

**YEAR 11 ASSESSMENTS 2021-2022**

<b>SUBJECT</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
CHILD DEVELOPMENT	<p><b><u>Understand How to Recognise, Manage &amp; Prevent Childhood Illnesses (EXAM CONTENT):</u></b>                      Immunity and vaccines.                      Recognising and treating childhood ailments and diseases.                      Diet related illnesses.                      The needs of an ill child.                      Preparing a child for a stay in hospital.</p> <p>Students will then be tested on these topics, 1 hour paper; mixture of multiple choice to short and long answer questions.</p> <p><b><u>Revision of previous topics ready for GCSE exam.</u></b></p> <p><b><u>R019 – LO4 – Be Able to Investigate &amp; Develop Feeding Solutions for Children from Birth to Five Years (COURSEWORK):</u></b>                      Students will create a report looking at breast feeding, bottle feeding and combination feeding, and deciding which would be the best one to select for a mother returning to work.</p> <p><b><u>RO20 – LO1 – Understand the Physical, Intellectual and Social</u></b></p>	<p><b><u>GCSE Exam – Wednesday 12th January 2022 (AM – 1h 15mins)</u></b></p> <p><b><u>R020 – LO2 – Understand the Benefits of Learning Through Play (COURSEWORK):</u></b>                      Students will design and present a PowerPoint advising volunteers on the types of play available and their benefits.</p> <p><b><u>R020 – LO3 – Be Able to Plan Different Play Activities (COURSEWORK):</u></b>                      Students will design two play activities to carry out with a child of their choice aged 3-5 years.</p>	<p><b><u>R020 – LO4 – Be Able to Carry Out &amp; Evaluate Different Play Activities:</u></b>                      Students will carry out the play activities they planned in LO3 and evaluate them.</p>

	<p><b><u>Developmental Norms from Birth to Five Years (COURSEWORK):</u></b> Students will complete a booklet for volunteers at a creche advising them on the different developmental milestones.</p>		
CITIZENSHIP	<p><b>Exam Structure</b></p> <p>Two in class mock exams 50 min each based on Paper 1</p> <p><b>Test 1</b> <b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Includes your Active Citizenship Project</li> <li>• Life in Modern Britain: Making a difference in society</li> <li>• Rights and Responsibility: Bringing about change in the legal system</li> <li>• Politics and Participation: Bringing about Political Change</li> </ul> <p><b>Test 2</b></p> <p><b>Life in Modern Britain</b></p> <ul style="list-style-type: none"> <li>• Principles and values</li> <li>• Identity</li> <li>• The media and the free press</li> <li>• The UK's role in key international organisations</li> </ul>	<p><b>Exam structure</b></p> <p>Two full mock exams under full exam conditions.</p> <p><b>Paper 1 - 1 h 45</b></p> <p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Includes your Active Citizenship Project</li> <li>• Life in Modern Britain: Making a difference in society</li> <li>• Rights and Responsibility: Bringing about change in the legal system</li> <li>• Politics and Participation: Bringing about Political Change</li> </ul> <p><b>Politics and Participation</b></p> <ul style="list-style-type: none"> <li>• Political Power in the UK</li> <li>• Local and devolved government</li> <li>• Where does political power reside?</li> </ul>	<p><b>External Examinations</b></p>

	<p><b>Revision Materials</b></p> <ul style="list-style-type: none"> <li>• Your exercise books</li> <li>• Your notes about your Citizenship project</li> <li>• AQA Citizenship Revision Guide</li> <li>• The knowledge organiser</li> <li>• GCSE Citizenship revision checklist which you can access <a href="#">here</a></li> <li>• GCSE Citizenship Knowledge Organisers which can be accessed <a href="#">here</a></li> <li>• End of chapter exam question practise and review question which can be found in your textbook</li> </ul> <p>You can find SAMPLE ASSESSMENT MATERIALS on the AQA website which you can access <a href="#">here</a></p>	<ul style="list-style-type: none"> <li>• How do others govern themselves?</li> </ul> <p><b>Paper 2 - 1 h 45 min</b> <b>Life in Modern Britain</b></p> <ul style="list-style-type: none"> <li>• Principles and values</li> <li>• Identity</li> <li>• The media and the free press</li> <li>• The UK's role in key international organisations</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Laws in contemporary society</li> <li>• Rights and responsibilities within the legal system</li> <li>• How laws protect the citizen and deals with criminals</li> <li>• Universal human rights</li> </ul> <p><b>Revision Materials</b></p> <ul style="list-style-type: none"> <li>• Your exercise books</li> <li>• Your notes about your Citizenship project</li> <li>• AQA Citizenship Revision Guide</li> <li>• The knowledge organiser</li> <li>• GCSE Citizenship revision checklist which you can access <a href="#">here</a></li> </ul>	
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COMPUTER SCIENCE	<p>All topics to be assessed via 2 mock style papers.</p> <p><b>Paper 1</b> covering topics:  Fundamentals of algorithms  Programming  Fundamentals of data representation</p> <p><b>Paper 2</b> covering topics:  Computer systems  Fundamentals of computer networks  Fundamentals of cyber security  Impacts of Digital Technology</p>	<p>All topics to be again assessed via 2 mock style papers.</p> <p><b>Paper 1</b> covering topics:  Fundamentals of algorithms  Programming  Fundamentals of data representation</p> <p><b>Paper 2</b> covering topics:  Computer systems  Fundamentals of computer networks  Fundamentals of cyber security  Impacts of Digital Technology</p>	
DANCE	<p><b>Practical</b>  The remaining practical assessments are: performance duet/trio = 22% and choreography = 30%.  The next practical assessment is a <b>summative filming of the performance in a duet/trio</b> at the end of term 2.</p>	<p><b>Practical</b>  The remaining practical assessment is your choreography = 30%.</p> <p>In term 3 there will be a practical assessment of the <b>choreography mock</b>. In term 4 there will be the <b>summative filming of the choreography</b>. This will mean that all</p>	<p><b>Written Learning/Assessment</b>  AQA Dance mocks to work through in lessons but not assessed officially. Papers used for practice and revision purposes.</p> <p>Topics: Choreography (RADS)  Performance skills (TEMP) and Safe Practice. Full dance anthology (6 professional works)</p>

	<p>Ongoing observation/assessment of choreography skills will begin in line with unit 1's choreography task.</p> <p><b>Written</b> Students will sit an end of term test on key performance skills and choreography in term 2. For section A questions will be based on a hypothetical choreography. For section B of the exam you will need to be able to answer 6 mark reflective questions on your demonstration of performance skills.</p>	<p>practical work has been fully completed.</p> <p><b>Written Assessment</b> 1-1.5hour AQA Dance mock which includes a mixture of short and extended questions. Topics in the exam will be: Section A-B: Choreography (RADS) Performance skills (TEMP) and Safe Practice. Section C: Full dance anthology (6 professional works)</p> <p>You will be expected to be able to recall key dance terms from all RADS and TEMP. You will be expected to be able to reflect on your performance skills in the studio for section B. You will need to be confident in recalling key features of the 6 works (lighting, costume, set etc) You should be able to compare and contrast between them.</p>	<p><b>Final GCSE Paper sat in May</b></p>
DESIGN TECHNOLOGY	<p>Drawing techniques as starter for lesson.</p> <ul style="list-style-type: none"> <li>• 1 point, 2 point and Isometric</li> <li>• Start NEA coursework</li> <li>• Analysis of Contextual Challenge</li> <li>• Solving A problem</li> <li>• Brief</li> <li>• Specification</li> </ul>	<p>Continue with testing for starter</p> <ul style="list-style-type: none"> <li>• Section 2 and 3 of exam paper</li> <li>• Continue with NEA coursework</li> <li>• Initial Ideas</li> <li>• Modelling</li> <li>• CAD</li> <li>• Laser cutting and 3D Printing</li> <li>• Evaluation</li> </ul>	<p>NEA coursework is complete Mini tasks for exam revision. Materials Tools/Equipment Process Ergonomics/ Anthropometric Data The Work of other Designers Exam techniques, key words, extended answers</p>

	<ul style="list-style-type: none"> <li>• Multiple choice testing</li> <li>• Mock paper testing</li> </ul>	<ul style="list-style-type: none"> <li>• Revise for written exam paper</li> </ul>	
DRAMA	<p><b>Area of study 2: <u>Live Theatre</u></b></p> <p>Focus on the plot and characters</p> <ul style="list-style-type: none"> <li>• specific features or hallmarks of the style/genre of the production</li> <li>• the context of the play/production.</li> <li>• how the play has been interpreted in the production seen and what messages the company might be trying to communicate</li> <li>• the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers</li> <li>• the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design.</li> </ul> <p>(32 mark question) Live Theatre Mock</p>	<p><b>Component 3: <u>Text in Practice</u></b> (Practical) Performance of two extracts from one play (students may contribute as performer or designer)</p> <p>Students will be assessed on the following:</p> <ul style="list-style-type: none"> <li>• the overall contribution to performance made by their performance or design</li> <li>• the range of theatrical skills demonstrated in their performance or design</li> <li>• the effectiveness with which they deploy their performance or design skills</li> <li>• the appropriateness of their interpretation to the play as a whole, as evidenced through their performance or design</li> <li>• the sensitivity to the context of the play they display through their performance or design</li> <li>• their success in achieving their artistic intent, as evidenced by their performance or design when considered against their Statement of Dramatic Intentions.</li> </ul>	<p><b>- Component 1: Understanding Drama</b></p> <p>Set Text:</p> <ul style="list-style-type: none"> <li>• Costume (4 mark question)</li> <li>• Directing a line of text - vocal and physical skills (8 mark question)</li> <li>• Directing a section of the play (12 mark question)</li> <li>• Directing a short extract of the play (12 mark question)</li> <li>• Further direction of the section, linking to other moments in the play. (20 mark question)</li> </ul> <p>Set Text Mock</p> <p><b>Area of study 2: <u>Live Theatre</u></b></p> <p>Focus on the plot and characters</p> <ul style="list-style-type: none"> <li>• specific features or hallmarks of the style/genre of the production</li> <li>• the context of the play/production.</li> <li>• how the play has been interpreted in the production seen and what messages the company might be trying to communicate</li> </ul>

		<p>(40 mark performance) External exam</p> <p><b>Component 1: Understanding Drama</b> Set Text:</p> <ul style="list-style-type: none"> <li>• Costume (4 mark question)</li> <li>• Directing a line of text - vocal and physical skills (8 mark question)</li> <li>• Directing a section of the play (12 mark question)</li> <li>• Directing a short extract of the play (12 mark question)</li> <li>• Further direction of the section, linking to other moments in the play. (20 mark question)</li> </ul> <p>Set Text Mock</p>	<ul style="list-style-type: none"> <li>• the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers</li> <li>• the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design. (32 mark question)</li> </ul> <p>Live Theatre Mock</p>
FINE ART	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment – paper released by the exam board in January. This is 40% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment producing an outcome over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>
FOOD PREPARATION AND NUTRITION	<p>Assessment Task 1: Food investigation (30 marks) tests students' understanding of the working characteristics, functional and chemical properties of ingredients.</p>	<p>Assessment NEA 2: Externally set Food preparation Task: Students produce an electronic portfolio including photographic evidence of their dishes. The task examines the</p>	<p>Examination paper – Written exam 1 hour 45 minutes 100 marks 50% of GCSE</p>

	<p>How it's assessed Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.</p> <p>15% of total grade</p>	<p>students' knowledge and skills and tests their practical application of planning, preparation, cooking and presentation of food in a 3 hour practical examination</p> <p>35% of total grade</p>	<p>Subject knowledge covers:- Food, nutrition and health Food science Food safety Food choice Food provenance</p>
ENGLISH	<p><b>Literature:</b> Students will be starting the Autumn term embarking on the study of their Shakespeare play, 'The Tragedy of Macbeth'. This text will be assessed in entirety as it would appear in the final GCSE examination; this assessment will take place during the week starting 9<sup>th</sup> November, allowing an initial 9 weeks to cover it. Thereafter they will be reviewing some of the poems from the anthology and preparing the Unseen Poetry element of their GCSE examination; they will also be reviewing their assessments on the Shakespeare, addressing issues which arose. Assessment: 1 hour; question 1 (20 minutes) an extract based question, /15 marks; question 2 (40 minutes) a whole play based question, /25 marks.</p> <p><b>Language:</b> Students will be starting the Autumn term continuing on the study of both</p>	<p><b>Literature:</b> Students will have covered all examination texts by this point and will have previously been assessed on them. Therefore, they will be using the Spring term to be reviewing texts, filling any knowledge gaps and preparing for examinations. They will be assessed on all Literature texts (including those covered in Year 10: Pre 20<sup>th</sup> Century Prose, 20<sup>th</sup> Century Drama, Poetry Anthology, Unseen Poetry and Macbeth) in entirety as they would appear in the final GCSE examination; these assessments will take place during the week starting 22<sup>nd</sup> February; this will allow for an additional 9 weeks after assessment for further review before examination leave. Assessments: Component 1. Shakespeare - 1 hour; question 1 (20 minutes) an extract based question, /15 marks; question 2 (40 minutes) a whole play based</p>	<p><b>Literature:</b> GCSE Examination. <b>Language:</b> GCSE Examination</p>



	<p>Components 1 and 2. These components will be both delivered and assessed according to student need and in response to previous assessment; this might, for example, indicate that particular questions or sections need specific focus; assessments will take place during the week starting 9<sup>th</sup> November, allowing an initial 9 weeks to review and cover approaches.</p> <p>Assessment: Component 1: 1 hour 45 minutes; both Sections A (comprehension on a piece of 20<sup>th</sup> Century Literature), /40 and B (Creative Writing Prose), /40. Component 2: 2 hours, Section A (comprehension comparing 19<sup>th</sup> and 21<sup>st</sup> non-fiction texts), /40 and B (Transactional/Persuasive Writing), /40. [or elements thereof].</p>	<p>question, /25 marks. Poetry anthology 1 hour; a question on one named poem /15; a question comparing this poem to another of the student's choice /25.</p> <p>Component 2. Post 1914 Drama: 45 minutes; an extract based question which the student should demonstrate their knowledge of the whole play; /40 marks. 19<sup>th</sup> Century Prose: 45 minutes; an extract based question which the student should demonstrate their knowledge of the whole novel, including context; /40 marks. Unseen Poetry: 1 hour; a question on one poem /15; a question comparing this poem to another /25.</p> <p><b>Language:</b> Students will be continuing the Spring term continuing on the study of both Components 1 and 2. These components will be both delivered and assessed according to student need and in response to previous assessment; this might, for example, indicate that particular questions or sections need specific focus; assessments will take place during the week starting 22<sup>nd</sup> February. It 'should' be that these assessments are both Components in full.</p> <p>Assessment:</p>	
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		Component 1: 1 hour 45 minutes; both Sections A (comprehension on a piece of 20 <sup>th</sup> Century Literature), /40 and B (Creative Writing Prose), /40. Component 2: 2 hours, Section A (comprehension comparing 19 <sup>th</sup> and 21 <sup>st</sup> non-fiction texts), /40 and B (Transactional/Persuasive Writing), /40.	
FRENCH	<i>Bon travail!</i> Work and future aspirations  Assessments in Reading and Listening	<i>Un œil sur le monde</i> Protecting the environment  Assessments in Listening, Speaking Reading and Writing	Students sit their final examinations in May
GEOGRAPHY	Topic- Mixed paper <u>Content to be covered in the exam</u> Resource management <ul style="list-style-type: none"> <li>• The global distribution of resources</li> <li>• Provision of food in the UK</li> <li>• Provision of water in the UK</li> <li>• Provision of energy in the UK</li> <li>• Global food supply</li> <li>• Impacts of food insecurity</li> <li>• How can food supply be increased?</li> <li>• Indus Basin Irrigation System</li> <li>• What is sustainable food supply?</li> <li>• Examples of sustainable food supply</li> </ul> Coasts	Topic- Complete physical paper <u>Content that will be covered in the exam:</u> <ul style="list-style-type: none"> <li>• The challenge of natural hazards (Tectonic hazards, weather hazards and climate change)</li> <li>• The living world (Ecosystems, Tropical rainforests and Cold Environments)</li> <li>• Physical landscapes in the UK (Coastal landscapes in the UK, River landscapes in the UK)</li> </ul> <u>Exam Structure</u> Students will have a 1 hour 30 minutes exam which will include a range of questions including short and long answer questions	Students will be completing external examinations

	<ul style="list-style-type: none"> <li>• Waves types and their characteristics</li> <li>• Weathering and mass movement</li> <li>• Coastal erosional processes and landforms</li> <li>• Coastal depositional processes and landforms</li> <li>• Coastal management soft and hard engineering</li> </ul> <p><u>Exam structure</u> Students will have a 40-minute exam which will include a range of questions including multiple choice and long answer questions</p>		
GRAPHICS	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment – paper released by the exam board in January. This is 40% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment producing an outcome over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>
ICT	<p>Pre–production skills Theory Examination consisting of 60 marks. Coverage - It will link to all the Pre-Production documents learnt about. They will need to know the purpose of the document and the content. They will also need to be able</p>	<p>No Examination – Students will be completing coursework throughout this term. The coursework will be assessed and a mark awarded.</p>	<p>No Examination – Students will be completing coursework throughout this term. The coursework will be assessed and a mark awarded. *Some students will be resitting the examination from January – they will be asked to complete mock examinations questions throughout this term to work on developing</p>

	to develop the different types of document.		answers. However no mock examination will be sat in this term.
HAIR AND BEAUTY	<p>Full mock to cover the entire syllabus. 60 minute assessment which will be short answer questions.</p> <p>Two of these are likely to be taken one in the Winter term.</p>	No Examination – Students will be completing the actual exam in March a retake is possible in June if a student fails.	No Examination – Students will be completing the synoptic assessment to be uploaded the beginning of May.
HISTORY	<p><b>Late October</b>  <b>TOPIC</b> – Medicine through time and the British Sector of the Western Front 1914- 1918.  <b>STRUCTURE</b> - 3 questions.  4 marks – Describe the key features of something or someone  8 mark – Source utility.  12 marks – Explain why...  <b>TOTAL MARKS: 24</b>  <b>TIME: 36 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>Access arrangements will be provided in lesson where possible.</p> <p><b>Later December</b>  <b>TOPIC</b> – Weimar and Nazi Germany, 1918-1939 <b>STRUCTURE</b> - 3 questions.  4 marks – Inference  8 mark – Source utility.</p>	<p><b>Late January</b>  <b>TOPIC</b> – Henry VIII and his ministers, 1509-1540  <b>STRUCTURE</b> - 3 questions.  4 marks – Describe the key features of something or someone  12 marks – Explain why...  16 mark – How far do you agree with a statement...  <b>TOTAL MARKS: 32</b>  <b>TIME: 48 minutes</b>  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>Access arrangements will be provided in lesson where possible.</p> <p><b>February mock weeks</b>  Full papers for all units of study for the 2022 exam series.  TBC when the documentation has been finalised.</p>	N/A - Revision for summer series. There will be short questions set for students in class which they will know about in advance for revision.

	<p>16 marks – How far do you agree with an interpretation...</p> <p><b>TOTAL MARKS: 28</b></p> <p><b>TIME: 42 minutes</b></p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The online text book</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>Access arrangements will be provided in lesson where possible.</p>		
MATHEMATICS	<p>A range of topics from Algebra Probability Geometry shape and space Number Assessment will be through mock GCSE Exam paper</p>	<p>A range of topics from all areas of maths with past papers informing gap analysis.</p>	
MEDIA STUDIES	<p><b>Component One Section B:</b> Video Games Introduction &amp; overview of <b>FORTNITE</b> (AO1) <b>Component Two Section B:</b> <i>Music video &amp; online media</i> (Taylor Swift/Pharrell Williams)– ML &amp; rep (<i>gender &amp; ethnicity</i>) (AO2) <b>Analysis</b> of older music video (<b>Duran Duran</b>) (AO2) <b>Component One Section B:</b> Radio Industry &amp; <b>The Archers</b></p>	<p><b>Component One Section A: Newspapers (All AOs)- ‘The Sun’ &amp; ‘The Guardian’:</b> Historical ‘styles’: Broadsheets &amp; Tabloids –Features/purposes • Key features • News Values • Hard &amp; Soft News (ranking) • Websites – Key features &amp; purposes/benefits • Enews – social media &amp; digital convergence • Semiotic analysis: Denotation &amp; connotation (theoretical) • Genre, Values &amp; Narrative, Intertextuality &amp; meaning Adverts, funding &amp; Regulation <b>REVISION OF YEAR 10 UNITS</b></p>	<p><b>REVISION OF YEAR 10 UNITS &amp; MOCKS:</b></p> <ul style="list-style-type: none"> <li>• ‘Quality Street’ &amp; ‘This Girl Can’ print ads.</li> <li>• ‘GQ’ &amp; ‘Pride’ magazine</li> <li>• Bond movie posters</li> <li>• Film Industry- Bond</li> <li>• TV Crime Drama (Luther &amp; The Sweeney)</li> </ul> <p><b>REVISION OF YEAR 11 UNITS</b></p> <ul style="list-style-type: none"> <li>• Video games</li> <li>• Radio</li> <li>• Newspapers</li> </ul>
MUSIC	<b>Set Works (40% of final mark)</b>	<b>Performance (30% of final mark)</b>	<b>Set Works (40% of final mark)</b>

	<p>Students will consolidate their understanding of all the set works, and will increasingly prepare for the types of question they will face in the final written exam. They will continue to develop their ability to write successful long-answer questions using key musical terminology. They will sit mock exams in Year 11 to give them a clear understanding of any gaps in their knowledge.</p> <p><b><u>Performance (30% of final mark)</u></b>  Year 11's will continue to practice performing in front of their peers, and take part in school shows, concerts and events, performing on their solo instrument, as preparation for their final, assessed GCSE performance which takes place in the second half of the academic year.</p> <p><b><u>Composition (30% of final mark)</u></b>  Students will complete their two compositions: one in response to a brief set by the exam board, and one in a style of their choosing. These will be completed under supervised conditions and with plenty of guidance. Students will write a short overview of their compositions to accompany the recordings of their works.</p> <p><b>Resources to help students prepare and revise</b></p>	<p>Year 11's will continue to practice performing in front of their peers, and take part in school shows, concerts and events, performing on their solo instrument, as preparation for their final, assessed GCSE performance which takes place in the second half of the academic year.</p> <p><b>MOCK EXAM:</b> Students will sit a 1 hour 45 minute mock listening exam paper in preparation for the summer on the 8 set works and unfamiliar listening</p>	<p>Final preparation and mock assessments in class for written exam.</p> <p><b><u>(No more performance)</u></b></p> <p><b><u>(No more composition)</u></b></p> <p><b>Resources to help students prepare and revise</b>  BBC BiteSize has a full range of resources for GCSE music. Edexcel Music GCSE textbooks (9-1). Edexcel Music Anthology (9-1).</p>
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	<p>Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 11 students will be expected to take part in extra-curricular music clubs, and to have one-to-one instrumental lessons, either in or out of school. BBC BiteSize has a full range of resources for GCSE music. Edexcel Music GCSE textbooks (9-1). Edexcel Music Anthology (9-1).</p> <p>Students will be encouraged to go and see the musical <i>Wicked</i> – one of the works they study at GCSE – towards the end of the year with other GCSE students.</p>		
PHOTOGRAPHY	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment – paper released by the exam board in January. This is 40% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment producing an outcome over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>
PE	<p>1 hour exam-Past paper Components of fitness Methods of training</p>	<p>1 hour exam- Plus practical exam Participation</p>	N/A

	<p>Muscular system Skeletal system Short and long term effects of exercise Training zones Levers Planes and axes Diet and hydration Health active lifestyle Interpreting data</p>	<p>Provision Performance</p>	
PSYCHOLOGY	<p><b><u>LANGUAGE, THOUGHT &amp; COMMUNICATION</u></b> <b><i>Language &amp; Thought:</i></b></p> <ul style="list-style-type: none"> <li>• Explain &amp; Evaluate <b>Piaget’s theory</b> of thought coming before language</li> <li>• Explain &amp; Evaluate <b>The Sapir-Whorf Hypothesis</b> – strong &amp; weak versions</li> <li>• Be able to use cultural studies to show how language &amp; thought shape our view of the world: The Hopi &amp; The Zuni people</li> </ul> <p><b><i>Human &amp; Animal Communication:</i></b></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate <b>Von Frisch’s Bee Study (Key Study)</b></li> <li>• Explain the functions of animal communication: <i>survival, reproduction, territory &amp; food</i></li> <li>• Explain the properties of human communication: <i>planning ahead for future</i></li> </ul>	<p><b><u>BRAIN &amp; NEUROPSYCHOLOGY</u></b> <b><i>Structures &amp; Function of the Nervous System:</i></b></p> <ul style="list-style-type: none"> <li>• Explain the structure &amp; functions of the nervous system: <i>central, peripheral, autonomic &amp; somatic nervous system</i></li> <li>• Explain the flight or fight response</li> <li>• Explain &amp; Evaluate the James-Lange Theory of Emotion (Key Theory)</li> <li>• Neuron Structure &amp; Function:</li> <li>• Identify and Explain the types of neuron: <i>sensory, motor &amp; relay</i></li> <li>• Explain synapse &amp; chemical transmission</li> <li>• Explain Hebb’s Neuronal Growth theory</li> <li>• Identify &amp; explain localisation of function in the brain: <i>four</i></li> </ul>	<p><b><u>PSYCHOLOGICAL PROBLEMS</u></b> <b><i>An Introduction to Mental Health:</i></b></p> <ul style="list-style-type: none"> <li>• Understanding mental health &amp; illness: historical changes, modern living, cultural variations, characteristics, diagnosis &amp; stigma</li> <li>• Individual Effects of Mental Health Problems: <i>relationships, day-to-day coping, physical well-being</i></li> <li>• Social Effects of Mental Health Problems: <i>more social care, increased crime, economic impact</i></li> </ul> <p><b><i>Depression:</i></b> Explain types of depression Explain diagnosing Unipolar depression Outline &amp; Evaluate the Biological explanation of depression: <i>imbalance in neurotransmission</i></p>



	<p>events, creativity &amp; multiple channels</p> <p><b>Non-Verbal Communication:</b></p> <ul style="list-style-type: none"> <li>• Explain &amp; Evaluate how eye contact and body language are used: <i>regulating flow of conversation, signalling attraction, expressing emotion, open &amp; closed posture, postural echo, touch</i></li> <li>• Explain &amp; Evaluate how personal space can aid communication: <i>cultural, gender &amp; status differences</i></li> </ul> <p><b>Explanation of non-verbal communication:</b></p> <p>Explain &amp; Evaluate how Darwin's Evolutionary Theory provides evidence of nature</p> <p>Explain the evidence for non-verbal behaviour being innate: <i>neonate research, sensory deprived</i></p> <p>Explain the non-verbal behaviour is learned: <i>contact versus non-contact cultures, gestures &amp; cultural differences</i></p> <p>Outline &amp; Evaluate <b>Yuki's Emoticons Study (Key Study)</b></p> <p><b>Research Methods:</b></p> <ul style="list-style-type: none"> <li>• Explain the principles &amp; methods of sampling: <i>target populations, random,</i></li> </ul>	<p><i>lobes, motor area, somatosensory, auditory &amp; language areas</i></p> <ul style="list-style-type: none"> <li>• Outline &amp; Evaluate <b>Penfield's Interpretive Cortex Study (Key study)</b></li> </ul> <p><b>An Introduction to Neuropsychology:</b></p> <ul style="list-style-type: none"> <li>• Explain cognitive neuroscience</li> <li>• Explain how neurological damage can affect brain function &amp; behaviour</li> <li>• Describe &amp; Evaluate the different scanning techniques: CT, PET &amp; fMRI scans</li> <li>• Outline &amp; Evaluate <b>Tulving's Gold Study (Key Study)</b></li> </ul> <p><b>Research Methods:</b></p> <ul style="list-style-type: none"> <li>• Explain and Application of ethical issues: <i>informed consent, deception, protection from harm, privacy &amp; confidentiality</i></li> <li>• Explain ways of dealing with ethical issues: <i>BPS guidelines, debrief</i></li> <li>• Outline &amp; Evaluate Observation Studies: <i>types of observation, behavioural categories, inter-observer reliability</i></li> <li>• Being able to interpret &amp; display quantitative data:</li> </ul>	<p>Outline &amp; Evaluate the Psychological explanation of depression: <i>faulty thinking, negative schema, attribution</i></p> <p>Outline &amp; Evaluate the therapies for depression: <i>antidepressant medication, CBT</i></p> <p>Outline &amp; Evaluate <b>Wiles's antidepressant medication Study (Key Study)</b></p> <p>Addiction:</p> <p>Explain what addiction is</p> <p>Explain the diagnosis criteria of addiction</p> <p>Outline &amp; Evaluate the Biological explanation for addiction</p> <p>Outline &amp; Evaluate <b>Kaij's twin study of alcohol abuse (Key Study)</b></p> <p>Outline &amp; Evaluate the Psychological explanation of addiction</p> <p>Describe &amp; Evaluate Aversion therapy</p> <p>Describe &amp; Evaluate Self-Management programmes</p> <p><b>Research Methods:</b></p> <p>Be able to recognise &amp; use expression in decimal &amp; standard form: decimals, fractions, ratios, percentages, standard form, significant figures &amp; estimations</p>
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	<p><i>opportunity, systematic &amp; stratified</i></p> <ul style="list-style-type: none"> <li>• Explain &amp; Evaluate Correlation &amp; Types of Correlation: <i>co-variables, scatter diagrams, positive, negative and zero</i></li> <li>• Explain how different methods affect Reliability &amp; Validity of findings</li> </ul>	<p><i>frequency data &amp; tables, histogram, bar chart &amp; normal distribution</i></p>	
SCIENCE	<p>Biology paper 1</p> <ul style="list-style-type: none"> <li>• Cell structure and transport</li> <li>• Cell division</li> <li>• Organisation and the digestive system</li> <li>• Organising animals and plants</li> <li>• Communicable diseases</li> <li>• Preventing and treating disease</li> <li>• Non-communicable diseases</li> <li>• Photosynthesis</li> <li>• Respiration</li> </ul> <p>Chemistry paper 1</p> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Structure and bonding</li> <li>• Chemical calculations</li> <li>• Chemical changes</li> <li>• Electrolysis</li> <li>• Energy changes</li> </ul> <p>Physics paper 1</p>	<p>Biology paper 2</p> <ul style="list-style-type: none"> <li>• The human nervous system</li> <li>• Hormonal coordination</li> <li>• Reproduction</li> <li>• Variation and evolution</li> <li>• Genetics and evolution</li> <li>• Adaptations, interdependence and competition</li> <li>• Organising an ecosystem</li> <li>• Biodiversity and ecosystems</li> </ul> <p>Chemistry paper 2</p> <ul style="list-style-type: none"> <li>• Rates and equilibrium</li> <li>• Crude oil and fuels</li> <li>• Chemical analysis</li> <li>• The Earth's atmosphere</li> <li>• The Earth's resources</li> <li>• Using our resources</li> </ul> <p>Physics paper 2</p> <ul style="list-style-type: none"> <li>• Forces in balance</li> <li>• Motion</li> <li>• Force and motion</li> <li>• Wave properties</li> </ul>	

	<ul style="list-style-type: none"> <li>• Conservation and dissipation of energy</li> <li>• Energy transfer by heating</li> <li>• Energy resources</li> <li>• Electric circuits</li> <li>• Electricity in the home</li> <li>• Molecules and matter</li> <li>• Radioactivity</li> </ul>	<ul style="list-style-type: none"> <li>• Electromagnetic waves</li> <li>• Electromagnetism</li> </ul>	
SOCIOLOGY	<p>Topic- Mixed paper</p> <p><u>Content to be covered in the exam</u></p> <p>Crime content- students will have 25 minutes to complete one 12-mark question</p> <p>Family content- students will have 25 minutes to complete one 12 mark question</p>	<p><u>All Groups</u></p> <p>Topic- Paper 1</p> <p><u>Content that will be covered in the exam</u></p> <p>Family unit</p> <p>Education unit</p> <p><u>Exam structure</u></p> <p>Students will have a 2 hour exam which is a combination of short and long exam questions</p> <p>Topic- Paper 2</p> <p><u>Content that will be covered in the exam</u></p> <p>Crime and deviance</p> <p>Social stratification</p> <p><u>Exam structure</u></p> <p>Students will have a 2 hour exam which is a combination of short and long exam questions</p>	External exams
SPANISH	<i>Módulo 5 –Ciudades</i> (Local, national, international and global areas of interest)	<i>Módulo 7 – ¡A currar!</i> (Current and future study and employment)	Students sit their final examinations in May

	<p><i>Módulo 6 – De costumbre</i> (Identity and culture) Assessments in Reading and Listening</p>	<p><i>Módulo 8 /8 – Hacia un mundo mejor</i> (Local, national, international and global areas of interest) Assessments in Speaking and Writing</p>	
SPORTS SCIENCE	<p>R042-Applying the principles of training L01-</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the principles of training</li> <li>• How the principles of training can be applied</li> </ul> <p>L02-</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of aerobic and anaerobic exercise</li> <li>• Knowledge and understanding of the components of fitness</li> <li>• Knowledge of the specific fitness methods for each of the fitness components</li> </ul>	<p>R042-Applying the principles of training L03-</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the fitness tests</li> <li>• Knowledge of how to interpret the results of fitness tests</li> </ul> <p>L04-</p> <ul style="list-style-type: none"> <li>• How to design a fitness training programme</li> <li>• How to evaluate the effectiveness of the training programme.</li> </ul>	
TEXTILES	<p>Coursework. Students working on their portfolio of work which will make up 60% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment – paper released by the exam board in January. This is 40% of their final grade. Work will be assessed and grades awarded throughout the project.</p>	<p>ESA Students working on the externally set assignment producing an outcome over 10 hours in exam conditions. This is marked using the four assessment objectives and a mark out of 96 awarded.</p>