

## Year 11 Subject Information

<b>Subject</b>	<b>Art, Craft and Design</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Students will sit the first 5 hours of the mock exam in lesson time in November. Teacher guidance will be provided in these 5 hours prior to the 5 hour mock exam which will take place in exam conditions and be an exact replica of what will occur in the ten hour supervised time in Spring 2018. Mock Exam Date - Dates yet to be confirmed.</p> <p>All preparation work and the outcome itself will be required for marking at the end of this mock exam. This work will then be entered as part of component one which is coursework and carries 60% of student's final mark.</p> <p>The AQA Art exam paper will be ready for collection in January from your son/daughters Art teacher. The focus from January till March will be the preparatory work and the 10 hour supervised time; this work carries 40% of the final marks. The ten hour supervised time will run the week beginning the 26 March 2018. Exam arrangements and exact dates will be released in February 2018.</p>
<b>Main Subject Content and Skills to be Able to Show</b>	<p><b>Students will cover 2 areas as part of the GCSE course; Fine Art, Graphic Design, Textiles Design, 3 Dimensional Design or Photography depending on students individual interests and skills.</b></p> <p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques and processes.</li> <li>• Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• Use drawing skills for different needs and purposes, appropriate to context.</li> <li>• Realise personal intentions through sustained application of the creative process.</li> </ul>
<b>Revision Guides and Websites</b>	<p>Gallery websites such as the Tate, National Gallery.</p> <p>Also exhibitions of artists work to inform the development of ideas.</p> <p>Try visiting Tullie House's permanent and temporary exhibits - <a href="http://www.tulliehouse.co.uk/">http://www.tulliehouse.co.uk/</a></p> <p>After school session (Monday and Thursday until 4.30 pm, other days may be available if requested).</p> <p>Support after school arranged with staff members.</p> <p>Feedback - via feedback sheets and electronic tracking of individual student's progress.</p>
<b>SMSC</b>	<p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences and events.</p> <p>Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed.</p> <p>We encourage students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We also encourage students to enter competitions both locally, nationally and internationally.</p>
<b>Literacy</b>	<p>Students will refer to our department literacy booklets to extend their vocabulary and improve their analytical and evaluation skills.</p>
<b>Home Learning</b>	<p>On average an hour a week is expected; all tasks set relate to the mock exam and real exam. Art Home Learning tasks include - drawing, research, idea development, book presentation. All tasks relate to the AQA assessment objectives.</p> <p>Students are encouraged to attend after school sessions on Mondays or Thursdays (other days may be available if requested).</p> <p>'The artist is nothing without the gift; the gift is nothing without work.' - Emile Zola.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Art and Design - Photography</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Students will sit the first 5 hours of the mock exam in lesson time in November. Teacher guidance will be provided in these 5 hours prior to the 5 hour mock exam which will take place in exam conditions and be an exact replica of what will occur in the ten hour supervised time in Spring 2018. Mock Exam Date - Dates yet to be confirmed.</p> <p>All preparation work and the outcome itself will be required for marking at the end of this mock exam. This work will then be entered as part of component one which is coursework and carries 60% of student's final mark.</p> <p>The AQA Art exam paper will be ready for collection in January from your son/daughters Art teacher. The focus from January till March will be the preparatory work and the 10 hour supervised time; this work carries 40% of the final marks. The ten hour supervised time will run the week beginning the 26 March 2018. Exam arrangements and exact dates will be released in February 2018.</p>
<b>Main Subject Content and Skills to be Able to Show</b>	<p><b>Students will cover 1 or more areas as part of the GCSE course; portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation and fashion photography depending on student's individual interests and skills.</b></p> <p>Students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• Apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• Refine their ideas as work progresses through experimenting with media, materials, techniques and processes.</li> <li>• Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:             <ul style="list-style-type: none"> <li>• media</li> <li>• materials</li> <li>• techniques</li> <li>• processes</li> <li>• technologies</li> </ul> </li> <li>• Use drawing skills for different needs and purposes, appropriate to context.</li> <li>• Realise personal intentions through sustained application of the creative process.</li> </ul> <p>Students will cover chemical and digital image making and continue to refine their use of a variety of devices including phones, SLR cameras pinhole cameras and scanners to make images. Print making includes cyanotype, Vandyke and photogram processes.</p>
<b>Home Learning</b>	<p>Photography - On average an hour a week is expected but much longer may be necessary when organising and carrying out photoshoots.</p> <p>Photography Home Learning tasks include - research, idea development, photo shoots in and out of school, portfolio presentation. All tasks relate to the AQA assessment objectives mentioned above under main subject content.</p> <p>Students are encouraged to attend after school sessions on Thursdays.</p>
<b>Support, Revision Guides and Websites</b>	<p>Gallery websites such as the Tate, National Gallery.</p> <p>Also exhibitions of artists work to inform the development of ideas.</p> <p>Try visiting Tullie House's permanent and temporary exhibits. <a href="http://www.tulliehouse.co.uk/">http://www.tulliehouse.co.uk/</a></p> <p>After school session (Thursday until 4.30 pm)</p> <p>Coaching/one to one support after school arranged with staff member.</p> <p>Links on the portfolios.</p> <p>Regular specific feedback and progress marks on the portfolios.</p>
<b>SMSC</b>	<p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences and events. Students explore how works of art reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike. Students work together to evaluate and review each other's work; helping each other to succeed. We encouraging students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We encourage students to explore social issues and gain an understanding of the causes and effects. (Global warming, pollution, war, parenting, life and death, appearance etc...) We also encourage students to enter competitions both locally, nationally and internationally.</p> <p>'The artist is nothing without the gift; the gift is nothing without work.' - Emile Zola.</p>

## Year 11 Student Information

<b>Subject</b>	<b>GCSE Business Studies</b>
<b>Exam Board</b>	Edexcel <a href="http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx">http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx</a>
<b>Key Assessment Dates</b>	<p>Unit 1 Revision Class Tests - January - May 2018</p> <p>Unit 1 Mock Exam - March 2018</p> <p>Unit 1 Exam <b>May/June 2018</b> (External)</p> <p>Unit 2 Controlled Assessment September 2017</p> <p>Unit 3 Mock Exams December and March/April 2018</p> <p>Unit 3 Exam <b>May/June 2018</b> (External)</p>
<b>Main Subject Content</b>	<p><b>Unit 1 Introduction to Small Businesses</b> Key issues and skills in starting and running a small business eg Enterprise, Entrepreneurs, Introduction to Marketing, Finance, Human Resources, Production (25% of final grade).</p> <p><b>Unit 2 - Controlled Assessment</b> 6 hours research on a topic from a choice of 5 areas provided by Edexcel (Pearson) covering subject content from Unit 1. 3 hours to write up in lessons. (25% of final grade)</p> <p><b>Unit 3 - Building a Business</b> Focus on medium/large businesses, with external factors eg the environment, ethical behaviour and further analysis of marketing and people management. (50% of final grade).</p>
<b>Main Skills to be Able to Show</b>	<p>Ability to answer multiple choice questions.</p> <p>Recall key facts and definitions.</p> <p>Apply answers to small businesses in case studies.</p> <p>Analysis Skills - Provide advantages and disadvantages of key topics.</p> <p>Evaluative Skills - Give an opinion, make a recommendation, rank points in order of importance.</p> <p>Research Skills - Use a variety of sources to gather information - recognise bias etc of sources.</p> <p>Some Maths Skills - Be able to analyse graphs, calculate percentages etc.</p> <p>Literacy Skills - Use Business Studies terminology, write a logical paragraph, give a conclusion.</p>
<b>Revision Guides and Websites</b>	<p><b>Revision Guide ISBN 978-1-4469-0373-5 and Workbook.</b></p> <p>Each student has the textbook that covers Units 1 and 3: Edexcel Business Studies for GCSE (Hodder Education)</p> <p><a href="http://www.businessstudiesonline.co.uk">http://www.businessstudiesonline.co.uk</a>  <a href="http://www.revisionstation.co.uk/GCSE-Business-Resources(1723158).htm">http://www.revisionstation.co.uk/GCSE-Business-Resources(1723158).htm</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/business/">http://www.bbc.co.uk/schools/gcsebitesize/business/</a>  <a href="http://www.tutor2u.net/revision_notes_business_gcse.htm">http://www.tutor2u.net/revision_notes_business_gcse.htm</a></p> <p>Dynamic Learning - Edexcel GCSE Business Studies.</p>

## Year 11 Student Information

<b>Subject</b>	<b>Child Development and Care - CACHE Level 2 Award in</b>
<b>Exam Board</b>	CACHE
<b>Key Assessment Dates</b>	<p>Assessment Tasks for Unit 1 and Unit 2, externally set and internally assessed:            Unit 1 Deadline Date - November 2017            Unit 2 Deadline Date - April 2018            Unit 3 Multiple Choice Examination Paper - January 2018            Home Learning Task: Weekly</p>
<b>Main Subject Content</b>	<p><b>Unit 1: An Introduction to Working with Children - Internally Assessed</b>            Gives an overview of the types of settings and local provision for children. Students will learn how to prepare for work in settings and the responsibilities of Early Years workers.</p> <p><b>Unit 2: Development and Well-being 0-5 years - Internally Assessed</b>            This unit focuses on Holistic Development and factors that affect development. The students will learn how to observe children in order to be able to plan for their development needs. This knowledge will be most beneficial if they choose a childcare setting for their Year 10 Work Experience.</p> <p><b>Unit 3: Child Care and Development 0-5 years - Externally Assessed</b>            This unit will assess the student's knowledge about the development and care of children aged 0-5 years. (Based on Unit 1 and Unit 2).</p>
<b>Main Skills to be Able to Show</b>	<p>Show an understanding of the command words such as 'describe,' explain' or 'evaluate'.</p> <p>Ability to recall knowledge and to be able to relate this knowledge to child development and practice in Early Years settings.</p> <p>Show knowledge and understanding of how to promote children's development through play within assignments and practical work.</p> <p>Show knowledge and understanding of the importance of inclusive practice and be able to relate this to Early Years settings, again through assignments and practical work.</p>
<b>Revision Guides and Websites</b>	<p><a href="http://www.cache.org.uk">www.cache.org.uk</a>  <a href="http://www.hoddereducation.co.uk">www.hoddereducation.co.uk</a>  <a href="http://www.education.gov.uk">www.education.gov.uk</a>  <a href="http://www.nurseryworld.co.uk">www.nurseryworld.co.uk</a></p>

## Year 11 Subject Information

<b>Subject</b>	<b>Computer Science 9-1 GCSE</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	<p>Students will have regular testing throughout the year, covering both the theory and practical aspects of the course. Proposed dates are below:</p> <ul style="list-style-type: none"> <li>• <b>October - January</b> - NEA Practical Programming Controlled assessment.</li> <li>• <b>December</b> - Mock Exam.</li> <li>• <b>February</b> - Theory Assessment.</li> <li>• <b>March</b> - Theory Assessment.</li> <li>• <b>June</b> – Exam.</li> </ul> <p>All controlled Assessment marks will be submitted in <b>April 2018</b>.</p> <p>Interim class tests and feedback on draft copies of controlled assessments will take place regularly every half term.</p>
<b>Main Subject Content</b>	<p>This course will introduce students into the world of ‘Computer Science’. It offers an insight into what goes on behind the scenes, including computer programming which students find challenging, but immersive.</p> <p>Over the 2 years, students will develop their knowledge of the fundamentals principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.</p> <p>There are 3 units of work that will be studied, the first is Computer Systems and includes systems architecture, system security and network topologies. The second unit covers computational thinking, algorithms and programming and the third unit is a practical programming project.</p> <p>The course combines a formal written examination with in-school controlled assessment activities.</p> <p>The focus of this second year of the course will be to complete the NEA controlled assessment, followed by revision of the theory content from Year 10.</p> <p>The course combines 2 formal written examination, each worth 40% of the total marks, with in-school controlled assessment activities worth 20% of the total mark.</p>
<b>Revision Guides and Websites</b>	<p>The following websites are useful for revision:</p> <p><a href="http://www.teach-ict.com">www.teach-ict.com</a>  <a href="http://www.craigndave.org">www.craigndave.org</a></p> <p>In addition students have access to the course text book.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Computer Technology - NCFE Level 1 Certificate</b>
<b>Exam Board</b>	NCFE
<b>Key Assessment Dates</b>	<p>Each Learner will create a portfolio of evidence, generated from appropriate assessment tasks, which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. Assessment will be continuous.</p> <p>Students will complete the course in Summer 2018.</p>
<b>Main Subject Content</b>	<p>The course consists of three units:</p> <p><b>Unit 01 Digital Literacy</b> This unit aims to introduce learners to digital literacy and allows them to develop strategies when using digital technology. It is an introduction to the qualification and gives learners the ability to operate effectively as a citizen in the 21<sup>st</sup> century.</p> <p><b>Unit 02 Digital Technology</b> This unit aims to develop the learner's knowledge and use of digital technology and its components.</p> <p><b>Unit 03 Introduction to Computer Programming</b> This unit aims to enable learners to demonstrate their knowledge of and skills in solving simple problems using a programming language.</p>
<b>Revision Guides and Websites</b>	<p>The following websites are useful for revision:</p> <p><a href="http://www.teach-ict.com">www.teach-ict.com</a> <a href="http://www.Doddlelearn.co.uk">www.Doddlelearn.co.uk</a></p>

## Year 11 Subject Information

<b>Subject</b>	<b>Design and Technology - Food Preparation and Nutrition</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>Controlled Assessment (50%) is made up of two tasks - NEA 1 and NEA 2. Non Examined Assessment 1 is a scientific investigation into the functions of ingredients and NEA 2 involves investigation of food, dishes and culinary traditions and includes a 3 hour examination of practical skills.</p> <p>Mock Exam - November 2017</p> <p>Written exam (50%) Summer 2018</p>
<b>Main Subject Content</b>	<p><b>Nutrition</b> - Nutritional needs and health, Nutrients.</p> <p><b>Food Science</b> - Cooking of Food and Heat Transfer, Functional and Chemical Properties of Food.</p> <p><b>Food Safety</b> - Food Spoilage and Contamination, Principles of food Safety.</p> <p><b>Food Choice</b> - Factors affecting Food Choice, British and International cuisine, Sensory Evaluation.</p> <p><b>Food Provenance</b> - Environmental impact and sustainability, processing and production.</p>
<b>Main Skills to be Able to Show</b>	<p>High level practical skills.</p> <p>Presentation of food, showing molecular gastronomy techniques.</p> <p>Research and presentation of information.</p> <p>Scientific experimentation.</p>
<b>Revision Guides and Websites</b>	<p>Revision Guides - AQA Food Preparation and Nutrition.</p> <p>AQA textbook with Illuminate digital link.</p> <p>AQA website.</p> <p>Any recipe books.</p> <p>Food websites to get ideas:  <a href="http://www.goodfood.co.uk">www.goodfood.co.uk</a>  <a href="http://www.foodafactforlife.org.uk">www.foodafactforlife.org.uk</a>  <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></p>

## Year 11 Subject Information

<b>Subject</b>	<b>Design and Technology - Product Design</b>									
<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>									
<b>Key Assessment Dates</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Mock Exam:</td> <td style="width: 30%;"></td> <td style="width: 40%;">November/December 2017.</td> </tr> <tr> <td>Coursework (60%)</td> <td></td> <td>Practical to be completed - February 2018. Folder work to be completed - March 2018.</td> </tr> <tr> <td>Exam (40%)</td> <td></td> <td>May/June 2018.</td> </tr> </table>	Mock Exam:		November/December 2017.	Coursework (60%)		Practical to be completed - February 2018. Folder work to be completed - March 2018.	Exam (40%)		May/June 2018.
Mock Exam:		November/December 2017.								
Coursework (60%)		Practical to be completed - February 2018. Folder work to be completed - March 2018.								
Exam (40%)		May/June 2018.								
<b>Main Subject Content</b>	<p>Product Design knowledge from AQA Specification (90 marks)</p> <p>Sustainability, 6R'S, Materials, Ergonomics, Nets, lettering styles/typefaces, modelling materials eg fluted board, styrofoam, CAD/CAM, smart materials, printing methods, packaging reasons/over packaging, environmental issues, branding/corporate identity, isometric drawing, exploded views. Analysing, designing and evaluating.</p>									
<b>Main Skills to be Able to Show</b>	<p>Use the pre-exam research material to complete a design task.</p> <p>Be able to analyse a specification and the work of designers.</p> <p>Explain how to make a batch of products from marking out to finished assembly.</p> <p>Sketch in 3D making use of rendering and annotate drawings.</p> <p>Know how to produce a development for a 'card engineered' product. Be able to produce models of proposed designs and manufacture a product which includes packaging and instructions for use.</p> <p>Students have been working on a design projects which involved producing a moodlight/sign for a client and a USB pen for which they created the necessary packaging for the finished product.</p> <p>Students are now working on their coursework project which must be completed by the spring term in 2018.</p>									
<b>Revision Guides and Websites</b>	<p>Students are encouraged to purchase a copy of the supporting Revision Guide published by CGP. This is available to buy through school at a reduced cost.</p> <p><a href="http://www.aqa.org.uk">www.aqa.org.uk</a>- past papers, mark schemes and examiner's reports</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p> <p><b>Mock exam revision theme: Children's Day Nursery.</b></p> <p>Students will be able to access past exam papers and several useful revision power points through the email group that has been set up for them.</p>									



## Year 11 Subject Information

<b>Subject</b>	<b>Design and Technology - Textiles</b>
<b>Exam Board</b>	AQA <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
<b>Key Assessment Dates</b>	<p>Mock Exam: December 2017.</p> <p>Coursework (60%) Practical to be completed - February 2018. Folder work to be completed - March 2018.</p> <p>Exam (40%) May/June 2018.</p>
<b>Main Subject Content</b>	<p>Year 11 is a continuation of the 2 year GCSE course that began in Year 10 Unit 2 controlled assessment brief is chosen (this is an AQA set brief).</p> <p>The bulk of Unit 2 is done in the first term of Year 11. A total of 45 hours is the recommendation for Unit 2.</p> <p>Sustainability and the 6Rs, Materials - Fibres (natural, synthetic, regenerated, smart and modern). Production methods, moral, social, ethical and environmental issues. Modelling, construction and decoration techniques, designing, ICT, CAD and CAM (industrial processes). Analysing and evaluation throughout the course.</p>
<b>How are Students Grouped?</b>	Student are of mixed ability with differentiated tasks and worksheets.
<b>Home Learning Plans</b>	<p>Students are required to carry out individual research on the required topics.</p> <p>Feedback is given through peer/self and teacher assessment.</p> <p>Students will take a Mock GCSE in Year 11 which enables them to experience a practice paper to see what is expected of them when taking their GCSE.</p> <p>Students are encouraged to do independent learning and prepare for lesson via 'Flipped Homework' sent via Outlook 365 on group email.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<ul style="list-style-type: none"> <li>• Have a broad understanding of fibres and fabrics, construction and decorative techniques. Research and evaluation skills.</li> <li>• Ability to take design ideas through the design process.</li> <li>• Be able to work safely and independently in an organised manner to design and make original, creative and functional products.</li> <li>• Use research and exploration, such as the study of different culture to identify and understand user needs.</li> <li>• To be able to follow and create design briefs.</li> <li>• Work to deadlines and planning schedules.</li> <li>• Use a variety of approaches to generate creative ideas and avoid stereotypical responses.</li> <li>• Develop and communicate design ideas using annotated sketches, detailed plans, modelling and oral and digital presentations and computer based tools.</li> <li>• Understand developments in design and technology, its impacts on individuals, society and the environment.</li> <li>• To develop independent learning skills.</li> </ul>

**Year 11 Subject Information**

<b>Subject</b>	<b>May/ Language GCSE and English Literature GCSE</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>English Language will be assessed by exam only. There will be two exam papers in June 2018. The details are given below.</p> <p>English Literature will be assessed by exam only. There will be two exam papers in May/June 2018. The details are given below.</p>
<b>Main Subject Content</b>	<p><b>The English Language GCSE is assessed by two exams:</b></p> <p><b>Paper 1:</b> An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p> <p><b>Section A: Reading</b> - Unseen Extract.          Q1: Information Recall (AO1).          Q2: Language Analysis (AO2).          Q3: Structural Analysis (AO2).          Q4: Critical Evaluation of Texts (AO4).</p> <p><b>Section B: Writing</b> - Descriptive/narrative writing.          Q5: One extended piece of writing in response to an image or a piece of directed narrative writing.</p> <p><b>Paper 2:</b> An exam lasting 1 hour 45 minutes; it is worth 50% of the GCSE.</p> <p><b>Section A: Reading</b> - Two unseen extracts - literary fiction and non-fiction.          Q1: Information Recall Based on True/False (AO1).          Q2: Writing a Summary of a Text (AO1).          Q3: Language Analysis (AO2).          Q4: Comparing Ideas and Perspectives in Texts (AO3).</p> <p><b>Section B: Writing</b> - Students write from their own viewpoint.          Q5: One extended piece of writing in response to a statement or topic (the same theme as the reading texts).</p> <p><b>English Literature GCSE is assessed by two exams:</b></p> <p><b>Paper 1: Shakespeare and the Nineteenth Century Novel</b> (a closed book exam lasting 1 hour 45 minutes; it is worth 40% of the GCSE)</p> <p><b>Section A: Shakespeare.</b> One question on a play: students write in detail about an extract then write about the play as a whole. The options are: <i>Macbeth, Much Ado About Nothing, Romeo and Juliet, The Tempest, The Merchant of Venice, Julius Caesar.</i></p> <p><b>Section B: The Nineteenth Century Novel.</b> One question on a novel: students write in detail about an extract then write about the novel as a whole. The options are: <i>A Christmas Carol, Great Expectations, Jane Eyre, Frankenstein, Pride and Prejudice, The Sign of Four, Dr Jekyll and Mr Hyde.</i></p> <p><b>Paper 2: Modern Prose/Drama, Poetry Selection and Unseen Poetry</b> (a closed book exam lasting 2 hours 15 minutes; it is worth 60% of the GCSE).</p> <p><b>Section A: Modern Prose/Drama.</b> The options are: <i>An Inspector Calls, Blood Brothers, The History Boys, DNA, The Curious Incident of the Dog in the Night Time (play script), A Taste of Honey, Lord of the Flies, Animal Farm, Never Let Me Go, Anita and Me, Pigeon English.</i></p> <p><b>Section B: Poetry Selection</b></p> <p><b>Section C: Unseen Poetry</b></p>
<b>Main Skills to be Able to Show</b>	<p><b>Reading Skills</b>          Inferring and deducing - 'reading between the lines'. (AO1)</p> <p>Language analysis - analysing the writer's choice of word, language devices and structure. (AO2)          Comparing ideas between texts. (AO3)</p> <p>In Literature, in addition to the above skills, students also need to show understanding of the relationship between texts and the contexts in which they were written.</p> <p><b>Writing Skills</b>          Constructing whole texts, as well as paragraphing skills. Writing in different styles for a range of audiences and purposes. Grammar skills - punctuation and sentence-level organisation. Spelling.</p>
<b>Revision Guides and Websites</b>	<p>BBC Bitesize and <a href="http://www.podcastrevision.co.uk">www.podcastrevision.co.uk</a> both contain useful revision resources, and also can be downloaded from <a href="http://www.podcastrevision.co.uk/freestuff/Downloads/">http://www.podcastrevision.co.uk/freestuff/Downloads/</a>.</p> <p>The more non-fiction that pupils have access to at home, the better; the more each student reads from a wide variety of quality non-fiction sources, the more they will practise these vital reading skills.          The department Twitter feed: @EngLitTrinity also posts resources specifically for the new GCSE courses.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Geography</b>
<b>Exam Board</b>	Edexcel Specification A
<b>Key Assessment Dates</b>	<p>Students will sit three externally set exams, The Physical Environment, The Human Environment and Geographical Investigations. Exams for The Physical Environment and Human Environment will be sat at the end of Year 11 and each exam is worth 37.5% of the overall GCSE grade. While the dates have not been set by Edexcel, they will all be in May, June of 2018. This is a linear course and no modular exams are available.</p> <p>The Controlled Assessment project will be undertaken in school with 1 or 2 days of fieldwork to collect the data students will need. The day out of school could be in the local area or in a nearby urban environment. Students will then be examined on the fieldwork that they have carried out. This exam is worth 25% of the overall grade and, again, will be sat at the end of Year 11.</p>
<b>Main Subject Content</b>	<p>Of the examined units - <b>Dynamic Planet</b> and <b>People and Planet</b> have very different content.</p> <p><b>People and Planet</b> (Year 10) examines the following topics - Globalisation, Population Dynamics, Development Dilemmas, Consuming Resources, Challenges of an Urban World and Changing Settlements in the UK.</p> <p><b>Dynamic Planet</b> (Year 11) examines Water World, Changing Climate, Restless Earth, Battle for the Biosphere, Coastal Change and Conflict and Extreme Environments.</p> <p><b>Geographical Decisions</b> (Year 11) is a different sort of examination. Students will have an examination which poses a decision to be made around a geographical issue selected from the People and Planet or Dynamic Planet units but in a specific location which is unknown until the students open their examination booklet. There will be maps, diagrams, photographs, opinions on the topic and a decision to be made at the end of the paper on an issue relating to that location such as "Where should a new Disney resort be built in Asia?"</p>
<b>Main Skills to be Able to Show</b>	<p>You must show that:</p> <ul style="list-style-type: none"> <li>• You can explain the main ideas or concepts that go with each unit.</li> <li>• You can learn and use key case studies in your answers.</li> <li>• You can interpret maps and graphs, photographs and diagrams that are provided as resources by the examination board.</li> <li>• You can learn and use the proper key terms that go with each unit.</li> <li>• You can demonstrate your knowledge of places, processes and different environments.</li> <li>• You can select, adapt and use a variety of skills and techniques to investigate questions and issues.</li> </ul>
<b>Revision Guides and Websites</b>	<p>Edexcel produce their own revision guides and workbooks for this course. You will be shown these by your teacher. Please do not purchase general revision guides that are intended to cover a wide range of syllabuses as these will have chapters that you do not need!</p> <p>The Year 10 course is a new specification so there are limited resources, such as past exam questions and examiners comments, available. However, should you require any more information about the new specification, you can use the Edexcel website <a href="http://www.edexcel.com">www.edexcel.com</a>.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Health and Social Care - Single Award</b>
<b>Exam Board</b>	OCR
<b>Key Assessment Dates</b>	Coursework 60% completed by November 2017. Mock exam December 2017. Written exam 40% Summer 2018.
<b>Main Subject Content</b>	Understanding Personal Development and Relationships: <ul style="list-style-type: none"> <li>• The stages and patterns of human growth and development.</li> <li>• The different factors that can affect human growth and development.</li> <li>• The development of self-concept and different types of relationships.</li> <li>• Major life changes and sources of support.</li> </ul>
<b>Main Skills to be Able to Show</b>	Be organised and meet deadlines.  Use a range of ICT skills to present controlled assessment.  Investigate and evaluate a range of services and organisations.  Recall, select, use apply their knowledge and understanding of health and social care.  Plan and carry out tasks in which they analyse issues and problems and identify, gather and record information and evidence.  Analyse and evaluate information sources and evidence, make reasoned judgements and present conclusions.
<b>Revision Guides and Websites</b>	OCR website past papers/exemplar materials. NHS website. BBC News website. Panorama programmes.

## Year 11 Subject Information

<b>Subject</b>	<b>History</b>
<b>Exam Board</b>	AQA Syllabus A (Code 8145)
<b>Key Assessment Dates</b>	2018 - Examining the content from the Year 10 Units on Understanding the Modern World (Paper 1). 2018 - Examining the content from the Year 11 British Units on Health and the People and Norman England (Paper 2)
<b>Main Subject Content</b>	<p><b>Health and the People c1000-Present</b></p> <ul style="list-style-type: none"> <li>• Medicine stands still (The Medieval Period).</li> <li>• The beginnings of change (The Renaissance).</li> <li>• A revolution in medicine c1800-c1900.</li> <li>• Modern Medicine C20 Britain.</li> </ul> <p><b>Norman England 1066-c1100</b></p> <ul style="list-style-type: none"> <li>• The Normans - Conquest and Control.</li> <li>• Life under the Normans.</li> <li>• The Norman Church and Monasticism.</li> </ul>
<b>Main Skills to be Able to Show</b>	<p>Recall of facts and Application of knowledge.</p> <p>Evaluation of evidence for utility and reliability.</p> <p>Be able to explain why events happen in history.</p> <p><b>For the Health and the People Unit, students should:</b> Be able to explain the usefulness of sources, the significance of events, causes of events, factors for change, similarities and differences between events.</p> <p><b>The Norman England Unit concentrates:</b> On using sources and interpretations about the past and explaining why things happened in a coherent narrative. There will also be a study of an historical site or environment which is different each year and is specified by the exam board. This will also form part of the exam.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Mathematics</b>
<b>Exam Board</b>	EDEXCEL
<b>Key Assessment Dates</b>	<p>June 2018 - examining all content <b>without</b> a calculator (1 hour 30 Minutes - <b>All Sets</b>).</p> <p>June 2018 - examining all content <b>with</b> a calculator (2 Papers each 1 hour 30 Minutes <b>All Sets</b>).</p>
<b>Main Subject Content and Skills to be Able to Show</b>	<p>Students will be completing the third year of their GCSE course. They will cover a range of topics from Number and Algebra, Shape and space and Handling Data.</p> <p>Foundation and Higher</p> <p>Calculating with positive and negative integers</p> <p>Rounding numbers to decimal places and significant figures</p> <p>Calculating with fractions, decimals and percentages</p> <p>Working with indices and <b>standard form</b></p> <p><b>Working with Surds</b></p> <p>Use of symbols in algebra</p> <p>Using algebra with sequences</p> <p><b>Solving Algebraic Equations</b></p> <p>Working with angles and bearings</p> <p>Properties of triangles and polygon</p> <p>Calculating perimeter, area and <b>volume</b></p> <p>Coordinates in 2 and 3 dimensions</p> <p><b>Transformations of Polygons</b></p> <p>Using statistical measures for average</p> <p>Representing Data</p> <p>Organising and collecting samples of data</p> <p>*Text in bold - Higher only.</p>
<b>How Students are Grouped</b>	Students continue to be set according to potential and ability. Lessons are grouped into 3 x 1 hour of revision and delivery of new material and 1 x 1 hour of securing prior knowledge each week.
<b>Revision Guides and Websites</b>	<p>Use of 'Mymaths website' - a software package which each pupil has a login for and covers mathematics at all levels.</p> <p>BBC Bitesize website.</p> <p>Any GCSE revision guide at the appropriate tier (Higher or Foundation). Ideally for EDEXCEL specification.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Media Studies GCSE (Single Award)</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>Examination for Unit 1</b> in June 2018 The examination is for 1 hour 30 minutes. Pre-release material for the examination will be issued four weeks prior to the examination.</p> <p><b>Three Controlled assessments:</b> Assignment 1 - Introduction to Media. Assignment 2 - Cross-Media Study. Assignment 3 - Practical Production and Evaluation.</p>
<b>Main Subject Content</b>	<p><b>Unit 1: Investigating the Media (40%)</b> This is externally assessed and requires candidates to investigate a pre-released media topic and undertake research and planning in order to respond to four tasks. The first three tasks are questions that expect the student to write in detailed paragraphs and give clear and specific examples from their research they completed as preparation for the examination. The fourth question will be a design question where the students are to work with the brief in the pre-release material to create a final product. This could be, for example, a 10 frame storyboard or the front cover of a magazine.</p> <p><b>Unit 2: Understanding the Media (60%)</b> The second unit comprises of three controlled assessments which require the candidate to build on their understanding of the media key concepts for their own pre-production planning, leading to a realised production for assignment 3.</p> <p><b>Assignment 1</b> will focus upon the packaging of DVDs. Students will analyse DVD covers for two programmes/films, focusing upon engaging the audience.</p> <p><b>Assignment 2</b> - Cross-media study will focus upon the promotion of video games. Students will analyse a moving image and a print/web-based promotion for one video game of their own choice and complete a 1000-1200 word analytical explanation.</p> <p>They will then create the wrap-around sleeve for a video game of their own choice.</p> <p><b>Assignment 3</b> - Practical production and evaluation. The students will create a trailer for a feature film aimed at a specific audience. They will then write an evaluation of their product.</p>
<b>Main Skills to be Able to Show Understanding</b>	<p>Reading Skills Inferring and deducing - 'reading between the lines'.</p> <p>Language analysis - analysing the choice of words and language devices. Presentational devices analysis - analysing the form and presentation of a media product.</p> <p>Writing Skills Constructing whole texts, as well as paragraphing skills. Manipulating writing styles to be: persuasive, describe/explain.</p> <p>Grammar skills - punctuation and sentence-level organisation, use of modal verbs. Spelling.</p> <p>Communication Skills Be able to work effectively in groups.</p> <p>Discuss different approaches and explore a range of different media through verbal communication.</p>
<b>Useful Books and Websites</b>	<p><b>GCSE Media Studies Homepage:</b> <a href="http://www.aqa.org.uk/qualifications/gcse/english-and-media/media-studies.php">http://www.aqa.org.uk/qualifications/gcse/english-and-media/media-studies.php</a> This is good to view past papers.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>MFL - French GCSE</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	All final exams May 2018.
<b>Main Subject Content</b>	<p><b>3.1.1 Theme 1: Identity and culture</b>  Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:  <b>Topic 1: Me, my family and friends</b></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p><b>Topic 2: Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p><b>Topic 3: Free-time activities</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p><b>Topic 4: Customs and festivals in French-speaking countries/communities</b></p> <p><b>3.1.2 Theme 2: Local, national, international and global areas of interest</b>  <b>Theme 2:</b> Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:  <b>Topic 1: Home, town, neighbourhood and region</b></p> <p><b>Topic 2: Social issues</b></p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> </ul> <p><b>Topic 3: Global issues</b></p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness</li> </ul> <p><b>Topic 4: Travel and tourism</b></p> <p><b>Theme 3:</b> Current and future study and employment  <b>Theme 3:</b> Current and future study and employment covers the following four topics:  <b>Topic 1: My studies</b></p> <p><b>Topic 2: Life at school/college</b></p> <p><b>Topic 3: Education post-16</b></p> <p><b>Topic 4: Jobs, career choices and ambitions</b></p>
<b>Main Skills to be Able to Show</b>	<p>Grammatical Accuracy (using different tenses).  Narrate Events.  Identify Points of View.  Listening to Longer Passages.  Reading Longer Passages.  Recall of Vocabulary.  Develop writing using a range of tenses, connectives, opinions, reasons and justifications  Answer questions in the target language, detail what is happening in photos and other images. Read authentic texts and deduce key meaning. Write in a range of tenses, develop writing to include a variety of structures. Translate from English to French and vice versa.  Understand the meta language and be able to apply the right vocab to a gap fill.</p>
<b>Revision Guides and Websites</b>	<p>Students will have regular access to the Kerboodle package which is excellent preparation and assessment to coincide with the AQA examination.  Languages Online: <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  Word Reference (online dictionary): <a href="http://www.wordreference.com">www.wordreference.com</a>  BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/french/">http://www.bbc.co.uk/schools/gcsebitesize/french/</a>  Listening Skills: <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a>  Links have been provided to the Student booklets that have been devised with the new requirement in exam style questions in mind.  Revision guides available at Waterstones.  Although using the AQA/Edexcel exam boards the guides would also suit the topics studied through WJEC.  CPG GCSE AQA FRENCH - For the grade 9-1 Examination.  Revise AQA: GCSE French Revision Guide (available through Amazon)</p>



## Year 11 Subject Information

<b>Subject</b>	<b>MFL - Italian GCSE</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	November 2017- Controlled assessment Work and Education. February 2018 - Controlled assessment Home and Environment. Listening and Reading exams account for 20% each and will be final exams May 2018.
<b>Main Subject Content</b>	<p><b>Lifestyle Health</b></p> <ul style="list-style-type: none"> <li>• Healthy and unhealthy lifestyles and their consequences.</li> </ul> <p><b>Relationships and Choices</b></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends.</li> <li>• Future plans regarding: marriage/partnership.</li> <li>• Social issues and equality.</li> </ul> <p><b>Leisure Free Time and the Media</b></p> <ul style="list-style-type: none"> <li>• Free time activities.</li> <li>• Shopping, money, fashion and trends.</li> <li>• Advantages and disadvantages of new technology.</li> </ul> <p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• Plans, preferences, experiences.</li> <li>• What to see and getting around.</li> </ul> <p><b>Home and Environment Home and Local Area</b></p> <ul style="list-style-type: none"> <li>• Special occasions celebrated in the home.</li> <li>• Home, town, neighbourhood and region, where it is and what it is like.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Current problems facing the planet.</li> <li>• Being environmentally friendly within the home and local area.</li> </ul> <p><b>Work and Education School/College and Future Plans</b></p> <ul style="list-style-type: none"> <li>• What school/college is like.</li> <li>• Pressures and problems.</li> </ul> <p><b>Current and Future Jobs</b></p> <ul style="list-style-type: none"> <li>• Looking for and getting a job.</li> <li>• Advantages and disadvantages of different jobs.</li> </ul>
<b>Main Skills to be Able to Show</b>	<p>Grammatical Accuracy (using different tenses). Narrate Events. Identify Points of View. Listening to Longer Passages. Reading Longer Passages. Recall of Vocabulary. Develop writing using a range of tenses, connectives, opinions, reasons and justifications Answer questions in the target language, detail what is happening in photos and other images. Read authentic texts and deduce key meaning. Write in a range of tenses, develop writing to include a variety of structures. Translate from English to Italian and vice versa. Understand the meta language and be able to apply the right vocab to a gap fill.</p>
<b>Revision Guides and Websites</b>	<p>Languages Online: <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> Word Reference (online dictionary): <a href="http://www.wordreference.com">www.wordreference.com</a> BBC Bitesize: <a href="http://www.bbc.co.uk/schools/gcsebitesize/italian">http://www.bbc.co.uk/schools/gcsebitesize/italian</a> Listening Skills: <a href="http://www.ashcombe.surrey.sch.uk">www.ashcombe.surrey.sch.uk</a> Revise AQA: GCSE Italian Revision Guide (available through Amazon) AZIONE GRAMATICA AMICI student book.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Music</b>
<b>Exam Board</b>	Eduqas
<b>Key Assessment Dates</b>	<p>Internal - 1<sup>st</sup> Performance recorded before Christmas            Both Performances final recordings by half term in February            Both Composition completed by half term in October</p> <p>External - Coursework marked and sent to the examiner 15 May</p> <p>Listening Exam - May</p>
<b>Main Subject Content</b>	<p><b>Unit 1 Performance</b></p> <ul style="list-style-type: none"> <li>• 4-6 minutes combined duration of solo and ensemble performance.</li> </ul> <p><b>Unit 2 Composition</b></p> <ul style="list-style-type: none"> <li>• 2 compositions with a combined duration of 3 minutes:</li> <li>• 1 of these compositions must be from a brief set by the exam board and the other is a free composition.</li> </ul> <p><b>Unit 3 Listening and Appraising exam based on the areas of study below:</b></p> <ul style="list-style-type: none"> <li>• Areas of Study</li> <li>• Musical forms and Devices</li> <li>• Music for Ensemble</li> <li>• Film Music</li> <li>• Popular Music</li> </ul>
<b>Main Skills to be Able to Show</b>	<p><b>Performance - Solo and Ensemble - Coursework</b>            Instrumental performing skills, with technical control of the instrument, the ability to interpret music adding expression.</p> <p><b>Composition - Coursework</b>            Using techniques to develop musical ideas to create 2 completed pieces.</p> <p><b>Listening and Appraising - 1 hour 45 minute Exam</b>            The ability to write about music using the correct musical language. Identify, through listening a variety of musical features and in a longer essay question use musical language to write the set works in comparison with unfamiliar music.</p>
<b>Revision Guides and Website</b>	<p>BBC Bitesize, contains revision materials specific to the Edexcel specification  <a href="http://www.bbc.co.uk/schools/gcsebitesize/music/">http://www.bbc.co.uk/schools/gcsebitesize/music/</a></p> <p>For general Music theory to support GCSE <a href="http://www.musictheory.net/">http://www.musictheory.net/</a></p>
<b>SMSC</b>	<p>We promote spiritual, moral, social and cultural development in our subject by exploring context behind the set works.</p> <p>We also encourage students to join ensembles inside and outside school, see a wide range of music in concert. There is also the opportunity to enter festivals and competitions in Carlisle and Nationally.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Music Practitioner - Technology</b>
<b>Exam Board</b>	RSL (Rockschool)
<b>Key Assessment Dates</b>	<p><b>Internal</b> Assessment of up to three units over two years, submitted in May.</p> <p><b>External</b> 20 hour Controlled Time assessment in Summer Term.</p>
<b>Main Subject Content</b>	<p><b>Core Unit (Externally or internally assessed depending on Pathway followed)</b> <b>Producing a Recording</b> A 20 hour Controlled Time assessment with 10 hours preparation time with the focus on producing a two track recording of a live performance.</p> <p><b>A selection of up to three optional units</b> Internally assessed units with a focus on student interests/abilities</p>
<b>Main Skills to be Able to Show</b>	<p><b>Planning and Organisation</b> Students are required to show an understanding of the importance of careful and detailed planning.</p> <p><b>Technical Skills</b> Students will be required to display an understanding of how to use a variety of music technology, depending on the units they take.</p> <p><b>Evaluation</b> Students are required to demonstrate an ability to self-analyse, amend and develop their work and recognise cross curricular applications of their learning.</p>
<b>Revision Guides and Websites</b>	<p>This is a relatively new qualification and online resources are currently being created.</p> <p><a href="http://www.rslawards.com">www.rslawards.com</a></p>
<b>SMSC</b>	<p>The course allows for moral social cultural and spiritual development of students through promotion of collaborative working practices and group integration. As a department we offer opportunities to be involved in extra-curricular activities for the development of the whole person.</p>

## Year 11 Subject Information

<b>Subject</b>	PE
<b>Exam Board</b>	AQA GCSE PE 8582
<b>Key Assessment Dates</b>	Mock Examination - December 2017. Analysis and Evaluation - October 2017. Examination - Summer 2018.
<b>Main Subject Content</b>	<p><b>Practical 40%</b> Students are involved in a variety of activities such as: Badminton; Basketball; Cricket; Football; Hockey Students will be assessed in skills in: Progressive Drills, Full Context. Netball; Rugby; Tennis; Athletics; Gymnastics; Swimming; Trampolining.</p> <p>They are assessed as player/performer.</p> <p>10% of the practical mark is performance analysis.</p> <p><b>Theory Exam 60%</b> - 2 exam papers 30% each:</p> <ul style="list-style-type: none"> <li>• Applied Anatomy and Physiology;</li> <li>• Movement Analysis;</li> <li>• Physical Training;</li> <li>• Use of Data;</li> <li>• Sports Psychology;</li> <li>• Socio-Cultural Influences;</li> <li>• Health, Fitness and Wellbeing.</li> </ul> <p>The exam paper has multiple choice questions, short answer questions and extended answer questions.</p>
<b>Main Skills to be Able to Show</b>	<p>Sports specific skills for the three activity areas being offered, with knowledge and understanding of these areas. Analysis and evaluation of performance.</p> <p>Application of good examination technique. Preparation for scenario questions using extended answers.</p>
<b>Revision Guides and Websites</b>	This will be reviewed as we learn more about the new course.

## Year 11 Subject Information

<b>Subject</b>	<b>Religious Studies</b>
<b>Exam Board</b>	<p>WJEC Eduqas Religious Studies A</p> <p><b>Component 1: Religious, Philosophical and Ethical Studies in the Modern World.</b> Written examination: 2 hours 50% of the qualification. 120 marks (plus 6 for spelling, punctuation, grammar and use of specialist terms).</p> <p><b>Component 2: Study of Christianity.</b> Written examination: 1 hour 25% of the qualification. 60 marks (plus 6 for spelling, punctuation, grammar and use of specialist terms)</p> <p><b>Component 3: Study of a World Faith - Islam</b> Written examination: 1 hour 25% of the qualification. 60 marks</p>
<b>Key Assessment Dates</b>	All three papers will be assessed in May/June 2018
<b>Main Subject Content</b>	<p><b>Component 1</b> Issues of Relationships (and revision of Human Rights Issues/Good and Evil Issues and Life and death Issues)</p> <p><b>Component 2</b> Christian practices (and revision of Christian beliefs and teachings)</p> <p><b>Component 3</b> Revision of Islamic beliefs, teaching and practice.</p>
<b>Main Skills to be Able to Show</b>	<p><b>Eduqas GCSE Religious Studies takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world.</b> The course will also enable learners to gain knowledge and understanding of two religions:</p> <p><b>AO1</b> Demonstrate knowledge and understanding of religion and belief*, including</p> <ul style="list-style-type: none"> <li>• Beliefs, practices and sources of authority;</li> <li>• Influence on individuals, communities and societies;</li> <li>• Similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2</b> Analyse and evaluate aspects of religion and belief*, including their significance and influence.</p> <p>* <b>The term 'belief' includes religious and non-religious beliefs.</b></p>
<b>Revision Guides and Websites</b>	<p><b>WJEC Eduqas Revision Guide</b> (available to purchase from the department)</p> <p><b>CGP Religious Studies For the new 9-1 Grades</b></p> <p>BBC Bitesize <a href="http://www.bbc.co.uk/schools/gcsebitesize/rs/">http://www.bbc.co.uk/schools/gcsebitesize/rs/</a></p>

## Year 11 Subject Information

<b>Subject</b>	<b>Combined Science: Trilogy</b> - (Classes 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10)
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p>There are 2 exams for each of the 3 subjects that make up the Double Science GCSE. Each exam contributes 16.7% to the overall grades.</p> <p>Biology paper 1: 15.5.18    Chemistry paper 1: 17.5.18    Physics paper 1: 23.5.18          Biology paper 2: 11.6.18    Chemistry paper 2: 13.6.18    Physics paper 2: 15.6.18</p>
<b>Main Subject Content</b>	<p><b>Biology Units</b></p> <ol style="list-style-type: none"> <li>1 Cell Biology;</li> <li>2 Organisation;</li> <li>3 Infection and Response;</li> <li>4 Bioenergetics;</li> <li>5 Homeostasis and Response;</li> <li>6 Inheritance, Variation and Evolution;</li> <li>7 Ecology.</li> </ol>
	<p><b>Chemistry Units</b></p> <ol style="list-style-type: none"> <li>8 Atomic Structure and the Periodic Table;</li> <li>9 Bonding, Structure, and the Properties of Matter;</li> <li>10 Quantitative Chemistry;</li> <li>11 Chemical Changes;</li> <li>12 Energy Changes;</li> <li>13 The Rate and Extent of Chemical Change;</li> <li>14 Organic Chemistry;</li> <li>15 Chemical Analysis;</li> <li>16 Chemistry of the Atmosphere;</li> <li>17 Using Resources.</li> </ol>
	<p><b>Physics Units</b></p> <ol style="list-style-type: none"> <li>18 Energy;</li> <li>19 Electricity;</li> <li>20 Particle Model of Matter;</li> <li>21 Atomic structure;</li> <li>22 Forces;</li> <li>23 Waves;</li> <li>24 Magnetism and Electromagnetism.</li> </ol>
<b>Main Skills to be Able to Show</b>	<p>Recall of Facts.          Application of Knowledge.          Evaluation of Experimental Techniques.          Analysis of Data.          Maths Skills.          Practical Skills.</p>
<b>Revision Guides and Websites</b>	<p>The online textbook and resources are available to your child through Kerboodle. Their teacher will give them login details.</p> <p>Revision Guides are available but come in higher and foundation versions so check which tier exam your child is sitting.</p> <p>Ensure that anything you buy says 'AQA' and for 'first teaching from 2016'.</p>

## Year 11 Subject Information

<b>Subject</b>	<b>Science - Triple (Separate Biology, Chemistry and Physics GCSEs)</b> (Classes 11-1, 11-2, 11-3)	
<b>Exam Board</b>	AQA	
<b>Key Assessment Dates</b>	<p>There are 2 exam papers for each GCSE both contributing 50% towards the overall grade.</p> <p>Biology paper 1: 15.5.18    Chemistry paper 1: 17.5.18    Physics paper 1: 23.5.18          Biology paper 2: 11.6.18    Chemistry paper 2: 13.6.18    Physics paper 2: 15.6.18</p>	
<b>Main Subject Content</b>	<p><b>Biology Units:</b></p> <ol style="list-style-type: none"> <li>1 Cell Biology;</li> <li>2 Organisation;</li> <li>3 Infection and Response;</li> <li>4 Bioenergetics;</li> <li>5 Homeostasis and Response;</li> <li>6 Inheritance, Variation and Evolution;</li> <li>7 Ecology.</li> </ol>	<p><b>Physics Units:</b></p> <ol style="list-style-type: none"> <li>1 Energy;</li> <li>2 Electricity;</li> <li>3 Particle Model of Matter;</li> <li>4 Atomic Structure;</li> <li>5 Forces;</li> <li>6 Waves;</li> <li>7 Magnetism and Electromagnetism;</li> <li>8 Space.</li> </ol>
	<p><b>Chemistry Units:</b></p> <ol style="list-style-type: none"> <li>1 Atomic Structure and the Periodic Table;</li> <li>2 Bonding, Structure, and the Properties of Matter;</li> <li>3 Quantitative Chemistry;</li> <li>4 Chemical Changes;</li> <li>5 Energy Changes;</li> <li>6 The Rate and Extent of Chemical Change;</li> <li>7 Organic Chemistry;</li> <li>8 Chemical Analysis;</li> <li>9 Chemistry of the Atmosphere;</li> <li>10 Using Resources;</li> </ol>	
<b>Main Skills to be Able to Show</b>	<p>Recall of Facts.          Application of Knowledge.          Evaluation of Experimental Techniques.          Analysis of Data.          Maths Skills.          Practical Skills</p>	
<b>Revision Guides and Websites</b>	<p>The online textbook and resources are available to your child through Kerboodle. Their teacher will give them login details.</p> <p>Revision Guides are now published for this new course.          Ensure that anything you buy says 'AQA' and for 'first teaching from 2016'.</p>	

## Year 11 Subject Information

<b>Subject</b>	<b>Theatre Studies</b>
<b>Exam Board</b>	AQA
<b>Key Assessment Dates</b>	<p><b>December</b> Component 2 - Devising Practical - marked by teachers and moderated by AQA Mock Written Exam</p> <p><b>March</b> Component 3 - Texts in Practice (Scripted Practical) - marked by visiting examiner.</p> <p><b>May</b> Component 1 - Final Written Exam</p>
<b>Main Subject Content</b>	<p><b>Component 1 - Understanding Drama - (Written Exam - 1 hour and 45 minutes)</b> <b>40% of GCSE</b> Section A - Multiple choice (4 marks). Section B - 4 questions on a given extract from the set play chosen (44 marks). Section C - 1 question (from a choice) on a live theatre production (32 marks).</p> <p><b>Component 2 - Devising Drama (Practical)</b> <b>40% of GCSE</b> Devising Log (60 marks). Devised Performance (20 marks). This component is marked by teachers and moderated by AQA.</p> <p><b>Component 3 - Texts in Practice (Practical)</b> <b>20% of GCSE</b> Performance of 2 extracts from 1 play (students may contribute as performer or designer) (20 marks for each extract). This component is marked by AQA.</p> <p>There are opportunities to see a variety of live theatre throughout the year. Students are also encouraged to take part in extra-curricular performances with Trinity Theatre Company.</p>
<b>Main Skills to be Able to Show</b>	<p>Candidates will be assessed on their ability to:</p> <p>Select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.</p> <p>Develop and apply practical skills to communicate in both devised and scripted performance.</p> <p>Realise artistic intention for an audience.</p> <p>Analyse and evaluate their own work and that of others using appropriate terminology.</p> <p>Analyse and evaluate performance texts and dramatic works, considering social, cultural and historical contexts and exploring ideas of how a play may be interpreted practically.</p> <p>Candidates need to be able to demonstrate skill either as an actor or in another technical option of their choice.</p>
<b>Revision Guides and Websites</b>	<p>Specification and assessment materials available on:</p> <p><a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a></p>