



St Katherine's School

Year 11 Curriculum Guide

Maths

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

Term	Working Towards	Crossover	Working Above
Week 1	Baseline GL assessment	Baseline GL assessment	Baseline GL assessment
1	Unit 1 - Number, powers, roots, decimals and rounding to 10, 100, 1000 Unit 2 - Fractions & Percentages	Unit 1 - Frequency trees, Venn diagrams, best value, exchange rates Unit 2 - Rounding, error intervals, estimation Unit 3 - Percentages and Fractions	Unit 1 - Recurring fractions, fractional/negative indices, product rule, bounds & surds Unit 2 - Expanding, factorising, rearranging equations and sequences
2	Unit 3 - Tables & charts, questionnaires, pictograms, line graphs, bar charts, stem & leaf	Unit 4 - Ratio and recipes Unit 5 - Standard form, Index laws, algebraic manipulation Unit 6 - Probability	Unit 3 - Coordinate geometry Unit 4 - Surface area & volume Unit 5 - Transformations Unit 6 - Quadratics (including the formula and iteration)
3	Unit 4 - Measurement & units, circles, 2D shapes, Symmetry, Simple constructions Unit 5 - Perimeter and area, angles, 3D forms	Unit 7 - Inequalities, straight line graphs, quadratics & cubics Unit 8 - Real life graphs, compounds measures	Unit 7 - Simultaneous equations Unit 8 - Conditional probability Unit 9 - Direct & Inverse Proportion Unit 10 - Similarity in 2D & 3D
4	Unit 6 - Algebraic notation and simplifying, expressions, substituting into formulae	Unit 9 - Pie charts, constructions and circles Unit 10 - Transformations	Unit 11 - Graphs of trig functions, further trigonometry Unit 12 - Sampling, cumulative frequency, box plots, histograms Unit 13 - Graphs of circles, cubes & quadratics, gradient and area under curve Unit 14 - Circles & circle theorems
5	Unit 7 - Probability scale and theoretical probability Revision & Preparation for GCSE Exams	Unit 11 - Sequences, vectors and angles Revision & Preparation for GCSE Exams	Unit 15 - algebraic fractions & proof Unit 16 - Functions & Vectors Revision & Preparation for GCSE Exams
6	Revision & Preparation for GCSE Exams	Revision & Preparation for GCSE Exams	Revision & Preparation for GCSE Exams

Assessment

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

English

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

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

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

Assessment

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

Science

Triple Science AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none">• B10 Human nervous system• B11 Hormonal coordination	<ul style="list-style-type: none">• C6 Electrolysis• Test• C7 Energy changes• C8 Rates and equilibrium• Test• Polymers	<ul style="list-style-type: none">• P8 Forces in balance• P9 Motion• P10 Forces and motion• P11 Forces and pressure
2	<ul style="list-style-type: none">• B12 Homeostasis• Test• B13 Reproduction• Mock exams	<ul style="list-style-type: none">• C9 Crude oil and fuels• C10 Organic reactions• C11 Polymers• Test• Mock exams	<ul style="list-style-type: none">• Test• P12 Wave properties• Mock exams• P13 Electromagnetic waves
3	<ul style="list-style-type: none">• B14 Variation and evolution• B15 Genetics and evolution• Test	<ul style="list-style-type: none">• C12 Chemical analysis• C13 The Earth's atmosphere	<ul style="list-style-type: none">• P14 Light• Test• P15 Electromagnetism• Test• P16 Space• Test
4	<ul style="list-style-type: none">• Mock exams• B16 Adaptations, interdependence and competition• B17 Organising on ecosystem• B16 Biodiversity and ecosystems• Test	<ul style="list-style-type: none">• Mock exams• C14 The Earth's resources• C15 Using our resources• Test	<ul style="list-style-type: none">• Revision• Test• Mock exams
5	<ul style="list-style-type: none">• Mock exams• Revision• Final Exams		

You can find links and suggestions to support your child with their triple science assessments [here](#).

Assessment

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

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

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

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

Combined Science – Trilogy AQA

Term	Biology	Chemistry	Physics
1	<ul style="list-style-type: none"> • B8 Photosynthesis • B9 Respiration • Test • B10 The human nervous system • B11 Hormonal coordination • Test 	<ul style="list-style-type: none"> • C6 Electrolysis • Test • C7 Energy changes • C8 Rates and equilibrium • Test 	<ul style="list-style-type: none"> • P9 Motion • P10 Forces and motion • Test
2	<ul style="list-style-type: none"> • B13 Reproduction • B14 Variation and evolution • Mock exams 	<ul style="list-style-type: none"> • C9 Crude oil and fuels • Mock exams 	<ul style="list-style-type: none"> • P12 Wave properties • P13 Electromagnetic waves • Mock exams
3	<ul style="list-style-type: none"> • B15 Genetics and evolution • Test • B16 Adaptations, inheritance and competition 	<ul style="list-style-type: none"> • C12 Chemical analysis • C13 The Earth's atmosphere • C14 The Earth's resources 	<ul style="list-style-type: none"> • P15 Electromagnetism • Test
4	<ul style="list-style-type: none"> • Mock exams • B17 Organising an ecosystem • B18 Biodiversity and ecosystems • Test 	<ul style="list-style-type: none"> • Mock exams • Revision 	<ul style="list-style-type: none"> • Mock exams • Revision
5	<ul style="list-style-type: none"> • Mock exams • Revision • Final Exams 		

You can find links and suggestions to support your child with their combined science assessments [here](#).

Assessment

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

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

Design, Art & Technology

Art

Project 1 – Natural Forms

Project 2 – Personal Project

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

- Observational drawing (Externally set assignment Terms 3,4,5)
- Artist research (Externally set assignment Terms 3,4,5)
- Development of personal ideas (Term 1 and externally set assignment Terms 3,4,5)
- A final outcome (Term 2 and externally set assignment Terms 3,4,5)

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

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

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

Assessment

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

Engineering Design

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R106 coursework task - In depth product analysis			Using feedback on coursework elements to improve grades before final submission		Revision for unit R105 final retakes
Unit R105 deepening of theory knowledge		Revision for unit R105 retake	Unit R105 deepening of theory knowledge		

Assessment

Subject		Engineering	
Assessment type	Frequency	Control	Weighting
Written exam questions	Fortnightly	High	25%
Coursework	Fortnightly	Medium	75%

Food Preparation and Nutrition

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

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

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

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

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

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

Assessment

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

Hospitality

Unit 2 Hospitality and Catering in Action

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

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

To support your child you could:

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

Assessment

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

Photography

1a) Experimental Project – Shutter Speed, Portrait, Patterns & Texture, Surrealism

1b) ELP (extended learning project) – Natural Form or Identity

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

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

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

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

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

Assessment

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

Business

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

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

Year 11 Programme of study

Term 1	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.
Term 2	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.
Term 3	2.3 Making product decisions This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
Term 4	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.
Term 5	2.5 Making people 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
Term 6	Revision/Yr 11 Exam window

Assessment

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

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

How can I support my child's learning?

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

Computing

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

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

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

Assessment

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

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

How can I support my child's learning?

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

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

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

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

Humanities

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

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

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

Assessment

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

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

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

French

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

Assessment

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

Spanish

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

Assessment

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

Performing Arts

Performing Arts

Assessment: students will perform a devised piece of theatre completing supporting coursework. Students will then perform a scripted piece of theatre to an external assessor. The written exam is split between set texts and a

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

Term	Topic
1	Component 2 examination. Developing Skills and Techniques in the Performing Arts. Workshop based sessions. Student led. A variety of dances and choreography based on previous learning in C1. Building on prior knowledge and developing core skills to be a triple threat musical theatre performer.
2	Component 2 completion. Controlled assessment performed to live audience including online logbook and SMART targets reflecting on your creativity, rehearsal process and performance outcomes.
3	Component 3 external assessment. Task released by the exam board at the end of January. Students are given assessment window for completion.
4	Component 3 external assessment. Performing to a Brief 40 hours prep time 8 hours assessment time. produce 10-15 min performances groups of 3-7 including solos, small groups and large group work.
5	Examination Performance C3 Workshop style performance per group. External assessment with 3 part written element; controlled assessment in computer rooms.
6	Revision time for other exams.

Assessment

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

Music

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

Assessment

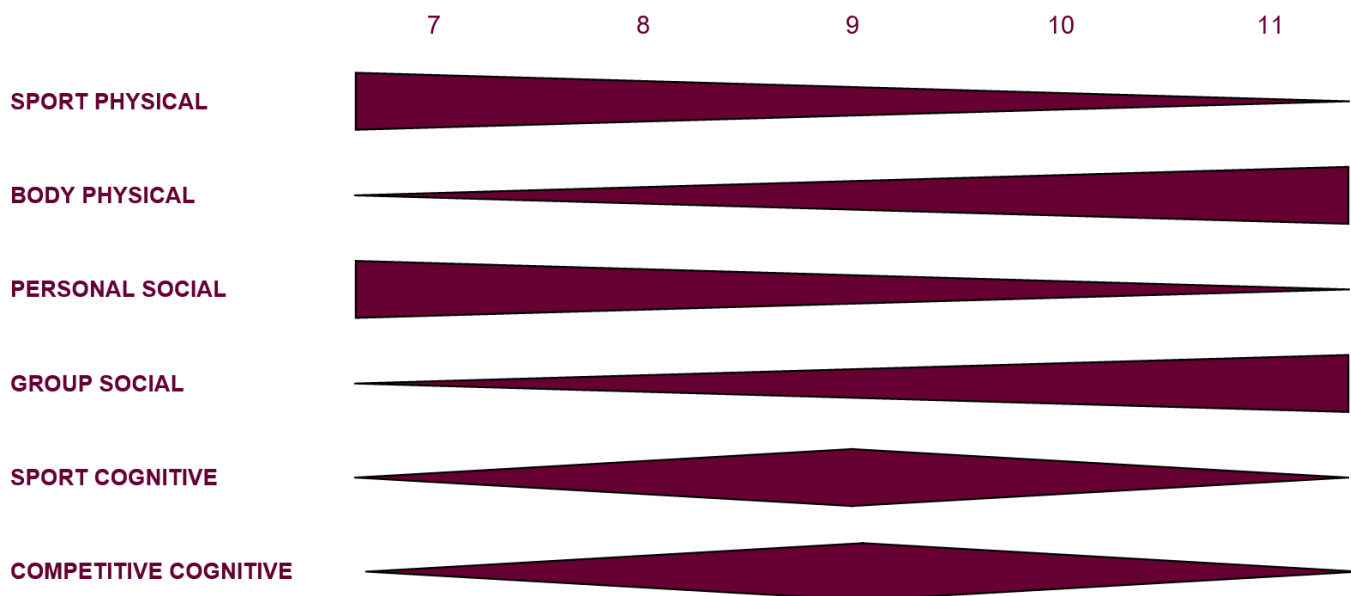
Subject		Music	
Assessment type	Frequency	Control	Weighting
Solo performance	Annual	High	15%
Ensemble performance	Annual	High	15%
Free composition	Annual	Medium	15%
Composition to a brief	Annual	Medium	15%
Mock listening exam	Annual	High	40%

Physical Education

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

What will PE lessons focus on?

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



What activities will be covered?

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

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

Map	AUTUMN TERM				SPRING TERM				
	Term 1		Term 2		Term 3		Term 4		
	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8	
YEAR 11	BOYS	Football	Rugby	Football	Football	* OPEN	* OPEN	* OPEN	* OPEN
		Basketball	Fitness	Basketball	Minor Games	* OPEN	* OPEN	* OPEN	* OPEN
	GIRLS	Netball	Hockey	Netball	Netball	* OPEN	* OPEN	* OPEN	* OPEN
		Fitness	Rackets	Minor Games	Basketball	* OPEN	* OPEN	* OPEN	* OPEN

What else is on offer?

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

Examination Physical Education

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

What will students study in examination PE?

At Key Stage 4 we follow the Pearson BTEC First Award in Sport and the AQA 9-1 GCSE in Physical Education.

In Year 11 students will study the following:

BTEC Sport	GCSE PE
<p>September - February: Leadership Attributes of successful sports leadership Planning a sports activity session Leading a sports activity session Reviewing a sports activity session</p> <p>February - June: Principles of Personal Training Planning a training programme The body systems and how they respond to training Completing a training programme Reviewing a training programme</p>	<p>Health and fitness Fitness testing and training Exercise intensity and injury prevention Training sessions Participation in sport The media, sport and sponsorship Technology Performance enhancing drugs Behaviour of performers and spectators</p> <p>Ongoing practical assessment Practical performance analysis coursework</p>

Assessment

Subject: Physical Education			
Assessment type	Frequency	Control	Weighting
End of block practical assessments	6	High - in class	100%

Subject: Examination Physical Education		BTEC Sport	
Assessment type	Frequency	Control	Weighting
Exam	1 unit	External exam	25%
Coursework	3 units	Internal coursework	75%

Subject: Examination Physical Education		GCSE PE	
Assessment type	Frequency	Control	Weighting
Exam	2	External exam	60%
Practical Performance	3 sports	Practical assessment	30%
Practical coursework	1	Medium control	10%