about what you did in lessons
- Negotiated Assessment (self and peer)

Parents can support students by encouraging them to attend rehearsals regularly and visit the theatre regularly.

## **Economics**

### Course Details

Students will be embarking on the second year of a two year GCSE in Economics. The specification being taught will be OCR GCSE in Economics (J205). Students in Year 11 study the remainder of the second unit: J205/02 National and International Economics.

### Areas of Study

Students will continue to explore the macro economy before focussing on international trade and the global economy. Topics include:

- 3.2 Low unemployment
- 3.3 Fair distribution of income and wealth
- 3.4 Price stability and inflation
- 3.5 Fiscal policy
- 3.6 Monetary policy
- 3.7 Supply side policies
- 3.8 Limitations of markets
- 4.1 The importance of trade and free trade agreements (including the EU)
- 4.2 The balance of payments
- 4.3 Exchange rates
- 4.4 Globalisation.

### Assessment

Students will be formally assessed on both units at the end of this year.

#### *Unit 1 Introduction to Economics*

External exam lasting 1 hour 30 minutes. 50% of final GCSE. Exam paper divided into two sections:

- Section A: 20 marks (multiple choice)
- Section B: 60 marks (based on economic contexts given in paper)

This section will consist of calculations, short-answer and extended-writing questions.

#### *Unit 2 National and International Economics*

External exam lasting 1 hour 30 minutes. 50% of final GCSE. Exam paper divided into two sections:

- Section A: 20 marks (multiple choice)
- Section B: 60 marks (based on economic contexts given in paper)

This section will consist of calculations, short-answer and extended-writing questions.

### Home Study

Students will be set homework on a regular basis, mainly consisting of past exam questions or revision for in class timed tests and the mock. Of these homeworks each term, two will be more substantial, which will be formally assessed; the grades going towards the students' report grade. Students will also be asked to sit periodic class tests as appropriate; revision homework will be set for the week leading up to any tests. All lessons and resources can be found on the school's VLE under B&SS – GCSE Economics Course – Unit 2. Students will be expected to take an on-going interest in the news and current affairs.

## English

*English Language GCSE (EDUQAS)*

*English Literature GCSE (EDUQAS)*

### Course Details

All students follow the exam only courses leading to GCSE qualifications in English Language and English Literature at the end of Year 11 in 2020. The course is designed to develop skills in speaking and listening, reading and writing. Students work in exercise books and complete assessments in class. A formal mock exam will take place in December of Year 11, and again in April. Formal in-class assessments will occur at the end of every module.

### Areas of Study

Students will study the following topics in Year 11:

Term 1: LITERATURE Paper 1 Section A - 'Romeo and Juliet'

Students will study the whole play and explore meaning, themes, characters and language/structure.

Term 2: LITERATURE Paper 2 Section B – 'A Christmas Carol'

Students will study the whole text and explore meaning, themes, characters and language/structure.

Term 3: LANGUAGE Paper 2 Section A - Non-Fiction Reading

Students will look at a series of examples of English Language Paper 1 questions with the aim of understanding the skills required to complete each question.

Term 4: LITERATURE Paper 1 Section B – Poetry Anthology - War and Love (part 2)-

A look at the collection of poems which will feature as part of the Poetry Section of the Literature paper - it will require students to decode and analyse the meanings and suggestions of poems

Term 5: LITERATURE Paper 2 Section C - Unseen poetry

Amalgamating the analytical skills honed across Year 10 and 11 to look at new poetry texts.

Revision - Teachers will structure this term based on the needs of the class.

Students will also engage in a range of revision activities in this term, and at various points throughout the year to prepare them for the exams in May/June 2021.

### Assessment

The English Language GCSE award is assessed through:

- Two exams:
  - Paper 1: Fiction Reading and Fiction Writing (50%)
  - Paper 2: Non-Fiction Reading and Non-Fiction Writing (50%)

The English Literature GCSE award is assessed through:

- Two exams:
  - Paper 1: Shakespeare and the Poetry Anthology (40%)
  - Paper 2: Post-1914 prose or drama (*An Inspector Calls* or *Blood Brothers*), *A Christmas Carol* and Unseen Poetry (60%)

### Home Study

Students will be required to produce work at home on a regular basis. Please note that assignments may involve reading, writing, revision or research, and will be related to

consolidation and revision of work that has taken place in class over Y10 and Y11. All work set will be contributing towards either classwork or revision for exam preparation. Homework is absolutely essential and deadlines should not be missed as studies suggest that home revision and practice is instrumental in students achieving to the highest standards. Even if students feel they have no homework, they will be expected to work independently from the resources we provide. At the start of Year 11, students will be provided with a copy of the English workbook – this is a document that we have put together based on the specific requirements of the English courses we teach at Churchill.

Should you wish to discuss any of the above, please do not hesitate to contact Mr Grimmett, Head of Faculty.

### **English Faculty Mission Statement**

**We aim to nurture within our students the confidence to articulate perceptive, independent thinking in front of others; to inspire curious, creative and evaluative learners who will question the world they see before them; to nurture a love of great literature and a passion for language, and to encourage a sense of perseverance in all we do.**



## Ethics and Philosophy

The course is based on ethical, religious and moral issues alongside the study of Buddhism.

The course lasts three years and the exam board is Eduqas.

In Year 11 students will discuss key moral and ethical issues within these topics:

- Human rights
- Good and evil
- Life and death
- Relationships

There will also be lots of focus on how to answer exam questions and students will be given homework booklets which have exam style questions in for practice.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Relationships  Focus religion: Christianity	Life and Death / Human Rights  Christianity and Humanism	Revise and recap	Revise and recap	Revise and recap	Ethics and philosophy exam 120 min  Christianity exam 60 min  Buddhism exam 60 min

At the end of each module an internal 'end of unit test' will be given and marked by the class teacher to check understanding.

Homework will be set once a week and will be exam questions from the booklet. Students who wish to do extra questions will have access to extra resources if needed.

All courses are well resourced on The VLE where parents and students can access lesson plans, PowerPoints and other resources. This is an on-going project.

## Food and Nutrition

### Course Details

Qualification: GCSE  
Course Duration: two years, continued from Year 10 through to Year 11  
Exam Board: EDUQAS

In Year 11 students will focus on both Non Examined Assessments and written exam revision.

### Areas of Study

Term 1	Term 2
<b>Knowledge and understanding</b> Nutritional analysis and adapting recipes  <b>NEA assessment 1 – 15% GCSE</b> Preparation, research, planning and carrying out experiment	<b>NEA assessment 2 – 35% GCSE</b> Investigation and Planning task Carrying out task 3-hour practical Evaluating task
Term 3	Terms 4 & 5
<b>NEA assessment 2 – 35% GCSE</b> Investigation and Planning task Carrying out task 3-hour practical Evaluating task	<b>Knowledge and understanding recap of all content</b>  Revision for written paper worth 50%

### Assessment

Unit 1: 50% coursework – Food Preparation and Nutrition

**Assessment 1: approx. 10 hours – The Food Investigation Assessment** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2: approx. 20 hours - The Food Preparation Assessment** Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Unit 2: 50% written examination: 1 hour 45 minutes – Principles of Food Preparation and Nutrition

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

### Trips and external links

There are various trips and external links that we explore throughout the year to support embedding the content and giving students first hand experiences of the Food Industry.

### Textbooks

Collins – Food, Preparation and Nutrition revision book and workbook – Eduqas  
All students are given access to an online username and password for the illuminate textbook, Food Preparation and Nutrition that is used in lessons

## **Geography**

### Course Details

Level – GCSE

Course – Geography

Course duration – Two years

Exam board – Edexcel Geography B

### Areas of Study

The GCSE Geography B course offers an issues-based approach covering both UK and global geography. It is topical, modern and relevant looking at the dynamic nature of both the physical and human aspects of our world. There is an emphasis on issues, management and solutions. Geographical skills are integrated at every stage and there are links to both numeracy and literacy. The decision-making paper allows students to investigate people-environment issues on a global scale.

### The course is broken into the following components;

Component 1 – Global Geographical Issues

Component 2 – UK Geographical Issues

Component 3 – People and Environmental Issues

There are 2 days of fieldwork in Year 10, with questions integrated into the final exam. The physical geography fieldtrip goes to the river Holford on the Quantocks in and the human geography fieldtrip visits Bristol.

### Assessment

Internal assessment will be based on exam questions and will take place towards the end of each module studied. All final exams are at the end of the course in Year 11.

### Home Study

Home study tasks will include key word definitions and tests, research and sample exam questions including short essay style questions and analysis of data/information.

### Resources

Further details of all courses can be found on the VLE. Students would benefit from keeping up with current affairs by watching the news or reading a quality newspaper.

### Textbook

Edexcel GCSE (9-1) Geography B.

Revise Edexcel GCSE (9-1) Geography B Revision Guide. Revise Edexcel GCSE (9-1) Geography B Workbook.

This qualification is ideal for students who are interested in finding out more about the health and social care environment. Perhaps they are thinking of a career in nursing, childcare or the probation service but are as yet unsure. As the majority of the work is completed as coursework projects, it is crucial that BTEC Health and Social Care students have excellent organisational and time management skills so that they meet all assessment deadlines.

## Health and Social Care

### BTEC Tech Award in Health and Social Care



#### OVERVIEW OF COURSE

This is a Pearson specification course and is the equivalent of 1 GCSE grades: 1-8. Students will have five lessons per fortnight (one option block). Over the two years' students will be required to complete three units of which one is externally assessed.

#### AREAS OF STUDY

Two of the units are internally assessed. Component 1 considers how we grow and develop throughout our lives. In Component 2 students get to know how the health and social care sector works and the care values that underpin it. These units will be undertaken on an on-going basis over the two year course and will be assessed using controlled two 2-hour controlled assessments. The third component in health and wellbeing is externally assessed (worth 40% of the BTEC qualification). The task is set and marked by Pearson and is completed in two hours under exam conditions in school time within a period timetabled by Pearson. The task requires students to assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan.

#### What will I study?

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

***Component 1 is taught in year 10 (Task 1), Component 2 (Task 2) is taught in 10 & 11 and Component 3 is taught in year 11.***

For each internally assessed unit, students will be issued with a controlled assessment brief relating to the **specific** topic being taught. The assignment brief will identify how the unit will be structured and assessed. Once the content of the unit has been delivered, students will work independently without further advice to complete their controlled assessments in an allocated time period. Students will be expected to meet pre-set deadlines and submit their work to be assessed.

Students will be able to obtain a grade of Level 2 Pass (equivalent to grade 4 at GCSE), Merit (5.5), Distinction (7) or Distinction\* (8). However, students can also obtain Level 1 (P/M/D) where they fall short of the Level 2 criteria.

This qualification is ideal for students who are interested in finding out more about the health and social care environment. Perhaps they are thinking of a career in nursing, childcare or the probation service but are as yet unsure. As the majority of the work is completed as controlled assessment projects, it is crucial that BTEC Health and Social Care students have excellent organisational and time management skills so that they meet all course deadlines.

## History

### Course Details

In year 11, students follow the Edexcel Schools History Project GCSE. This course develops a thematic approach to history with students assessing change and continuity over a period of time. The rationale of the course is that students gain an understanding of the world in which they live and that they can think critically and make judgements about human situations.

### Areas of Study

Students will study the following topics in Year 11:

- **Superpower Relations 1941-1991** (Term 1)

Unit 3 – The end of the Cold War

This final unit will look at the impact of Reagan and Gorbachev, The Afghanistan War and the fall of the Berlin Wall.

- **Mao's China 1945-1976** (Terms 2-4)

This topic will have four major sections:

1 – Establishing Communist Rule, 1945-59

2 – Economic Policy 1949-65

3 – The Cultural Revolution and its aftermath 1966-76

4 – Life in Mao's China 1949-76

- **Revision Elizabethan England, Superpower Relations and Crime & Punishment** (Term 5)

Students will revise units from year 10 to prepare for the summer exams.

### Assessment

Students will undertake a mock exam in November. Students will also be assessed at the end of each major topic throughout the year using questions from past papers. Students will then be given GCSE grades on their performance. There will also be opportunities for peer and self- assessment.

### Home Study

Students have home study on a termly basis. This will focus on revision tests and wider reading around the topics being studied in class.

## Course Details

- Cambridge Nationals Creative iMedia (Single Award)
- Course Duration: 2 years, continued from Year 10 through to Year 11
- Exam Board: OCR

## Areas of Study

The Personalised Stage curriculum is broken down into four units covering the following topics:

### *Unit 1 (25%) – Pre-Production (external examination)*

This unit will enable students to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. Planning is an essential part of working in the creative and digital media sector. The unit will enable students to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application. On completion of this unit, students will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

### *Unit 2 (25%) – Creating Digital Graphics (Controlled Assessment)*

The aim of this unit is for students to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop students' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. On completion of this unit, students will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

### *Unit 3 (25%) – Creating a Multipage Website (Controlled Assessment)*

Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website. On completion of this unit, learners will be able to explore and understand the different properties, purposes and features of multipage websites, plan and create a multipage website and review the final website against a specific brief.

### *Unit 4 (25%) – Storytelling with a Comic Strip (Controlled Assessment)*

Comic strips are as popular today as they have ever been in their history. They have evolved from their origins in the early part of the 20th century from simple story strips to become whole genres of interest which span the world.

This unit will enable learners to understand the basics of comic strip creation. It will enable them to interpret a client brief, use planning and preparation techniques and to create their own comic strip using digital techniques.

On completion of this unit, learners will be able to explore different genres of comic strip and how they are created, plan and create a comic strip to specific requirements, and review the final comic against a specific brief.

### Assessment

Unit 1 (25%) – External Examination to be sat in the summer of Year 11

Unit 2 (25%) – Controlled Assessment completed in Year 10

Unit 3 (25%) - Controlled Assessment completed in Year 10/11

Unit 4 (25%) - Controlled Assessment completed in Year 11

In ICT in Year 11, students will study the following:

Term 1	Terms 2 & 3	Terms 4 and 5
Unit 3 – Creating a Multipage Website – controlled assessment.	Unit 4 – Storytelling with a Comic Strip – controlled assessment..	Unit 1 - Pre-production skills. Examined unit.

During terms 1, 2 and 3 of Year 11, students will be completing homework booklets to learn about and familiarise themselves with the topics for the examined unit.

## Mathematics

Our Year 11 curriculum builds on all of the mathematics that students have learned in Years 7 to 10. The key mathematical concepts taught in Year 11 are: transformations; vectors; compound measures; sequences; and functions. Students also spend a lot of time practising their exam technique. They sit four mock papers through November to April. They are guided to reflect on their performance, improve on their weaknesses, and perform better on each subsequent paper.

Our GCSE exam board is AQA; full specification [here](#). Students study for either the higher or foundation tier GCSE, depending on where we believe they will achieve the greatest success. The higher tier includes questions that will stretch the highest attainers. The foundation tier focuses on core mathematical understanding and skills that all students should aim to master.

### Homework

Homework will be set once per week. This homework might take the form of written worksheets or might be set on [www.HegartyMaths.com](http://www.HegartyMaths.com). We would encourage you to ask your child about Hegarty Maths and to show you their account page. You will be able to see the tasks that they have been set and the results that they have achieved so far.

Year 11 students are expected to do extra independent revision appropriate to them, on top of the homework that is set. We coach students through this, training them to be independent learners.

Students can use Hegarty Maths as a revision resource whenever they need to. If they feel that they would benefit from additional practice on a specific topic, then they can search for this topic from their account page.

### Setting

Students are taught in sets. We take care to make sure that each student is placed into the set where they will make the most progress. In-class assessments help us to track students' progress and regularly review their set placement.

### Supporting your child at home

Whether or not you feel confident in your own mathematical understanding, you can still make a huge difference in how your child's mathematical confidence and ability develop.

- Be positive about maths. Don't say things like "I can't do maths," or "I hated maths at school": your child might start to think like that themselves. Praise your child for effort rather than talent: this shows them that by working hard they can always improve. [This video](#) provides more information about how you can talk to your child about maths.
- Coach them in good revision techniques:
  - The best way to learn maths is to do maths. Working on practice questions is better than copying out notes.
  - Short, regular practice is better than a longer session once per week.
  - Encourage your child to ask questions about the things they don't understand.
- Direct them to good revision resources:
  - [Hegarty Maths](#), as mentioned above.
  - [Corbett Maths](#) provides quick practice to do every day.
  - [Maths Genie](#) provides GCSE questions organised by topic.
  - The [Churchill Academy Maths YouTube channel](#) provides videos created by us!

### Extra-curricular

Our highest-achieving students are entered for the UKMT Maths Challenge. They may also be selected to be part of our highly-successful Maths Challenge Team – who have been



regional champions more than once – or to study for AQA's Further Maths GCSE alongside their Maths GCSE.

## **Modern Foreign Languages: FRENCH AND SPANISH – AQA**

### **Course details**

Students in Year 11 will continue to follow the AQA GCSE course.

### **Areas of Study (Topics may vary per term)**

	<b>Terms 1 &amp; 2</b>	<b>Terms 3 &amp; 4</b>	<b>Term 5</b>
<b>11</b>	<b>Work Experience</b>	<b>The Environment</b>	<b>Revision</b>

### **Examination Structure:**

Students are assessed in each of the four language skills: listening, reading, speaking and writing at either Higher or Foundation level at the end of year 11. All examination papers are set and marked externally. The four skills are weighted as follows:

<b>Subject</b>	<b>Examination (End of Year 11 ONLY)</b>	<b>Weighting (%) of final GCSE grade</b>
French/Spanish	<b><u>Paper 1: Listening and Understanding in French/Spanish</u></b> <b>Foundation:</b> 35 minutes (+ 5 minutes' reading time) <b>Higher:</b> 45 minutes (+ 5 minutes reading time)	25%
	<b><u>Paper 2: Speaking in French/Spanish</u></b> <b>Foundation tier:</b> 7–9 minutes plus 12 minutes' preparation time <b>Higher tier:</b> 10–12 minutes plus 12 minutes' preparation time 1. Role play 2. Picture-based discussion Conversation	25%
	<b><u>Paper 3: Reading and understanding in French/Spanish</u></b> <b>Foundation tier:</b> 45 minutes <b>Higher tier:</b> 1 hour	25%
	<b><u>Paper 4: Writing in French/Spanish</u></b> <b><u>Paper 4: Writing in French</u></b> <b>Foundation tier:</b> 1-hour <b>Higher tier:</b> 1 hour 15	25%

### **Assessments**

Day-to-day formative assessment is carried out by both the subject teacher and pupils as a result of the activities built into the lesson plans. Summative assessment is carried out formally prior to reporting deadlines. In addition, pupils will be required to sit regular topic specific vocabulary tests to prepare them for the final Listening and Reading papers in Year

11. Students are given copies of all criteria used by the Edexcel Examination Board and are marked according to these criteria in class and for certain homework tasks.

Pupils are encouraged to review their own progress after each reporting session; to work towards personal targets identified by themselves or jointly with their subject teacher, and to learn to prioritise the most important things to do. The feedback given to pupils may range from informal oral comments to more formal written targets. It is important that pupils know what to do to progress from Foundation - Higher levelled tasks in each of the four skills in preparation for the final examinations.

### **Enrichment Activities**

We try to offer trips to France for students to practise their language skills during the academic year.

### **Home Study**

Homework is set once a week in line with whole School policy. All skills are tested per term (Listening, Reading, Writing, Speaking Preparation, Vocabulary tests). When a vocabulary test is set, the vocabulary list is sent to students and the words can be practised using [www.memrise.com](http://www.memrise.com).

Please encourage pupils to learn vocabulary at home. Test them and encourage them to pay attention to spelling. Students are expected to re-sit vocabulary tests if they do not score 8/15. We recommend that pupils have the use of a good dictionary at home, such as Collins Easy Learning Dictionary, Usborne Language books are a useful learning tool as is the online dictionary [www.wordreference.com](http://www.wordreference.com). Homework is often set using 'Activelearn' a Pearson Digital Learning Service. Students will be given a username and password by their subject teacher for the website <https://www.pearsonactivelearn.com> in September in order to complete specific tasks set by the teacher to deadlines set. This website also allows students to see a digital copy of the textbook we use in class. Should students have any problem accessing the website, they should speak to their languages teacher before any deadline set. We also have access to foreign language websites: [www.linguascope.com](http://www.linguascope.com) offers additional practice of topic vocabulary and pupils can access French and Spanish T.V and radio from this website. Students are given the username and password to access this website by their languages teacher. In addition, [www.languagesonline.org.uk](http://www.languagesonline.org.uk) is a free languages website which provides similar vocabulary/grammar practice. Both Linguascope and Languagesonline can be accessed through SMILE. In addition, students are encouraged to read French and Spanish outside of the classroom by using websites such as [www.lemonde.fr](http://www.lemonde.fr) (French), [www.elmundo.es](http://www.elmundo.es), (Spanish).

## Music - EDEXCEL

This course enables students to develop the skills to compose, perform, and critically analyse different musical styles. By composing, students learn how to develop their ideas, using computers or instruments to produce their compositions.

- By performing, students learn to develop their playing skills. They also develop their ensemble skills by playing with a group of musicians in a band, ensemble or choral group.
- By listening to a wide range of music from different genres, students learn how to identify and compare musical characteristics from a variety of styles.

Emphasis throughout the course is on broadening and extending individual students' creative ability and to provide the learner with opportunities to show commitment and skill in an instrument of their choice. This course follows the Edexcel Music specification and is divided into three parts:

All coursework is completed in Year 11 before the Easter break

### *Component 1: Performing (30%)*

Require students to perform 1 or more pieces of music with a combined duration of at least 90 seconds (if all solo performance) or 2 minutes (if including performance as part of an ensemble). A guide to the standard of performance is that grade 2/3 would be a minimum, grade 4 is standard and above grade 4 would be higher.

### *Component 2 Composing (30%)*

Students will submit one free choice compositions lasting a total of 2 minutes and one to a brief set by Edexcel.

### *Component 3: Appraising (40%)*

Written exam (1 hour 45 minutes) externally set and externally assessed. Each of the four new areas of study has two set works. Section A has eight compulsory questions, the music played on a recording: six questions (each divided into several short parts) based on extracts from six of the eight set works; one short dictation test derived from a set work; one question (with skeleton score) on an unfamiliar piece of music. In Section B students answer one extended-response question requiring comparison of extracts from a single set work and from an unfamiliar piece. Both extracts will be heard, and notation will be given.

Term 1	Term 2	Term 3	Term 4	Term 5
Set works from Year 10 covering Summer Term 2020	Complete brief composition by February half term		Revision for Listening paper	
Solo performance c/w completed				
Beethoven Pathetique Sonata	Prep for Mock listening paper December – Esperanza Spalding	Afro Celt Sound System set work		

### How to support your son/daughter in preparing for Music GCSE

Music GCSE is an academically demanding course that requires creativity, organisation and planning. Although much of the coursework has to be completed under controlled coursework conditions, planning for both Composition and Performance can be done at any time. The Music Department can be accessed most days after school, often with staff help. It will definitely help if your son/daughter can allow themselves a few extended sessions after school to really get their teeth into their creative work. At times, staff will suggest that students come into school after lesson time to help with composition work.

In general, pupils can help themselves by

- Starting work early and to keep a record of what they have done, even if they feel they may not use their initial ideas
- Staying after school and work using the facilities (computers, practice rooms, studio etc.)
- Working out how they are going to get things finished, e.g. organising people to rehearse and record composition work
- Listening to a variety of music, pre-recorded and live
- Practicing regularly and be aware of the marking criteria for AQA
- Deciding on suitable pieces at least 6 weeks before a deadline.
- Choosing a piece that they can be technically comfortable with, so that they can work at expression and interpretation

Important websites that can help are

[www.bbc/bitesize.co.uk](http://www.bbc/bitesize.co.uk)

[www.soundjunction.org](http://www.soundjunction.org)

[www.naxos.com/education/glossary.asp](http://www.naxos.com/education/glossary.asp)

<http://trainer.thetamusic.com/> an invaluable aural training package (free)

The school VLE and the shared drives on the music computers all have important revision resources for music students to use through the course.

Resources to help revision

Study Guide – not essential as we already give students the notes that they need

[https://www.amazon.co.uk/dp/178558166X/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_DKDBzbTPGZ78A](https://www.amazon.co.uk/dp/178558166X/ref=cm_sw_r_cp_dp_Tl_DKDBzbTPGZ78A)

Revision Guide – helpful if your son/daughter needs a little more organising

[https://www.amazon.co.uk/dp/1785581686/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_KDBzbPMQENGZ](https://www.amazon.co.uk/dp/1785581686/ref=cm_sw_r_cp_dp_Tl_KDBzbPMQENGZ)

This is a great all round book to have (recommended)

[https://www.amazon.co.uk/dp/1782946152/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_uLDBzbPRBWTQE](https://www.amazon.co.uk/dp/1782946152/ref=cm_sw_r_cp_dp_Tl_uLDBzbPRBWTQE)

A book of listening tests for all of the set pieces – very useful

[https://www.amazon.co.uk/dp/1785581678/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_RLDBzb2WFn3YB](https://www.amazon.co.uk/dp/1785581678/ref=cm_sw_r_cp_dp_Tl_RLDBzb2WFn3YB)

Students will be given all the resources that they need for studying the pieces within

class.[https://www.amazon.co.uk/dp/178558166X/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_DKDBzbTPGZ78A](https://www.amazon.co.uk/dp/178558166X/ref=cm_sw_r_cp_dp_Tl_DKDBzbTPGZ78A)

Revision Guide – helpful if your son/daughter needs a little more organising

[https://www.amazon.co.uk/dp/1785581686/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_KDBzbPMQENGZ](https://www.amazon.co.uk/dp/1785581686/ref=cm_sw_r_cp_dp_Tl_KDBzbPMQENGZ)

This is a great all round book to have (recommended)

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A book of listening tests for all of the set pieces – very useful

[https://www.amazon.co.uk/dp/1785581678/ref=cm\\_sw\\_r\\_cp\\_dp\\_Tl\\_RLDBzb2WFn3YB](https://www.amazon.co.uk/dp/1785581678/ref=cm_sw_r_cp_dp_Tl_RLDBzb2WFn3YB)

Students will be given all the resources that they need for studying the pieces within class.

## **Music Technology – NCFE**

### NCFE Music Technology Level 1/2

Music Technology is a new course by NCFE. It is fully included in the results data and the Level 2 course is the equivalent of a GCSE.

It is graded as Pass, Merit, Distinction and Distinction\*

The content is divided into 5 areas and students will continue and refine their knowledge and understanding in:

- 1) The Music Business
- 2) The Digital Audio Workstation (Cubase)
- 3) Musical Elements, Musical Style and Technology
- 4) Sound Creation
- 5) Multitrack Recording

The course comprises two graded elements:

- 1) NEA Coursework:

This is an original music composition to a brief set by the exam board in Y11. Knowledge and skills from Unit 3 – Musical Elements, and Unit 4 – Sound Creation will need to be applied here to gain marks. This brief will require students to present their work as the response to a professionally worded TV or advert brief.

- 2) Exam:

This paper includes both written questions and listening questions on the content delivered in Units 1-5.

The unit on Music Business will provide students with an overview of the complexities and details of the Music Industry. There are many job roles that students may never have considered that surround the production and sale of music and are essential to the healthy Music ecosystem that is the UK's. This Unit is of particular focus in Y11.

Unit 3 “Musical elements” is the theoretical component of the course where music theory is presented in a way that is relevant to “pop” musicians. This differs from the GCSE course that is more aimed at those studying classical music and its traditions.

Of particular interest is Unit 4 where students learn about the role of audio and music in the wider time-based media such as radio, TV and film. There is the study of background/foreground music as well as sound effects and dialogue.

This new course, in the absence of a Music Technology GCSE, fits perfectly between our KS3 and A Level courses following a natural progression and development of skills and understanding. There are an increasing number of University courses in Music Tech and students from these are often sought by other industries for their highly developed and adaptable problem-solving skills.

## Combined Science (Trilogy)

Year 11 sets 2-4 pupils follow AQA Combined Science GCSE (Trilogy)

### Programme of Study – outline

Terms 1 & 2	Assessment	Terms 3 & 4	Assessment	Terms 5 & 6	Assessment
Biology Ecology Cell reproduction & inheritance	MOCKS	Biology Variation and evolution	Internal assessments	Biology Homeostasis and response	Exams & study leave
Chemistry Chemical changes Reactivity of metals		Chemistry Reactions of acids Electrolysis		Chemistry Qualitative Chemistry: Chemical analysis	
Physics Energy		Physics Energy Waves		Physics National & global energy resources	

Pupils will complete a series of practical investigations in lessons which will be recorded in a laboratory book. This laboratory book will be monitored and assessed; pupils will use this laboratory book to revise “Scientific Skills” that they will be tested on in the final assessment at the end of Year 11.

### Programme Delivery

Sets 2-3: will have three teachers, one for each of the subject areas Biology, Chemistry and Physics.

Set 4: Pupils will be taught by the same two teachers all year.

	Assessment Objectives	Weighting
AO1	Demonstrate knowledge and understanding of: Scientific ideas; Scientific techniques and procedures	40%
AO2	Apply knowledge and understanding of: Scientific ideas; Scientific enquiry, techniques and procedures.	40%
AO3	Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.	20%

### Double Science: AQA Combined Science GCSE Examinations

- All external Science exams will take place in June at the end of Year 11.
- The Science faculty will set internal assessments to check pupils' progress through KS4.
- There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and will be 1 hour 15 minutes in length.
- Pupils studying the Combined Science GCSE course will gain two GCSE's in Combined Science.

### Home Study

In year 11 we deliver a bespoke Homework programme called - Preparation for Success. We have found that when completed consistently by our students it leads to students performing confidently in both their mock and final GCSE exams.

Pupils may find Bitsize/S-Cool revision/Primrose Kitten useful as an electronic companion to their GCSE course.

Revision guides are available to buy from GCP and Pearson education (please ask your child's class teacher for further information). The Science Faculty have also produced a series of electronic resources to support learning that can be found on the school's VLE.



## Triple Science

Year 11 set 1 students follow AQA GCSEs in Biology, Chemistry and Physics

### Areas of Study

<b><u>Terms 1 &amp; 2</u></b>	<b><u>Assessment</u></b>	<b><u>Terms 3 &amp; 4</u></b>	<b><u>Assessment</u></b>	<b><u>Terms 5 &amp; 6</u></b>	<b><u>Assessment</u></b>
<u>Topics</u>		<u>Topics</u>		<u>Topics</u>	
Biology Ecology Decomposition Cell reproduction & inheritance	Mocks	Biology Variation and evolution	Internal assessment	Biology Homeostasis and response Plant hormones	Exam & Study leave
Chemistry Chemical changes Reactivity of metals		Chemistry Reactions of acids Electrolysis		Chemistry Qualitative Chemistry: Chemical analysis Using materials and the Haber process	
Physics Energy Conservation & dissipation of energy		Physics National & global energy resources		Physics Space physics	

Pupils will complete a series of practical investigations in lessons which will be recorded in a laboratory book. This laboratory book will be monitored and assessed; pupils will use this laboratory book to revise “Scientific Skills” that they will be tested on in the final assessment at the end of Year 11.

### Programme Delivery

Set 1 will have three teachers, one for each of the subject areas Biology, Chemistry and Physics.

	<b><u>Assessment Objectives</u></b>	<b><u>Weighting</u></b>
AO1	Demonstrate knowledge and understanding of: Scientific ideas; • Scientific techniques and procedures	<u>40%</u>
AO2	Apply knowledge and understanding of: Scientific ideas; Scientific enquiry, techniques and procedures.	<u>40%</u>
AO3	Analyse information and ideas to: Interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.	<u>20%</u>

### Examinations

- All external Science exams will take place in June at the end of Year 11.
- The Science faculty will set internal assessments to check pupils' progress throughout KS4

- There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and will be 1 hour and 45 minutes in length.
- Pupils studying Triple Science will gain three GCSE's for Science in Biology, Chemistry and Physics

### Home Study

In year 11 we deliver a bespoke Homework programme called - Preparation for Success. We have found that when completed consistently by our students it leads to students performing confidently in both their mock and final GCSE exams.

Pupils may find Bitsize/S-Cool revision/Primrose Kitten useful as an electronic companion to their GCSE course.

Revision guides are available to buy from GCP and Pearson education (please ask your child's class teacher for further information). The Science Faculty have also produced a series of electronic resources to support learning that can be found on the school's VLE.

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## 'Core' Physical Education

To provide an environment for all to learn and thrive. Have fun and develop a love for Physical Activity and Sport








During your time at Churchill Academy we want to ignite a passion for movement and inspire lifelong healthy habits. Every student deserves to feel included. Be happy, gain confidence, have fun and represent the Academy, setting no limits to what they can achieve. We are determined, we don't give up when we fail, we are curious, seeking out challenges at every opportunity, we are kind, we play with passion, integrity and respect.

The Curriculum is based on a Head, Heart and Hands approach.

**Head** - refers to your knowledge and understanding of the sport or activity. It involves demonstrating your ability to show creativity in problem solving using the appropriate technical and tactical knowledge in a range of activities. You will also develop your knowledge of responsibilities, health and the human body.

**Heart** - focuses on the social and behavioural aspects of Physical Education, where we develop our communication, leadership skills, teamwork and emotional intelligence as well as displaying positive behaviours

**Hands** - This concept refers to your technical ability to perform the skills in isolation, and in games with precision/control and fluency. We also look at our own personal fitness, motor competence and develop healthy habits.

<div>Head</div> <div>Heart</div> <div>Hands</div> <div></div>	KS3 ASSESSMENT RUBRIC				KS4 ASSESSMENT RUBRIC			
								
	7A	DECISION MAKING - TACTICS AND STRATEGY	COMMUNICATION	FUNDAMENTAL MOVEMENT SKILLS	10A	ANALYSIS AND EVALUATION	TEAMWORK	FITNESS
	7B				10B			
	YEAR 7 FOCUS - PERSONAL DEVELOPMENT				YEAR 10 FOCUS - ASPIRATIONS AND EMPLOYABILITY			
	8A	RESILIENCE	EMPATHY AND EMOTIONAL INTELLIGENCE	PRECISION / CONTROL AND FLUENCY	11A	POSITIVE BEHAVIOURS	RESPONSIBILITIES	HEALTH
	8B				11B			
	YEAR 8 FOCUS - CHARACTER DEVELOPMENT				YEAR 11 FOCUS - ACTIVE FOR LIFE			
	9A	CREATIVITY AND PROBLEM SOLVING	LEADERSHIP	SKILLS & TECHNIQUE	<p>DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED, BE HAPPY, HAVE FUN AND REPRESENT THE ACADEMY. SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE. WE ARE DETERMINED, WE DON'T GIVE UP WHEN WE FAIL. WE ARE CURIOUS, SEEKING OUT CHALLENGE AT EVERY OPPORTUNITY. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT. <a href="#">#CHURCHILLTEAMPE</a></p>			
	9B							
YEAR 9 FOCUS - LEADERSHIP								
CORE PE AT CHURCHILL ACADEMY								

The national curriculum for physical education aims to ensure that all pupil's: -  
Develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities  
Lead healthy, active lives

In year 11 pupils are in given Options to choose Sports and Physical Activity pathways. The Focus is on Aspirations and Employability. Pupils will build on and embed the physical development and skills learned in key stages 1, 2 and 3 they become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They learn to understand what makes a performance effective and how to apply these principles to their own and others' work. Themes linked to Key Stage 5 examinable content will be embedded into lessons to give students understanding of some basic physiological principles that allow individuals to be physically active. Students should develop confidence and interest to get involved in exercise, sports and activities

out of school and in later life, and understand and apply the long-term health benefits of physical activity.



# Physical Education

**DURING YOUR TIME AT CHURCHILL ACADEMY WE WANT TO IGNITE A PASSION FOR MOVEMENT AND INSPIRE LIFELONG HEALTHY HABITS. EVERY STUDENT DESERVES TO FEEL INCLUDED. BE HAPPY. GAIN CONFIDENCE. HAVE FUN AND REPRESENT THE ACADEMY, SETTING NO LIMITS TO WHAT THEY CAN ACHIEVE.**

## HEAD



## HEART

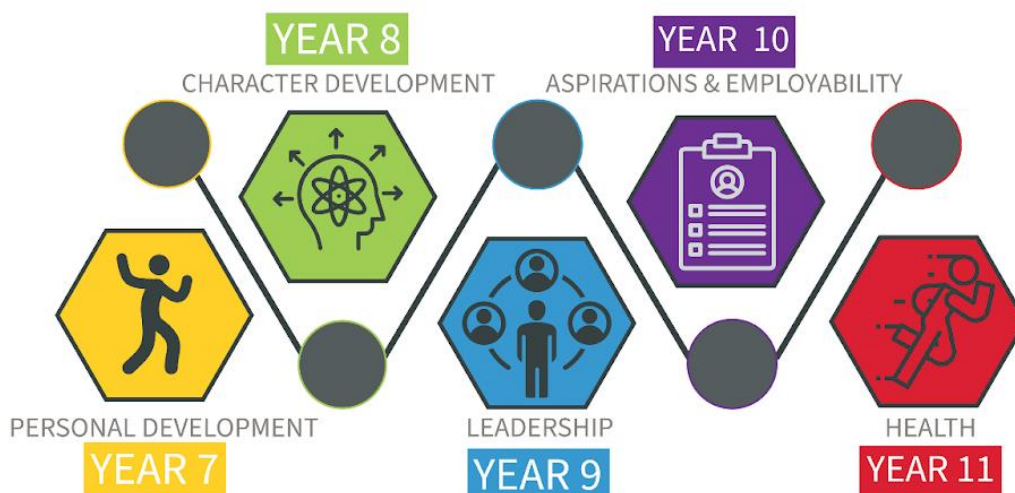


## HANDS



7	Decision Making - Tactics and Strategy	Communication	MOTOR COMPETENCE
8	Creativity and Problem Solving	Empathy and Emotional Intelligence	Precision / Control and Fluency
9	Knowledge of Health & the Human Body	Leadership	Skills and Technique
10	Analysis and Evaluation	Teamwork	Fitness
11	Responsibilities	Positive Behaviours	Health

**WE ARE DETERMINED. WE DON'T GIVE UP. WE ARE CURIOUS. WE SEEK OUT CHALLENGE. WE ARE KIND. WE PLAY WITH PASSION, INTEGRITY AND RESPECT.**



Activities include:

INVASION GAMES	NET / WALL GAMES	STRIKING AND FIELDING GAMES	ATHLETICS	GYMNASTICS	OAA	HEALTH, FITNESS AND LIFESTYLE	TARGET GAMES
RUGBY	BADMINTON	CRICKET	SPRINTS	FLOOR ROUTINES	ORIENTEERING	CIRCUITS	GOLF
NETBALL	TABLE TENNIS	ROUNDERS	MIDDLE DISTANCE	PARTNER WORK	TEAM CHALLENGES	HITT	FOOT GOLF
HOCKEY	TENNIS	SOFTBALL	JUMPS	APPARATUS	TOUGH MUDDER	DAILY MILE	LAWN BOWLS
FOOTBALL	VOLLEYBALL	DANISH LONGBALL	THROWS	RHYTHMIC	CAPTURE THE FLAG	COUCH TO 5K	VORTEX CHALLENGE
BASKETBALL	SHORT TENNIS	CRICKET ROUNDERS	RELAY		TEAM BUILDING	PILATES	
HANDBALL			HURDLES			FITNESS SUITE	
ULTIMATE FRIZBEE			CROSS COUNTRY			ROWING	

A wide range of physical activities and team sports are provided at lunchtime and after-school; students are encouraged to pursue their particular interests. Commitment to Extracurricular and school sport is celebrated with House colours and an exciting opportunity to be invited to 'Sports Awards Evening'.

At the end of each term Physical Education also sends out students of the term certificates, which are delivered by PE staff to pupils to say well done, positive phone calls home also happens throughout the terms.

The PE Faculty would like to also formally recognise and reward students who take part in Physical Activity and Sport outside of school. We have a Sports Honours Board; students are encouraged to apply for should they participate to a high standard outside of school

## Sport Science

OCR Level 2 Cambridge National in Sports Science

### What will you study as part of the qualification?

You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

The two mandatory units are:

#### **R180: Reducing the risk of sports injuries and dealing with common medical conditions.**

This is assessed by an exam. By completing this unit, you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. Topics include: Different factors which influence the risk and severity of injury, Warm up and cool down routines, Different types and causes of sports injuries. Reducing risk, treatment and rehabilitation of sports injuries and medical conditions. Causes, symptoms and treatment of medical conditions.

#### **R181: Applying the principles of training: fitness and how it affects skill performance**

This is assessed by a set assignment. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include: Components of fitness applied in sport Principles of training in sport • Organising and planning a fitness training programme Evaluate own performance in planning and delivery of a fitness training programme.

The two optional units are:

#### **R182: The body's response to physical activity and how technology informs.**

This is assessed by a set assignment. By completing this unit, you will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. You will also learn about relevant technology and how this assists us in measuring changes in these systems. Topics include: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities performance. The musculo-skeletal system and how the use of technology supports different types of sports and their movements on the Short-term effects of exercise on the cardiorespiratory and musculo-skeletal systems and the Long-term effects of exercise on the cardiorespiratory and musculo-skeletal systems.

#### **R183: Nutrition and sports performance**

This is assessed by a set assignment. By completing this unit, you will gain an understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer. Topics include Nutrients needed for a healthy, balanced nutrition plan. Applying different dietary requirements to varying types of sporting activity. Developing a balanced nutrition plan for a selected sporting activity and How nutritional behaviours can be managed to improve sports performance.

### **What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?**

You will be able to work with independence to create material which reflects effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities. You will apply knowledge, understanding and skills, identifying, selecting and using a range of sport Science

approaches commonly used in the workplace and in higher education. You will be able to produce work that is complete and coherent, demonstrating independence and understanding.

You will be able to:

- Recall, select and apply knowledge and understanding, using practical sporting examples
- Demonstrate knowledge and understanding of physical and psychological factors that affect performance and participation in sporting activities
- Identify, plan and carry out a range of activities and exercises to prepare for, and recover from, sporting activities
- Demonstrate awareness of how to meet specific needs when developing and delivering different sporting activity programmes
- Use some technical language and scientific terminology correctly
- Demonstrate evaluative skills.

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, AS and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor

## Physical Education – AQA GCSE

### Subject Content

<b>Content</b>	The human body and movement in physical activity and sport	Socio-cultural influences and well-being in physical activity and sport	Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed?</b>	Applied anatomy and physiology Movement analysis Physical training Use of data	Sports psychology Socio-cultural influences Health, fitness and well-being Use of data	Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity) Analysis and evaluation of performance to bring about improvements in one activity
<b>Course grading</b>	Written exam: 1 hour 15 minutes 78 marks 30% of GCSE	Written exam: 1 hour 15 minutes 78 marks 30% GCSE	Assessed by teachers Moderated by AQA 100 marks 40% of GCSE

#### *The human body and movement in physical activity and sport*

Written exam paper worth 30% of the course: The muscular and skeletal systems; The cardio-vascular and respiratory systems; Aerobic and Anaerobic exercise; The effects of exercise; The components of fitness, methods of training, principles of training, fitness testing; Training and injury prevention.

#### *Socio-cultural influences and well-being in physical activity and sport*

Written exam paper worth 30% of the course. Sports psychology; Goal setting and SMART targets; Information processing, guidance and feedback on performance; Mental preparation for performance; Social groups and engagement in physical activity and sport; Commercialisation, media, sponsorship and technology in physical activity and sport; Diet, health, fitness and well-being; Drugs and hooliganism in sport.

#### *Practical performance in physical activity and sport*

Non-exam assessment worth 40% of the course. For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

#### Relevance of the Subject/Career Opportunities if studied at a higher level

The course provides a route to Further Education awards such as A Levels and/or the new Diplomas, and to Higher Education in Physical Education, as well as potential careers in Sports Science, Recreational Employment, P.E. Teaching, Armed Forces, Physiotherapy, and Sports Centre employment.

#### Additional Information

Homework will be set regularly. This is an exceedingly enjoyable and varied course, but at the same time demanding of time and effort and requiring commitment. Students should be regular participants in a variety of sports and will probably contribute to school



teams and be a member of a local club.



## **Curriculum**

### Course details

In year 11 students continue to follow ASDAN's Personal Development Programme. The Personal Development Programme is designed to help learners develop and improve their key skills in the following areas:

- Teamwork;
- Learning;
- Coping with problems;
- Use of Maths;
- Use of English;
- Use of IT.

The Personal Development programme enables learners to increase their ability to be self-managers and independent learners. Students are able to recognise and develop the skills that will be invaluable when they enter the world of work and begin independent lives.

Students work towards completing the Bronze Award through the completion of project work which involves building a portfolio of evidence. Some students may complete the Silver or Gold Award.

### Areas of Study

Students complete a range of challenges in some of the following topics:

- Combined Studies
- Beliefs and Values
- Expressive Arts
- The Wider World
- Science and Technology
- World of Work
- Health and Survival
- Number Handling
- The Environment
- Home Management
- Sport and Leisure
- The Community
- Communication

### Assessment

Students will produce a portfolio of evidence that shows they have followed a 'Plan, Do, Review' cycle in all their work. The portfolio of evidence that learners produce is internally assessed and moderated, and then externally moderated by an ASDAN external moderator.

## **Personal, Social, Health and Economic Education (PSHE)**

### Course Details

In Year 11 all learners are able to develop their knowledge and understanding of Personal Wellbeing and Financial Capability through a one hour timetabled lesson.

### Areas of Study

There are 3 broad areas of study – ‘Sex and Relationship Education’, ‘Health and Well-Being’ and ‘Living in the Wider World’.

Content that is covered in Key Stage 4 includes

#### Health and well being

- Drugs, alcohol and tobacco
- Healthy mind and body
- Exam stress
- Pregnancy choices
- Radicalisation

#### Relationships

- Child on child abuse
- Harassment
- Sexual health

#### Living in wider world

- Financial choices
- Digital literacy
- Next steps
- Careers

The content is suited to each year group within Key Stage 4 and is delivered by Heads of House so that students are able to work with a member of staff who knows them well and who can lead them effectively through planning their next steps post 16.

Research and career development plans are based around opportunities for research and planning, particularly around preparation for 6<sup>th</sup> form or college applications. Learners are given support and guidance in their preparation for their 6<sup>th</sup> form, college or apprenticeship interviews through activities that help to hone the ‘soft’ skills that employers are looking for.

In addition to the 3 areas of study, learners will improve their learning profile as they work towards becoming a more successful learner, developing skills in revision, memorising, planning time effectively and preparing for controlled assessments.