

## 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. 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>

<b>BTEC Technical award in Enterprise</b>	<b>A3 Pitching for a micro-enterprise activity</b> Students will pitch their final plan to an audience, this will be a personal	<ul style="list-style-type: none"> <li>• Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free', discounts.</li> </ul>	assets – inventory)/current liabilities. o gross profit margin percentage (GPM): $(\text{gross profit}/\text{revenue}) \times 100$	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
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<p>presentation of the selected idea. It will be brief but needs to show a summary of the micro-enterprise plan.</p> <p>The summary should include:</p> <ul style="list-style-type: none"> <li>• clear communication of the developed idea</li> <li>• a logical structure of the content of the plan</li> <li>• consideration of the audience, e.g. needs, interests.</li> </ul> <p><b>Aim B: Operate and review the success of a micro-enterprise activity</b> Students will develop their knowledge and understanding of the entrepreneurial skills required to set up and run a micro-enterprise activity.</p> <p><b>B1 Operation of the enterprise</b> Students will carry out and record outcomes of individual and group activities related to the following.</p> <ul style="list-style-type: none"> <li>• Carrying out communication and promotional activities, e.g.: <ul style="list-style-type: none"> <li>o production of promotional materials</li> <li>o distribution of promotional materials.</li> </ul> </li> <li>• Setting up for trading, e.g.: <ul style="list-style-type: none"> <li>o obtaining components for production or implementation</li> <li>o preparing or producing products for sale, or agreeing how the service is to be provided if a service enterprise</li> <li>o preparing location and setting up enterprise activity including displaying products or information about</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Personal selling: face-to-face, by telephone, via email, through video or web conferencing.</li> <li>• 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:</li> <li>• Direct marketing to establish an individual relationship between the enterprise and the customer: <b>A2 Targeting and segmenting the market</b> Students will consider why an enterprise targets its market, and the impact this has on promotion.</li> <li>• Types of market: Business to Business (B2B), Business to Consumer (B2C).</li> <li>• Segmenting the market to identify which customers its promotions will target through: <b>A3 Factors influencing the choice of promotional methods</b> Students will consider the factors affecting the choice of promotional method for an enterprise. <ul style="list-style-type: none"> <li>• Size of enterprise.</li> <li>• Budgetary constraints.</li> <li>• Appropriateness for product/service.</li> <li>• Target market.</li> </ul> </li> <li><b>B1 Financial documents</b> <ul style="list-style-type: none"> <li>• Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account.</li> <li>• Importance to a business of accuracy when these documents are being used.</li> </ul> </li> </ul>	<p>o net profit margin percentage (NPM):  <math>(\text{net profit}/\text{revenue}) \times 100.</math></p> <ul style="list-style-type: none"> <li>• Calculate liquidity ratios from given formulae: <ul style="list-style-type: none"> <li>o current ratio: current assets/current liabilities</li> <li>o liquid capital ratio: (current</li> </ul> </li> </ul> <p><b>C1 Using cash flow data</b></p> <ul style="list-style-type: none"> <li>• Cash – liquid assets of the business; bank balance plus cash in the business.</li> <li>• Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity.</li> <li>• Difference between sales and purchases.</li> <li>• Cash flow statement: the cash inflows and the cash outflows over the past 12 months.</li> <li>• 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.</li> </ul> <p><b>C2 Financial forecasting</b></p> <ul style="list-style-type: none"> <li>• Purpose of a cash flow forecast: <ul style="list-style-type: none"> <li>o to identify money coming in (inflows) and going out (outflows) of the enterprise over time</li> <li>o to determine net current asset requirements and make business decisions.</li> </ul> </li> <li>• Inflows: sales, capital introduced, loans.</li> </ul>	<p>source for UK business is the BBC website.  <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a></p> <p>The best print is the Times or Guardian newspapers. <a href="http://www.thetimes.co.uk/">www.thetimes.co.uk/</a></p> <p><a href="https://www.theguardian.com/uk/business">https://www.theguardian.com/uk/business</a></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.  <a href="https://www.bbc.com/bitesize/subjects/zpsvr82">https://www.bbc.com/bitesize/subjects/zpsvr82</a></p> <p><a href="https://revisionworld.com/gcserevision/business-studies">https://revisionworld.com/gcserevision/business-studies</a></p>
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services clearly o determining and displaying prices.

- Managing finance, e.g.:
- Monitoring enterprise performance,

e.g. using financial records to show:

**B2 Payment methods**

- Outflows: purchases, running costs.



**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 microenterprise 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.

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies.
- Impact on customers and enterprises of using different methods.

**B3 Sources of revenue and costs**

Income from sales and from assets.

**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.

**C3 Suggesting improvements to cash flow problems**

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 breakeven 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 =  $\frac{\text{fixed costs}}{\text{selling price per unit} - \text{variable cost per unit}}$ .
  - Break-even point.
  - The value and importance of breakeven 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:

• The two basic aspects of advertising are:

o owner funds o retained profits o loans

	<p>o the message: what the communication needs to say o the medium: how to get the message across.</p> <ul style="list-style-type: none"> <li>• Advertising methods: moving image, print, ambient, digital, audio.</li> <li>• Sales promotion: providing incentives to customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Statement of financial position: shows the financial performance of an enterprise at a point in time.</li> <li>• Categorise total assets and liabilities using a statement of financial position.</li> </ul> <p><b>B7 Profitability and liquidity</b> Students will interpret statements of comprehensive income and of financial position to calculate ratios.</p> <ul style="list-style-type: none"> <li>• The difference between cash and profit.</li> <li>• The difference between liquidity and profitability.</li> <li>• Calculate profitability ratios from given formulae:</li> </ul>	<ul style="list-style-type: none"> <li>o credit cards</li> <li>o government grants</li> <li>o hire purchase and leasing</li> <li>o trade credit</li> <li>o venture capital</li> <li>o peer-to-peer lending.</li> </ul> <ul style="list-style-type: none"> <li>• Advantages and disadvantages of each source.</li> </ul>	
<p><b>Computer Science</b></p> <p>OCR J277 GCSE</p>	<p><b>Unit 1 Computer Systems</b></p> <p>1.4 Threats to computer systems – forms of attack, common prevention methods, identifying and preventing vulnerabilities.</p> <p>1.5 Operating systems – the purpose and</p>	<p><b>Unit 2 Computational thinking</b></p> <p>2.5 Programming languages – characteristic and purpose of different types of programming languages.</p>	<p>Theory Revision – revise all topics covered in both year 10 &amp; 11</p> <p>Practical programming skills – start programming project (20 hours)</p>	<p>Outwood Home Learning - <a href="https://compsci.homelearning.outwood.com/?fbclid=IwAR14zcoEA2qnJkkm8n9P5p6w">https://compsci.homelearning.outwood.com/?fbclid=IwAR14zcoEA2qnJkkm8n9P5p6w</a></p> <p>BBC Bitesize - <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></p> <p>Craig n Dave videos -</p>



	<p>functionality of the operating system.</p> <p><b>Unit 2 Computational thinking</b> 2.3 Defensive design – consideration of design, validation, maintainability, testing.</p> <p>Practical programming skills – start programming project (20 hours)</p>	<p><b>Unit 1 Computer Systems</b> 1.6 Ethical, Legal considerations – how has technology had an impact on society</p> <p>Practical programming skills – start programming project (20 hours)</p>		
<p><b>Drama</b></p> <p>AQA GCSE</p>	<p><b>Component 2 Devising Theatre 80 marks (40%) are given towards final GCSE</b></p> <p><b>Practical Element – 20 marks</b> The students will be placed under controlled assessment/supervised time. All lessons are marked towards their final GCSE grade. They will:</p> <ul style="list-style-type: none"> <li>• Research set theme</li> <li>• Develop ideas</li> <li>• Collaborate with group</li> <li>• Rehearsal, refine and develop work in progress</li> </ul>	<p><b>Component 3 Text in Practice</b> <b>Creating Key Extracts from A Play (20%)</b></p> <p>Students will perform Monologues, Duologues, or a group piece from a set text. The performances will be recorded and sent to an external examiner to mark the student's performance.</p> <p>The students must show:</p> <ul style="list-style-type: none"> <li>• Demonstration of practical understanding of the text</li> </ul>	<p><b>Component 1 Revision</b></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 of Blood Brothers) 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><b>Live Theatre Review</b></p>	<p>The following revision guides may be useful but are not compulsory AQA GCSE Drama b 9781911208211 GCSE Drama 9-1 Revision Guide published by CGP Books ISBN: 9781782949626. 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 technical language is</p>

		<ul style="list-style-type: none"> <li>• Interpretation of text</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Analyse and evaluate individual process of creating devised drama</li> </ul> <p><b>Written Element – 60 marks</b></p> <p>Students will create a devising logbook (maximum 2500 words)</p> <p>This will include 3 key sections: □</p> <ul style="list-style-type: none"> <li>Response to a stimulus</li> <li>• Development and Collaboration</li> <li>• Analysis and Evaluation</li> </ul> <p>This Component will be recorded and modified by an external examiner</p>	<ul style="list-style-type: none"> <li>• Creation and communication of meaning</li> <li>• Realisation of artistic intentions in text-based drama</li> </ul>	<p>Students will complete a study and analysis of a digital theatre performance. They will prepare for possible examination questions, refine their work and redraft to ensure they have a clear understanding of the performance and the possible questions they will study.</p>	<p>developed throughout the course to ensure they are fully prepared for the final examination unit.</p> <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</p>
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<p><b>Design &amp; Technology</b></p> <p>Eduqas GCSE</p> <p>50% Controlled Assessment</p> <p>50% Written Exam</p>	<p><b>Component 2 NEA</b></p> <p>Design and Make project</p> <p>35 Hours</p>	<p><b>Component 2 NEA</b></p> <p>Design and Make project</p>	<p><b>Component 2 NEA</b></p> <p>Design and Make project</p> <p><b>Component 2 Design and Technology in the 21<sup>st</sup> Century</b></p> <p>Written exam</p> <p>Exam Revision</p>	<p><b>Design &amp; Technology:</b></p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p> <p><a href="http://www.designtechnology.info/home.htm">http://www.designtechnology.info/home.htm</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebiteseize/design/">http://www.bbc.co.uk/schools/gcsebiteseize/design/</a></p> <p><a href="http://www.designandtech.com/">http://www.designandtech.com/</a></p>
<p><b>English</b></p> <p>AQA GCSE Language and AQA GCSE Literature</p>	<p><b>GCSE Literature Paper 2: An Inspector Calls</b></p> <p>Students will begin the half term by returning to their study of 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>Literature Paper 1: A Christmas Carol</b></p> <p>Students then move onto the novella ‘A Christmas Carol’, which is one of their examination texts for Literature. There is a focus on themes, writer’s ideas, language and structure. They will study the text at great length, annotating their copies and responding to various practice questions to develop their skills of analysis. Assessment is through a GCSE style essay question.</p> <p><b>Revision of GCSE Language Paper 1 Fiction</b></p>	<p><b>GCSE Literature Paper 1 Macbeth</b></p> <p>Students will study the full version of Shakespeare’s tragedy, focusing on language, structure and historical context.</p> <p><b>Revision of GCSE Language Paper 2 in readiness for their PPE examinations.</b> Within this series of practice assessments in this half term, students will be assessed on elements of both Literature and Language. Students will then return to their study of Shakespeare’s ‘Macbeth’.</p>	<p><b>GCSE Literature Paper 2: Unseen Poetry</b></p> <p>Students will prepare for the ‘unseen’ element of their poetry study by looking at a diverse range of poems, including poems that deal with similar themes in contrasting ways to aid them in their comparison.</p> <p><b>GCSE Revision</b></p> <p>Revision of GCSE Literature texts: Macbeth, A Christmas Carol, Poetry and An Inspector Calls and of the two papers for their Language GCSE.</p> <p><b>GCSE examinations</b></p> <p>Students will sit their GCSE Literature &amp; Language 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>Read more of Dickens’ stories or novels, such as <i>Oliver Twist</i> or <i>Bleak House</i>.</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>

<p>The winter exam series will test students' knowledge of Language Paper 1, so we will return to this for revision during this half-term in the run-up to the exams.</p>			
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<b>Food Preparation and Nutrition</b> Eduqas WJEC	Controlled assessment: <b>Task 1 (15%)</b> - Food Science investigation.  Revisit Food science and Food spoilage taught in year 10  Revisit topics covered in year 10 through revision sessions	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.  Revisit and complete topics covered in year 10.	<input type="checkbox"/> Exam revision	WJEC EDUCAS GCSE Food Preparation and Nutrition (Revision Guide) by Helen Buckland. Senecalearning.com  Design and Technology-Food preparation and Nutrition online videos (for revision)
<b>French</b>  AQA 8658	<b>Global issues</b> <ul style="list-style-type: none"> <li>• The environment</li> </ul> Social issues <ul style="list-style-type: none"> <li>• Charity/ voluntary work</li> </ul> Career choices and ambitions Technology in everyday life	<b>Global issues</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Poverty/ homelessness</li> </ul> Revision and preparation for assessment	<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>  <a href="http://www.digitaldialects.com">www.digitaldialects.com</a>

	<ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul>			<a href="http://www.bbc.co.uk/education/subjects/zgdqxnbn">www.bbc.co.uk/education/subjects/zgdqxnbn</a>  SHMOODLE> FRENCH> GCSE FRENCH: a comprehensive list of links to past papers and revision websites.
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<p><b>Geography</b></p> <p>AQA</p>	<p><b><u>Living world</u></b></p> <ol style="list-style-type: none"> <li>1. What are ecosystems and food webs?</li> <li>2. What is an example of a UK ecosystem?</li> <li>3. How are ecosystems distributed around the world?</li> <li>4. What are tropical rainforests and where are they?</li> <li>5. How are plants and animals adapted to the rainforest?</li> <li>6. What is the climate like?</li> <li>7. What are the rates of deforestation?</li> <li>8. What are the causes of deforestation?</li> <li>9. Cont.</li> <li>10. What are the impacts of deforestation?</li> <li>11. How can the rainforest be sustainably managed?</li> <li>12. What are the desert characteristics?</li> <li>13. How are plants and animals adapted to the desert?</li> <li>14. How can deserts provide opportunities? Thar desert</li> <li>16. What are the challenges of the desert/ desertification?</li> </ol>	<ol style="list-style-type: none"> <li>5. What is the water demand and supply pattern?</li> <li>6. What are the impacts of water insecurity?</li> <li>7. How can water supply been increase?</li> <li>8. How can water supply be increased case study Large scheme water transfer? (South-North China)</li> <li>9. How can we move to a more sustainable water supply? Wakel case study</li> </ol>	<p>Work on a “pre-release” booklet that is sent out shortly before the exams form AQA in preparation for paper 3</p> <p>Revision</p>	<p><b>Revision Book:</b>  My Revision Notes: AQA GCSE (9-1) Geography  Blackshaw Rebecca, Ross Simon ISBN: 9781471887314  Publisher:  Hodder Education</p> <p>BBC Bitesize AQA geography - <a href="https://www.bbc.com/bitesize/exams/pecs/zy3ptyc">https://www.bbc.com/bitesize/exams/pecs/zy3ptyc</a></p> <p>Cool Geography (click on the GCSE tab at the top of the page)  <a href="http://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php">http://www.coolgeography.co.uk/gcsen/challenge_natural_hazards.php</a></p> <p>Units and main case studies:</p> <ul style="list-style-type: none"> <li>• Natural Hazards</li> <li>• Living world (Amazon and Thar desert)</li> <li>• UK’s landscapes (Rivers and coasts, Holderness, River Tees)</li> <li>• The changing economic world and the UK, Nigeria</li> <li>• Resources overview and water</li> </ul>
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17. What are the solutions to desertification?

### **Changing economic world**

1. The changing economic world and the UK ow 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?
9. How is tourism used to reduce the development gap? Jamaica
10. Why is Nigeria undergoing rapid economic development?
11. How has Nigeria's economy changed?
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?

□ Urban issues and challenges  
Mumbai and Manchester

**Resources**

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



<p><b>Health and Social Care</b></p> <p>BTEC Tech Award</p>	<p><b>Unit 3: Health and Wellbeing (Examined Assessment)</b></p> <p>AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing</p> <p>AO2 Interpret health indicators</p> <p>AO3 Design a person-centred health and wellbeing improvement plan</p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p>	<p><b>Unit 3: Health and Wellbeing (Examined Assessment)</b></p> <p>AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans</p> <p>Revision of Unit 3 External Examined Assessment</p>	<p>Improvement of assignments and revision for resit of Unit 3 External Examined Assessment if required</p>	<p>www.educationforum.co.uk  <a href="http://excellence.qia.gov.uk">http://excellence.qia.gov.uk</a>  <a href="http://getrevising.co.uk">http://getrevising.co.uk</a>  <a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a>  <a href="http://www.bbc.co.uk/health/health_over_5_0">www.bbc.co.uk/health/health_over_5_0</a>  <a href="http://www.bbc.co.uk/parenting">www.bbc.co.uk/parenting</a>  <a href="http://www.bbc.co.uk/health/healthy_living/your_weight">www.bbc.co.uk/health/healthy_living/your_weight</a>  <a href="http://www.nhs.uk">www.nhs.uk</a>  <a href="http://www.nhs.direct.nhs.uk">www.nhs.direct.nhs.uk</a>  <a href="http://www.nhs.uk/nhs-careers">www.nhs.uk/nhs-careers</a>  <a href="http://www.nhs.uk/patient">www.nhs.uk/patient</a>  <a href="http://www.childcarelink.gov.uk">www.childcarelink.gov.uk</a>  <a href="http://www.communitycare.co.uk">www.communitycare.co.uk</a>  <a href="http://www.socialworkcareers.co.uk">www.socialworkcareers.co.uk</a>  <a href="http://www.ageconcern.org.uk">www.ageconcern.org.uk</a>  <a href="http://www.helptheaged.org.uk">www.helptheaged.org.uk</a>  <a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a>  <a href="http://www.had-online.org.uk/yphnews">www.had-online.org.uk/yphnews</a>  <a href="http://www.teachers-direct.co.uk/resources/quiz-">www.teachers-direct.co.uk/resources/quiz-</a></p>
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				<p>busters <a href="http://www.foodforum.org.uk">www.foodforum.org.uk</a> This is for the "Nutrients" V2 dietary analysis software. A free download demo is currently available.</p>
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<p><b>History</b></p> <p>AQA GCSE</p>	<p><b>Elizabethan England</b></p> <ul style="list-style-type: none"> <li>• Elizabeth’s court and Parliament</li> <li>• Life in Elizabethan times</li> <li>• Troubles at home and abroad</li> <li>• Site Study 2022 – Burghley Alms house – theme of poverty and responses to poverty</li> </ul>	<p><b>Thematic study: Migration, empires and people</b></p> <ul style="list-style-type: none"> <li>• Conquered and Conquerors</li> <li>• Looking West</li> <li>• Expansion and Empire</li> <li>• Britain in the 20th Century</li> </ul>	<p>Continue with Migration, empires and people</p> <p>Revision</p>	<p><b>MAIN Revision Book:</b> CGP GCSE AQA History  <b>Also useful:</b> Collins GCSE Revision History British  Oxford AQA revision guide – Elizabethan England c1568 - 1603 and Conflict and Tension 1918 – 1939</p> <p>Migration text books  AQA GCSE History: Migration, Empires and the People: Mohamud, Abdul, Whitburn, Robin  Oxford revision guide - Oxford AQA GCSE History (9-1): Britain: Migration, Empires and the People c790-Present Day Student Book Second Edition</p> <p><b>Relevant textbook:</b> Elizabethan England c1568-1603, Wesley Royle, Hodder Education</p> <p><b>Horrible Histories:</b> The Terrible Tudors</p> <p><b>Websites</b>  <a href="http://www.elizabethanera.org.uk/elizabethan-england.htm">http://www.elizabethanera.org.uk/elizabethan-england.htm</a></p> <p><a href="http://www.bardweb.net/england.htm">http://www.bardweb.net/england.htm</a>  <a href="http://www.bbc.co.uk/schools/gcse/bitsize/history/shp/">http://www.bbc.co.uk/schools/gcse/bitsize/history/shp/</a>  <a href="http://www.bbc.co.uk/education/topics/zhphvcw">http://www.bbc.co.uk/education/topics/zhphvcw</a></p> <p><b>Places to visit</b>  TOP PRIORITY: Burghley’s Alms House, if at all possible  A visit to any Tudor house e.g. Tatton</p>
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				Old Hall, Lyme Hall, Wythenshawe Hall, Bramall Hall or Speke Hall in Liverpool would be beneficial.
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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 Algebra and Graphs Sketching graphs Review and revision</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/mrcarter-maths">https://mathslinks.net/links/mrcarter-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><b>GCSE Maths AQA Revision Guide: Higher - for the Grade 9-1 Course</b> isbn:978 1 78294 395 2</p> <p><b>GCSE Maths AQA Revision Guide: Foundation - for the Grade 9-1 Course</b> ISBN: 978 1 78294 391 4</p> <p><b>GCSE Maths AQA Workbook: Higher - for the Grade 9-1 Course</b> ISBN: 978 1 78294 397 6</p> <p><b>GCSE Maths AQA Workbook: Foundation - for the Grade 9-1 Course</b> ISBN: 978 1 78294 392 1</p>
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<p><b>Music</b></p> <p>EDEXCEL GCSE in MUSIC</p> <p><b>Set works for year 11:</b></p> <p><b>‘Release’ by Afro Celt Sound System</b></p> <p><b>‘Samba Em Preludio’ by</b></p>	<p><b>Listening and Appraising:</b> Re-visit the 6 set works covered in year 10 and then move to the final ‘Fusion’ section to study ‘Release’ by Afro-Celt Sound Systems and ‘Samba Em Preludio’ by Esperanza Spalding.</p> <p>Students must put in a great deal of independent learning time to ensure the revision materials are used effectively and the detail of the first pieces are not lost. The development of revision aids such as mind maps and flashcards is a must. Listening to the set works with the annotated scores is also essential.</p> <p><b>Composition:</b> Students will choose one composition description from a choice of four on the set brief (released by the board in September of year 11). Once complete they will refine both compositions ready for submission in February.</p> <p><b>Performance:</b> Solo and ensemble pieces are expected to be fully rehearsed and ready for recording during this term. Some of these may be used in the Christmas Carol Concert.</p>	<p><b>Listening and Appraising:</b> Students will be reviewing all set works, looking at how to compare and contrast with previously unseen works of a similar style. They will learn how to refine answers by studying examiners hints and tips and applying them to their own analysis. There will be an emphasis on using subject specific vocabulary and extending answers.</p> <p><b>Composition:</b> Final chance to refine both composition for submission in February.</p> <p><b>Performance:</b> Final opportunity to refine and/ or rerecord by the end of February if absolutely necessary.</p>	<p><b>Final preparations for Listening and Appraising:</b> This final half term will be focused on testing of the 8 set works and ensuring students are comfortable and well equipped to answer all styles of exam questions. Students will be given time and assistance to create revision material and share ideas 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.</p> <p>BBC Bitesize – GCSE Music is a very useful learning tool.</p> <p>Students are also advised to work through the relevant sections of their revision book ‘GCSE Edexcel Music Complete Revision and Practice’ and test themselves using the CD provided.</p>
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<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</p>	<p><b>Paper 1 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 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 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 cooldown</li> </ul> <p><b>Paper 2 Health, Fitness and well-being:</b> □</p> <p>Fitness</p> <ul style="list-style-type: none"> <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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activity and a

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third in either a team or in an individual activity).

**Analysis and evaluation coursework**

Of performance to bring about improvement in one activity

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

<p><b>Combined Science</b> (GCSE 9-1)</p> <p>Exam board - Edexcel</p>	<p>Biology Topics 8 and 9 – Exchange and transport in Animals, Ecosystems and material cycles</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 and 15 - Groups of the periodic table, rates of reaction, heat energy changes</p> <p>Chemistry 16 and 17 –Fuels and the atmosphere.</p> <p>Revision and review of all topics in preparation for summer assessments.</p>	<p>Revision and review of all topics in preparation for summer assessments. (Biology, Chemistry and Physics)</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board) <a href="https://www.bbc.co.uk/bitesize/examspecs/zqkww6f">https://www.bbc.co.uk/bitesize/examspecs/zqkww6f</a></p> <p>Combined Science Revision guide and workbook available to purchase from school library via parent pay.</p> <p>Visit – Manchester Science and Industry Museum and Manchester museum.</p> <p>Seneca- please see your science teacher for your class code.</p>
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<p><b>Triple Science</b></p> <p>Exam Board - Edexcel</p> <p>GCSE Biology GCSE Chemistry GCSE Physics</p>	<p>Biology Topic 8 – Exchange and transport in animals.</p> <p>Biology Topic 9 – Ecosystems and material cycles.</p> <p>Review Topics 10 and 11 Physics – Electricity, circuits and static electricity.</p> <p>Physics Topic 12 &amp; 13 Magnetism, motor effect and electromagnetic induction</p> <p>Chemistry Topics 17 -19 Groups in the periodic table, rates of reaction, heat energy and chemical changes.</p>	<p>Physics Topic 14 and 15 Particle model, forces and matter.</p> <p>Chemistry Topics 25 &amp; 26 - Quantitative and ion tests, plus properties of matter and nanoparticles.</p> <p>Revision and review of all topics in preparation for summer assessments. (Biology, Chemistry, Physics)</p>	<p>Revision and review of all topics in preparation for summer assessments. (Biology, Chemistry, Physics)</p>	<p>BBC Bitesize – Key Stage 4 Science. (Edexcel exam board) GCSE Biology <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></p> <p>GCSE Chemistry <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></p> <p>GCSE Physics <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></p> <p>GCSE Biology, Chemistry and Physics revision guides and workbooks are available to purchase from school library via parent pay.</p> <p>Visit – Manchester Science and Industry Museum and Manchester museum.</p> <p>Seneca- please see your science teacher for your class code.</p>
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Chemistry Topics 20 & 21 – Fuels,  
earth and atmospheric science.

Chemistry Topics 22, 23 & 24 -  
Hydrocarbons, alcohols, carboxylic  
acids and polymer.

<p><b>Spanish</b></p> <p>AQA GCSE 8698</p>	<p><b>Global issues</b></p> <ul style="list-style-type: none"> <li>• Tourism</li> <li>• The environment</li> </ul> <p><b>Social issues</b></p> <ul style="list-style-type: none"> <li>• Charity/ voluntary work</li> <li>• Career choices and ambitions</li> <li>• Technology in everyday life</li> </ul> <p><b>Social media</b></p> <ul style="list-style-type: none"> <li>• Mobile technology</li> </ul>	<p><b>Global issues</b></p> <ul style="list-style-type: none"> <li>☐ Poverty/ homelessness</li> </ul> <p><b>Revision and preparation for assessment</b></p>	<p><b>Assessment</b></p>	<p>Regular access to Reading and Listening activities on the Kerboodle website.</p> <p>Seneca. Spanish.</p> <p>GCSE Bitesize. Spanish AQA</p> <p>Revision guide and Exam</p> <p>Practice workbook can be purchased via parentpay.</p> <p><a href="http://www.Spanishrevision.co.uk">www.Spanishrevision.co.uk</a>  <a href="http://www.funwithlanguages.vacau.co m">www.funwithlanguages.vacau.co m</a>  <a href="http://www.digitaldialects.com">www.digitaldialects.com</a></p>
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