



What your child will study in Year 11

Course title/Exam board and specification	Autumn Term	Spring Term	Summer Term	Extended Curriculum (recommended additional reading/websites/visits for use at home)
<p>Art</p> <p>AQA GCSE Craft and Design Course Structure Portfolio of work year 1 & 2</p> <p>Controlled assessment 60% of the total marks Marked out of 80</p> <p>Externally-set task year 2 External assessment 40% of the total marks Marked out of 80</p> <p>10 hours of sustained focused study</p>	<p>Students now concentrate on development planning for a final Culture piece. They create the best outcome from their ideas.</p> <p>This term they can also go back in to their portfolio and improve their work ready to mount and complete their portfolio controlled assessment 60%.</p>	<p>Students are given their exam project question paper in January. This is independent controlled assessment work. They need to work to their strengths to develop a full project covering all 4 Assessment objectives. They will write a proposal, develop a plan, find their own artists, write about them and record. Once they have images they will use these to develop ideas and take forward a final outcome. The majority of the work will be produced in a sketchbook. Written work and annotations will ensure all their thoughts and observations are recorded.</p>	<p>Students undertake their final 10-hour exam, which is produced over a number of sessions under exam conditions but takes place in the art rooms. They will be given their exam sketchbook prep work each session to be able to work from. This will be locked away after each session in a secure area.</p>	<p>www.studentartguide.com/ is an excellent student resource.</p> <p>www.tate.org.uk/ Manchester Museum and the Lowry will enhance student's experience of art.</p> <p>Visits to Manchester Museum and Liverpool world museum would help to collect images for the Culture project.</p> <p>In the exam period the theme will dictate the places they could visit to collect photographs or collect objects.</p>
<p>BTEC Technical award in Enterprise</p>	<p>A3 Pitching for a micro-enterprise activity</p> <p>Students will pitch their final plan to an audience, this will be a personal presentation of the selected idea. It will be brief but needs to show a</p>	<ul style="list-style-type: none"> • Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts. • Personal selling: face-to-face, by telephone, via email, through video or web conferencing. 	<p>assets – inventory)/current liabilities.</p> <ul style="list-style-type: none"> o gross profit margin percentage (GPM): (gross profit/revenue) × 100 o net profit margin percentage (NPM): (net profit/revenue) × 100. 	<p>Students need to keep up-to-date with the business world. This can be done through various media including TV, print and the internet. The best source for UK business is the BBC website.</p>

	<p>summary of the micro-enterprise plan. The summary should include:</p> <ul style="list-style-type: none"> • clear communication of the developed idea • a logical structure of the content of the plan • consideration of the audience, e.g. needs, interests. <p>Aim B: Operate and review the success of a micro-enterprise activity Students will develop their knowledge and understanding of the entrepreneurial skills required to set up and run a micro-enterprise activity.</p> <p>B1 Operation of the enterprise Students will carry out and record outcomes of individual and group activities related to the following.</p> <ul style="list-style-type: none"> • Carrying out communication and promotional activities, e.g.: <ul style="list-style-type: none"> o production of promotional materials o distribution of promotional materials. • Setting up for trading, e.g.: <ul style="list-style-type: none"> o obtaining components for production or implementation o preparing or producing products for sale, or agreeing how the service is to be provided if a service enterprise o preparing location and setting up enterprise activity including displaying products or information about services clearly o determining and displaying prices. • Managing finance, e.g.: • Monitoring enterprise performance, e.g. using financial records to show: 	<ul style="list-style-type: none"> • Public relations activities: promoting a product/service, brand or enterprise by placing information about it in the media without paying for the time or media space directly: • Direct marketing to establish an individual relationship between the enterprise and the customer: <p>A2 Targeting and segmenting the market Students will consider why an enterprise targets its market, and the impact this has on promotion.</p> <ul style="list-style-type: none"> • Types of market: Business to Business (B2B), Business to Consumer (B2C). • Segmenting the market to identify which customers its promotions will target through: <p>A3 Factors influencing the choice of promotional methods Students will consider the factors affecting the choice of promotional method for an enterprise.</p> <ul style="list-style-type: none"> • Size of enterprise. • Budgetary constraints. • Appropriateness for product/service. • Target market. <p>B1 Financial documents</p> <ul style="list-style-type: none"> • Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account. • Importance to a business of accuracy when these documents are being used. <p>B2 Payment methods</p> <ul style="list-style-type: none"> • Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. 	<ul style="list-style-type: none"> • Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> o current ratio: current assets/current liabilities o liquid capital ratio: (current <p>C1 Using cash flow data</p> <ul style="list-style-type: none"> • Cash – liquid assets of the business; bank balance plus cash in the business. • Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity. • Difference between sales and purchases. • Cash flow statement: the cash inflows and the cash outflows over the past 12 months. • Cash flow forecast: outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time. <p>C2 Financial forecasting</p> <ul style="list-style-type: none"> • Purpose of a cash flow forecast: <ul style="list-style-type: none"> o to identify money coming in (inflows) and going out (outflows) of the enterprise over time o to determine net current asset requirements and make business decisions. • Inflows: sales, capital introduced, loans. • Outflows: purchases, running costs. <p>C3 Suggesting improvements to cash flow problems</p>	<p>https://www.bbc.co.uk/news/business</p> <p>The best print is the Times or Guardian newspapers. www.thetimes.co.uk/</p> <p>https://www.theguardian.com/uk/business</p> <p>The BBC also runs the two programmes The Apprentice and Dragons Den which are useful to watch entrepreneurs in action. Students can also access the following websites for revision notes. https://www.bbc.com/bitesize/subjects/zpsvr82</p> <p>https://revisionworld.com/gcse-revision/business-studies</p>
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B2 Skills for carrying out an enterprise activity

Students will carry out and record demonstration of individual and group skills related to the following.

- Working safely:
- Managing own time:
- Problem solving:
- Communicating and interacting with others:

B3 Review success of a micro-enterprise activity including own contribution

Students review their plans, logs of activities and the final outcomes of the enterprise to consider the viability of its performance and their own contribution:

- Reviewing enterprise activity against original plan and financial forecasts to judge whether activity met its aim..
- Successes and failures:
- Personal and group performance:
- Own performance in relation to enterprise:

Component 3: Promotion and Finance for Enterprise

A1 Elements of the promotional mix and their purposes

Students will explore the different methods of promotion used by enterprises, their suitability for different sizes of enterprise, including the factors they consider when choosing the most appropriate. The use of advertising to persuade and inform.

- The two basic aspects of advertising are:

- Impact on customers and enterprises of using different methods.

B3 Sources of revenue and costs

- Income from sales and from assets.
- Start-up costs and running costs.

B4 Terminology in financial statements

- Turnover (net sales) and cost of sales (cost of goods sold).
- Gross profit, expenses, net profit, retained profit.
- Fixed assets and current assets.
- Current liabilities and long-term liabilities.
- Debtors and creditors.
- Net current assets.
- Capital.

B5 Statement of comprehensive income

Students will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions.

- Statement of comprehensive income: shows the profit or loss of an enterprise over time.
- Calculate profit/loss using a simple statement of comprehensive income.

B6 Statement of financial position

Students will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.

- Statement of financial position: shows the financial performance of an enterprise at a point in time.

- Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.

- Cash flow problems – not having enough cash to pay employees and suppliers.

- Impact of timings of inflows and outflows, and suggested solutions to problems.

C4 Break-even analysis and break-even point

- Learners will construct and interpret a break-even chart, and recognise its limitations.
- Costs: variable costs, fixed costs, total costs.
- Sales: total revenue.
- Margin of safety.
- Break-even = fixed costs/(selling price per unit – variable cost per unit).
- Break-even point.
- The value and importance of break-even analysis to enterprises when planning.
- Limitations of break-even analysis.

C5 Sources of business finance

Students will consider why enterprises may plan different sources of finance for different purposes or at different stages and the relevance of each source.

- Sources of finance:
 - o owner funds
 - o retained profits
 - o loans
 - o credit cards
 - o government grants

	<p>o the message: what the communication needs to say</p> <p>o the medium: how to get the message across.</p> <ul style="list-style-type: none"> • Advertising methods: moving image, print, ambient, digital, audio. • Sales promotion: providing incentives to customers. 	<ul style="list-style-type: none"> • Categorise total assets and liabilities using a statement of financial position. <p>B7 Profitability and liquidity</p> <p>Students will interpret statements of comprehensive income and of financial position to calculate ratios.</p> <ul style="list-style-type: none"> • The difference between cash and profit. • The difference between liquidity and profitability. • Calculate profitability ratios from given formulae: 	<ul style="list-style-type: none"> o hire purchase and leasing o trade credit o venture capital o peer-to-peer lending. <ul style="list-style-type: none"> • Advantages and disadvantages of each source. 	
<p>Computer Science</p> <p>Edexcel GCSE</p>	<ul style="list-style-type: none"> • Micro-controllers • Computational models and emerging trends 	<ul style="list-style-type: none"> • Controlled Assessment – Programming task 	<ul style="list-style-type: none"> • Computational thinking • Exam revision 	<p>www.codecademy.com/learn/python</p> <p>https://code.org</p> <p>http://www.bbc.co.uk/education/subjects/z34k7ty</p>
<p>Drama</p> <p>AQA GCSE</p>	<p>Component 3 Text in Practice</p> <p>Creating Key Extracts from A Play (20%)</p> <p>Students will perform Monologues, Duologues, or a group piece from a set text. An external examiner will visit the school and mark the student’s performance. Parents and friends are invited to attend. The students must show:</p> <ul style="list-style-type: none"> • Demonstration of practical understanding of the text • Interpretation of text • Creation and communication of meaning • Realisation of artistic intentions in text-based drama 	<p>Component 1 Study Set Text</p> <p>Set text: Blood Brothers</p> <p>The students will study practically the text in preparation for their final examination.</p> <ul style="list-style-type: none"> • Characteristics of performance texts and dramatic works • Social, cultural and historical contexts • Interpretation and communication of meaning • Theatrical terminology • Roles of theatre makers in contemporary professional practice • Read-through of key extract play 	<p>Component 1 Revision</p> <p>Students will use the remainder of the course to revise for their final examination.</p> <p>We merge practical lessons (exploring the script) with a wide range of revision strategies to allow all learners and all learning styles to access the best revision tools they need to prepare fully for the exam paper.</p>	<p>The following revision guides may be useful but are not compulsory AQA GCSE Drama by Annie Fox ISBN-13 9781911208211</p> <p>GCSE Drama 9-1 Revision Guide published by CGP Books ISBN: 9781782949626.</p> <p>Also available from the CGP website are guide books for the set play Blood Brothers ISBN: 9781782949664</p> <p>Revision guides will be given to all students and they must participate in regular reading to ensure they subject knowledge and technical language is developed throughout the course to ensure they are fully prepared for the final examination unit.</p>

	<ul style="list-style-type: none"> Rehearsal, refinement and developing work in progress 	<ul style="list-style-type: none"> Revision in preparation for possible exam questions 		<p>Please note the examples of websites above as they apply to year 11 as well as year 10.</p> <p>I will also share links via Show My Homework of practitioners and A Level work to further extend their knowledge of theatre.</p> <p>These will be personalised to the student's projects to develop their work further.</p>
<p>Design & Technology</p> <p>Eduqas GCSE</p> <p>50% Controlled Assessment</p> <p>50% Written Exam</p>	<ul style="list-style-type: none"> Controlled Assessment Task 35 Hours 	<ul style="list-style-type: none"> Controlled Assessment Task 	<ul style="list-style-type: none"> Controlled Assessment Task Exam Revision 	<p>Design & Technology:</p> <p>http://www.technologystudent.com/</p> <p>http://www.design-technology.info/home.htm</p> <p>http://www.bbc.co.uk/schools/gcsebitsize/design/</p> <p>http://www.designandtech.com/</p>
<p>English</p> <p>AQA GCSE Language and AQA GCSE Literature</p>	<p>GCSE Literature Paper 2 Poetry</p> <p>Students will complete their study of the 15 GCSE poems linked by the theme of Power and Conflict. They will also practise responding to unseen poems through a range of sample texts.</p> <p>GCSE Literature Paper 2 An Inspector Calls</p> <p>Students will study JB Priestley's Socialist play, focusing on the writer's messages and ideas and how he uses</p>	<p>GCSE Literature Paper 1 Macbeth</p> <p>Students will study the full version of Shakespeare's tragedy, focusing on language, structure and historical context.</p> <p>Revision of GCSE Literature texts: A Christmas Carol, Poetry and An Inspector Calls</p>	<p>GCSE Revision</p> <p>Revision of GCSE Literature texts: A Christmas Carol, Poetry and An Inspector Calls</p> <p>GCSE Literature examinations</p> <p>Students will sit their GCSE Literature examinations</p>	<p>Watch TV (BBC 2016), film or stage adaptations of An Inspector Calls.</p> <p>Read another play or short story by JB Priestley.</p> <p>Watch a film or stage version of <i>Macbeth</i>.</p> <p>Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.</p>

	language, structure and dramatic devices for effect.			Research the poets behind the 15 poems in the Power and Conflict section of the GCSE Anthology and try some of their other poems.
Food Preparation and Nutrition WJEC	Controlled assessment: Task 1 (15%) - Food Science investigation. Revisit Food science and Food spoilage taught in year 10	Controlled Assessment: Task 2 (35%) – Research and preparation task to be completed by March. For this task pupils will research plan, prepare and cook a selection of dishes to showcase the skills they have developed. They will produce a folio of evidence which include documentation related to the selection of dishes, planning and evaluation. Revisit topics covered in term 1 of year 10	<ul style="list-style-type: none"> Exam revision 	WJEC EDUCAS GCSE Food Preparation and Nutrition (Revision Guide) by Helen Buckland.
French AQA 8658	Global issues <ul style="list-style-type: none"> The environment Social issues <ul style="list-style-type: none"> Charity/ voluntary work Career choices and ambitions Technology in everyday life <ul style="list-style-type: none"> Social media Mobile technology 	Global issues <ul style="list-style-type: none"> Poverty/ homelessness Revision and preparation for assessment	Assessment	www.linguascope.com (intermediate) (see staff for password) www.funwithlanguages.vacau.com www.digitaldialects.com www.bbc.co.uk/education/subjects/zgdqxnbn SHMOODLE> FRENCH> GCSE FRENCH: a comprehensive list of links to past papers and revision websites.
Geography AQA	Living world <ol style="list-style-type: none"> What are ecosystems and food webs? What is an example of a UK ecosystem? How are ecosystems distributed around the world? 	<ol style="list-style-type: none"> What is the water demand and supply pattern? What are the impacts of water insecurity? How can water supply been increase? 	<ol style="list-style-type: none"> How is tourism used to reduce the development gap? Jamaica Why is Nigeria undergoing rapid economic development? How has Nigeria’s economy changed? 	Revision Book: My Revision Notes: AQA GCSE (9-1) Geography Blackshaw Rebecca, Ross Simon ISBN: 9781471887314 Publisher:

4. What are tropical rainforests and where are they?
5. How are plants and animals adapted to the rainforest?
6. What is the climate like?
7. What are the rates of deforestation?
8. What are the causes of deforestation?
9. Cont.
10. What are the impacts of deforestation?
11. How can the rainforest be sustainably managed?
12. What are the desert characteristics?
13. How are plants and animals adapted to the desert?
14. How can deserts provide opportunities? Thar desert
- 15.
16. What are the challenges of the desert/ desertification?
17. What are the solutions to desertification?

Management of natural resources – water

1. What is the significance of food, water and energy to economic and social well-being?
2. Comparing the world's resources.
3. What is the overview of the UK's food resources?
4. What is the overview of the UK's Energy resources?

8. How can water supply be increased case study Large scheme water transfer? (South-North China)
9. How can we move to a more sustainable water supply? Wakhel case study

The changing economic world and the UK

1. How is development measured?
2. What are the causes of uneven development?
3. Comparison & skills lesson using scatter graphs
4. What is the DTM?
5. What are the consequences of uneven development?
6. How does poverty lead to migration?
7. What are the strategies to reduce the development gap?
8. How does fair trade reduce the development gap?

12. What is the role of TNCs in Nigeria?
13. How does aid help Nigeria?
14. How does the quality of life differ in Nigeria?

Work on a “pre-release” booklet that is sent out shortly before the exams form AQA in preparation for paper 3

Hodder Education

BBC Bitesize AQA geography - <https://www.bbc.com/bitesize/exams/pecs/zy3ptyc>

Cool Geography (click on the GCSE tab at the top of the page) http://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php

Units and main case studies:

- Natural Hazards
- Living world (Amazon and Thar desert)
- UK's landscapes (Rivers and coasts, Holderness, River Tees)
- The changing economic world and the UK, Nigeria
- Resources overview and water
- Urban issues and challenges Mumbai and Manchester

	What is the overview of the UK's energy resources?			
Health and Social Care BTEC Tech Award	Unit 3: Health and Wellbeing (Examined Assessment) AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans	Unit 3: Health and Wellbeing (Examined Assessment) AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans Revision of Unit 3 External Examined Assessment	Improvement of assignments and revision for resit of Unit 3 External Examined Assessment if required	www.educationforum.co.uk http://excellence.qia.gov.uk http://getrevising.co.uk www.bbc.co.uk/health www.bbc.co.uk/health/health_over_50 www.bbc.co.uk/parenting www.bbc.co.uk/health/healthy_living/your_weight www.nhs.uk www.nhs.direct.nhs.uk www.nhscareers.nhs.uk www.patient.co.uk www.childcarelink.gov.uk www.communitycare.co.uk www.socialworkcareers.co.uk www.ageconcern.org.uk www.helptheaged.org.uk www.teachernet.gov.uk www.had-online.org.uk/yphnews www.teachers-direct.co.uk/resources/quiz-busters www.foodforum.org.uk This is for the "Nutrients" V2 dietary analysis software. A free download demo is currently available.
History AQA GCSE	Elizabethan England <ul style="list-style-type: none"> Elizabeth's court and Parliament Life in Elizabethan times Troubles at home and abroad 	Thematic study: Health and the people c1000 to the present day <ul style="list-style-type: none"> Medicine stands still The beginnings of change A revolution in medicine Modern medicine 	Revision	MAIN Revision Book: CGP GCSE AQA History Also useful: Collins GCSE Revision History British Relevant textbook: Elizabethan England c1568-1603, Wesley Royle, Hodder Education

				<p>Horrible Histories: The Terrible Tudors</p> <p>Horrible Science: Measly Medicine</p> <p>Websites http://www.elizabethan-era.org.uk/elizabethan-england.htm</p> <p>http://www.bardweb.net/england.html http://www.bbc.co.uk/schools/gcsebi/tesize/history/shp/ http://www.bbc.co.uk/education/topics/zhphvcw</p> <p>Places to visit A visit to any Tudor house e.g. Tatton Old Hall, Lyme Hall, Wythenshawe Hall, Bramall Hall or Speke Hall in Liverpool would be beneficial.</p>
<p>Mathematics AQA GCSE 8300</p>	<p>Higher Algebra: further quadratics, rearranging formulae and identities Trigonometry recap and extension Growth and decay Equation of a circle Further equations and graphs Further equations and graphs Direct and inverse proportion Review and revision</p> <p>Foundation Volume Algebra: Quadratics, rearranging formulae and Identities Inequalities Algebra and Graphs Sketching graphs</p>	<p>Higher Inequalities Vectors Further sketching graphs Sine and cosine rules Transforming functions Numerical methods Circle theorems Review and revision</p> <p>Foundation Direct and Inverse proportion Trigonometry Solving quadratic equations Quadratic Graphs Growth and decay Review and revision</p>	<p>Review and revision</p>	<p>The following websites can be used to help your child develop further understanding in each of the topics taught throughout the academic year: www.mymaths.co.uk This website is linked to the AQA maths examination body whose examination they will sit at the end of year 11. Other useful websites include: http://www.bbc.co.uk/education/subjects/zqhs34j www.mathsbot.com http://online.justmaths.co.uk/ https://mathslinks.net/links/mr-carter-maths https://www.mrbartonmaths.com/ http://donsteward.blogspot.co.uk/</p>

	Review and revision			<p>GCSE Maths AQA Revision Guide: Higher - for the Grade 9-1 Course isbn:978 1 78294 395 2</p> <p>GCSE Maths AQA Revision Guide: Foundation - for the Grade 9-1 Course ISBN: 978 1 78294 391 4</p> <p>GCSE Maths AQA Workbook: Higher - for the Grade 9-1 Course ISBN: 978 1 78294 397 6</p> <p>GCSE Maths AQA Workbook: Foundation - for the Grade 9-1 Course ISBN: 978 1 78294 392 1</p>
<p>Music</p> <p>EDEXCEL GCSE in MUSIC (2MU01)</p> <p>Set works for year 11 (outgoing syllabus only): Area of Study 3</p> <p>M Davis: All Blues from the album Kind of Blue</p> <p>J Buckley: Grace from the album Grace</p>	<p>Listening and Appraising: Complete area 3 set work analysis (Davis 'All Blues', Buckley's 'Grace and Moby's 'Why Does My Heart Feel So Bad?') and review all pieces studied in readiness for mock exam. Students must put in a great deal of independent learning time to ensure the revision materials are used effectively.</p> <p>Composition: Students will complete composition 2 based on the Minimalist style and will refine both pieces ready for submission in January/February</p> <p>Performance: Solo and ensemble pieces are expected to be fully rehearsed and</p>	<p>Listening and Appraising: Study the remaining three set pieces (Capercaillie's 'Skye Waulking Song', a variety of Indian Rag Dosh pieces and Koko's 'Yiri'). Continue to test using past papers to ensure students are fully prepared for the final 40% exam in May/June.</p> <p>Composition: Final chance to refine both the Rondo inspired composition and the Minimalist composition for submission in the first half term.</p> <p>Performance: Final chance to record both the solo and ensemble pieces for submission at the end of the first half term</p>	<p>Final preparations for Listening and Appraising: This final half term will be focused on revision of the 12 set works and ensuring students are comfortable and well equipped to answer all styles of exam questions, in particular the section A rhythmic/melodic dictation and compare/contrast elements. Students will be given time to create revision material and share this in class.</p>	<p>A selection of Power Point Presentations will be shared with pupils during class time and they can access these at home. Area 3 is listed below:</p> <ul style="list-style-type: none"> Minimalist Music Techniques (Davis Revision) YouTube: watch?v=bDhEiyjaJZ0 (Moby Revision) YouTube: watch?v=GcZjYrH5ja8 (Buckley funny video) watch?v=NQFWb8NBffo <p>BBC Bitesize – GCSE Music is a very useful learning tool.</p>

<p>Moby: Why Does My Heart Feel So Bad? From the album Play</p> <p>Area of Study 4</p> <p>Capercaillie: 'Skye Waulking Song' from the album Nàdurra</p> <p>Rag Desh Pieces x 3</p> <p>A Shankar: Rag Desh from the album 'Live at Carnegie Hall'</p> <p>S D Dhandhada and H Dhandhada: Rag Desh from the album 'Mewar Re Mira'</p> <p>B Wertheimer and S Gorn: Rag Desh Parts 1-3 from the album 'Priyagitah: The Nightingale'</p> <p>Koko: 'Yiri'</p>	<p>ready for recording during this term. Some of these will be used in the Christmas Carol Concert.</p>			<p>Students are also advised to work through sections 1-4 of their revision book and test themselves using the end of section tests provided.</p>
<p>PE</p> <p>AQA GCSE</p>	<ul style="list-style-type: none"> • The relationship between health and fitness 	<ul style="list-style-type: none"> • How to optimise training and prevent injury 	<ul style="list-style-type: none"> • Preparation for NEA practical performance • Revision 	<ul style="list-style-type: none"> • BBC GCSE Bitesize • AQA You tube video • Muscle in motion website

<p>Paper 1 30% The human body and movement in physical activity and sport 1hr and 15mins</p> <p>Paper 2 30% Socio-cultural influences and well-being in physical activity and sport 1hr and 15mins</p> <p>Practical: 40% Analysis of Performance 10% 2 x individual sport and 1 x team sport 30% or 2 x team sport and 1 x individual 30%</p>	<ul style="list-style-type: none"> • Components of fitness, benefits for sport and how fitness is measured and improved • Principles of training and their application to training programmes • Ethical Issues: (players code of conduct; performance-enhancing drugs; spectators behaviour/hooliganism) 	<ul style="list-style-type: none"> • Effective use of warm up and cool down • Health and Fitness: (physical, mental and social well-being; sedentary lifestyle; somatotypes; diet) • Data analysis: (quantitative and qualitative) 	<ul style="list-style-type: none"> • Analysis and evaluation • Preparation for NEA practical performance • Revision • Analysis and evaluation 	<ul style="list-style-type: none"> • Cross-curricular with science • My revision notes AQA GCSE (9-1) PE Second Edition ISBN 978-1-5104-0523-3 Hodder Education • Zigzageducation.co.uk
<p>Psychology AQA GCSE 8182</p> <p>Paper 1 Cognition and behaviour</p>	<p>Recap and review Paper 1 Knowledge and understanding of</p> <p>Memory Perception Development Research methods</p> <p>Finish Development – Learning theories</p>	<p>Language, thought and communication cont</p> <ul style="list-style-type: none"> • <i>Explanations of non-verbal communication</i> <p>Brain and neuropsychology</p> <ul style="list-style-type: none"> • <i>Structure and function of the nervous system</i> • <i>Neuron structure and function</i> 	<p>Psychological problems cont</p> <ul style="list-style-type: none"> • <i>Effects of significant mental health problems on individuals and society</i> • <i>Characteristics of clinical depression</i> • <i>Theories of depression</i> • <i>Interventions or therapies for depression</i> 	

<p>Exam: 1 hour 45 minutes 100 marks 50% of GCSE</p> <p>Paper 2 Social context and behaviour</p> <p>Exam: 1 hour 45 minutes</p> <p>100 marks 50% of GCSE</p>	<p>Social influence</p> <ul style="list-style-type: none"> Recap Conformity and Obedience. Prosocial behaviour and Crowd and Collective behaviour <p>Language, thought and communication</p> <ul style="list-style-type: none"> Relationship between thought and language Animal vs Human communication Non-verbal communication <p>Revision and preparation for assessment</p>	<ul style="list-style-type: none"> Structure and function of the brain An introduction to neuropsychology <p>Psychological problems</p> <ul style="list-style-type: none"> An introduction to mental health How the incidence of significant mental health problems changes over time <p>Revision materials and preparation for exam</p>	<p>Revision materials and preparation for exam</p>	
<p>Combined Science (GCSE 9-1) Edexcel</p>	<p>Biology Topics 9 and 8 – Ecosystems and material cycles, Exchange and transport in animals.</p> <p>Physics Topic 9 – Electricity and circuits</p> <p>Physics Topics 10, 11, 12 and 13 – Magnetism, motor effect, electromagnetic induction, particle model and forces and matter</p> <p>Chemistry Topics 13, 14, 15, 16 and 17 – Groups of the periodic table, rates of reaction, heat energy changes, fuels and the atmosphere.</p>	<p>Review lessons – Biology Key Concepts Topics 1-7</p> <p>Review lessons – Chemistry Key concepts Topics 1-7</p> <p>Review lessons – Physics equations and topics 1- 8</p> <p>Review lessons – Core practicals and scientific skills.</p> <p>Revision for end of year exams</p>	<p>Revision for end of year exams.</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board) https://www.bbc.com/bitesize/exams/pecs/zqkww6f</p> <p>Combined Science Revision guide and workbook – available to purchase from school – science department.</p> <p>Visit – Manchester Science and Industry museum and Manchester museum.</p>
<p>Triple Science GCSE Biology, Chemistry and Physics</p>	<p>Physics Topics 7,8 & 9 - Astronomy, Energy, forces and their effects.</p> <p>Physics Topics 10 & 11 - Electricity and circuits and static electricity.</p>	<p>Review Biology - Key concepts</p> <p>Review Biology – Topic 2-9</p> <p>Review Chemistry -Topics 1- 19</p> <p>Review Physics - Topics 1-6</p> <p>Revision for end of year exams</p>	<p>Revision for end of year exams</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board)</p> <p>https://www.bbc.com/bitesize/subjects/zrkw2hv</p>

<p>(9-1) Edexcel</p>	<p>Physics Topic 12 & 13 Magnetism and electromagnetic induction. Physics topics 14 & 15 Particle Model – forces and matter Review Physics – Core practicals Chemistry Topics 20 & 21 – Fuels, earth and atmospheric science. Chemistry Topics 22, 23 & 24 - Hydrocarbons, alcohols, carboxylic acids and polymer. Chemistry Topics 25 & 26 - Quantitative and ion tests, plus properties of matter and nanoparticles. Review Chemistry – Core practicals</p>			<p>Visit – Manchester Science and Industry museum and Manchester museum.</p> <p>Biology, Chemistry and Physics revision guides and workbooks available to purchase from school – science department.</p>
<p>Spanish AQA GCSE 8698</p>	<p>Global issues</p> <ul style="list-style-type: none"> • The environment <p>Social issues</p> <ul style="list-style-type: none"> • Charity/ voluntary work • Career choices and ambitions • Technology in everyday life <p>Social media</p> <ul style="list-style-type: none"> • Mobile technology 	<p>Global issues</p> <ul style="list-style-type: none"> • Poverty/ homelessness <p>Revision and preparation for assessment</p>	<p>Assessment</p>	<p>www.linguascope.com (intermediate) (see staff for password)</p> <p>www.funwithlanguages.vacau.com</p> <p>www.digitaldialects.com</p> <p>http://www.bbc.co.uk/education/subjects/zfckjxs</p> <p>SHMOODLE> SPANISH> GCSE SPANISH: a comprehensive list of links to past papers and revision websites.</p>