St. Aloysius' College

Curriculum Booklet 2016
Year 11

ENGLISH

The Joint Heads of Department are Ms Doorly and Mrs Hulme who can be contacted by telephone at the school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance. Ms Doorly is responsible for KS4 (Years 9 – 11) and Mrs Hulme for KS3 & 5 (Years 7,8,12 &13).

COURSE OUTLINE

Year 11 are studying GCSE Literature this year. The GCSEs were split over the last two years, with Language completed last year.

Autumn:

- Unit 1 GCSE Literature (97151) – Literature Exam Preparation
- Section A – DNA, a play by Dennis Kelly (studied Nov – Dec)
- Section B – Of Mice and Men, a novel by John Steinbeck (studied Sept – Oct)
- 40% of the GCSE

Spring:

- Unit 3 GCSE Literature (97153) Controlled Assessment – Comparison question studied and completed in class – Lord of the Flies and Macbeth. Rereading of these texts has been set for homework between September and Christmas.
- 25% of the GCSE

- Unit 2 GCSE Literature (97152) – Literature Exam Preparation – Poetry Anthology – Relationships Cluster of poems
- 35% of the GCSE

Summer:

- Revision of exam units
- Students sit exams

Things to do, books your son can read or appropriate websites which will be of help

Students should be encouraged to read as much quality fiction as possible throughout their school life. A recommended reading list is available from the Library.

In order to improve their reading of non-fiction, students should be encouraged to read and discuss articles from magazines and newspapers in addition to 'junk mail' which can be examined in terms of its text type, purpose, audience and type of language.

Key dates in the year:

Christmas – First Full Mock Paper for Literature
February – Controlled Assessment due
March / April – Second Full Mock Paper for Literature
Late May – All Literature Exams

Any other information (e.g. equipment the pupil must have etc.)
Pens, pencils, ruler, rubber, highlighters, reading book (essential), mini-dictionary, mini-thesaurus

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST BE ABLE TO SPELL AND USE IN THEIR WORK:

Adapt	Emotive	Objective	Satire
Allegory	Empathy	Personal pronouns	Slogan
Allusion	Euphemism	Pun	Statistics
Anecdotes	Flattery	Repetition	Subjective
Assertion	*Mnemonic*	Rhetoric	Symbolism

English: A Selection of School Library Books enjoyed at KS4

Quick Reads

Fever Pitch	Nick Hornby

Science Fiction / Fantasy

Children of Dune	Frank Herbert
The Day of the Triffids	John Wyndham
Time Traveller's Wife	Audrey Niffenegger
1984	George Orwell
Battle Royale	Koushun Takami
The Book Thief	Markus Zusak
Hitchhiker's Guide to the Galaxy	Douglas Adam
Lord of the Rings	J R R Tolkein

War

Regeneration	Pat Barker
Empire of the Sun	J G Ballard
Cold Mountains	Charles Frazier

Horror

The Wasp Factory	Iain Banks

Crime / Detective

Brighton Rock	Graham Greene
Enduring Love	Ian McEwan

Drama

The Crucible	Arthur Miller

Autobiography

An Evil Cradling	Brian Keenan

Current Issues / Culture

Things Fall Apart	Chinua Achebe
Roots	Alex Haley
To Kill a Mockingbird	Harper Lee
Black Mamba Boy	Nadifa Mohamed
Season of Migration to the North	Tayeb Salih
Mr Pip	Lloyd Jones
Purple Hibiscus	Chimamandu Ngozi Adichie
The Kite Runner	Khaled Hosseini
Junk	Malvin Burgess
The Colour Purple	Alice Walker

Coming of Age

Heart of Darkness	Joseph Conrad
Catcher in the Rye	J D Salinger
Apache	Tanya Landman
A Kestrel for a Knave	Barry Hines

Short Stories

Someone Like You	Roald Dahl

Classics

Robinson Crusoe	Daniel Defoe
Oliver Twist	Charles Dickens
The Adventures of Tom Sawyer	Mark Twain
Dracula	Bram Stoker
Frankenstein	Mary Shelley
The Time Machine	H G Wells
Sherlock Holmes	Arthur Conan Doyle
Gulliver's Travels	Jonathan Swift

Useful Websites for pupils in KS4 (Years 10 – 11)

Here are some useful websites for revision in English:

www.englishresources.co.uk/index.html (general revision)
www.shoga.wwa.com/~rgs/glossary.html (poetry revision)
www.novelguide.com/ (guides to novels)
www.bbc.co.uk/schools/gcsebitesize/ (general revision)
www.learn.co.uk (general revision)
www.bbc.co.uk/sosteacher (general revision)

www.espresso.co.uk (general revision)

www.homeworksport.com (general revision)
www.sparknotes.com (excellent for novel guides and summaries)
www.poetrysociety.org.uk/ (poetry resource)
www.aqa.org.uk (useful for information on the exam)
To improve your knowledge of Non-Fiction and Media texts try some of the following websites:
www.timesonline.co.uk
www.telegraph.co.uk
www.guardian.co.uk
www.independent.co.uk
www.time.com
www.newscientist.com

MATHEMATICS

The Head of Department is Ms Toprak and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn

Module 1 – Module 12

Spring

Module 13 – Module 27

Summer

GCSE Maths A (Linear)

Things to do, books your son can read or appropriate websites which will be of help
USEFUL WEBSITES:
www.mymaths.co.uk
http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml
http://www.mathsisfun.com/
http://www.gomath.com/index_about.html
http://mathforum.org/dr.math/
http://www.math.com/
http://www.homeworkelephant.co.uk/

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Departmental assessments five times a year around half term, plus external exams in November and June.

Any other information (e.g. equipment the pupil must have etc.)
A scientific Calculator and Maths set (contents: Eraser, sharpener, 15cm/150mm plastic rule, compass, pencil, and protractor).

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Fraction	Reciprocal	Perpendicular	Mid-point
Reverse percentages	Quadratic equations	Tangent	Prove
Proof	Bisector	Compound interest	Segment
Sector	Arc	Rationalise	Chord
Tangent	Sine	Cosine	Quadratic Formula

SCIENCE

The Head of Department is Ms. Kisten and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE: ADDITIONAL SCIENCE

EXAM BOARD - AQA

BIOLOGY	• Cells tissues and organs • Organisms in the environment • Enzymes • Energy from respiration • Simple inheritance in animals and plants • Old and new species
PHYSICS	• Motion • Forces • Work, energy and momentum • Current electricity • Mains electricity • Radioactivity • Energy from the nucleus
CHEMISTRY	• Structure and bonding • Structure and properties • Basic Quantitative Chemistry • Rates and energy • Salt and Electrolysis

COURSE OUTLINE: TRIPLE SCIENCE – PHYSICS, CHEMISTRY AND BIOLOGY

Pupils studying this pathway will complete ALL areas of Additional Science as listed above and the aspects listed below.

EXAM BOARD - AQA

BIOLOGY	• Transport in plants and animals • Homeostasis • Humans and their environment
PHYSICS	• Optics and medical application of waves • Electromagnetism and its application • Electromagnetic induction and its uses
CHEMISTRY	• Development of the Periodic Table • Water Chemistry • Energy changes in chemical reactions • Analytical Chemistry and quantitative chemistry • The production of ammonia

Key dates in the year

The Chemistry Biology and Physics GCSE examinations will be taken in May/June.
Pupils will complete a Centre Assessed Unit (ISA) at appropriate junctures in the academic year. The Centre Assessed Unit will be based on a practical experiment that will be carried out in the class and will also require the pupil to apply scientific enquiry skills to complete an externally set written exam.
Each of these components makes up 25% of the GCSE qualification.
To pass students need to achieve a minimum of 60% in each of the components.

- Completion of homework forms an integral part of your sons'/wards' success in Science.
- It is essential that he is involved with at least 45 minutes revision of Science on a daily basis.
- The following websites can be useful for revision:

*www.skoool.co.uk *10p.org.uk * welsh education site (ngfl) *ww.scibermonkey.org *passmyexams.co.uk/ *docbrown.co.uk
Pupils' must ensure that they have a black/blue pen, pencil and ruler in every Science lesson. Calculators are allowed to be used in lessons and during tests/exams.

RELIGIOUS EDUCATION

The Head of Department is Mr Campbell and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn
3.2 Matters of Life and Death

3.3 Marriage and The Family

Spring
3.4 Religion and Community Cohesion

3.1 Believing in God

Summer
Revision

Things to do, books your son can read or appropriate websites which will be of help
- Attend Mass as a family.
- Buy a Bible for homework (or visit www.biblegateway.com).
- Visit www.reonline.org.uk

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Assessment Tasks set Autumn Half Term, Spring Half Term, Easter, Summer Half Term.

Any other information (e.g. equipment the pupil must have etc.)

Pupils need a pen, pencil, ruler, highlighter pens and glue (eg Pritt Stick).

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Conversion	Miracle	Numinous	Prayer
Design	Resurrection	Immortality of the Soul	Near-death experience
Paranormal	Reincarnation	Civil partnership	Cohabitation
Contraception	Homosexuality	Nuclear family	Sexism
Racial harmony	Interfaith marriage	Community cohesion	Multi-faith society

ART AND DESIGN: FINE ART (GCSE)

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:

The course is a three year syllabus which encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three module format which is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

As technologies develop, and the internet becomes an increasingly important factor in all of our lives, fine art and graphic communication becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Fine Art is offered at St. Aloysius' College at AS and A2 level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

Course Details
The course is structured as follows:

Unit One: Module 1-3 The Mask, The Face, Beneath the Skin

Portfolio of Work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9 10 and 11)

Pupils work on the role of the mask in African art, developing their skills in a variety of media. This leads into the influence of African art in Western art, Cubism etc, and also encompasses contemporary African artists, and the ideas which inspire their work.

The course also looks at the role of the mask both as a physical and conceptual entity, looking at contemporary art and new technologies in order to enable students to develop their ideas about their own identities and cultures. The second module encompasses the way we see ourselves and students explore their facial identities in a variety of media, inspired by contemporary artists and ideas. The third module explores beneath the skin looking at contemporary World art to look, not only at the structure of bones and muscles but also exploring contemporary themes such as with the artist Chinese artist Shen Shaomin, and his use of human bones in hybrid sculptures. Students work within the role of emerging technologies in art to explore the contemporary issues that affect our lives today.

Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

Unit Two:

Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11)

Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource, sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

Students are given a comprehensive guide to all key terms and skills at the beginning of the course in a handbook, which gives all information about how to enhance their learning throughout the course. This includes keywords and terms, a brief synopsis of all the key Western art movements that each student should be able to reference, as well as gallery and museum information.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF): their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.**
- **Experiment/(TRY STUFF): with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.**
- **Record/(SEE STUFF): in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.**
- **Present/(SHOW STUFF): a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.**

ART AND DESIGN: GRAPHIC COMMUNICATION (GCSE)

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:

Graphic design is all around all of us, every day. As technologies develop, and the internet becomes an increasingly important factor in all of our lives, graphic design becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Graphic Communication is offered at St. Aloysius' College at AS and A level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

The course is a specialised course and therefore will cover a range of disciplines including:
Illustration, Photography, Graphic Communication, Typography, Design for print, Digital media and computer generated imagery. The projects/portfolio will allow students to explore ideas and processes in a personal and creative way whilst following a design process. Pupils will learn how to explore handmade techniques and to use different software to enable students to develop concepts and final products. During the course, pupils will experience visits to galleries / museums / sites.

Course Details
The course is structured as follows:

Introductory course (Year 9 and 10): Students to research the ways in which artists and designers present ideas to an audience. Pupils select and use a variety of traditional and experimental recording materials such as charcoal and pastel, graphite and coloured pencils, biro, pen and ink, paint, printing and resist techniques, as well as stitched, collaged, mixed media, digital recording and digital manipulation to develop their work based on contemporary graphic designers. Techniques learned can be utilised throughout the course in creative ways.

Unit One: Portfolio of work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9, 10 and 11) The focus will be determined by such factors as the candidates personal interests, locality, facilities and teacher expertise. It may be developed under any area of study within the Art and Design: Graphic Communication. Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

Unit Two: Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11)

Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource, sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give

general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

Things to do, books your son can read or appropriate websites which will be of help

Bos, B and Bos, E (2007) Graphic Design since 1950 Thames and Hudson

Fiell, C and Fiell, P (2005) Contemporary Graphic Design Taschen

Fiell, C and Fiell, P (2005) Graphic Design for the 21st Century Taschen

Heller, S and Ilic, M (2001) Icons of Graphic Design Thames and Hudson

Klanton, R and Hellige, H (2005) Illusive: Contemporary Illustration and its

Context Die Gestalten Verlag Krause, J (2004) Design Basic Ideas

David and CharlesLupton, E and Cole Phillips, J (2008) Graphic Design: The New Basics Princeton Architectural Press

Raines, J and Bhaskaran, L (2007) Retro Graphic Cookbook Ilex

Weidmann, J (2006) Advertising Now! Print Taschen

Websites:

Comprehensive Guide to Museums, Galleries and Exhibitions in the UK www.artguide.org/

Creative Review Magazine www.creativereview.co.uk

The Design Council www.designcouncil.org.uk The national strategy body for design

Design Week www.designweek.co.uk The UK's leading design magazine

Graphics.com www.graphics.com The shared resource for creative design
Tate Gallery Online www.tate.org.uk

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF): their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.**
- **Experiment/(TRY STUFF): with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.**
- **Record/(SEE STUFF): in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.**
- **Present/(SHOW STUFF): a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.**

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

LAYOUT, COMPOSITION, AESTHETICS, TYPOGRAPHY, ILLUSTRATION, INSPIRATION, LETTERPRESSING, CONTEXT, FRAGMENTS, MIXED MEDIA, COLLAGE, ICONS, LOGO, INSTALLATION, MOVEMENT, MANIPULATION, APPROACH, PORTFOLIO, TEXTURE, SURFACES, PROCESS, DEVELOPMENT, CLICHÉ

DRAMA

COURSE OUTLINE

Autumn
Controlled assessment (30%) Unit 1 – Exploring a Topic/Theme/Issue.
Pupils attend a 7 lesson filmed workshop that uses a range of drama elements to develop understanding and exploration of a play text. The assessment includes both practical group-work and a written portfolio of evidence.

Controlled assessment (10%) Pupils attend a theatre visit and write a review – Response to Live Performance.
In class, they use the skills seen in performance to enhance their understanding of physical and symbolic theatre in their own practical work and improve their evaluative written work.

Spring
Controlled assessment (20%) Unit 2 – Exploring Play Text.
Pupils attend a 7 lesson filmed workshop that uses a range of drama elements to develop understanding and exploration of a play text. The assessment includes both practical group-work and a written portfolio of evidence.

Summer
Preparation for 40% EXAM – Drama Performance.
Public performance of Unit 3 drama pieces prior to examination day.

Things to do, books your son can read or appropriate websites which will be of help

GCSE Drama Bitesize http://www.bbc.co.uk/schools/gcsebitesize/drama/

Read the works of Stephen Berkoff, DNA by Dennis Kelly, Edgar Allen Poe, Bertolt Brecht.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Autumn Term: 30% Controlled Assessment and 10% Controlled Assessment
Spring Term: 20% Controlled Assessment.
Summer term: 40% Exam. Drama Performance.

KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Explorative strategies	Still image	Thought tracking	narrating
Hot seating	Role play	Cross cutting	Forum theatre
Drama medium	Space/levels	Voice	Drama elements
movement/mime/gesture			
Characterisation	Conventions	Contrast	Rhythm/pace/tempo
Symbols/motifs	Form/genre		

FRENCH

The Head of Department is Mr.Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE **Textbook : AQA FRENCH GCSE HIGHER** **Autumn** Preparation for the oncoming. Reading and Listening Exams . Topic: “Home and Environment”
Spring Preparation for the Reading and Listening Exams . Topic: “Work and Education”
Summer Revision for final exams in May. Past papers (AQA Edexcel)
Things to do, books your son can read or appropriate websites which will be of help www.languagesonline.org.uk www.wildfrench.co.uk
Key dates in the year (e.g. Mock and Controlled Assessment) Class test: AP1 – AP3 Mock exams : December/January Final exams in May (Reading and Listening) (Higher – Foundation Tier)
Any other information (e.g. equipment the pupil must have etc.) Students must have their textbook, exercise book every lesson.
TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL On student’s textbooks AQA, see pages 110, 122, 144 and 158.

SPANISH

The Head of Department is Mr. Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE **Textbook: AQA SPANISH GCSE** **Autumn** Preparation for the Reading and Listening exams: “Home and environment”
Spring Preparation for the oncoming Reading and Listening exams: “ Work and Education”
Summer Revision for final exams in May
Things to do, books your son can read or appropriate websites which will be of help + AQA Spanish text book : Nelson Thornes + Essential GCSE Spanish Revision Guide; Letts and Lonsdale: £5 +WWW. Languagesonline.org.uk + Spanish Learning Resources Kings College
Key dates in the year (e.g. half term assessments, controlled assessment dates 1) Class tests: AP1- AP3 2) Mock exam : December/ January 3) Final exams in may (Reading and Listening) (Higher – Foundation tier)
Any other information (e.g. equipment the pupil must have etc.) Students must have their textbook, exercise book and revision guide in class at all time.
TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL On student’s text book AQA, pages 110,122,144, 160

HISTORY

The Head of Department is Mrs Rimmer and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:

***Autumn*:**

In this term you will study Germany 1919-39. You will study:

- The key features of the Weimar Republic 1918-29
- Hitler and the rise of the Nazi Party 1919-33
- The Nazi dictatorship 1933-39
- Nazi domestic policies 1933-39

You will focus on knowledge and understanding of the period and will be given the key skills to be able to answer all questions on the exam paper.

Spring:

- Controlled assessment the USA and the Civil Rights movement.
- Revision: War and the transformation of British society 1931-51

***Summer*:**

Revision and exam technique for the three exam papers: The Cold War, Germany, British history.

Things to do, books your son can read or appropriate websites which will be of help.

You will be able to use the school library to find a wide selection of history books and history novels that will widen your knowledge of the topics you are learning. We recommend the following websites for research:

- **www.bbc.co.uk/school/history**
- **www.spartacus.schoolnet.co.uk**
- **www.Schoolhistory.co.uk**
- **www.bbcbitesize.co.uk**
- **www.johndclare.co.uk**

We would recommend buying the GCSE History magazine 'Hindsight' available from Mrs Rimmer.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

You will sit three exams, one on each unit taught. Each exam is worth 25% of total marks. Your controlled assessment is also worth 25%.

All exams will be in June 2016

Any other information (e.g. equipment the pupil must have etc.)

Black or blue pens, pencils, ruler, and colouring pencils.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Cold War	Truman Doctrine	Détente
hyperinflation	SALT	Totalitarian state
Blockade	Diktat	Cominform
Star Wars	Comecon	Sphere of Influence
Deterrent	November Criminals	Satellite State
NATO	Eastern Bloc	Warsaw Pact
Glasnost	Containment	Perestroika
Freikorps	Depression	Marshall Aid
Gestapo	Kristallnacht	Conscription
Reparations	Propaganda	Manifesto
Reichstag	Censorship	

GEOGRAPHY

The Head of Department is Ms McCarthy and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.
Please note that all Year 11 pupils will be assessed every two weeks using exam papers.
Any pupil underachieving will be required to attend a Saturday catch up class.

Autumn

Coastal Zone

Pupils investigate a wide range of coastal processes which includes sub-aerial processes (mass movement and weathering) and how these processes help secrete distinctive coastal landforms. Pupils also study rising sea level and the impact on coastal areas, as well as coastal management.

Pupils undertake a residential field-study as for their controlled assessment to investigate management strategies.

Controlled Assessment Deadline is the end of the Autumn term. Saturday classes will commence after half term in order to complete the controlled assessment.

Spring

The Restless Earth
A study of tectonic processes and their impacts on humans. Pupils are expected to understand the different impacts tectonic events have in both MEDCs and LEDCs and how governments can prepare for future events. Topics covered includes: types of plates and their locations, location and formation of fold mountains, ocean trenches and types of volcanoes. Pupils will also be required to study specific case studies about each of the topics to demonstrate knowledge, understanding and skill required for their GCSE assessment.
Revision focusing on the physical geography topics – Paper 1 of the GCSE

Summer

Revision
Pupils will review exam topics and all subject knowledge covered and practice exam techniques. During this time pupils will be given revision booklets to complete and will be assessed regularly. We appreciate parents support in this matter. **Extra revision classes will be held on Saturdays.**

Things to do, books your son can read or appropriate websites which will be of help

GCSE Geography AQA Spec A
Pupils have access to the Oxford Press and Nelson Thornes textbooks.
Useful websites:
www.gapminder.org – useful statistics site for development
www.nationalstatistics.gov.uk gives details of census results for neighbourhoods
www.bbc.co.uk provides current affairs news and GCSE revision materials.
http://www.coolgeography.co.uk/
http://www.juicygeography.co.uk/
http://www.aqa.org.uk Find past exam papers to practice as part of revision

Key dates in the year

October: Controlled Assessment (Residential Field study in Norfolk)
December: Deadline for completed controlled assessment
December: Mock Exam
May/June: Exams

Any other information
All pupils must have black, blue and red pens, drawing pencils, an eraser, a ruler and a range of colouring pencils.

KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

RESTLESS EARTH	**WATER ON THE LAND**	**COASTAL ZONE**	**POPULATION**	**CHANGING URBAN ENVIRONMENTS**	**TOURISM**
PLATE MARGINS	TRIBUTARY	EROSION	LIFE EXPECTANCY	URBANISATION	INFRASTRUCTURE
CONSTRUCTIVE MARGINS	EROSION	DESTRUCTIVE WAVES	NATURAL INCREASE	RURAL-URBAN MIGRATION	DOMESTIC DESTINATIONS
DESTRUCTIVE MARGINS	VERTICAL EROSION	CONSTRUCTIVE WAVES	DEMOGRAPHIC TRANSITION	ETHNIC SEGREGATION	SUSTAINABLE DEVELOPME
CONSERVATIVE MARGINS	SEDIMENT	SWASH AND BACKWASH	MIGRATION	SUSTAINABILITY	EXTERNAL FACTORS
OCEANIC CRUST	LEVEES	WATER CUT PLATFORM	SOURCE AND HOST COUNTRY	INFORMAL ECONOMY	MASS TOURISM
CONTINENTAL CRUST	MEANDER	HEADLANDS AND BAYS	PRO-NATALIST	SQUATTER SETTLEMENT	ECONOMIC LEAKAGE
MERCALLI SCALE	CONFLUENCE	LONG SHORE DRIFT	ECONOMICAL ACTIVE	CONCENTRIC RING MODEL	STEWARDSHIP
EPICENTRE	WATER STRESS	STUMPS	INDEPENDENT	MEGACITIES	ECOTOURISM
CONVECTION	HYDRAULIC ACTION	FETCH	EXPONENTIAL GROWTH	LAND USE	LIFE-CYCLE MODEL
SUBDUCTION	ABRASION	BEACH	ZERO GROWTH	FUNCTION	NATIONAL PARK
FOLD MOUNTAINS	ATTRITION	CREST	BIRTH RATE	CENTRAL BUSINESS DISTRICT	HONEYPOT SITE
OCEAN TRENCH	SOLUTION	HYDRAULIC POWER	DEATH RATE	INNER CITY	EXTREME ENVIRONMENTS
COMPOSITE VOLCANO	LOAD	WAVE-CUT PLATFORM	NATURAL CHANGE	SUBURBS	STEWARDSHIP
SHIELD VOLCANO	RIVER CHANNEL	WAVE-CUT NOTCH	DEMOGRAPHIC TRANSITION MODEL	BROWNFIELD SITE	CONSERVATION
PRIMARY EFFECT	LATERAL EROSION	CAVE	REPLACEMENT RATE	GREENFIELD SITE	INTERNATIONAL
SECONDARY EFFECT	TRACTION	ARCH	NEWLY INDUSTRIALISING COUNTRIES	URBAN DEVELOPMENT CORPORATION	RESORT
IMMEDIATE RESPONSE	SALTATION	STACK	RURAL-URBAN MIGRATION	CITY CHALLENGE	SUSTAINABLE STRATEGIES
AID	SUSPENSION	SPIT	AGE STRUCTURE	REGENERATION	IMPACTS
LONG-TERM RESPONSE	LONG PROFILE	SALTMARSH	GENDER STRUCTURE	QUALITY OF LIFE	BENEFITS
LAHAR	CROSS PROFILE	BAR	INFANT MORTALITY	SELF-HELP SCHEME	DISPOSABLE INCOME
SUPERVOLCANO	WATERFALL	SLIDING	CHILD MORTALITY	INDUSTRIALISATION	GREY MARKET
GEOTHERMAL	GORGE	SLUMPING	TRANSMIGRATION	SITE AND SERVICE SCHEME	RES PONSIBLE TOURISM
GEYSER	OXBOW LAKE	LANDSLIP	INDUSTRIALISATION	RECYCLING	ECOLODGE
HOTSPOT	FLOODPLAIN	SHORELINE MANAGEMENT	EUROPEAN UNION	DISPOSAL OF WASTE	PACKAGE HOLIDAY
FOCUS	DISCAHRGE	SEA WALL	HOST COUNTRY	SUSTAINABLE CITY	SHORT-HAUL

RICHTER SCALE	DRAINAGE BASIN	GROYNE	PUSH-PULL FACTORS	TRANSNATIONAL CORPORATIONS	LONG-HAUL	
SHOCK WAVES	FLASHY	ROCK ARMOUR	IMMIGRANT	GREEN BELT	LAKE DISTRICT	
MERCALLI SCALE	STORM HYDROGRAPH	MANAGED RETREAT	EMIGRANT	URBAN SPRAWL	JAMAICA	
PREDICTION	RELIEF	PIONEER PLANT	ASYLUM SEEKER		EXCHANGE RATES	
PROTECTION	IMPERMEABLE	VEGETATION SUCCESSION	ECONOMIC MIGRANT		CARBON FOOTPRINT	
PREPARATION	POROUS				ATTRACTIONS	
TSUNAMI	PERVIOUS				ANTARCTICA	
	HARD / SOFT ENGINEERING					
	DAM					
	RESERVOIR					
	STRAIGHTENING					
	FLOODPLAIN ZONING					
	WATER DEFICIT					

BUSINESS STUDIES

The Head of Department is Mrs Coyle and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Applied Business Double Award (Edexcel)

Unit 2: Financial Records

Assessment: Externally assessed June 2016

Weighting: 40% of the Single Award

Overview of content

The unit contains four topics:

- Investigating the flow of financial documents used in business trading
- Investigating business payment methods and costs
- Investigating the nature of financial statements in business
- Investigating the importance of financial statements to business

Overview of assessment

- A one-hour untiered examination marked out of 60 and suitable for all levels of students.
- Six structured questions, comprising a mixture of multiple-choice, short- and extended answers.

Content:

Unit 2.1 **Investigating the flow of financial documents used in business trading - Autumn**

- Understand the types, purpose, sequence and layout of financial
- documents
- Know the following documents
  - purchase orders
  - delivery notes
  - goods received notes
  - invoices
  - credit notes
  - statements of account
  - remittance advice slips
  - cheques
  - receipts

Unit 2.2 **Methods of payment – Autumn**

- To understand how each payment method works, the associated costs, the time taken by each method, the advantages and disadvantages of accepting and using electronic payment methods.
- The range of payment methods:
  - cash
  - cheques
  - credit cards
  - debit cards
  - credit transfer and direct debit
  - e-cheques and other online payments

Unit 2.3, 2.4 Financial statements – Autumn

- Role and purpose of profit and loss and balance sheet
- Profit and loss and balance sheet content and terms
- Formats and calculations
  - Profit/cash, profitability/liquidity
  - Ratios: purpose, how to calculate gross profit margin, net profit
  - margin and ROCE, acid test and liquidity ratios
  - Interpretation and stakeholders interests
- To understand the meaning of and the difference between, terminology used in financial statements
  - turnover (net sales)
  - cost of sales (cost of goods sold)
  - gross profit, expenses and net profit
  - fixed and current assets
  - current liabilities and long term liabilities
  - working capital (net current assets) and capital (including share capital)

Unit 2: Things to do, books your son can read or appropriate websites which will be of help

Books:

Chapter 17 - 27 GCSE Applied Business Double Award (Edexcel) by Carysforth & Neild
Chapter 2.1 – 2.4 Applied Business GCSE Carysforth, Neild, Richards & Dransfield

- Financial times
- Economist Magazine
- Past exam Questions

ICT:

- Use of spreadsheets, formatting & Formulas
- Use of ICT to produce documents

Useful websites:

- www.businessstudiesonline.co.uk/AppliedGcseBusiness/Activities/Unit3
- www.bbc.co.uk/schools/gcsebitesize/business/finance/accountsrev2.shtml
- www.bized.co.uk/compfact/ratios/profit1.htm

Unit 1: Spring Review – Individuals Targets.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

February 2016: Unit 2 : Mock Exam, January/February 2016 (40%)

May 2016: Unit 1: External Moderation (60%)

June 2016: Unit 2 : External Exam (40%)

16th October 2015: Unit 1- Final Deadline (60%)

January/February 2016: Unit 2 – Mock Exams (40%)

May 2016: Unit 1 External Moderation (60%)

June 2016: Unit 2 – External Exam (40%)

Any other information (e.g. equipment the pupil must have etc.)

- Students must have the following equipment – pencil, pen ruler, colour pencils, sharpener, rubber, calculator (must have their own so that they are familiar with how to use it in an exam).
- Students should read quality newspapers / journals, keeping up to date with current affairs and business news, including currency rates, interest rates, inflation, budget and economic affairs.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Balance Sheet	Assets	Liabilities	Current Assets
Current Liabilities	Liquidity Ratios	Acid Test Ratio	Gross Profit Margin
Net Profit Margin	Fixed Assets	Turnover	Cost of Sales
Gross Profit	Net Profit	Working Capital	Debit Card
Credit Card	Credit Transfer	Direct Debit	Statement of Account
Remittance Advice Slips			

PHYSICAL EDUCATION (CORE)

The Head of Department is Mr. Simon and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

Core Physical Education

Physical Education is compulsory at all Key Stages and therefore we provide a broad and balanced curriculum for all students to participate in. The Year 10 programme is an individualised programme to encourage enjoyment and a stepping stone for students to continue physical activity beyond their school years.

Year 10 Curriculum Timetabling

Core P.E. is timetabled as 1 double lesson per week.

Curriculum Activities Year 10 Boys

Football
Basketball
Badminton
Squash
Hockey
Fitness
Tennis
Athletics
Softball

Key Stage 4 Physical Education

The P.E. Department offers an examination course at Key Stage 4: GCSE Physical Education.

PHYSICAL EDUCATION (GCSE)

Syllabus Details/Board

OCR GCSE in Physical Education (J586)

COURSE OUTLINE:

There are 4 units over 2 years

2 Practical Units and 2 Theory Units

Two written papers are of 1 hour, with 15 multiple choice questions (15 marks) followed by structured questions (45 marks).

Candidates will perform an analysing lifestyle task as a controlled assessment during their practical units and an analysing performance task.

Students will follow a programme of Basketball, Badminton, Handball, Table Tennis, Football, Athletics, Softball and Tennis. If they excel in any other sport outside of school then accreditation can be obtained for this.

GCSE study in Physical Education should be broad, coherent and practical, encourage students to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways.

GCSE Physical Education should equip students with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being. This will require them to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution which physical activity and sport make to health, fitness and well-being.
- hysical activity and sport.

BTEC SPORT LEVEL 2 AWARD (1 GCSE)

The examination body for BTEC Certificate in SPORT is EDEXCEL. The link below provides further details regarding the specification.

http://www.edexcel.com/quals/firsts/sport/Pages/default.aspx

Timetabling

Running alongside the student's core lessons of BTEC sport, this examination course allows students to gain GCSE's. This will be a combination of both practical and theory lessons. The course allows flexibility and at times students will take part in more practical activity and vice versa, they may take part in more theory based projects. This course provides learners with an initial experience of the vocational side of the subject.

Practical Sport and Fitness for Sport and Exercise

The units provide diversity and challenge for all learners and encourage leadership. They will also study Practical Sport and look at the Sports Industry as a whole.

Additional units: The Mind and Sports Performance. Training for Personal Fitness.

Practical Activities

Football
Basketball

Assessment

Students will complete 3 pieces of coursework over the course. All pieces of coursework come complete with an outline and a guide on how to achieve the assessment criteria. There are 4 levels of achievement that can be gained on this course.

GCSE Related Grade

Pass CB Merit BA Distinction AA* Distinction* A*A*

Methods of assessment can include presentations, practical observations, interview, discussion and written feedback.

Key Stage 4 Reading List - BTEC

Harris, B., et al (2006). BTEC First SPORT. 2nd Edition, Heinemann Educational Publishers.

ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY)

The Head of Department is Mrs Acquah and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

Autumn

COURSE OUTLINE: Unit 1 The Online World

By completing Unit 1 (externally assessed exam) learners will be able to understand and work with this technology which is relevant in many roles in the industry.

Candidates will be able to:

- investigate online services and online communication
- investigate components of the internet and how digital devices exchange and store information
- Investigate issues with operating online.

It is anticipated that a candidate will require 30 guided learning hours to complete this unit.

Learning aim A: Investigate online services and online communication

Online services

Learners need to understand how and why online services can be used.

Examples of online services, include:

● communication (email, instant messaging, newsgroups, social networking, online conferencing, blogs)

● real-time information (train timetables, news services, traffic reports, flight status updates, weather)

● commerce (internet banking, online auction websites, retail sales, publishing)

● government (online tax returns, e-voting, applications for services/grants, revenue collection)

● education (online learning/training)

● virtual learning environments (VLEs)

● business (video conferencing, collaborative working, business networks)

● entertainment (multi-user games, radio players)

● download services (music, film, upgrades, and software).

Learners need to understand:

● the features of online advertising designed to capture attention and retain interest

● the affiliate model of pay-per-click direction of traffic to websites

● the services provided for online data storage including data backup, file access and file sharing.

Online documents

Learners need to understand online document systems, including:

● the need to compress (.zip) files for download/upload

● how files are compressed and expanded

● the advantages of using online software to create documents, including collaborative working, sharing documents and automatic backup

● comparing the use of online software with standalone software for the creation of documents

● the need for version control levels of access and file permissions, including read only, read/write and full control when sharing documents online.

Online communication

Learners need to understand how and why online communication can be used, including:

● contemporary social media to publish and access information, including web logs (blogs), wikis and podcasting

● virtual learning environments (VLE) in education

● Social networking websites to share information and build online communities.

Recognise and use appropriate key terms in online communication:

● netiquette

● profile

● network of friends

● online community

● virtual world

● chat

● chat room

Learners need to understand the implications of online communication:

● the advantages of using social networking websites for communication

● the use of instant messaging

● the client and server roles required to support instant messaging

● real-time communication over the internet using speech and live video, including

Voice over Internet Protocol (VoIP) and web meeting/conferencing software Understand and compare the issues involved when communicating and working online,

including:

● the concept and implications of ‘cloud computing’ , including cloud storage
● The concept, application of and implications of ‘ubiquitous computing’.

Learners need to understand how ubiquitous computing systems/environments are the internet of objects. For example, when information processing has been thoroughly integrated into everyday objects and activities, such as a fridge that monitors supplies, stock control and location in a warehouse, office buildings that record where people are in the building, a plant watering system or a pet collar. Everyday objects in ubiquitous computing systems/environments usually contain RFID chips (radio frequency identification systems).

Learning aim B: Learning aim B: Investigate components of the internet and how digital devices exchange and store information

The internet

Learners need to understand what the internet is, how it works, and how it is structured, including:

● the internet as a global network of interconnected computers

● Roles of Points of Presence (PoP) and Network Access Points (NAP) in the infrastructure of the internet.

● internet infrastructure in terms of clients, servers, routers, networks and connecting

backbones

● when it is appropriate to use different internet connection methods including broadband, wireless and dial-up, and advantages and disadvantages of alternative connection methods

● Internet Protocols (IP), including Transmission Control Protocol (TCP) and File Transfer Protocol (FTP)

● the role of an Internet Service Provider (ISP)

● the main services offered by Internet Service Providers (ISPs) including email, web space, internet access and online support

● the relationship between bandwidth and transmission rates.

Worldwide web

Learners need to understand the concepts, functions and impact of the worldwide web (WWW), including:

● the worldwide web (WWW) as the collection of information on computers connected to the internet

● the role of a web server

● the structure of a website in terms of hyperlinked web pages.

● the components of a Uniform Resource Locator (URL) and the roles of each component

● the function of HyperText Transfer Protocol (HTTP)

● that HyperText Markup Language (HTML) is used to create web pages

● the main features of HyperText Markup Language (HTML) source code

● the role of internet browsers in requesting and displaying web page components

● the purpose of search engines and their role in maintaining indexes of web pages.

Email

Learners need to understand the purpose, concepts, processes and implications of email, including:

● email as a system for sending messages through the internet from user to user

● what happens to send an email

● the advantages of using email, including the ability to send attachments and to send the same email to more than one recipient

● email protocols including Simple Mail Transfer Protocol (SMTP), Post Office Protocol 3 (POP3), Internet Message Access Protocol (IMAP)

● the advantages and drawbacks of using email and webmail

● the ‘store and forward’ email model and describe its role in sending messages from user to user through the internet.

Data exchange

Learners need to understand the concepts, processes and implications of data exchange and compare

different methods, including:

● data exchange as the passing of data between computers in a network including the internet

● transmission modes (simplex, half-duplex and duplex) used by digital devices including smart phones, printers, computer processors, remote controllers

(e.g. for TVs)

● the hardware and software required for real-time communication including Voice over Internet Protocol (VoIP) and web meeting/conferencing

● the role of a Coder/Decoder (CODEC) in the transmission of a VoIP, audio-file and video-file conversation

● main characteristics of alternative transmission methods, including:

-fibre optic

- wireless (infrared, microwave, satellite)

- wire connectors

● parallel and serial transmission of data, and bi-directional transmission

● the benefits of packet switching as a method of sending data over a wide area network

● the contents of a packet as a group of bits that include packet identification,

error control bits, coded data, destination address

● comparison of data transfer rates, effective ranges, and identify appropriate uses of different transmission methods, including:

- fibre optic

-wireless (infrared, microwave, satellite)

-wire connectors.

Learners need to understand the concepts, structures and implications of wireless networks, including:

● the components of a wireless network including router, access points and wireless

network adaptors

● client-side processing including the use of rollover images on a web page

● server-side processing including submitting a completed form on a web page

● The difference between client-side processing and server-side processing and examples of client-side and server-side processes.

Data storage

Learners need to understand the concepts, processes and implications of data storage, including:

● a database structure in terms of tables, records, fields, data types and relationships

● an online database such as a database that can be accessed via a network, including

the internet

● the roles of a Database Management System (DBMS) and structured query languages in the manipulation of data stored in an online database.

Learning aim C: Investigate online services and online communication

Possible threats to data

Understand the concepts, applications, process and implications regarding protecting data online, including:

● malicious and accidental damage to data and situations where either could occur

● security measures taken to protect data that is transmitted and stored digitally

including encryption, firewalls and anti-virus software

● measures taken to protect the security and integrity of data, including passwords,

levels of permitted access, firewalls and anti-virus software

● the need to backup data and identify and describe different procedures for backing up data.

● how data might be recovered if lost

● the benefits and possible inherent dangers of widespread use of social networking

websites and instant messaging

● the importance to individuals of the management of their e-reputation

● security issues and consequences associated with the widespread use of email, including spread of viruses, phishing and identity theft.

Consider ways in which online technology can be used to monitor individuals' movements and communications.

In relation to IT systems, consider how current legislation controls how personal data can be used and must be protected by organisations.

DESIGN TECHNOLOGY

The Head of Department is Mr. Frazer and can be contacted by telephone at school for further information about the D&T curriculum. He will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn/Spring Term

AQA Controlled Assessment Coursework Task: Students work independently to carry out research and further development appropriate to their CA Tasks. Students will be expected to show evidence of: detailed development of their initial ideas and analysis of their extended thinking. They will explore any modification(s) to their final product.

Practical: students working independently - manufacture, test and evaluate their 3D practical outcome.

The practical outcome and supporting design folder evidence is moderated by the exam board. This accounts for **60%** of their overall mark.

Teaching aims to support the theoretical knowledge and skills students require to completing their coursework and the final written exam that makes up the remaining **40%** of their overall mark.

Summer Term

Exam preparation and revision - This term will be devoted to revision of exam topics and preparation for **section A** design question based on the AQA pre-release material sheet. Revision activities will be varied and will offer students practice at answering exam style questions, discussions on products and key topics, exam techniques, quizzes, games, etc.

Things to do, books your son can read or appropriate websites which will be of help

- Students to purchase the GCSE Essential: Product Design Student workbook and Revision Guide.
- Create a revision time-table and revise regularly.
- Work hard, be organised and try to understand your learning style
- Have a good knowledge of the D&T coursework mark scheme.
- Attend revision/support sessions
- Practice past exam questions.

Useful Websites: These are important sites that will help with your coursework and exam preparation.

www.technologystudent.com, www.incpen.org (packaging site), www.gadgetshow.five.tv, www.design-technology.info, www.technologystudent.com, www.bbc.co.uk/schools/gcsebitesize/design
www.technologypupil.com, www.google.com.images, www.google.sketchup.com

Key dates in the year (e.g. half term assessments, exams)

Students are given assignment deadline dates at the start of each assignment. Please refer to the D&T curriculum breakdown and learning block sheet for CA deadline dates.

Exam Board: AQA

Controlled Assessment: Yes

Assessment - Students are expected to submit a complete A3 coursework folder and sit a two hours written exam

Overall assessment is structured as follows:

GCSE Product Design Unit 1: 2hr written exam, externally marked and worth (40%) of final grade
Unit 2: Design & Make CA Coursework worth (60%) of final grade

Any other information (e.g. equipment the pupil must have etc.)

- Students must adhere to the D&T curriculum breakdown and Learning Block guidelines.
- A4 sketchbook, coloured pencils, drawing pencils, pens, eraser & metric ruler.
- Trips/Visits to museums, local shops and industries where possible to support their CA coursework.

After school, lunch time and half term coursework support classes available to all Year 11 students.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERTSAND AND KNOW HOW TO SPELL

Ergonomics	Technology push	Market pull	Commercial viability
Anthropometrics	Product Evolution	Branding	New/Smart Materials
Product Maintenance	Lithography	Aesthetics	Quality Control/Assurance
Batch production	Sustainability	Jigs	Design obsolete

PSYCHOLOGY

The Head of Department is Ms. D. Mannion and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE <u>Autumn</u> Social Influence Sex and gender Aggression
<u>Spring</u> Research methods 1 and 2 Learning Memory Non verbal communication
<u>Summer</u> Development of personality Prejudice, stereotype and discrimination
Things to do, books your son can read or appropriate websites which will be of help AQA website for practise exam questions, examiners reports (to see where students usually loose marks) Visit the Freud museum Lunch hour lectures at UCL (during the half term) Subscribe to Psychology Review Books to read: The curious incident of the dog in the night time We need to talk about Kevin
Key dates in the year (e.g. half term assessments, exams) AP1 Topics: Learning Sex and gender AP2 Topics: Learning Sex and gender Social influence Aggression AP3 Topics: Research methods 1 and 2

Non verbal communication
Stereotype, prejudice and discrimination

GCSE Exams in June (Date T.B.C) 2 x 1.5 hours

Any other information (e.g. equipment the pupil must have etc.)

Exercise books
200 A6 revision cards (plain)and tags to keep together

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERTSAND AND KNOW HOW TO SPELL

Practical implications	Non verbal communication
Practical applications	Verbal communication
Ecological validity	Introvert
Mundane realism	Extrovert
Hypothesis	Neurotic
Outline	Stereotype
Explain	Prejudice
Distinguish between	Discrimination
Describe	Sex identity
Memory	Learning
Conditioning	Gender identity

MUSIC (GCSE)

Edexcel

<u>Learning Block 1:</u> *'Area of Study 2'* *&* *Controlled Assessments*	• Set Works Listening & Appraising: *'Something's Coming'* • Set Works Listening & Appraising: *'Peripetie'* • Composition One: re-work, complete a submission • Composition One: Submit full score • Performance One: re-record if required • AP1: Composition One Final Submission – 30 Marks
<u>Learning Blocks 2 & 3:</u> *'Area of Study 1'* *&* *Controlled Assessments*	• Set Works Listening & Appraising: *'And The Glory of The Lord'* • Set Works Listening & Appraising: *'Symphony No40'* • Composition Two: Rough draft of ideas • Performance Two: Rehearsals & practise recordings • AP2 Mock Written Exam (Full Exam) • Exam Content: Standard GCSE Past Paper. Candidates must prepare their knowledge & understanding of all <u>12 set works</u> of which 10 will be included in the exam
<u>Learning Block 4:</u> *'Area of Study 1'* *&* *Controlled Assessments*	• Set Works Listening & Appraising: *'Raindrop Prelude'* • Composition Two: Complete a final structure • Composition Two: Submit full score • Performance Two: Complete final recording • AP2 Mock Written Exam (Full Exam) • Exam Content: Standard GCSE Past Paper. Candidates must prepare their knowledge & understanding of all <u>12 set works</u> of which 10 will be included in the exam
<u>Learning Blocks 5 & 6:</u> *'Final Listening & Appraising Examination'*	• Final Coursework Submissions – 60% Final Grade • Final preparations for the 1½ hour written exam • Study of all 12 set works • General musicianship written questions • General musicianship aural questions • Knowledge of the History of music