

<b>Art &amp; Design (GCSE AQA)</b>		
<b>Key Stage 4 Year 11 2018 - 2019</b>		
Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Pupils prepare for one day mock exam. Pupils select the best work produced in year 10 to stimulate ideas for a final artwork.	Pupils work assessed continually throughout this period of study.
<b>2</b>	Pupils sit their mock exam. Pupils select most successful work for inclusion in their coursework portfolio.	Pupils work assessed continually throughout this period of study.
<b>3</b>	Externally set task released by exam board. Pupils select preferred title and make a start on research.	Pupils work assessed continually throughout this period of study.
<b>4</b>	Pupils continue to experiment with media and approaches to image making using their selected exam title as a stimulus. Pupil prepare for their exam.	Pupils work assessed continually throughout this period of study.
<b>5</b>	Pupils sit their 10 hour exam.	Work is given a final grade and grades are submitted for moderation by AQA.
<b>Further reading and independent/extension activities</b>		
>	Regular attendance at art course catch up sessions	
>	Practising observational drawing at home	
>	Visits to galleries and museums	
<b>Websites and resource links</b>		
>	<a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a>	
>	<a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a>	
<b>How can parents/carers support at home</b>		
<p>Parents can support students by ensuring they have the following resources, these will be required EVERY lesson: A HB pencil, A ruler , A rubber , A pencil sharpener If possible, a small set of coloured pencils &amp; glue stick.</p> <p>Parents can also support by encouraging the practise of observational drawing at home and taking their children on visits to Exhibitions and Galleries.</p>		
<b>Members of staff</b>	Mr J Brown (Curriculum Leader) Mrs J Burnett	

# Biology Single Science (AQA)

## Key Stage 4 Year 11 2018 - 2019

Students study how the body maintains a steady state, how genetic variation produces evolution of species and how variation and evolution together give complex and diverse ecosystems that are threatened by mankind. It is in year 11 that your son makes key decisions for his future studies and work and, since the science department has a broad range of expertise, the staff can offer some insights.

Half Term	Course Content	Assessment information
<b>1</b>	Hormonal coordination, homeostasis.	Written tests on the knowledge and skills developed in each topic.  Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
<b>2</b>	Variation, genetics and evolution	Mock exam will assess all the topics and skills covered in the course so far.
<b>3</b>	Organisation and biodiversity of ecosystems	Written tests on the knowledge and skills developed in each topic.
<b>4</b>	Revision	A second mock exam.
<b>5</b>	Revision	

### Further reading and independent/extension activities

➤	AQA sciences (9-1) textbooks or revision guides.
➤	myGCSE Science
➤	Student resources on Google Classroom
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)
➤	Science articles in newspapers or specialist magazine eg New Scientist

### Websites and resource links

➤	Kerboodle for digital textbooks (free subscription).
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)

### How can parents/carers support at home

- In year 11 your son will study the most challenging topics of the course with content that is conceptually difficult, requiring a broad range of scientific and mathematical skills and recall of previous topics. However, with the increasing knowledge, previously disparate areas of science should begin to become coherent as your son develops an overview of the subject.
- To support your son you should encourage frequent revision and ensure he has all the material needed to comprehensively study the subject.
- Encourage your son in his study and revision skills and monitor his attendance at after school revision classes.

<b>Members of</b>	Mr G Jameson (Curriculum Leader)
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<b>staff</b>	Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor
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## Business Studies (GCSE Edexcel 9-1)

### Key Stage 4 Year 11 2018 - 2019

The Edexcel Business GCSE 9-1 is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing a business and global businesses (Theme 2).

There are two equally weighted exam papers which students sit in Year 11. Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

<i>Half Term</i>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	<u>Topic 2.1 - Growing the business</u> <ul style="list-style-type: none"> <li>● Business growth</li> <li>● Changes in business aims and objectives</li> <li>● Business and globalisation</li> <li>● Ethics, the environment and business</li> </ul>	Key terminology assessment End of topic assessment
<b>2</b>	<u>Topic 2.2 Making marketing decisions</u> <ul style="list-style-type: none"> <li>● Product</li> <li>● Price</li> <li>● Promotion</li> <li>● Place</li> <li>● Using the marketing mix to make business decisions</li> </ul>	Key terminology assessment End of topic assessment
<b>3</b>	<u>Topic 2.3 – Making operational decisions</u> <ul style="list-style-type: none"> <li>● Business operations</li> <li>● Working with suppliers</li> <li>● Managing quality</li> <li>● The sales process</li> </ul>	Key terminology assessment End of topic assessment
<b>4</b>	<u>Topic 2.4 – Making financial decisions</u> <ul style="list-style-type: none"> <li>● Business calculations</li> <li>● Understanding business performance</li> </ul>	Key terminology assessment End of topic assessment

5	<u>Topic 2.5 – Making human resource decisions</u> <ul style="list-style-type: none"> <li>● Organisational structures</li> <li>● Effective recruitment</li> <li>● Effective training and development</li> <li>● Motivation</li> </ul> Revision	GCSE Examination
<b>Further reading and independent/extension activities</b>		
➤	New GCSE Business Edexcel Revision Guide - For the Grade 9-1 Course ISBN: 978 1 78294 690 8	
➤	New GCSE Business Edexcel Exam Practice Workbook - For the Grade 9-1 Course ISBN: 978 1 78294 693 9	
➤	Edexcel GCSE (9-1) Business Student Book ISBN-13: 978-1292179841 ISBN-10: 1292179848	
➤	<a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a>	
➤	Exemplar Exam papers - <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials</a>	
<b>Websites and resource links</b>		
➤	Tutor2u - <a href="https://www.tutor2u.net/business/topics">https://www.tutor2u.net/business/topics</a>	
➤	Seneca - <a href="https://senecalearning.com">https://senecalearning.com</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● Parents and carers can support students through discussing the news and the impact on local businesses.</li> <li>● Reading and discussing news articles in the newspaper and the impact on businesses and the economy.</li> <li>● Through testing your child’s ability to use business terminology effectively through questioning.</li> <li>● Through reviewing your child’s work submitted via Google classroom and ensuring that they are meeting deadlines set.</li> </ul>		
<b>Members of staff</b>	Miss A McGinty (Curriculum Leader) Mr D Brogden	

# Chemistry Single Science (AQA)

## Key Stage 4 Year 11 2018 - 2019

Students study the explanations behind chemical changes including electrolysis and chemical energetics. They discover how resources are used and how to analyse the products in a chemical reaction. It is in year 11 that your son makes key decisions for his future studies and work and, since the science department has a broad range of expertise, the staff can offer some insights.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Electrolysis, chemical energetics.	Written tests on the knowledge and skills developed in each topic.  Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
<b>2</b>	Organic reactions, chemical analysis	Mock exam will assess all the topics and skills covered in the course so far.
<b>3</b>	Using our resources.	Written tests on the knowledge and skills developed in each topic.
<b>4</b>	Revision	A second mock exam.
<b>5</b>	Revision	

### Further reading and independent/extension activities

➤	AQA sciences (9-1) textbooks or revision guides.
➤	myGCSE Science
➤	Student resources on Google Classroom
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)
➤	Science articles in newspapers or specialist magazine eg New Scientist

### Websites and resource links

➤	Kerboodle for digital textbooks (free subscription).
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)

### How can parents/carers support at home

- In year 11 your son will study the most challenging topics of the course with content that is conceptually difficult, requiring a broad range of scientific and mathematical skills and recall of previous topics. However, with the increasing knowledge, previously disparate areas of science should begin to become coherent as your son develops an overview of the subject.
- To support your son you should encourage frequent revision and ensure he has all the material needed to comprehensively study the subject.
- Encourage your son in his study and revision skills and monitor his attendance at after school revision classes.

<b>Members</b>	Mr G Jameson (Curriculum Leader)
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<b>of staff</b>	Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor
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## Computer Science (GCSE AQA)

### Key Stage 4 Year 11 2018 - 2019

This specification has been created to get students working with real-world programming and provides a good understanding of the fundamental principles of computing

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Programming Task	Non assessed exam board task
<b>2</b>	Programming Task	Non assessed exam board task
<b>3</b>	Programming Task	Non assessed exam board task
<b>4</b>	Ethical, legal and environmental issues	End of unit assessment
<b>5</b>	Revision	

#### Further reading and independent/extension activities

➤	Students will be able to access some software from home and we encourage them to do so. This includes, google apps, google classroom. PYTHON can be downloaded from the link below.
➤	Our KS4 computing site has lots of resources and videos to watch
➤	Any students wanting extra support for any of their computing work can attend the club or come to the Computing Office at lunch time or break time to talk to a teacher. Anyone without computer access or internet access at home are free to use the computer facilities at lunchtime and after school in the LRC

#### Websites and resource links

➤	AQA computer science for past papers and exam specs, <a href="#">codecademy</a> for practical coding, <a href="#">bbc bitesize</a> , any technology news websites, <a href="#">PYTHON</a> and <a href="#">repl.it online PYTHON ide</a>
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#### How can parents/carers support at home

- Parents can support the students by giving them access to the internet
- Ensuring they complete their homeworks at home and on time.

<b>Members of staff</b>	Mr P Corkhill (Curriculum Leader) Mr Q Zaidi
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# Creative Media BTEC (Pearson)

**Key Stage 4 Year 11 2018 - 2019**

BTEC Firsts in Creative Digital Media Production can help you take your first steps towards a career in the digital industry. You'll learn essential skills such as planning and pitching a digital media product, digital publishing and producing digital video.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	<p>The final coursework unit 5 is continued from Year 10. In this unit they will investigate the context in which digital publishing products exist as well as their purposes and uses.</p> <p>They will gain knowledge and the appropriate skills required for the design and development of digital publishing products as well as an overview of how to source materials and combine them.</p> <p>They will learn to organise and manage the production of a digital publishing product, plan and prepare content suitably and create interactivity between text, images and graphics. They will also test their completed publishing product on different publishing platforms and then publish their finished digital publishing product.</p>	<p>Students will be assessed on three different learning aims in this unit, at either Pass, Merit or Distinction.</p> <p>Learning aims:            A know about digital publishing opportunities            B understand use of digital publishing technology and techniques            C produce material for digital publication.</p> <p>Once assessed they have an opportunity to improve their mark.</p>
<b>2</b>	<p>After the October half term we begin to study the externally assessed unit. Students will explore the different digital media sectors and the products they produce. They will understand the range of technological platforms used to distribute media, and how each sector has a common production process. Underpinning every digital media production is an audience of some kind: gamers, surfers, viewers, readers or listeners. The audience plays an increasingly important role not only in consuming media products, but also in generating them and interacting with their content. They will understand how media producers consider how to interact and communicate with audiences and how information on the audience can be gathered and interpreted.</p>	<p>Mock exam</p> <p>Focus in this half term is on learning aim A understand digital media sectors, products and platforms.</p>
<b>3</b>	<p>The externally assessed unit continues.</p> <p>Review of coursework in units 2, 3 and 5 will be revisited and improved.</p>	<p>January Exam</p> <p>Focus in this half term is on learning aim B understand audiences for digital media products</p> <p>Improvements made to past units will be assessed according to their learning aims' grading criteria.</p>
<b>4</b>	<p>External unit continues.</p>	<p>Mock exam</p>

		Focus in this half term is on learning aim C explore how audiences engage with digital media products.
5	External unit continues. Review of knowledge and skills	All learning aims are reviewed and included in several exams.  Mock exam
6		June Exam
<b>Further reading and independent/extension activities</b>		
➤	Visit The Museum of Advertising and Branding	
➤	Join several media vlogs on Youtube to explore the use of Adobe Photoshop and Premiere and	
➤	Create your own media products, even if you are only using Google Slides/Docs. If you recreate the products we cover in the course you will remember them better.	
<b>Websites and resource links</b>		
➤	<a href="https://www.bbc.com/education/subjects/ztnygk7">https://www.bbc.com/education/subjects/ztnygk7</a>	
➤	Subscribe to the YouTube channel The Media Insider ( <a href="https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA/featured">https://www.youtube.com/channel/UCGXfqzVEZr0XaZLWG3_HniA/featured</a> ) and Media GCSE revision <a href="https://www.youtube.com/user/gcsemediarevision">https://www.youtube.com/user/gcsemediarevision</a>	
<b>How can parents/carers support at home</b>		
	<ul style="list-style-type: none"> <li>• Talk about the different media that you use at home, it's nearly impossible not to use media for a day. Discuss why you use it and what needs they fulfil. Have discussions about the role of social media and online websites, why has this part of the media expanded so rapidly in the last ten years? Take an interest in your child's use of social media and how they choose to express themselves through online media.</li> <li>• Discuss film posters and magazine cover you see and ask what sub messages are transmitted to the audience. How should men and women look be, why is it like this and how can these views change?</li> <li>• Encourage your son to take more photographs and film, capturing family events or ordinary family life situations. To expand their knowledge they can watch YouTube clips on e.g. framing techniques to try different angles and shot sizes.</li> </ul>	
<b>Members of staff</b>	Ms L Pegg (Curriculum Leader) Mrs S Duffy Ms D Richards	

# Design & Technology

## Key Stage 4 Year 11 2018 - 2019

The new GCSE qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	NEA Challenge Identifying & investigating design possibilities Producing a design brief and specification	Teacher assessment and feedback
<b>2</b>	NEA Challenge Generating ideas Developing design ideas	Teacher assessment and feedback
<b>3</b>	NEA Challenge Realising design ideas Analysing & Evaluating	Teacher assessment and feedback
<b>4</b>	Core technical principles revision	Mock examinations
<b>5</b>	Core technical principles revision	Mock examinations
<b>6</b>	Core technical principles revision	Mock examinations

### Further reading and independent/extension activities

➤	AQA GCSE (9-1) Design and Technology by Michael Ross Publisher: PG Online ISBN-13: 9781910523100
➤	The following publishers have been selected to enter the AQA textbook approval process for our GCSE Design and Technology specification: <ul style="list-style-type: none"><li>• Hodder Education</li><li>• PG Online</li></ul> Use the following URL for the approved textbooks  <a href="http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks">http://www.aqa.org.uk/resources/design-and-technology/gcse/design-and-technology/teach/textbooks</a>
➤	<a href="https://www.stem.org.uk/elibrary/collection/3800/smart-materials">https://www.stem.org.uk/elibrary/collection/3800/smart-materials</a>

### ➤ Websites and resource links

➤	<a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a>
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>	<a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>
>	<a href="http://the-warren.org/">http://the-warren.org/</a>
>	AQA GCSE (9-1) Design and Technology by Michael Ross Publisher: PG Online ISBN-13: 9781910523100
<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>• NEA Challenge involves pupils working directly with a target market. This could be a friend or family member who is committed to user feedback throughout the design process.</li> <li>• Parents can support the students by giving them access to the internet, using Google classroom, and by monitoring and ensuring students complete their homework tasks at home and on time.</li> <li>• Possible visits or exploration of products and museums related to the NEA topic choice to inspire your son and help maintain sustained efforts on his NEA.</li> </ul>	
<b>Members of staff</b>	Mr D Lambourne (Curriculum Leader) Mrs L England Miss J Besidone

<h2>Drama (GCSE)</h2>		
<b>Key Stage 4 Year 11 2018 - 2019</b>		
The subject content for GCSE Drama is divided into two components:		
<ol style="list-style-type: none"> <li>1. Drama Written Paper 40%</li> <li>2. Practical Performance 60%</li> </ol>		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
	In common with all subjects, drama requires specific skills, knowledge and understanding, which are progressively taught and assessed through and across Year 10 & 11.	In Drama lessons on-going assessment is based around the concept of DIRT: Dedicated Reflection and Improvement Time.
<b>1</b>	Component 2: Devising drama (practical) What's assessed: <ul style="list-style-type: none"> <li>• Process of creating devised drama.</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluation of own work.</li> </ul>	Teacher assessment of the 'making' stages of rehearsals.
<b>2</b>	Component 2: Devising drama (practical) What's assessed: <ul style="list-style-type: none"> <li>• Process of creating devised drama.</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluation of own work.</li> </ul>	Devised performance Video performance assessment
<b>3</b>	Component 1: Understanding drama What's assessed: <ul style="list-style-type: none"> <li>• Evaluation of their own work</li> </ul>	Mock Exam
<b>4</b>	Component 2: Texts in practice (practical) What's assessed	Live Text Performance Marked by Drama Staff & Moderated by AQA

	<ul style="list-style-type: none"> <li>● Performance of two extracts from one play</li> </ul>	
5	<p>Component 2: Texts in practice (practical)</p> <p>What's assessed</p> <ul style="list-style-type: none"> <li>● Performance of two extracts from one play</li> </ul>	Exam
<b>Further reading and independent/extension activities</b>		
➤	<p>Reading theatre reviews in the broadsheets and free papers can be useful in terms of critical thinking (and awareness of what's on). Please note that the LRC publishes the KS3 Drama reading lists termly – these are available in the LRC and are published on the Drama room display boards.</p>	
➤	<p>The Department offers a wide range of extra-curricular opportunities, which vary, from Whole School Productions, GCSE/BTEC Exam Showcases, Shakespeare Schools Festival entries, National Theatre Connections Festival entries, International Youth Arts Festival entries and Lower School Drama and Dance clubs. The Department also work closely with the Parents and Friends Association supporting the fundraising efforts wherever possible and running the hugely popular, termly Family Theatre Trips. Pupils are also given regular opportunities to attend live theatre events both locally and in London. TIE companies annually bring performance work into the Department and established theatre practitioners offer a range of extra-curricular opportunities, one of the most popular being the Swordplay and Stage-Combat Master-class.</p>	
➤	<p>Pupils are encouraged to attend KS3 Drama Club to develop and enhance their making and performance skills. Staff offer lunchtime drop in sessions for support with written response catch up. Pupils are also encouraged to support their Drama outside of the classroom with the following organisations:</p> <ul style="list-style-type: none"> <li>● National Youth Theatre</li> <li>● Orange Tree Theatre Young Company</li> <li>● Rose Theatre Youth Company</li> <li>● Youth Music Theatre</li> <li>● Lyric Theatre Young Company</li> <li>● Young Vic New Views Company</li> </ul>	
<b>Websites and resource links</b>		
➤	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/drama">www.bbc.co.uk/schools/gcsebitesize/drama</a> has excellent explanations and clips of drama techniques in action</p>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● Above all else the Drama department values the support and cooperation of parents in ensuring pupils attend school on time and ready to learn, complete classwork and homework to the highest possible standard and in meeting the standards required in the school behaviour policy.</li> <li>● The greatest way to support your son in their study of drama is through encouraging their participation and exposure to it. Students benefit greatly from experiencing live theatre whether amateur or professional and we encourage all of our students to visit the theatre as often as possible.</li> <li>● At GCSE we greatly appreciate parents supporting their child in preparation for controlled assessments in ways such as: through running lines; supporting extra commitment given to additional rehearsals and sourcing props and costumes.</li> </ul>		
<b>Members of staff</b>	<p>Miss S O'Reilly (Curriculum Leader) Miss C Pomeroy Miss S Sladen Mrs J Tutton</p>	

# English Language and Literature

## Key Stage 4 Year 11 2018 - 2019

In preparation for GCSE examinations we alternate study between the language and literature courses throughout year 10 and 11. This allows students to revisit the same topics, skills and texts more than once and deepen their understanding and knowledge as they mature and develop their understanding of the world around them.

Half Term	Course Content	Assessment information
1	Literature Paper 1- <i>Macbeth / The Woman in Black</i> revision.	Assessment: Literature paper 1.
2	Language paper 2- <i>Non fiction 19<sup>th</sup> Century and 20/21<sup>st</sup> Century.</i>	Assessment: Mock on Literature 1 and Language 2.
3	Literature Paper 2- <i>Jekyll and Hyde and Poetry Anthology.</i>	Assessment: Mock on Literature paper 2.
4	Language Paper 1 - <i>Fiction; Reading and Writing.</i>	Assessment: Mock on Language 1.
5	Revision.	GCSEs.
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### Further reading and independent/extension activities

➤	Frankenstein - Mary Shelley
➤	<a href="https://www.bbc.co.uk/iplayer/episode/b007qyzv/ian-rankin-investigates-dr-jekyll-and-mr-hyde">https://www.bbc.co.uk/iplayer/episode/b007qyzv/ian-rankin-investigates-dr-jekyll-and-mr-hyde</a>
➤	<a href="https://www.museumoflondon.org.uk/museum-london/permanent-galleries/peoples-city">https://www.museumoflondon.org.uk/museum-london/permanent-galleries/peoples-city</a>
➤	<a href="https://www.nosweatshakespeare.com/resources/shakespeare-london-facts/">https://www.nosweatshakespeare.com/resources/shakespeare-london-facts/</a>
➤	<a href="https://www.bbc.com/education/guides/zqnhtyc/revision/1">https://www.bbc.com/education/guides/zqnhtyc/revision/1</a>

### Websites and resource links

➤	<a href="http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosegreatexpect/0prose_gr eatexpect_contrev4.shtml">http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosegreatexpect/0prose_gr eatexpect_contrev4.shtml</a>
➤	<a href="http://learnenglishteens.britishcouncil.org/magazine">http://learnenglishteens.britishcouncil.org/magazine</a>

### How can parents/carers support at home

- Watch or read the news with your child and encourage extended discussion about topics.
- If possible, watch Shakespeare with them (Macbeth and other tragedies), use the subtitles to help understand the plot.
- It's a great idea for someone at home to read the set GCSE texts also so they can test your child on content and help them understand some of the more complex themes.
- Encourage your child to read as many different types of texts as possible - even just articles or extracts and ask them to notice and point out the different audience and purpose of each.
- Encourage reading for pleasure - it can be fiction or nonfiction.

<b>Members of staff</b>	Mrs A Ahmed (Curriculum Leader) Mrs E Shawkat Mr K Sultana Miss C Somers Ms H Benson
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## Food preparation and Nutrition AQA

### Key Stage 4 Year 11 2018 - 2019

In Year 11, students will prepare for the NEA assessment of the course. This will involve conducting a specific food investigation to produce a highly detailed written report and a practical assessment which is assessed internally and externally. Finally, students will prepare for the 2 hour written examination which takes place in the summer term.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Food investigation: set by AQA examination board	Selection and application of hypothesis and written report.
<b>2</b>	Practical assessment: set by AQA examination board	Selection and application of practical assessment and written portfolio.
<b>3</b>	Food science	Consolidation of units and written examination assessment
<b>4</b>	Food nutrition and health	Consolidation of units and written examination assessment
<b>5</b>	Food provenance: Agriculture	Consolidation of units and written examination assessment
<b>6</b>	Food safety and choice	Consolidation of units and written examination assessment

#### Further reading and independent/extension activities

➤	AQA GCSE Food Preparation and Nutrition, Hodder Education ISBN10: 1471863646
➤	CGP GCSE AQA Food preparation and Nutrition Grade 9-1 course The revision Guide
➤	Extension task 1: research types of food investigations to support AQA report study
➤	Extension task 2: Prepare and select ingredients related to the practical assessment task
➤	Extension task 3: use student resources on google site and complete past papers

#### Websites and resource links

➤	<a href="http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionpropertiesrev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionpropertiesrev1.shtml</a>
➤	<a href="http://www.aqa.org.uk/.../food/.../food-preparation-and-nutrition/.../food-preparation-video">www.aqa.org.uk/.../food/.../food-preparation-and-nutrition/.../food-preparation-video</a>

<b>How can parents/carers support at home</b>	
<ul style="list-style-type: none"> <li>● Support your child by helping with revision, completing homework, organisation of materials, ingredients and equipment.</li> <li>● Ensure your child is developing their knowledge and understanding through conversations at breakfast or dinner.</li> <li>● Encourage your child to read. Buy a range of essential reading books from our recommended reading list.</li> </ul>	
<b>Members of staff</b>	Miss J Besidone (Curriculum Leader)

<b>Geography AQA</b>		
<b>Key Stage 4 Year 11 2018 - 2019</b>		
<p>The geography course is wide ranging and covers both Physical and human geography. The course is deliberately taught alternating these topics to keep a variety of learning. All timings are approximate as it will depend on how quickly each group of boys adapt to the course. Mr Hughes is an examiner for AQA so has excellent insight into the course.</p>		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Changing Economic World- Fieldwork	GCSE Style Assessment
<b>2</b>	Fieldwork- The Living World	GCSE Style Assessment- Mock Exam
<b>3</b>	Resource Management	GCSE Style Assessment
<b>4</b>	Skills, Pre-release and Revision	GCSE Style Assessment
<b>5</b>	Revision	
<b>Further reading and independent/extension activities</b>		
➤	AQA Revision guide- CGP or Oxford	
➤	Further trips into London to exemplify the case study.	
➤	Use the links in the google classroom.	
<b>Websites and resource links</b>		
➤	<a href="https://sites.google.com/coombe.org.uk/coombe-boys-geography-gcse/home">https://sites.google.com/coombe.org.uk/coombe-boys-geography-gcse/home</a>	
➤	<a href="https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240/section/c499af00-2c1d-11e8-898d-73048bf08c03">https://app.senecalearning.com/classroom/course/5a073d30-21f8-11e8-8c19-619061cc7240/section/c499af00-2c1d-11e8-898d-73048bf08c03</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● See above.</li> <li>● Everything will be provided in the Google Classroom which parents should check .</li> </ul>		
<b>Members of staff</b>	Mr R Hughes (Curriculum Leader) Ms N Hothy	

# History (EdExcel)

## Key Stage 4 Year 11 2018 - 2019

Year 11 History picks up with the study of the two topics that make up Paper 2. First up is *Superpower Relations 1941-91*, a study of the Cold War, its origins and key events. This is followed by a unit on *Early Elizabethan England 1558-1588*. Both of these topics make up paper 2, to be sat at the end of year 11 which contributes to 40% of your overall history GCSE.

Half Term	Course Content	Assessment information
1	Origins of the Cold War 1941-58, Cold War Crisis 1958-70	Various practice GCSE questions every 2/3 weeks
2	The End of the Cold War 1970-91	
3	Queen, Government and religion 1558-1569,	
4	Challenges to Elizabeth at home and abroad 1569-88, Elizabethan society in the age of exploration 1558-88.	
5	Revision	

### Further reading and independent/extension activities

➤	God's traitors, terror and faith in Elizabethan England by Jessie Childs
➤	The Cold War by Marilyn Thomas
➤	The Cecils by David Loades
➤	One Minute To Midnight: Kennedy, Khrushchev and Castro on the Brink of Nuclear War by Michael Dobbs
➤	The Cold War by John Lewis Gaddis

### Websites and resource links

➤	Information regarding the course such as past papers, mark schemes etc. can be found on the edexcel website. Other useful websites <a href="http://www.spartacus.schoolnet.co.uk/">http://www.spartacus.schoolnet.co.uk/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/">http://www.bbc.co.uk/schools/gcsebitesize/history/</a> <a href="http://www.historylearningsite.co.uk/">http://www.historylearningsite.co.uk/</a> <a href="http://www.schoolhistory.co.uk/">http://www.schoolhistory.co.uk/</a>
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### How can parents/carers support at home

- As always any discussion of the topics we've covered in class would be beneficial.
- To monitor ISTs so that pupils spend one hour at home working independently.
- Accompanying pupils on museum visits.
- Please also look out for any TV programs or films that come into this topic.

<b>Members of staff</b>	Mr Jones (Curriculum Leader) Mr Haldenby
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# Mathematics

## Key Stage 4 Year 11 2018 - 2019

In year 11 we continue to build upon the knowledge from year 10 with pupils taking part in GCSE mock examinations. Our maths curriculum has been designed as a 5 year GCSE. All skills are working towards content at GCSE. In year 11 pupils can be working anywhere on stages F to J. Please refer to the school website for the other stages.

Topic	Stage F outline	Tier of entry level
<b>1 Fractions (Core)</b>		
LO1	To be able to calculate BIDMAS problems with fractions incl. negative and mixed numbers	F
<b>2 Sequences</b>		
LO1	To be able to find and apply the nth term of a linear sequence	F
LO2	To be able recognise and continue geometric sequences $r^n$ , where n is an integer and r is a rational number	F
<b>3 Averages and spread</b>		
LO1	To be able to calculate averages and spread from grouped frequency tables	F
<b>4 Time Series Data</b>		
LO1	To be able to interpret tables for time series data	F
LO2	To be able to construct and interpret tables for time series graphs	F
<b>5 Constructions</b>		
LO1	To be able to construct a triangle ( $\pm 1\text{mm}, \pm 2^\circ$ )	F
LO2	To be able to use straight edge and compasses to draw lines accurately	F
LO3	To be able to find the locus of a point that moves according to a rule	F
<b>6 Transformations</b>		
LO1	To be able to state the order of rotational symmetry	F

<b>LO2</b>	To be able to transform a shape where the image is congruent to the object	<b>F</b>
<b>LO3</b>	To be able to describe a transformation where the image is congruent to the object	<b>F</b>
<b>7 Algebra (Core)</b>		
<b>LO1</b>	To be able to expand double brackets and simplify the result	<b>F</b>
<b>8 Enlargements</b>		
<b>LO1</b>	To be able to enlarge a shape (incl fractional and negative scale factors)	<b>F</b>
<b>9 Units of measure and dimensions</b>		
<b>LO1</b>	To be able to convert between metric units for dimensions	<b>F</b>
<b>LO2</b>	To be able to use compound measures in calculation	<b>F</b>
<b>10 3D Shape</b>		
<b>LO1</b>	To be able to draw and interpret a 2D representation of a 3D shape	<b>F</b>
<b>Further reading and independent/extension activities</b>		
➤	Try a maths puzzle everyday <a href="https://plus.maths.org/content/Puzzle">https://plus.maths.org/content/Puzzle</a>	
➤	Practice your mental arithmetic daily (times tables, division facts, adding/subtracting numbers mentally)	
➤	<a href="https://www.math-salamanders.com/division-practice.html">https://www.math-salamanders.com/division-practice.html</a>	
➤	<a href="https://www.math-salamanders.com/online-multiplication.html">https://www.math-salamanders.com/online-multiplication.html</a>	
➤	<a href="https://www.math-salamanders.com/subtraction-practice.html">https://www.math-salamanders.com/subtraction-practice.html</a>	
➤	<a href="https://www.math-salamanders.com/addition-practice.html">https://www.math-salamanders.com/addition-practice.html</a>	
<b>Websites and resource links</b>		
➤	<a href="https://corbettmaths.com/">https://corbettmaths.com/</a>	
➤	<a href="https://vle.mathswatch.co.uk/">https://vle.mathswatch.co.uk/</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● Be positive about mathematics, regardless of your own experience or feelings towards the subject.</li> <li>● Ask your son to help with mental arithmetic calculations (estimating/calculating the shopping bill or change, splitting a restaurant bill, calculating sale/percentage items, checking the coverage of paint on walls or carpet on floors etc.)</li> </ul>		

- Show them what a bank statement looks like, credit card bill, utility/mobile phone/TV bill etc
- Visit the Science museum - Mathematics: The Winton Gallery
- Visit the British museum and print appropriate resources below  
[http://www.britishmuseum.org/learning/schools\\_and\\_teachers/resources/subjects/maths.aspx](http://www.britishmuseum.org/learning/schools_and_teachers/resources/subjects/maths.aspx)

<b>Members of staff</b>	Mr K Patel (Curriculum Leader) Mr A Marashi Mrs O Bello Miss C Nathan Mr D Danso Mrs C Hodgson
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## Media Studies (GCSE)

### Key Stage 4 Year 11 2018 - 2019

Learners study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audiences. The following forms are studied in depth through applying all areas of the framework: newspapers, television, music video and online, social and participatory media. Advertising and marketing, film, video games, radio and magazines are studied in relation to selected areas of the framework. Areas of the framework are studied in the following way across the three components.

<i>Half Term</i>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	<p>Component 2A  <b>Exam: Understanding Media Forms and Products</b></p> <p>This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.</p> <p>Focus on:            Media Language            Media Representation            Media Industries            Media Context            Media Audiences</p> <p>Component 2A focuses on two set products:            'Friends' &amp; 'The IT Crowd'</p>	External Examination
<b>2</b>	<p>Component 2B  <b>Exam: Understanding Media Forms and Products</b></p> <p>This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.</p> <p>Focus on:            Media Language            Media Representation            Media Industries            Media Context</p>	External Examination

	Media Audiences  Component 2A focuses on three set products: 'Katy Perry - Roar' music video 'Bruno Mars - Uptown Funk' music video Michael Jackson - Black or White' - music video	
<b>3</b>	Consolidation and revision of component 2 A & B	
<b>4</b>	<b>Component 3 - NEA (Non Exam Assessment): Creating Media Products</b>  An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.  This coursework will run alongside component 1 & 2	Non Exam Assessment
<b>5</b>	Revision of all set text products.  Consolidation of Component 1(A&B) and 2 (A&B)	
<b>Websites and resource links</b>		
➤	<a href="https://www.bbc.com/education/subjects/ztnygk7">https://www.bbc.com/education/subjects/ztnygk7</a>	
➤	<a href="http://www.eduqas.co.uk/qualifications/media-studies/gcse/">http://www.eduqas.co.uk/qualifications/media-studies/gcse/</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>• Discussing news and current affairs at home</li> <li>• Reading newspapers and discussing how different news channels portray news values in different ways</li> <li>• Visit the Museum of Brands: <a href="http://www.museumofbrands.com">http://www.museumofbrands.com</a></li> <li>• Ask your son to discuss the new language and terminology he is learning</li> </ul>		
<b>Members of staff</b>	Miss L Pegg (Curriculum Leader) Mrs S Duffy Miss D Richards	

<b>Modern Foreign Languages – French, German, Spanish</b>
<b>Key Stage 4 Year 11 2018 - 2019</b>
<p>Information about the subject</p> <p>Students study all of the following themes on which the assessments are based.</p> <ul style="list-style-type: none"> <li>➤ <u>Theme 1: Identity and culture</u></li> <li>➤ <u>Theme 2: Local, national, international and global areas of interest</u></li> <li>➤ <u>Theme 3: Current and future study and employment</u></li> </ul>

GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

The final GCSE examination will be assessed as follows:

- Writing (including translation into target language)
- Reading (including translation into English)
- Speaking
- Listening

Each skill is worth 25% of the final grade.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Social issues, health, home	Assessment of 2 skills
<b>2</b>	Environment	Full mock examination
<b>3</b>	Holidays	Assessment of 2 skills
<b>4</b>	School and work	Second full mock examination
<b>5</b>	Revision	GCSE examination
<b>Further reading and independent/extension activities</b>		
➤	AQA GCSE textbook OUP	
➤	French/German/Spanish dictionary	
➤	Mary Glasgow magazines	
➤	Visit the French/German/Spanish institutes in London - ask your teacher for details	
➤	Read French/German/Spanish news articles online - ask your teacher for suggested sites	
<b>Websites and resource links</b>		
➤	<a href="http://www.kerboodle.com">www.kerboodle.com</a>	
➤	<a href="http://www.duolingo.com">www.duolingo.com</a>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>• Remind your child of homework and assessment deadlines.</li> <li>• Test your child on vocabulary.</li> <li>• Ask your child to teach you some new words and phrases.</li> </ul>		
<b>Members of staff</b>	Miss C Caputa (Curriculum Leader) Mr A Dixon Mr A Stewart	

# Music (x)

## Key Stage 4 Year 11 2018 - 2019

Music is an option for pupils who already learn an instrument or who can sing. The course is split into 3 areas:

- Performing (30%) One solo and one ensemble recorded
- Composition (30%) Two compositions. One free and one to a brief
- Listening (40%) 8 setworks to study and unheard listening assessed in a listening exam.

Half Term	Course Content	Assessment information
1	<p><b>PERFORMANCE:</b> Pupils will prepare one solo piece to be performed in class.</p> <p><b>COMPOSITION:</b> Pupils will be continue developing composition 1 and planning composition 2.</p> <p><b>SET WORK:</b>  <b>Instrumental Music 1700–1820</b> J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</p>	<p>Solo performance</p> <p>Composition 1</p> <p>Short questions and Longer essay</p>
2	<p><b>PERFORMANCE:</b> Pupils will start rehearsing ensemble performance</p> <p><b>COMPOSITION:</b> Pupils will finish composition 1 and start composition 2</p> <p><b>SET WORK:</b>  <b>Music for Stage and Screen</b> J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p>	<p>Ensemble performance feedback</p> <p>Composition 1 final mark</p> <p>Short questions and Longer essay</p>
3	<p><b>PERFORMANCE:</b> Pupils will perfect pieces to be recorded.</p> <p><b>COMPOSITION:</b> Pupils will work on composition 2</p> <p><b>SET WORK:</b>  <b>Ludwig van Beethoven:</b> 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</p>	<p>Composition 2</p> <p>Short questions and Longer essay</p>
4	<p><b>PERFORMANCE:</b> Pupils will record performances</p> <p><b>COMPOSITION:</b> Pupils will finish off both compositions and submit</p> <p><b>SET WORK:</b>  Revision of set works</p>	<p>Final performance marking</p> <p>Composition final marking</p> <p>Practice papers</p>
5	<p><b>SET WORK:</b>  Revision of set works and techniques of end of year exam</p>	<p>Practice papers</p>

<b>6</b>	<b>GCSE EXAMS</b>	GCSE EXAM
<b>Further reading and independent/extension activities</b>		
➤	Edexcel Music Anthology and text book	
➤	Julian Johnson: Classical Music (very readable book split into musical time periods)	
➤	Nicholas Cook: A Very Short Introduction to Music (very short and interesting)	
➤	Carl Daulhaus: Nineteenth-Century Music	
➤	Cambridge Guide to.... Opera, Musical Theatre etc.	
<b>Websites and resource links</b>		
➤	BBC Bitesize	
➤	Youtube: <i>Howard Goodall's Story of Music</i>	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● Parents can support their son's Music GCSE by equipping their son with dividers highlighters and the Edexcel Textbook. Pupils should be having individual tuition on their chosen instrument. This is arranged through Kingston Music Service or a private tutor. Financial support is available.</li> <li>● Pupils should be listening to the set works and other pieces in the genres, going to see live music as much as possible and practising their solo and ensemble pieces.</li> <li>● Pupils may wish to develop their compositions at home on software: <ul style="list-style-type: none"> <li>○ Sibelius (expensive, student editions available)</li> <li>○ Noteflight (free version available)</li> <li>○ Garageband (free with apple macs)</li> <li>○ Reason</li> <li>○ Cubase</li> <li>○ Logic Pro</li> </ul> </li> </ul>		
<b>Members of staff</b>	Miss H M Lucas (Curriculum Leader) Mr S Thomas	

<h2>Physical Education (EDEXCEL)</h2>		
<b>Key Stage 4 Year 11 2018 - 2019</b>		
<p>An excellent course for Pupils who have decided that they would like an enhanced understanding of anatomy and physiology/ sports psychology/ physical training and have additional time completing practical assessments. GCSE PE is the ultimate test for pupils who can handle the classroom and the sportshall.</p>		
<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Applied anatomy & physiology including skeleton, muscles, bones short answer questions	ONGOING TEACHER ASSESSMENT + END OF BLOCK TESTS

<b>2</b>	i. Applied anatomy & physiology including respiration, the heart, ii. December 2018 – mock examination	ONGOING TEACHER ASSESSMENT+ END OF BLOCK TESTS
<b>3</b>	Movement & Levers	ONGOING TEACHER ASSESSMENT+ INTERVIEW
<b>4</b>	Revision for final examination including additional mock exam	ONGOING TEACHER ASSESSMENT + END OF BLOCK TESTS
<b>5</b>	Final examination	ONGOING TEACHER ASSESSMENT + END OF BLOCK TESTS
<b>Activity</b>	<b>Practical Assessments</b>	<b>How Assessed?</b>
1	Table tennis	ONGOING TEACHER ASSESSMENT GRADED OUT OF 10 + 35
2	Basketball	ONGOING TEACHER ASSESSMENT GRADED OUT OF 10+ 35
3	Individualised programs based on student choice of 3 activities	FINAL TEACHER ASSESSMENT GRADED OUT OF 35
<b>Further reading and independent/extension activities</b>		
➤	COMPLETE coursework in summer 2018!	
➤	Communicate with your PE teacher early regarding your practical choices	
<b>Websites and resource links</b>		
➤	Download the gcse PE Podcast – it is better than any website provision for your course. SENECA is more individual than BBC bitesize	
<b>How can parents/carers support at home</b>		
<ul style="list-style-type: none"> <li>● PE kit + trainers /relevant footwear for every practical lesson</li> <li>● All theory resources for two theory lessons per week.</li> <li>● Ensure your son has his PE kit and that he is reading the relevant sections in preparation with his GCSE exercise/text book for every lesson</li> </ul>		
<b>Members of staff</b>	Mr P Paliotta (Curriculum Leader) Mr S Norman Mr C Sydenham Mr G Tanner	

# Physics Single Science (AQA)

## Key Stage 4 Year 11 2018 - 2019

In the final topics of GCSE physics, students study the behaviour of particles and molecules including how radioactivity is produced. They will study and investigate the principles of electromagnetism and finally make a study of the origin, structure and possible futures of solar systems and the Universe. It is in year 11 that your son makes key decisions for his future studies and work and, since the science department has a broad range of expertise, the staff can offer some insights.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Molecules and matter	Written tests on the knowledge and skills developed in each topic.  Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
<b>2</b>	Radioactivity	Mock exam will assess all the topics and skills covered in the course so far.
<b>3</b>	Electromagnetism	Written tests on the knowledge and skills developed in each topic.
<b>4</b>	Space	A second mock exam.
<b>5</b>	Revision	

### Further reading and independent/extension activities

➤	AQA sciences (9-1) textbooks or revision guides.
➤	myGCSE Science
➤	Student resources on Google Classroom
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)
➤	Science articles in newspapers or specialist magazine eg New Scientist

### Websites and resource links

➤	Kerboodle for digital textbooks (free subscription).
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)

### How can parents/carers support at home

- In year 11 your son will study the most challenging topics of the course with content that is conceptually difficult, requiring a broad range of scientific and mathematical skills and recall of previous topics. However, with the increasing knowledge, previously disparate areas of science should begin to become coherent as your son develops an overview of the subject.
- To support your son you should encourage frequent revision and ensure he has all the material needed to comprehensively study the subject.
- Encourage your son in his study and revision skills and monitor his attendance at after school revision classes.

<b>Members of staff</b>	Mr G Jameson (Curriculum Leader) Dr R Fellowes Ms H Gore Miss L Heine Mr C Kelly Mrs M Mendraszek Miss K Sunil Mr G Taylor
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## Religious Studies (Edexcel B Beliefs in Action)

### Key Stage 4 Year 11 2018 - 2019

In year 11, students study paper 2 of the syllabus, Religion, Peace and Conflict through Islam. During this year they will cover 4 different units. Each unit is assessed with GCSE questions and past papers. In addition to research, homework will also be exam practise. Students will attend revision sessions after school from November 2018.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Islamic Beliefs	GCSE Exam practise
<b>2</b>	Crime and Punishment	GCSE Exam practise
<b>3</b>	Living the Muslim Life	GCSE Exam practise
<b>4</b>	Living the Muslim life/ Peace and conflict	GCSE Exam practise
<b>5</b>	Peace and conflict and Revision	GCSE Exam practise

#### Further reading and independent/extension activities

➤	Edexcel Beliefs in action textbook Religion, Peace and Conflict through Islam in addition to Paper 1 textbook Religion and Ethics through Christianity
➤	Practising past questions from textbooks/ revision guides
➤	Watching documentaries or reading books relating to the topics being studied
➤	Visit a Mosque or a variety of mosques from different sects to see religion in action

#### Websites and resource links

➤	Google Classroom and RS Coombe site for homework, revision and content
➤	BBC Bitesize, BBC Religions, BBC news (for themes)

#### How can parents/carers support at home

- Encourage discussion surrounding topics studied in lessons.
- Ensure students take their learning seriously, encourage, revision and a high standard of homework.
- Help with essay practise.
- When students are approaching exams ensure that they have found a way to effectively revise.

<b>Members of staff</b>	Miss L Zielinski (Curriculum Leader)
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# Science Trilogy (combined)

## Key Stage 4 Year 11 2018 - 2019

In biology students study how hormones regulate the body, how genetic variation produces evolution of species and how variation and evolution together give complex and diverse ecosystems. In chemistry they will need to explain chemical changes including electrolysis and chemical energetics. They will discover how resources are used and how to analyse the products in a chemical reaction. In the final topics of GCSE physics, students study the behaviour of particles and molecules including how radioactivity is produced and the principles of electromagnetism.

<b>Half Term</b>	<b>Course Content</b>	<b>Assessment information</b>
<b>1</b>	Hormonal coordination, electrolysis, the particle model of matter.	Written tests on the knowledge and skills developed in each topic.  Pupils carry out required practicals then answer a series of written questions in preparation for their terminal examinations in June of year 11.
<b>2</b>	Variation and evolution, chemical energetics, radioactivity.	Mock exam will assess all the topics and skills covered in the course so far.
<b>3</b>	Genetics and evolution, chemical analysis, electromagnetism	Written tests on the knowledge and skills developed in each topic.
<b>4</b>	Organisation and biodiversity of ecosystems.	A second mock exam.
<b>5</b>	Revision and exam practice.	
<b>6</b>		

### Further reading and independent/extension activities

➤	AQA sciences (9-1) textbooks or revision guides.
➤	myGCSE Science
➤	Student resources on Google Classroom
➤	GCSE science revision videos on YouTube (Doodle science, FuseSchool)
➤	Science articles in newspapers or specialist magazine eg New Scientist

### Websites and resource links

➤	Kerboodle for digital textbooks (free subscription).
➤	Physics and maths tutor.com (covers all GCSE and A level sciences)

### How can parents/carers support at home

- In year 11 your son will study the most challenging topics of the course with content that is conceptually difficult, requiring a broad range of scientific and mathematical skills and recall of previous topics. However, with the increasing knowledge, previously disparate areas of science should begin to become coherent as your son develops an overview of the subject.
- To support your son you should encourage frequent revision and ensure he has all the material needed to comprehensively study the subject.

- Encourage your son in his study and revision skills and monitor his attendance at after school revision classes.

**Members  
of staff**

Mr G Jameson (Curriculum Leader)  
Dr R Fellowes  
Ms H Gore  
Miss L Heine  
Mr C Kelly  
Mrs M Mendraszek  
Miss K Sunil  
Mr G Taylor