

Year 11 Curriculum Booklet



St Aloysius' College
2024/2025

Contents Page



Introduction	2
Art	3
Business Studies	4
Design and Technology	5
English	6
Geography	7
Graphics	8
History	9
Mathematics	10
Modern Foreign Languages (French)	11
Modern Foreign Languages (Spanish)	12
P.E. (GCSE)	13
Religious Education	14
Science	15
BTEC Creative Media Production	16
BTEC Tech Award in Sport	17
BTEC Tech Award in Travel and Tourism	18
Assessment & Revision	19
Learning Apps	20
Go4Schools	21

Introduction



Welcome to our Curriculum Evening. Thank you for attending this important evening.

GCSEs are crucial for children as they provide a solid academic foundation, influence further education and career paths, and are seen as a sign of competence and potential by employers and universities. Furthermore, good GCSE results boost confidence and motivation for achieving higher goals.

Parents can help their children regain motivation and peace of mind by providing a **supportive and understanding environment, setting realistic expectations, and encouraging a balanced approach to academia and leisure**. They can foster effective study habits, ensure regular breaks, and promote healthy lifestyles through adequate sleep, nutrition, and physical activity. Additionally, open communication about stress and concerns, coupled with positive reinforcement and celebrating small achievements, can significantly boost their children's confidence and well-being.

We need YOUR support!

We are here for you and your son's education and to use this partnership to work closely **together** to ensure all avenues of success are taken full advantage of between now and **MAY 8th 2025**, when your son will sit his first GCSE exam.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year, Mr Thomas or myself.

Ms S Kisten

Assistant Headteacher – Curriculum & Outcomes



Head of Department: Mr L. Northey

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Evaluation of progress. Review of Yr. 10 work. 2. Personal Project: Mind mapping 3. Personal Project: Artist research 4. Personal Project: Artist study 5. Personal Project: Artist research 6. Personal Project: Artist study 	<ol style="list-style-type: none"> 1. Personal Project: Combined Design 1 2. Personal Project: Combined Design 2 3. Personal Project: Combined Design 3 4. Final piece preparation. 5. Final piece design 6. Final piece completion 7. Evaluation of project

	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. External Assignment: Exam paper discussion 2. Exam Preparation: Contextual research 3. Exam Preparation: Development of ideas 4. Exam Preparation: Contextual research 5. Exam Preparation: Development of ideas 6. Exam Preparation: Observational drawing 	<ol style="list-style-type: none"> 1. External Assignment: Exam paper discussion 2. Exam Preparation: Contextual research 3. Exam Preparation: Development of ideas 4. Exam Preparation: Contextual research 5. Exam Preparation: Development of ideas 6. Exam Preparation: Observational drawing

	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1.Exam Preparation: Observational drawing 2.Exam Preparation: Contextual work on Artists studied 3.Practical prep work – Development of design work 4.Exam Preparation: Development of design work 5.Exam Preparation: Multimedia experimentation 6.Exam Preparation: Multimedia experimentation 	<ol style="list-style-type: none"> 1.Final GCSE Practical Exam. 2.Mounting of work for presentation. 3.Internal Moderation. 4.External Moderation 5.Course ends

Business Studies



Head of Department: Mr E. Dixon

Year 11

Students will continue to learn how businesses make decisions. Now, they will learn about decision making in Operations and Finance. Once we understand all of the functional areas, students will learn about external influences on a business. For example, economic, environmental and ethical considerations. They will also understand how globalisation influences business. The course finishes with students learning about the interdependent nature of business.

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<u>4. Operations</u> 4.1 Production processes 4.2 Quality of goods and services 4.3 The sales process and customer service 4.4 Consumer law 4.5 Business location 4.6 Working with suppliers	<u>5. Finance</u> 5.1 The role of the finance function 5.2 Sources of finance 5.3 Revenue, costs, profit and loss 5.4 Break even 5.5. Cash flow
	Spring 1	Spring 2
Focus/Context for Learning	<u>6. Influences on a business</u> 6.1 Ethical considerations 6.2 The economic climate 6.3 Globalisation	Revision Paper 1+2
	Summer 1	Summer 2
Focus/Context for Learning	Revision Paper 1 and 2	

Design & Technology



Lead Teacher: Mr A. Manger

Year 11

In year 11, students will continue and complete their NEA coursework which will be assessed on their ability to investigate, design, make, analyse and evaluate their contextual challenge. Students will have to explore their context, develop a design brief and submit a prototype and folder that provides evidence of the decisions and skills used in investigating, designing, making and evaluating their prototype. Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching; ‘learning through doing’ practical activities and skills building; maths skills, retrieval practices, questioning and reflective evaluations (self, peer and group assessment opportunities).

Students will revisit, revise and assess on all exam topics in preparation for their final written examination. **Retrieval methods and testing for revision will be taught and encouraged.**

Assessment: 1 Written Exam (2 Hours) - 50% of GCSE and Non-Exam Assessment – 50% of GCSE.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Assessment Objective (AO1): The NEA ‘iterative design and make challenge on the iterative processes of explore, create and evaluate.</p> <ul style="list-style-type: none"> • Explore the Contextual Challenges • Outline a Design Problem • Identify the needs of the End User • Investigate Existing Products • Research planning • Design Brief and Specification • Design strategies/Initial Ideas • Review and evaluate Initial Ideas <p>Assessment: regular test and exam practice questions.</p>	<p>Design and make prototypes:</p> <ul style="list-style-type: none"> • Developing and Refining • Design Ideas • Modelling ideas – CAD/CAM • Final Design Idea • Working drawings • Manufacturing specification • Production of Prototype <p>Mock exam 2 Preparation/revision</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Assessment Objective (AO3):</p> <ul style="list-style-type: none"> • Working drawings • Manufacturing specification and costing • DT mathematical skills • Manufacturing • Modifications for mass production • Testing and evaluation of final prototype. 	<p>Final Exam Revision & Preparation:</p> <ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing & making principles • Exam practice - Past exam papers and mark schemes. • Study & Exam techniques
	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> • Revision and exam practice - past exam papers and mark schemes • Final written exam (2hr written paper) 	

English



Head of Department: Ms L. Doorly

Year 11

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 & Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LANGUAGE PAPER 2 	<p><u>Revision of Literature Paper 1 & Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LANGUAGE PAPER 2
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 2 & Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 2 LANGUAGE PAPER 1 	<p><u>Revision of Literature Paper 2 & Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 2 LANGUAGE PAPER 1
	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS

Geography



Head of Department: Miss A. Krenc

Year 11

“Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!”

- Michael Palin

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	UK Physical Landscapes: Rivers <ul style="list-style-type: none"> • Fluvial Processes • Landforms of erosion - interlocking spurs, waterfalls and gorges • Landforms of erosion and deposition - meanders and oxbow lakes • Landforms of deposition - levees, floodplains and estuaries 	UK Physical Landscapes: Rivers <ul style="list-style-type: none"> • Hydrographs and factors affecting river discharge • River management - hard and soft engineering strategies • Case study: River Tees • Fieldwork questions on rivers
	Spring 1	Spring 2
Focus/Context for Learning	The Challenge of Resource Management <ul style="list-style-type: none"> • Changing demand and provision of resources in the UK create opportunities and challenges • Food, Water and Energy in the UK • Food as a resource globally • Food security and insecurity 	The Challenge of Resource Management <ul style="list-style-type: none"> • Global demand and consumption • Food sustainability • Large scale agricultural project: Thanet Earth, UK • Small scale sustainable project: Rice-Fish farming, Bangladesh Issues Evaluation for Paper 3 <ul style="list-style-type: none"> • Pre-release available in March
	Summer 1	Summer 2
Focus/Context for Learning	Final exam preparation: <ul style="list-style-type: none"> • Geographical skills • Revision of all units 	GCSE Exams

Graphics



Head of Department: Mr L. Northey

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Evaluation of progress. Review of Yr. 10 work. 2. Personal Project Development – Brainstorming. 3. Conceptual development in relation to own ideas. 4. Personal design project - 1. 5. Personal design project - 2. 6. Development of design project – Photoshop. 7. Refinement of design –Adobe Photoshop 	<ol style="list-style-type: none"> 1. Portfolio – organisation. 2. Coursework portfolio – work completion. 3. Coursework portfolio – work completion. 4. Work evaluation for selection. 5. Final piece preparation. 6. Final piece preparation two. 7. Final piece completion
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. External assignment – exam paper discussion 2. Exam preparation – contextual research 3. Exam preparation – contextual research, designers 4. Exam preparation – development of ideas 5. Practical prep work – Adobe Photoshop 6. Practical prep work – Adobe Photoshop 	<ol style="list-style-type: none"> 1. Practical prep work - experimentation 2. Practical prep work – contextual work on designers 3. Practical prep work – development of designs 4. Practical prep work – development of designs 5. Practical prep work – multimedia experimentation 6. Practical prep work – multimedia experimentation
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Exam prep - experimentation 2. Exam prep – contextual work on designers 3. Exam prep – development of designs 4. Exam prep – development of designs 5. Exam prep – multimedia experimentation 6. Final idea selection /development 	<ol style="list-style-type: none"> 1. Final GCSE Practical Exam. 2. Mounting of work for presentation. 3. Internal Moderation. 4. External Moderation 5. Course ends

History



Head of Department: Mr J. Neville

Year 11

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Power and the People : Reform and Reformers: Peterloo, Chartism, Trade Unionism, The Great Reform Act, Slavery and Social Reform.</p> <p>The Women’s Suffrage Movement , The General Strike and Minority Rights 1945-1981</p>	<p>Conflict and Tension in Asia 1950-1975</p> <p>The Korean War : Korea and the Cold War, Th United Nations at War, China enters the War, Stalemate. Analysis of the importance of the Korean war.</p> <p>The Vietnam War : War in Asia, Civil war in Vietnam, Who were the Vietcong.</p>
Focus/Context for Learning	<p>Spring 1</p> <p>Conflict and Tension in Asia 1950-1975 War in Vietnam : Us involvement in Vietnam , The Gulf of Tonkin, The Vietcong and the US Army: comparison of fighting and techniques. Key turning points : My Lai, Tet Offensive, Role of Nixon and the end of the War</p>	<p>Spring 2</p> <p>King Edward I : The Governments and Rights of King and People : Life in Medieval England : Edward I’s military campaigns in wales and Scotland .</p> <p>Medieval site : London under Edward I</p>
Focus/Context for Learning	<p>Summer 1</p> <p>Revision and exam practice</p>	<p>Summer 2</p> <p>Examinations and exam practice</p>

Mathematics



Head of Department: Ms A. Toprak

Year 11

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> • Standard form, indices, surds, bounds • Simultaneous equations, quadratics, Parallel and perpendicular lines. • Transformation of graphs • Circle theorems, Vectors • Histograms, capture and recapture • Recurring decimals, percentages, triple brackets <p>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</p>	<ul style="list-style-type: none"> • Probability, proportion, algebraic fractions, trig graphs, functions • Reversed percentages, standard form, quadratics • Surface area, volume, frequency tables, speed • Quadratic Simultaneous equations, transforming graphs, completing the square, Quadratic sequences and inequalities, velocity time <p>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs. Mock 3</p>
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> • Iteration, Trigonometry, 3D Pythagoras, similarity, congruence, histograms • Vectors, venn diagrams • Practice papers <p>Assessment: Class test, MCQs, retrieval practice, deliberate practice, FARs.</p>	<p>Practice papers</p> <p>Mock 4</p>
	Summer 1	Summer 2
Focus/Context for Learning	Paper 1: Non calculator	Paper 2: Calculator Paper 3: Calculator

MFL: French



Head of Department: Mr M. Kara

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Module 7: Bon travail! – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> · Discussing jobs and work experience · Discussing career choices · Saying ‘better/worst and ‘the best/worst thing’ · Talking about plans, hopes and wishes · Understanding the subjunctive 	<p><u>Module 8: Un oeil sur le mode – International and global dimension</u></p> <ul style="list-style-type: none"> · Talking about what makes you tick · Discussing problems facing the world · Making connections between word types · Talking about protecting the environment · Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional
	Spring 1	Spring 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams
	Summer 1	Summer 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams

MFL: Spanish



Head of Department: Mr M. Kara

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Módulo 7: A currar – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> • Talking about different jobs • Discussing job preferences • Talking about how to earn money • Talking about work experience • Using the preterite and imperfect • Talking about the importance of learning languages • Applying for a summer job 	<p><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></p> <ul style="list-style-type: none"> • Describing types of houses • Talking about the environment • Talking about healthy eating • Discussing diet-related problems • Considering global issues • Using the present subjunctive
	Spring 1	Spring 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams
	Summer 1	Summer 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams

PE (GCSE)



Head of Department: Mr K. King

Year 11

In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	1.1e The effects of exercise and the body systems	2.2 Sport psychology
	2.3 Health fitness and well-being	GCSE Coursework Focus – practical and theory
	Spring 1	Spring 2
Focus/Context for Learning	GCSE Coursework Focus – practical and theory	Exam preparation and extended question practice.
	Summer 1	Summer 2
Focus/Context for Learning	Exam preparation and extended question practice.	

Religious Education



Head of Department: Ms A. Conway

Year 11

Edexcel	Autumn 1	Autumn 2
<p>Focus/Context for Learning</p>	<p><u>Catholic: Forms of expression and ways of life</u> This unit examines the different ways in which Catholics express their belief through different mediums, and how each different medium can enrich worship and inspire a deeper understanding of belief. Students will look particularly at the use of art, statues, sacred objects, symbols and the internal and external design of a church building.</p> <p><u>Revision</u> Every third lesson will be revision for Mock exams.</p>	<p><u>Catholic: Forms of expression and ways of life</u> This unit examines the different ways in which Catholics express their belief through different mediums, and how each different medium can enrich worship and inspire a deeper understanding of belief. Students will look particularly at the use of art, statues, sacred objects, symbols and the internal and external design of a church building.</p> <p><u>Revision</u> Every third lesson will be revision for Mock exams.</p>
<p>Focus/Context for Learning</p>	<p><u>Ethics: Marriage, relationships and Family life</u> This unit examines the Catholic beliefs around marriage and relationship in the 21st Century and how it contrasts with humanist and non-religious views. Students will examine Christian and non-Christian teaching around: marriage, sexual relationships, families, contraception, divorce and remarriage, equality of men and women, gender prejudice and discrimination.</p> <p><u>Revision</u> Every third lesson will be revision for Mock exams.</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>
<p>Focus/Context for Learning</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>	<p>GCSE Public Exams</p>

Science



Head of Department: Ms A. Bude

Year 11

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Combined Science</u> 1P. Waves 2B. Inheritance, variation and evolution</p> <p><u>Separate Science</u> 1P. Waves 2P. Space 2B. Inheritance, variation and evolution</p>	<p><u>Combined Science</u> 3B. Ecology</p> <p><u>Separate Science</u> 3B. Inheritance, variation and evolution 4B. Organs</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Combined Science</u> 4C. Quantitative chemistry 5C. The rate and extent of chemical change</p> <p><u>Separate Science</u> 5B. Ecology 6C. Quantitative chemistry & chemical changes part 2</p>	<p><u>Combined Science</u> 6C. Chemical analysis 7C. Organic chemistry</p> <p><u>Separate Science</u> 7C. The rate and extent of chemical changes 8C. Chemical analysis</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Combined Science</u> Revision and Practical skills</p> <p><u>Separate Science</u> 9C. Organic chemistry Revision and Practical skills</p>	<p><u>Combined Science</u> Revision and Practical skills</p> <p><u>Separate Science</u> Revision and Practical skills</p>

BTEC Tech Award in Creative Media Production



Lead Teacher: Ms M. Braja

Year 11

Overview

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production (603/7053/1) is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by investigating, exploring and creating media products as part of their Key Stage 4 learning. The qualification enables learners to develop skills across a range of media practices using a combination of practical exploration, experimentation and realistic vocational contexts. They will develop personal skills, such as managing their creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Assessment

Learners are required to complete and achieve all three components in the qualification. Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production

- Exploring Media Products Internal – externally moderated
- Developing Digital Media Production Skills Internal – externally moderated
- Create a Media Product in Response to a Brief external Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Progression Pathways

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the media sector. Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to study at Level 2 post-16 in a range of routes designed to lead to work, employment, apprenticeships or further study at Level 3.

BTEC Tech Award in Sport



Head of Department: Mr K. King

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Learning outcome A: Explore the importance of fitness for sports performance</p> <p>Learning outcome B: Investigate fitness testing to determine fitness levels.</p>	<p>Learning outcome C: Investigate different training methods</p> <p>Learning outcome D: Investigate fitness training programming to improve fitness and sports performance.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Component 3: Developing fitness to improve other participants performance in sport and physical activity. - Revision</p>	<p>Component 3: Developing fitness to improve other participants performance in sport and physical activity. - Revision</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>External Exam for Component 3: Developing fitness to improve other participants performance in sport and physical</p>	

BTEC Tech Award in Travel and Tourism



Head of Department: Miss A. Krenc

Year 11

In Y11, students will focus on sustainable tourism and the impact humans can have on popular destinations and how corporate partnerships link to the economic and environmental impacts. During the year, students will prepare for the final external exam based on Component 3

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Component 3 – Learning outcome A. Factors that influence global travel and tourism.</p> <ul style="list-style-type: none"> • Revision and preparation for Mock. 	<p>Component 3 - Learning Outcome B: Impact of travel and tourism and sustainability.</p> <ul style="list-style-type: none"> • Possible impacts of tourism. Sustainable tourism. • Managing sociocultural impacts. Managing economic impacts. • Managing environmental impacts.
	Spring 1	Spring 2
Focus/Context for Learning	<p>Component 3 - Learning Outcome C: Destination management.</p> <ul style="list-style-type: none"> • Tourism development. • The role of local and national governments in tourism development. • The importance of partnerships in destination management. 	<p>Component 3 Revision:</p> <ul style="list-style-type: none"> • Factors that influence global travel and tourism • Component 3 Revision - Impact of travel and tourism and sustainability • Component 3 Revision - C Destination management
	Summer 1	Summer 2
Focus/Context for Learning	<p>Final exam preparation:</p> <ul style="list-style-type: none"> • Revision of all units and preparation for external exam. 	<p>Externally assessed synoptic examination - complete the Component 3 externally assessed synoptic assessment, worth 60 marks, completed under supervised conditions.</p>

Assessments & Revision



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them. **Intervention, revisions classes and study zone sessions are pivotal in securing progress.**

Year 11 Assessment Schedule

Year 11 pupils will have completed three mock exams before their final GCSEs:

Mock 1 – These took place at the end of January 2024

Mock 2 – These took place at the end of Y10 – June 2024

Mock 3 – 28th October 2024 – 8th November 2024

Mock 4 – 24th February 2025 – 7th March 2025

Pupils that underachieve in Mock 3 or Mock 4 will have to attend a meeting with their parents and a senior member of staff to discuss lack of suitable progress. The pupils may be asked to resit another assessment.

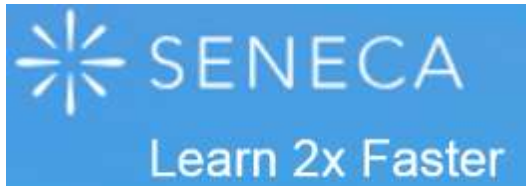
Intervention

1. English, Maths & Science intervention for identified groups in form period.
2. Afterschool revision will begin for selected subjects.
3. There will be revision classes timetabled during October half term, February half term, Easter holidays and May half term. **It is important that students attend these sessions, so we ask that parents avoid booking holidays during these critical weeks.**
4. Study zone is available after school every day. It provides a quiet, supervised study area for pupils to revise in. This is available till 5:00 pm.

Learning Apps



Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.



Using GO 4 Schools, you will be able to view your child’s progress online and access the following information at any time:

- **Timetable** – Your child’s daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

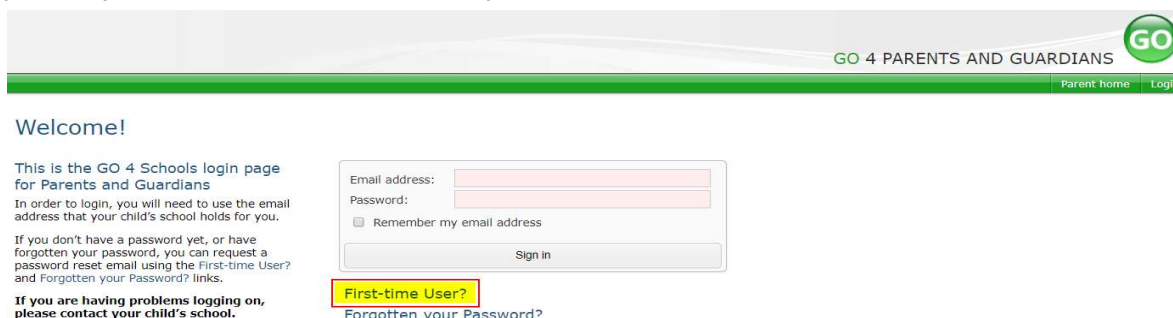
Your child’s page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

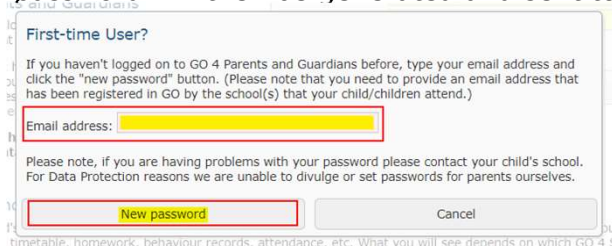
Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

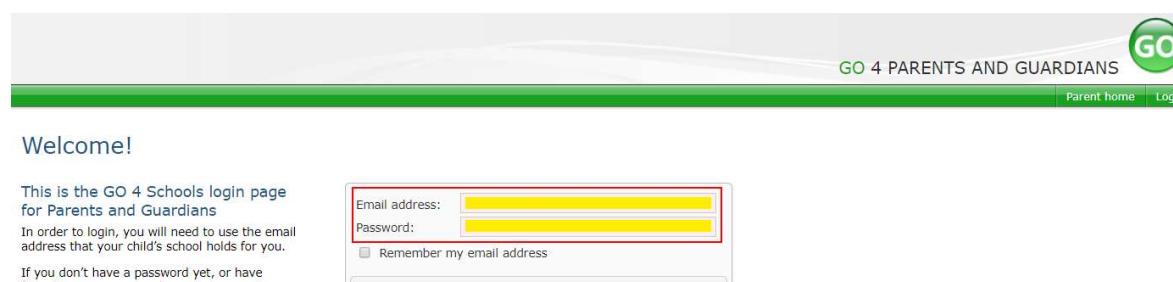
To request a password for GO 4 Schools, please click on the ‘First-time User’ link shown below.



Then enter your email address into the First-time User ‘Email address’ field and click ‘New password’. A randomised password will then be generated and sent to your email address.



You will then be able to log into the site using your email and generated password then view your child’s page using the parent and guardian login page, shown below.





Once logged in, what will you see?

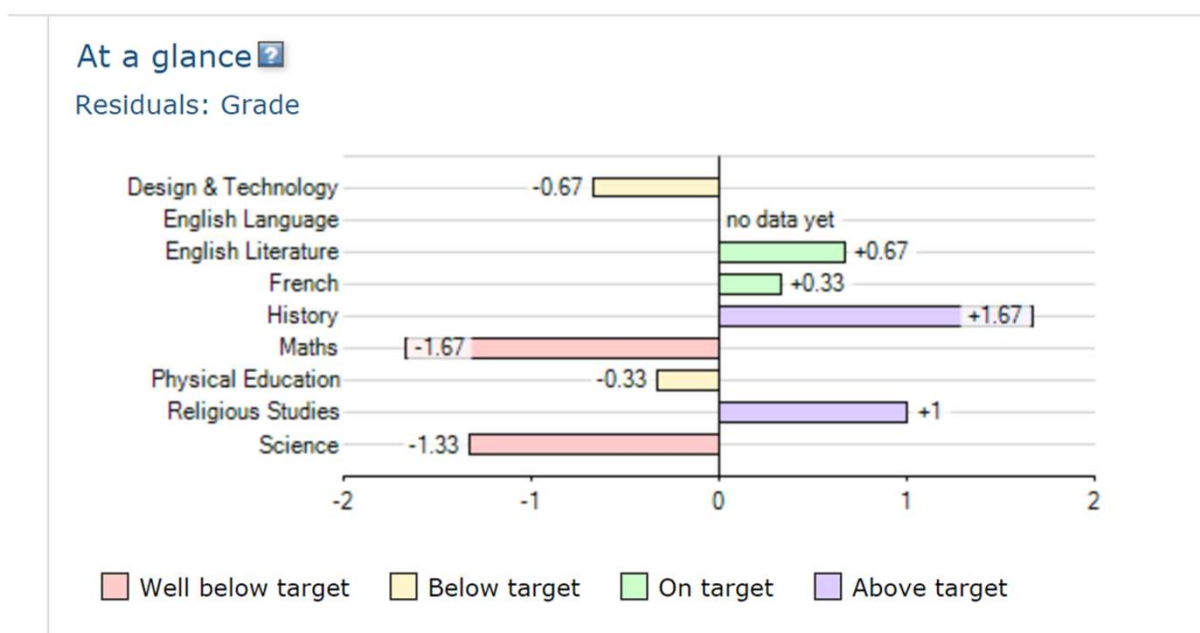
Parent home view

When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target





Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	<ul style="list-style-type: none"> Attendance Authorised absences Unauthorised absences Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	Key 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography S Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gambi	-	-	-	
Maths Ms K Royston	95	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour points.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/Bi Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
-----------	--	--	--	-------	--	-------	--	-------	--	-------

[View full timetable](#)



Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

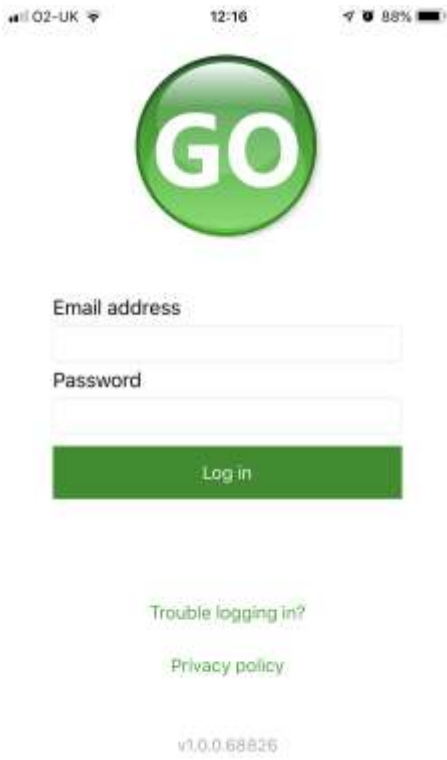
If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

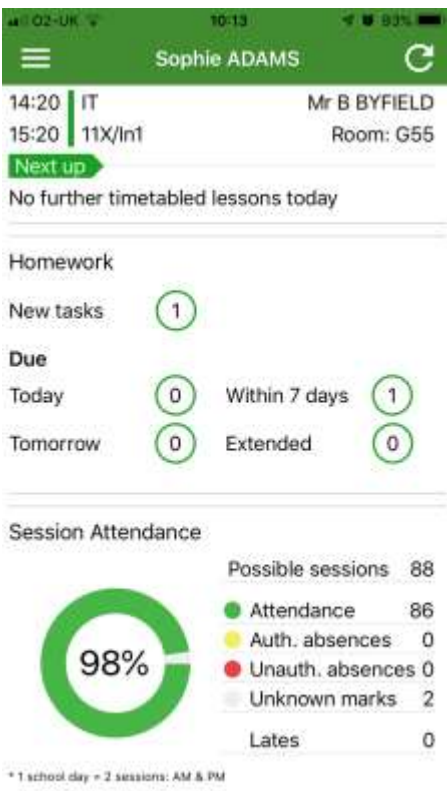
Go4Schools



How to log in to the App



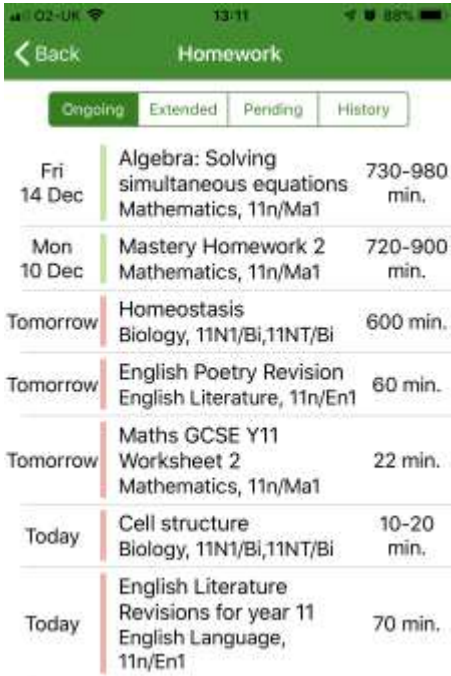
1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



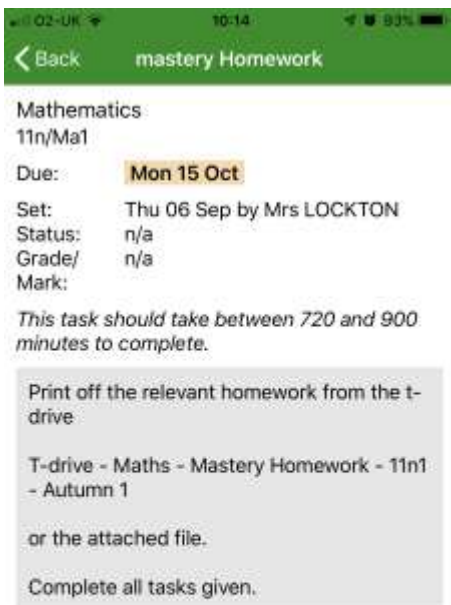
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.



How to view your child's homework



The homework card allows you to filter by ongoing, extended, pending, and homework history. Tap on the specific homework you wish to view.



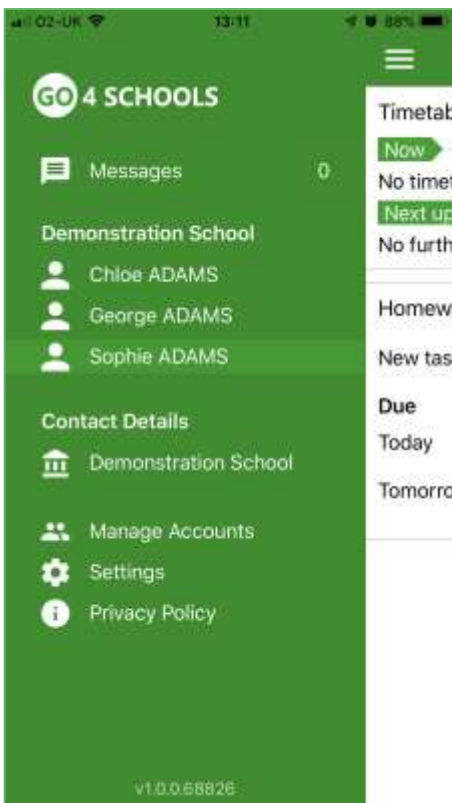
Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.



How to view your messages



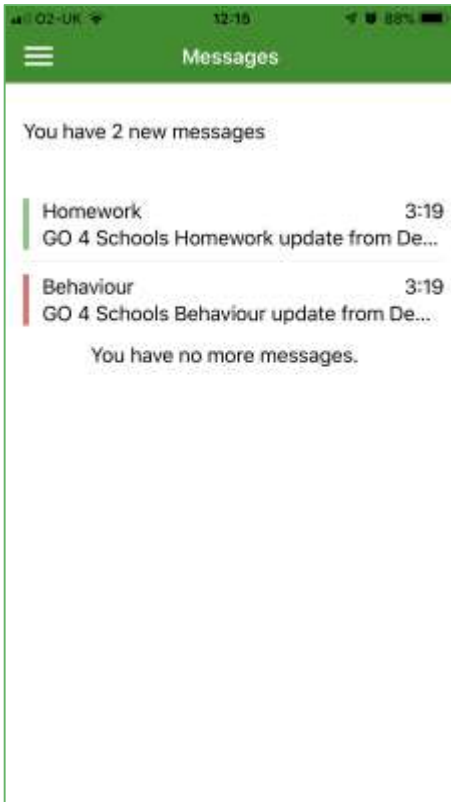
Tap on the menu in the top-left corner to access messages and settings.



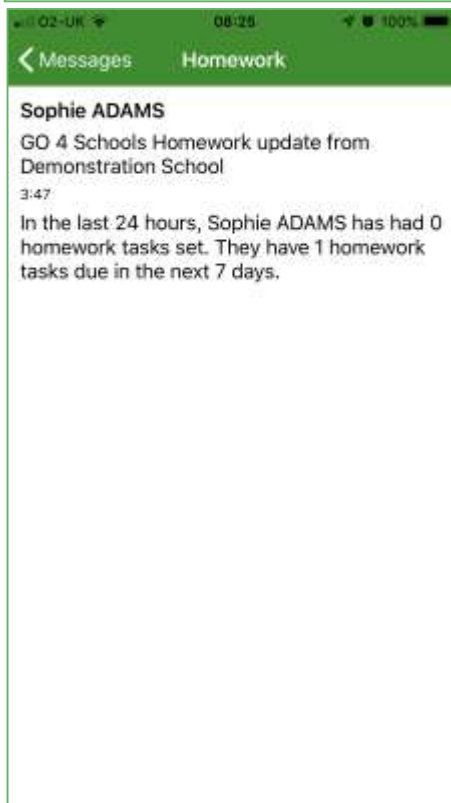
From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.



How to view your messages



In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.

