

## 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><b>Art</b></p> <p>AQA GCSE Craft and Design Course Structure Portfolio of work year 1 &amp; 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><a href="http://www.studentartguide.com/">www.studentartguide.com/</a> is an excellent student resource.</p> <p><a href="http://www.tate.org.uk/">www.tate.org.uk/</a> 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><b>Computer Science</b></p> <p>Edexcel GCSE</p>	<p>Micro-controllers Computational models and emerging trends</p>	<p>Controlled Assessment – Programming task</p>	<p>Computational thinking Exam revision</p>	<p><a href="http://www.codecademy.com/learn/python">www.codecademy.com/learn/python</a></p> <p><a href="https://code.org">https://code.org</a></p>

				<a href="http://www.bbc.co.uk/education/subjects/z34k7ty">http://www.bbc.co.uk/education/subjects/z34k7ty</a>
<b>AQA GCSE Drama</b>	<p><b>Component 1 Study Set Text Set text: Blood Brothers</b> The students will study practically the text in preparation for their final examination.</p> <ul style="list-style-type: none"> <li>✓ Characteristics of performance texts and dramatic works</li> <li>✓ Social, cultural and historical contexts</li> <li>✓ Interpretation and communication of meaning</li> <li>✓ Theatrical terminology</li> <li>✓ Roles of theatre makers in contemporary professional practice</li> <li>✓ Read-through of key extract play</li> <li>✓ Revision in preparation for possible exam questions</li> </ul>	<p><b>Component 3 Text in Practice Creating Key Extracts from A Play (20%)</b> 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"> <li>✓ Demonstration of practical understanding of the text</li> <li>✓ Interpretation of text</li> <li>✓ Creation and communication of meaning</li> <li>✓ Realisation of artistic intentions in text-based drama</li> <li>✓ Rehearsal, refinement and developing work in progress</li> </ul>	<p><b>Component 1 Revision Students will use the remainder of the course to revise for their final examination. 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.</b></p>	<p>Theatre Trips are run through school year and we encourage the students and their families to visit the theatres in our community and Greater Manchester to experience as much Live Theatre as possible. Exemplar work Students should spend time watching GCSE work on youtube. Simply visit youtube – and search 'GCSE Drama' You will find a range of videos from different schools and you can find inspiration to apply to work in your lessons.</p>
<b>English</b>  AQA GCSE Language and AQA GCSE Literature	<p><b><u>GCSE Literature Paper 2</u></b> <b><u>Poetry</u></b> 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. <b><u>GCSE Literature Paper 2</u></b> <b><u>An Inspector Calls</u></b> Students will study JB Priestley's Socialist play, focusing on the writer's messages and ideas and how he uses language, structure and dramatic devices for effect.</p>	<p><b><u>GCSE Literature Paper 1</u></b> <b><u>Macbeth</u></b> Students will study the full version of Shakespeare's tragedy, focusing on language, structure and historical context.  <b><u>Revision of GCSE Literature texts: A Christmas Carol, Poetry and An Inspector Calls</u></b></p>	<p><b><u>GCSE Revision</u></b> Revision of GCSE Literature texts: A Christmas Carol, Poetry and An Inspector Calls  <b><u>GCSE Literature examinations</u></b> Students will sit their GCSE Literature examinations</p>	<p>Watch TV (BBC 2016), film or stage adaptations of An Inspector Calls.  Read another play or short story by JB Priestley.  Watch a film or stage version of <i>Macbeth</i>.  Visit the Globe Theatre in London or Stratford upon Avon, the home of Shakespeare.  Research the poets behind the 15 poems in the Power and Conflict section of the GCSE Anthology and try some of their other poems.</p>

<p><b>Food Preparation and Nutrition</b></p> <p>WJEC</p>	<p>Controlled assessment: <b>Task 1 (15%)</b> - Food Science investigation.</p> <p>Revisit Food science and Food spoilage taught in year 10</p>	<p>Controlled Assessment: <b>Task 2 (35%)</b> – 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.</p> <p>Revisit topics covered in term 1 of year 10</p>	<p>Exam revision</p>	<p>WJEC EDUCAS GCSE Food Preparation and Nutrition (Revision Guide) by Helen Buckland.</p>
<p><b>French</b></p> <p>AQA 8658</p>	<p>Global issues</p> <p>The environment</p> <p>Social issues</p> <p>Charity/ voluntary work</p> <p>Career choices and ambitions</p> <p>Technology in everyday life</p> <p>Social media</p> <p>Mobile technology</p>	<p>Global issues</p> <p>Poverty/ homelessness</p> <p>Revision and preparation for assessment</p>	<p>Assessment</p>	<p><a href="http://www.linguascope.com">www.linguascope.com</a> (intermediate) (see staff for password)</p> <p><a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a></p> <p><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/zgdqxn">www.bbc.co.uk/education/subjects/zgdqxn</a></p> <p>SHMOODLE&gt; FRENCH&gt; GCSE FRENCH: a comprehensive list of links to past papers and revision websites.</p>

Geography	Living with the physical environment	The economic world	Revision	
AQA Exam board	<ol style="list-style-type: none"> <li>1. Ecosystems</li> <li>2. Food chains and webs</li> <li>3. UK example</li> <li>4. World biomes</li> <li>5. Tropical rainforests introduction</li> <li>6. Adaptations of plants and animals of the rainforest</li> <li>7. Deforestation</li> <li>8. Impacts of deforestation</li> <li>9. Rates of deforestation</li> <li>10. Impacts of deforestation</li> <li>11. Management of rainforests</li> <li>12. Cold environments introduction</li> <li>13. Adaptations to cold environments</li> <li>14. Issues of biodiversity</li> <li>15. Opportunities in cold environments</li> <li>16. Challenges of cold environments</li> <li>17. Value of cold environments</li> <li>18. Managements of cold environments</li> </ol>	<ol style="list-style-type: none"> <li>1. Methods of classifying countries and what are developmental indicators?</li> <li>2. Demographic Transition Model</li> <li>3. Causes of uneven development</li> <li>4. How can the development gap be reduced?</li> <li>5. How can tourism in a developing country be used to reduce the development gap?</li> <li>6. Explain why a developing country is important within Asia and internationally?</li> <li>7. Describe the changing industrial structure within this country</li> <li>8. How has this country developed economically?</li> <li>9. What companies operate here and why?</li> <li>10. How has aid helped develop this country?</li> <li>11. How has deindustrialisation happened in the UK?</li> <li>12. How has the economy of the UK changed?</li> <li>13. What is the north-south divide?</li> <li>14. What are the regional differences within the UK?</li> <li>15. Analyse the globalisation and interdependence of the UK with the rest of the world</li> </ol>		

<p><b>Health and Social Care</b></p> <p>AQA GCSE</p>	<p>Unit 1: Understanding Personal Development and Relationships.</p> <p>This is examined by a written paper which is 70 marks and assesses 40% of the course.</p> <p>Topics studied are:</p> <p>Physical Development  Intellectual Development  Emotional Development  Social Development  Life Events  Sources of Support  Relationships  Self-Concept  Peer Pressure  Physical Factors  Economic and Environmental Factors  The Effects of Factors</p>	<p>Unit 2: Health, Social Care and Early Years Provision.</p> <p>This is a piece of coursework which assesses 60% of the course. Topics studied are:</p> <p>Care Needs  Service Organisation  Barriers and Access to services  Service Needs, Aims and Care Actions  Care Worker Skills  Principles of Care and Codes of Conduct</p>	<p>Unit 2: Health, Social Care and Early Years Provision.</p> <p>This is a piece of coursework which assesses 60% of the course. Topics studied are:</p> <p>Care Needs  Service Organisation  Barriers and Access to services  Service Needs, Aims and Care Actions  Care Worker Skills  Principles of Care and Codes of Conduct</p>	<p>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  <a href="http://www.bbc.co.uk/parenting">www.bbc.co.uk/parenting</a>  www.bbc.co.uk/health/healthy_living/your_weight  <a href="http://www.nhs.uk">www.nhs.uk</a>  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</p>
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AQA History GCSE	<p><b><u>Elizabethan England 1568 – 1603</u></b></p> <p><b><u>Unit 1: Elizabeth and her government</u></b></p> <ul style="list-style-type: none"> <li>↗ Background to Elizabethan England / how did Elizabeth come to become Queen?</li> <li>↗ How did Elizabeth run her government?</li> <li>↗ Who were the key figures in Elizabeth's government?</li> <li>↗ What was the Essex Rebellion 1603?</li> <li>↗ What was the problem of marriage and succession?</li> </ul> <p><b><u>Unit 2: Troubles at home and abroad</u></b></p> <ul style="list-style-type: none"> <li>↗ What was the religious settlement?</li> <li>↗ Who were the main threats against Elizabeth?</li> <li>↗ Why were the puritans a</li> </ul>	<p><b><u>Unit 3: Life in Elizabethan times</u></b></p> <ul style="list-style-type: none"> <li>↗ What was Elizabethan culture like?</li> <li>↗ What does Hardwick Hall tell us about Elizabethan England?</li> <li>↗ Is Hardwick Hall a typical Elizabethan building?</li> <li>↗ What were theatres like in Elizabethan times?</li> <li>↗ Why were people poor in Elizabethan England?</li> <li>↗ What were attitudes towards the poor and how did the government deal with the poor?</li> <li>↗ Why did English sailors explore?</li> <li>↗ Who were the main explorers?</li> <li>↗ What were the main achievements of Walter</li> </ul>	<p><b><u>Unit 3: A revolution in medicine</u></b></p> <ul style="list-style-type: none"> <li>↗ How did Edward Jenner help defeat smallpox?</li> <li>↗ How was pain conquered?</li> <li>↗ How did doctors in Britain find out that germs caused diseases?</li> <li>↗ How important was Joseph Lister?</li> <li>↗ Accepting Pasteur's germ theory</li> <li>↗ How did scientists discover that germs caused human diseases?</li> <li>↗ The search for vaccines and cures in Europe and Britain.</li> <li>↗ How dirty were Britain's towns in the early 1800s?</li> <li>↗ Fighting Cholera</li> <li>↗ The great stink</li> </ul>	AQA approved revision guide  BBC revision
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	<p>threat to Elizabeth?</p> <ul style="list-style-type: none"> <li>↗ Why was Mary Queen of Scots a threat to Elizabeth?</li> <li>↗ What were Mary's plots against Elizabeth?</li> <li>↗ Why was there conflict with Spain?</li> <li>↗ What happened at the Spanish Armada?</li> <li>↗ Why was the Spanish Armada a success?</li> </ul>	<p>Raleigh?</p> <p><b><u>Health and the people</u></b></p> <p><b><u>Unit 1: Medicine stands still</u></b></p> <ul style="list-style-type: none"> <li>↗ What did a Medieval doctor know?</li> <li>↗ How did Christianity affect Medieval medicine?</li> <li>↗ How did Islam affect Medieval medicine?</li> <li>↗ How good was Medieval surgery?</li> <li>↗ Where was public health worse in the Medieval period?</li> <li>↗ Where was public health better in the Medieval period?</li> <li>↗ The Black Death: a consequence of poor public health.</li> </ul> <p><b><u>Unit 2: The beginning of change</u></b></p> <ul style="list-style-type: none"> <li>↗ What was the Renaissance?</li> <li>↗ Impact of the Renaissance on Britain: the work of Vesalius</li> <li>↗ How important were Pare's</li> </ul>	<p><b><u>Unit 4: Modern Medicine</u></b></p> <ul style="list-style-type: none"> <li>↗ What can the study of penicillin tell us about the developments of modern medicine?</li> <li>↗ How have drugs and treatments developed since 1945?</li> <li>↗ Beyond mainstream medicine.</li> <li>↗ The impact of war and technology on surgery and health.</li> <li>↗ Why did the government try to improve the nation's health after 1900?</li> <li>↗ Into the C21st</li> <li>↗ Revision</li> <li>↗ End Unit exam</li> </ul> <p><b><u>REVISION FOR GCSE</u></b></p>	
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		<p>discoveries?</p> <ul style="list-style-type: none"><li>↗ What was Harvey' contribution to medical progress?</li><li>↗ How scientific was C17th and C18<sup>th</sup> medicine?</li><li>↗ How did doctors deal with the Great Plague?</li><li>↗ How did hospitals change in the C18th?</li><li>↗ Why should we remember John Hunter?</li></ul>		
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<p><b>Mathematics</b> AQA GCSE 8300</p>	<p><u>Higher</u> 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><u>Foundation</u> Volume Algebra: Quadratics, rearranging formulae and Identities Inequalities</p>	<p><u>Higher</u> Inequalities Vectors Further sketching graphs Sine and cosine rules Transforming functions Numerical methods Circle theorems Review and revision</p> <p><u>Foundation</u> 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: <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> 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: <a href="http://www.bbc.co.uk/education/subjects/zqhs34j">http://www.bbc.co.uk/education/subjects/zqhs34j</a> <a href="http://www.mathsbot.com">www.mathsbot.com</a> <a href="http://online.justmaths.co.uk/">http://online.justmaths.co.uk/</a> <a href="https://mathslinks.net/links/mr-carter-maths">https://mathslinks.net/links/mr-carter-maths</a> <a href="https://www.mrbartonmaths.com/">https://www.mrbartonmaths.com/</a> <a href="http://donsteward.blogspot.co.uk/">http://donsteward.blogspot.co.uk/</a></p> <p>pixl maths app</p>
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Music	Autumn Term	Spring Term	Summer Term	Extended Curriculum
<p data-bbox="33 129 358 276"><b>EDEXCEL Level1/Level2 GCSE (9-1) in Music (1 MUO)</b></p> <p data-bbox="33 320 358 355"><b>Set works for the year...</b></p> <p data-bbox="33 400 358 624"><b>J Williams Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</b></p> <p data-bbox="33 668 358 735"><b>Afro Celt Sounds 'Release'</b></p> <p data-bbox="33 780 358 847"><b>Esparanza Spalding 'Samba Em Preludio'</b></p>	<p data-bbox="365 121 728 360">Listening and Appraising: Complete area 3 set work analysis (Williams' 'Star Wars –Main Title Piece') and move to area 4 'Fusions'. Holiday revision will be provided throughout year 11.</p> <p data-bbox="365 400 728 536">Composition: Begin composition 2 using the brief released by the board in September.</p> <p data-bbox="365 576 728 711">Performance: Final solo and ensemble performances to be recorded by December.</p>	<p data-bbox="734 121 1216 328">Listening and Appraising: Compete area 4 (Afro Celt Sound Systems 'Release' and Esperanza Spalding's 'Samba Em Preludio'). Begin to test all pieces in full exam paper format.</p> <p data-bbox="734 368 1216 536">Composition: Completion of composition 2 and refinement of composition 1. DEADLINE March ready for standardising.</p> <p data-bbox="734 576 1216 679">Performance: Any final submissions of performances (only by special permission of teacher).</p>	<p data-bbox="1223 121 1704 256">Listening and Appraising: Revision of all 8 set works in full exam paper format using both section A and section B style questions.</p> <p data-bbox="1223 328 1704 432">Composition: N/A as already submitted to the board in the Spring Term.</p> <p data-bbox="1223 472 1704 576">Performance: N/A as already submitted to the board in the Spring Term</p>	<p data-bbox="1711 121 2190 225">Additional listening to practice comparing features of music to the set works include...</p> <p data-bbox="1711 264 2190 639">Music for Stage and Screen to compare to Defying Gravity 'Naughty' from the musical Matilda. 'Mama, I'm a Big Girl Now' from the musical Hairspray To compare to Star Wars The score from 'Harry Potter and the Philosopher's Stone' to compare the use of leitmotifs. 'The Lord of the Rings: The Fellowship of the Ring'</p> <p data-bbox="1711 679 2190 847">To compare to 'Release' The song 'Homeless' from the album Graceland To compare to 'Samba' The album 'Buena Vista Social Club</p>

<p>RE (2017/18 ONLY)</p>	<p><b><u>Islam – Beliefs and teachings (continued)</u></b>  <u>Angels</u>          ■ Diversity in belief between Shi’a and Sunni Muslims regarding Angels and Freewill. ■ The significance of Jibril’s revelation of the Qur’an to Muhammad.</p>	<p><b><u>Issues of Good and Evil (Islam and Christianity)</u></b>  <u>Crime and Punishment</u>          What makes an act ‘wrong’?          Religious and ethical responses          Beliefs and attitudes about the causes of crime and the aims of punishment.</p>	<p><b><u>Islam – Practices</u></b>  <u>The five pillars of Sunni Islam</u>          Shahadah          Zakah          Sawm          Hajj          Salah  <u>Ten Obligatory Acts of Shi’a Islam</u>          ■ Salat, Khums, Hajj</p>	
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	<ul style="list-style-type: none"> <li>■ The significance of Mika'il placed in charge of plants and rain.</li> <li>■ The significance of Israfil to announce the Day of Resurrection.</li> </ul> <p><u>Akhirah / Afterlife</u></p> <ul style="list-style-type: none"> <li>■ Al – Qadr (predestination): Implications for human freedom.</li> <li>■ Akhirah and the day of judgement.</li> <li>■ Heaven and Hell – Muslim beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>■ The treatment of criminals and the work of prison reformers / chaplains.</li> <li>■ Death penalty and varied responses to.</li> </ul> <p><u>Forgiveness</u></p> <ul style="list-style-type: none"> <li>■ Teachings about forgiveness and examples of forgiveness arising from personal beliefs.</li> </ul> <p><u>Good, Evil and Suffering</u></p> <ul style="list-style-type: none"> <li>■ Original Sin and 'Soul making.'</li> <li>■ Philosophical challenges posed by belief in God.</li> <li>■ Belief in Predestination (Islam)</li> </ul>	<ul style="list-style-type: none"> <li>■ Amr-bil-Marooif, Nahil Anril Munkar, Tawalia, Tabarra.</li> </ul> <p><u>Jihad</u></p> <ul style="list-style-type: none"> <li>■ Greater Jihad</li> <li>■ Lesser Jihad – origins, influence and conditions for lesser Jihad.</li> </ul> <p><u>Festivals and commemorations (comparative within Britain and elsewhere)</u></p> <ul style="list-style-type: none"> <li>■ Id ul Adha</li> <li>■ Id ul Fitr</li> <li>■ Ashura</li> <li>■ The Night of Power</li> </ul>	
<p><b>Core Science</b></p> <p>Edexcel</p>	<p><b>Physics P1</b> – Topics 1 – 4 Visible light and the solar system, the electromagnetic spectrum, waves and the universe, waves and the Earth.</p> <p>Review Controlled Assessment and complete further one if required.</p> <p><b>Physics P1</b> - Topics 5—6 Generation and transmission of electricity and energy and the future.</p> <p><b>Review Chemistry C1</b> – Topics 1- 3. The Earth's atmosphere, materials from the earth and acids.</p>	<p><b>Review Chemistry C1</b> – Topics 4—5 Obtaining and using metals and fuels.</p> <p><b>Review Biology B1</b> -Topics 1-5. Classification, variation, inheritance, responses to a changing environment. Problems and solutions to a changing environment.</p> <p><b>Review Chemistry C1</b> – Topics 4—5 Obtaining and using metals and fuels.</p> <p><b>Review Biology B1</b> -Topics 1-5. Classification, variation, inheritance, responses to a changing environment. Problems and solutions to a changing environment.</p>	<p><b>Complete revision and exam preparation</b> for P1, C1 and B1</p>	<p>BBC Bitesize Key Stage 4 Core science (Edexcel)</p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/">http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/</a></p>

<p><b>Combined Science</b> Edexcel – Exam Boards</p>	<p>Chemistry Topic 10 – Electrolytic processes, obtaining and extracting metals.</p> <p>Physics Topic 7 and 8 – Energy, forces and their effects</p> <p>Physics Topic 9 – Electricity and circuits</p> <p>Biology Topic 8 – Animal co-ordination, control and homeostasis.</p> <p>Biology Topic 9 - Ecosystems and Material Cycles</p> <p>Chemistry Topics 13, 14 and 15 – Groups of the periodic table and rates of reaction.</p> <p>Chemistry Topics 16 &amp; 17 - Fuels and the Atmosphere</p>	<p>Chemistry Topics 16 &amp; 17 - Fuels and the Atmosphere.</p> <p>Physics Topics 10 &amp; 11 – Magnetism and electromagnetic induction.</p> <p>Physics Topics 12 &amp; 13 - Particle model and forces and matter.</p> <p>Revision for end of year exams.</p>	<p>Revision for end of year exams.</p>	<p>Pupils should all have the Pearsons Edexcel Revision guides and workbooks.</p> <p>With these they will also be able to access further study material on the website.</p>
<p><b>Triple Science</b> Edexcel – Exam board (Please note pupils will be completing all 3 exams in the summer 2018)</p>	<p>Physics – Topic 8 &amp; 9 Energy, forces and their effects.</p> <p>Physics – Topics 10 &amp; 11 Electricity and circuits and static electricity.</p> <p>Physics Topic 12 &amp; 13 Magnetism and electromagnetic induction.</p> <p>Physics Particle Model – forces and matter</p> <p>Review Biology – Topics 6 &amp; 7 (2 weeks)</p> <p>Chemistry – Topics 17-19 Groups of the periodic table.</p> <p>Chemistry Topics 20 &amp; 21 – Fuels, earth and atmospheric science.</p> <p>Chemistry – Topics 22, 23 &amp; 24 Hydrocarbons, alcohols, carboxylic acids and polymers.</p>	<p>Biology – Topic 8 Exchange and transport in animals</p> <p>Biology – Topic 9 Ecosystems and Material Cycles.</p> <p>Chemistry – Topics 25 &amp; 26 Quantitative and ion tests, plus properties of matter and nanoparticles.</p> <p>Revision for Biology, Chemistry and Physics GCSE.</p>	<p>Revision for Biology, Chemistry and Physics GCSE.</p>	

<b>Spanish</b>  AQA GCSE 8698	<b>Global issues</b> The environment <b>Social issues</b> Charity/ voluntary work Career choices and ambitions	<b>Global issues</b>  Poverty/ homelessness	<b>Assessment</b>	<a href="http://www.linguascope.com">www.linguascope.com</a> ( intermediate) ( see staff for password)  <a href="http://www.funwithlanguages.vacau.com">www.funwithlanguages.vacau.com</a>
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	<p>Technology in everyday life</p> <p><b>Social media</b></p> <ul style="list-style-type: none"> <li>• Mobile technology</li> </ul>	<p><b>Revision and preparation for assessment</b></p>		<p><a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p> <p><a href="http://www.bbc.co.uk/education/subj/ects/zfckjxs">http://www.bbc.co.uk/education/subj/ects/zfckjxs</a></p> <p>SHMOODLE&gt; SPANISH&gt; GCSE SPANISH: a comprehensive list of links to past papers and revision websites.</p>
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<p><b>PE</b></p> <p><b>AQA Paper 1: The human body and movement in physical activity and sport</b></p> <p><b>AQA Paper 2: Cultural influences and well-being in physical activity and sport</b></p> <p><b>Both equally weighted as below:</b></p> <p>Written exam 1hr 15mins 78 marks 60% of GCSE</p> <p><b>Practical performance</b></p> <p>Three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p>	<p><b>Paper 1</b> <b>Physical Training</b></p> <ul style="list-style-type: none"> <li>✓ The principles of training</li> <li>✓ Types of training</li> </ul> <p><b>Paper 2</b> <b>Commercialisation of Physical Activity and Sport</b></p> <ul style="list-style-type: none"> <li>✓ Sponsorship</li> <li>✓ Media</li> <li>✓ Technology</li> <li>✓ Prohibited Substances</li> <li>✓ Spectators behaviour</li> </ul> <p><b>Health, Fitness and well-being:</b></p> <ul style="list-style-type: none"> <li>✓ Physical health</li> <li>✓ Mental health</li> <li>✓ Social health</li> </ul>	<p><b>Paper 1</b> <b>Physical Training</b></p> <ul style="list-style-type: none"> <li>✓ Optimising training and injury prevention</li> <li>✓ Training techniques and effective warm-up and cool-down</li> </ul> <p><b>Paper 2</b> <b>Health, Fitness and well-being:</b></p> <ul style="list-style-type: none"> <li>✓ Fitness</li> <li>✓ Sedentary lifestyle and obesity</li> <li>✓ Somatotypes</li> </ul> <p><b>Energy use, diet, nutrition and hydration:</b></p> <ul style="list-style-type: none"> <li>✓ Energy use</li> <li>✓ Nutrition – balanced diet</li> </ul> <p><b>Analysis and evaluation coursework</b></p>	<p><b>Revision and exams!</b></p>	<ul style="list-style-type: none"> <li>✓ AQA GCSE 1-9 GCSE PE website</li> <li>✓ Various Youtube resources</li> <li>✓ National/world news on current sport affairs</li> <li>✓ Revision booklets</li> <li>✓ Period 6 revision sessions</li> <li>✓ Dynamic learning quizzes</li> </ul>
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**Analysis and evaluation  
coursework**

Of performance to bring  
about improvement in  
one  
activity

Assessed by teachers  
Moderated by AQA  
100 marks  
40% of GCSE

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