St Benedict's Catholic High School

1971

YEAR 11 CURRICULUM INFORMATION

2024 – 2025

Through love of Christ, delight in Virtue

St Benedict's Catholic High School

1971

OUR CURRICULUM

Our curriculum is designed to take pupils from the secure close-knit feel of good primary schooling to high levels of independent learning. We always have high aspirations for all our pupils, support them to progress during their time at St Benedict's, and encourage them to achieve the best that they are able to. We regularly review and refine our curriculum so that it meets the personal needs and interests of all our pupils, supporting and challenging each individual. Pupil progress is tracked across all years with regular reports sent home to provide information to parents and carers.

For any pupil who may not be reaching their full progression potential, we implement a series of interventions to ensure that pupils achieve their best. We believe that learning should be interesting and enjoyable. While we support pupils to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. We provide our pupils with a wide range of opportunities for them to develop, both during their time at school, and also externally. The values and virtues of the Roman Catholic Church are at the heart of everything we do at St Benedict's. We promote care and respect for all and expect high standards in all aspects of school life.

Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century. It also enables them to be the best they can be by providing a secure learning environment, a rigorous academic and vocational curriculum, high expectations and best practice in teaching and learning, enhanced by wide-ranging extra-curricular opportunities and excellent pastoral care.

St Benedict's Catholic High School

YEAR 11 CURRICULUM TIME

COMPULSORY SUBJECTS

SUBJECT	NUMBER OF LESSONS A WEEK
ENGLISH	5
MATHEMATICS	4
PHYSICAL EDUCATION CORE	1
RELIGIOUS STUDIES	3
SCIENCE - COMBINED SCIENCE	6

5 DAYS A WEEK

6 LESSONS A DAY MON-WED

5 LESSONS A DAY THU-FRI

28 LESSONS A WEEK

55 MINUTES A LESSON

5 COMPULSORY SUBJECTS

3 OPTION SUBJECTS

TEACHING ORDER

The units shown on the following pages are taught in order as they appear i.e. the unit at the top of the page is the first one taught in September and the one at the end of the subject page(s) is taught at the end of the year. Where 6 units are displayed, this means that the unit is taught for approximately 6/7 weeks - one half term.

ENGLISH

Exam Board	Specification	Unit Weightings
AQA	8700 - Language 8702 - Literature	**Language - Paper 1: Explorations in Creative Reading and Writing** **Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE **Language - Paper 2: Writers' Viewpoints and Perspectives** **Assessed** • written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE **Language - Non-examination Assessment: Spoken Language** **Assessed** • teacher set throughout course • marked by teacher • separate endorsement (0% weighting of GCSE) **Literature - Paper 1: Shakespeare and the 19th-century novel** **How it's assessed** • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE **Literature - Paper 2: Modern texts and poetry** **How it's assessed** • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
Exam Board Website	Click here to view the course specification from the exam board - Language. Click here to view the course specification from the exam board - Literature.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

P&C POETRY

In this unit, students study 15 power and conflict poems; students can draw on their knowledge of WWI, themes of power and its abuse and poetic methods from their KS3 curriculum. Students continue to build on their analytical essay writing skills and develop their prior learning of comparing texts. Like the other literature units, there is a focus on remembering the text.

ENGLISH - continued

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LANGUAGE PAPER 2 SECTIONS A&B

Students adapt the skills they use for language paper 1 to analyse and produce non-fiction texts in paper 2. Students are reminded and spend time practising how to compare texts for question 4 of this paper. Students are given engaging texts on topical social, cultural and political issues. Students build on their prior learning of opinion writing, including writing anecdotes and convincing facts and statistics. Students learn how to write a wider range of opinion texts such as the text of a leaflet, newspaper articles, essays and speeches.

UNSEEN POETRY

Students are exposed to a range of poems about other themes, such as love, relationships, growing old, childhood, gender roles, race etc. Students are taught how to break a poem down independently and continue to develop their essay writing skills. Students are taught how to adapt the skill of comparison to compare methods and their effect as well as ideas.

Students regularly revise and go over previously taught content in order to remember and retain the knowledge needed for the GCSE. We start Year 11 with the revision of prior learning and spend 2-3 weeks building up to a modern novel assessment.

MATHEMATICS

Exam Board	Specification	Unit Weightings
AQA	8300	**Paper 1: non-calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33⅓% of the GCSE Mathematics assessment **Paper 2: calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment **Paper 3: calculator** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33⅓% of the GCSE Mathematics assessment
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS – FOUNDATION – WHAT WILL YOUR CHILD STUDY?

AUTUMN 1

UNIT 13 – PROBABILITY

Pupils will learn:

- 13.1 Calculating probability
- 13.2 Two events
- 13.3 Experimental probability
- 13.4 Venn diagrams
- 13.5 Tree diagrams

UNIT 14 – MULTIPLICATIVE REASONING

Pupils will learn:

- 14.1 Percentages
- 14.2 Growth and decay
- 14.3 Compound measures
- 14.4 Distance, speed & time
- 14.5 Direct and inverse proportion

MATHEMATICS – FOUNDATION – continued

YEAR 11 TEACHING UNITS – FOUNDATION – WHAT WILL YOUR CHILD STUDY?

AUTUMN 2

UNIT 15 – CONSTRUCTIONS, LOCI & BEARINGS

Pupils will learn:

- 15.1 3D solids
- 15.2 Plans & elevations
- 15.3 Accurate drawings
- 15.4 Scale drawings and maps
- 15.5 Constructions
- 15.6 Loci and regions
- 15.7 Bearings

UNIT 16 – QUADRATIC EQUATIONS & GRAPHS

Pupils will learn:

- 16.1 Expanding double brackets
- 16.2 Plotting quadratics graphs
- 16.3 Using quadratic graphs
- 16.4 Factorising quadratic expressions
- 16.5 Solving quadratic equations algebraically

SPRING 1

UNIT 17 – PERIMIETER, AREA & VOLUME 2

Pupils will learn:

- 17.1 Circumference of a circle
- 17.2 Area of a circle
- 17.3 Semicircles and sectors
- 17.4 Composite 2D shapes & cylinders
- 17.5 Pyramids and cones
- 17.6 Spheres and composite solids

UNIT 18 – FRACTIONS, INDICES & STANDARD FORM

Pupils will learn:

- 18.1 Multiplying and dividing fractions
- 18.2 The laws of indices
- 18.3 Writing large numbers in standard form
- 18.4 Writing small numbers in standard form
- 18.5 Calculating with standard form

MATHEMATICS – FOUNDATION – continued

YEAR 11 TEACHING UNITS – FOUNDATION – WHAT WILL YOUR CHILD STUDY?

SPRING 2

UNIT 19 – CONGRUENCE, SIMILARITY & VECTORS

Pupils will learn:

- 19.1 Similarity and enlargement
- 19.2 Using similarity
- 19.3 Similarity problems
- 19.4 Recognising congruence
- 19.5 Congruence problems
- 19.6 Vectors

UNIT 20 – FURTHER ALGREBRA

Pupils will learn:

- 20.1 Graphs of cubic and reciprocol functions
- 20.2 Non-linear graphs
- 20.3 Solving simultaneuous equations graphically
- 20.4 Solving simultaneuous equations algebraically
- 20.5 Rearranging formulae
- 20.6 Proof

SUMMER 1

Revision & Exam Preperation

MATHEMATICS – HIGHER

YEAR 11 TEACHING UNITS – HIGHER – WHAT WILL YOUR CHILD STUDY?

AUTUMN 1

UNIT 13 – FURTHER GRAPHS

Pupils will learn:

- 13.1 Accuracy
- 13.2 Graph of the sine function
- 13.3 Graph of the cosine function
- 13.4 The tangent function
- 13.5 Calculating areas and the sine
- 13.6 The cosine rule & 2D trigonometric problems
- 13.7 Solving problems in 3D
- 13.8 Transforming trigonometric graphs 1
- 13.9 Transforming trigonometric graphs 2

UNIT 14 – DATA 2

Pupils will learn:

- 14.1 Sampling
- 14.2 Cumulative frequency
- 14.3 Box plots
- 14.4 Drawing histograms
- 14.5 Interpreting histograms
- 14.6 Comparing and describing populations

AUTUMN 2

UNIT 15 – QUADRATICS, CUBICS & CIRCLES

Pupils will learn:

- 15.1 Solving simultaneous equations graphically
- 15.2 Representing inequalities graphically
- 15.3 Graphs of quadratic functions
- 15.4 Solving quadratic equations graphically
- 15.5 Graphs of cubic functions

UNIT 16 – CIRCLE THEOREMS

Pupils will learn:

- 16.1 Radii and chords
- 16.2 Tangents
- 16.3 Angles in circles 1
- 16.4 Angles in circles 2
- 16.5 Applying in circle theorems

MATHEMATICS - HIGHER - continued

YEAR 11 TEACHING UNITS - HIGHER - WHAT WILL YOUR CHILD STUDY?

SPRING 1

UNIT 17 - FURTHER ALGEBRA

Pupils will learn:

- 17.1 Rearranging formulae
- 17.2 Algebraic fractions
- 17.3 Simplifying algebraic
- 17.4 More algebraic fractions
- 17.5 Surds
- 17.6 Solving algebraic fraction equations
- 17.7 Functions
- 17.8 Proof

UNIT 18 - VECTORS & GEOMETRIC PROOF

Pupils will learn:

- 18.1 Vectors & Vector notation
- 18.2 Vector arithmetic
- 18.3 More vector arithmetic
- 18.4 Parallel vectors and collinear points
- 18.5 Solving geometric problems

SPRING 2

UNITS 19 & 20 - FURTHER GRAPHS AND PROPORTION

Pupils will learn:

- 19.1 Direct proportion
- 19.2 More direct proportion
- 19.3 Inverse proporation
- 19.4 Exponential functions
- 19.5 Non-linear graphs
- 19.6 Translating graphs of functions
- 19.7 Reflecting and stretching graphs of functions

SUMMER 1

Revision & Exam Preperation

PHYSICAL EDUCATION – CORE

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

FOCUS/ETHOS FOR CORE PE

Pupils are encouraged to **engage and participate** in competitive sports as well as recreational sport which will promote personal physical and mental health as well as general well-being.

Pupils are given the choice of taking part in a range of activities across the academic year ranging from individual based sport, team sports and OAA.

Examples include Football, Netball, Rugby, HRF, Benchball, Basketball, Badminton, Table Tennis, Dance/Pilates, Orienteering, Dodgeball, Volleyball, Tennis, Athletics, Softball and Cricket

In line with the PE national curriculum pupils are taught and encouraged to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Develop their technique and improve their performance in other competitive sports
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. E.G. Through on-site orienteering.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best E.G Athletics and Cross-Country
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

PHYSICAL EDUCATION - CORE

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

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RELIGIOUS EDUCATION

Exam Board	Specification	Unit Weightings
Educas	601/8879/0	**Component 1:Religious, Philosophical and Ethical Studies in the Modern World** **Assessed by:** • Written examination: 2 hours • 50% of qualification **Component 2: Study of Christianity** **Assessed by:** • Written examination: 1 hour • 25% of qualification **Component 3: Study of a World Faith** **Assessed by:** • Written examination: 1 hour • 25% of qualification
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 10 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

ORIGINS AND MEANINGS

This theme requires pupils to consider religious and non-religious beliefs about the origins and value of the universe and human life. Pupils are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition to consider religious and non-religious beliefs about the origins and value of the universe and human life. Pupils are expected to make relevant references to scripture, other sources of authority and contrasting scientific and/or nonreligious world-views such as those held by Atheists and Humanists. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

GOOD AND EVIL

This theme requires pupils to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. pupils are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tra to consider philosophical questions concerning the origins and nature of good and evil and different religious answers to the problem of evil and suffering. Pupils are expected to make relevant references to scripture and other sources of authority. This theme must also be studied, where appropriate, from the perspective of the Jewish religious tradition.

LIFE & DEATH

This theme requires pupils to consider religious beliefs about the nature of life and death. pupils are expected to make relevant references to scripture and other sources of authority.

RELIGIOUS STUDIES

Exam Board	Specification	Unit Weightings
Educas	601/8879/0	**Component 1: Foundational Catholic Theology** **Assessed by:** • Written examination: 1 hour 30 minutes • 37.5% of qualification **Component 2: Applied Catholic Theology** **Assessed by:** • Written examination: 1 hour 30 minutes • 37.5% of qualification **Component 3: The Study of World Religion: Judaism** **Assessed by:** • Written examination: 1 hour • 25% of qualification
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

APPLIED CATHOLIC THEOLOGY

AUTUMN 1 & 2

LIFE & DEATH:

This theme requires learners to consider religious beliefs about the nature of life and death. Learners are expected to make relevant references to scripture and other sources of authority.

SIN & FORGIVENESS:

This theme requires learners to consider philosophical questions concerning the nature of criminality and the rationale for punishment. Through a study of teachings and beliefs, questions relating to the justifiability of capital punishment will be explored. Learners are expected to make relevant references to scripture and other sources of authority.

JUDAISM

SPRING 1 & 2

BELIEFS & PRACTISES:

Learners should be aware that Judaism is one of a diverse range of religious and non-religious traditions and beliefs in Great Britain today that includes Christianity; Buddhism; Hinduism; Islam; Sikhism; Humanism and Atheism, but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content.

SUMMER 1 & 2

Revision

SCIENCE - COMBINED (TRILOGY)

St Benedict's Catholic High School 1971

Exam Board	Specification	Unit Weightings
AQA	8464	There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. **Biology Paper 1** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE **Biology Paper 2** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE **Chemistry Paper 1** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE **Chemistry Paper 2** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE **Physics Paper 1** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE **Physics Paper 2** **How it's assessed** • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

SCIENCE - COMBINED (TRILOGY)

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

BIOLOGY

Pupils will learn:

Homeostasis and response

- Homeostasis
- The human nervous system
- Hormonal coordination in humans
- Inheritance, Variation & Evolution
- Reproduction
- Variation and evolution
- The development of understanding of genetics and evolution
- Classification of living organisms

PHYSICS

Pupils will learn:

- Motion
- Force & Motion
- Wave Properties - Waves, electromagnetism and space
- Electromagnetic Waves
- Electromagnetism

CHEMISTRY

Pupils will learn:

Rates, equilibrium and organic chemistry

- Rates and equilibrium
- Crude oil and fuels
- Analysis and the earth's resources
- Chemical analysis
- The Earth's atmosphere
- The earth's resources

St Benedict's Catholic High School

YEAR 11 CURRICULUM TIME

OPTIONAL SUBJECTS

SUBJECT	NUMBER OF LESSONS A WEEK
ART & DESIGN	3
BUSINESS	3
COMPUTER SCIENCE	3
DESIGN TECHNOLOGY: CATERING	3
DESIGN TECHNOLOGY: PRODUCT DESIGN	3
DESIGN TECHNOLOGY: ENGINEERING	3
FRENCH / GERMAN / SPANISH	3
GEOGRAPHY	3
HISTORY	3
TRIPLE SCIENCE	3
OCR CAMBRIDGE NATIONALS - ENTERPRISE & MARKETING	3
OCR CAMBRIDGE NATIONALS - HEALTH & SOCIAL CARE	3
BTEC MUSIC	3
BTEC PERFORMING ARTS	3
BTEC SPORT	3

5 DAYS A WEEK

6 LESSONS A DAY MON-WED

5 LESSONS A DAY THU-FRI

28 LESSONS A WEEK

55 MINUTES A LESSON

5 COMPULSORY SUBJECTS

3 OPTION SUBJECTS

ART AND DESIGN

Exam Board	Specification	Unit Weightings
AQA	8201	**Component 1: Portfolio** A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study. **How it's assessed** • No time limit • 96 marks • 60% of GCSE • **Component 2: Externally Set Assignment** Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. **How it's assessed** • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN TERM PORTFOLIO TWO: MARINE LIFE

Students will :

- Improve their drawing skills by drawing / painting their own selected marine life using a wide range of materials.
- Choose artists that paint and draw using marine life for their inspiration.
- Produce pictures in the style of their artists.
- Show how they develop a final design, showing their understanding of formal elements.
- Produce a final piece in their CCA; 10-hour exam. (Nov / Dec)
- Be advised about how to gain higher marks and after self-assessment will improve their weakest areas in project 1 & 2 before their work is remarked.

ART AND DESIGN – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

AUTUMN TERM PORTFOLIO TWO: MARINE LIFE

SPRING TERM – EXAM UNIT – EXTERNALLY SET QUESTIONS

Preparatory work begins at the start of January. Students are given their exam paper with around 7 briefs. They must choose one.

They have 12 - 14 weeks to complete:
AO1 (work on relevant artists, designers, or craft people).
AO2 (development of ideas)
AO3 (observational drawings, photos).
They will produce AO4 in the 10-hour exam.

Exam takes place at the end of April, beginning of May. The exam is done over a few days in the student's classroom. The students can work in any material that is available for them to use in the classrooms. The students have all their proprietary work with them when working on their final piece

Students will:

- Develop ideas through investigations, demonstrating critical understanding of sources
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

BUSINESS

Exam Board	Specification	Unit Weightings
Edexcel / Pearson	1BS0	**Theme 1: Investigating small business** **Assessed by:** • Written examination: 1 hour and 45 minutes • 50% of the qualification • 90 marks **Theme 2: Building a business** **Assessed by:** • Written examination: 1 hour and 45 minutes • 50% of the qualification • 90 marks
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1

TOPIC 2.1. BUSINESS GROWTH

In this unit students will look at how businesses achieve growth and how aims and objectives change when growing. Students will look at globalisation and ethical and environmental factors affecting business

AUTUMN 2

TOPIC 2.2. MAKING MARKETING DECISIONS

This unit looks at the marketing mix and how each element informs decisions so that the business can have a competitive advantage in the market

SPRING 1

TOPIC 2.3 MAKING OPERATIONAL DECISIONS

In this unit students will look at how a business meets the needs of its customers. Students will look at the design; supply and quality of its products and services as well as the way it manages the sales process

SPRING 1 AND 2 TOPIC 2.4 -MAKING FINANCIAL DECISIONS

In this unit students will look at the tools a business can use to support its financial decision making such as gross and net profit and the average rate of return

SPRING 2 - TOPIC 2.5. MAKING HUMAN RESOURCE DECISIONS

In this unit students will look at the organisational structure; recruitment; training and motivation in a business and how they influence business activity

COMPUTER SCIENCE

Exam Board	Specification	Unit Weightings
OCR	J277	**Paper 1: Computer systems (01)** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 50% of GCSE **Paper 2: Computational thinking, algorithms and programming (02)** **How it's assessed** • written exam: 1 hour 30 minutes • 80 marks • non-calculator • 50% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

AUTUMN 1

UNIT 1 COMPUTER SYSTEMS:

In this unit, students will continue with the networks theme from Year 10. Students will learn what the rules and procedures are for computers to communicate with each other over a network – protocols. Students will also learn what encryption is and why it is important.
Now students should have an understanding of how networks work and the benefits they bring, the next step will be to learn how to protect them. So, in this unit students will learn what the potential risks to a network are – the different forms of attack and students will explore ways to try and prevent potential network vulnerabilities.

AUTUMN 2

UNIT 1 COMPUTER SYSTEMS:

Students will explore a topic called 'systems software'. Students will learn what an operating system is and what its purpose is. They will explore the different elements that make up an operating system. Within this topic, they will explore what utility software is and why it is needed.

Students will explore a topic called 'systems software'. They will learn what an operating system is and what its purpose is. They will explore the different elements that make up an operating system. Within this topic, students will explore what utility software is and why it is needed.

In this final topic, students will explore the ethical, legal, cultural and environmental impacts of digital technology. They will explore the impact that technology has on society and what laws have been introduced over time to protect people's privacy, data and equipment.

COMPUTER SCIENCE – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SPRING 1

UNIT 2 – COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING:

Students will study decomposition, abstraction and algorithmic thinking as computations thinking techniques, learn how to recognise scenarios where these techniques are applied and identify algorithms that are defined as written descriptions, flowcharts and code. They will analyse and create flowcharts using the flowchart symbols.

Students will study linear search and binary search to find the position of an item in a list, perform both searches and trace code for both searching algorithms with input data. They will then study the sorting algorithms; perform bubble sort and insertion sort to order a list containing sample data, interpret and trace code for both sorting algorithms with input data. They will merge two ordered lists and learn how to use merge sort for ordering a list of items.

Students will also study the logic gates including their symbols and truth tables. They will learn how logic gates are used in computation, design and combine logic gates to solve problems. They will construct truth tables for a three-input logic circuit and write Boolean expressions to describe logic circuits.

SPRING 2

UNIT 2 – COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING:

Students will study databases and differentiate between flat-file and relational databases. They will use SQL to retrieve data from single and multiple tables in a relational database. They will then use SQL to insert, update and delete data into a relational database and interrogate and update existing databases. You will also learn about the characteristics of languages & practice developing robust programs.

DESIGN AND TECHNOLOGY:
PRODUCT DESIGN

Exam Board	Specification	Unit Weightings
AQA	8552	**Paper 1** **What's assessed** • Core technical principles • Specialist technical principles • Designing and making principles **How it's assessed** • Written exam: 2 hours • 100 marks • 50% of GCSE **Non-exam assessment (NEA)** **What's assessed** **Practical application of:** • Core technical principles • Specialist technical principles • Designing and making principles **How it's assessed** • Non-exam assessment (NEA): 30–35 hours approx • 100 marks • 50% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1
ENERGY, MATERIALS, SYSTEMS AND DEVICES

Students will explore how power is generated from oil, gas, coal and nuclear sources and how renewable energy is generated from a variety of sources. They will look at arguments for and against the selection of fossil fuels, nuclear power and renewable energy.
Students will understand the difference between alkaline and rechargeable batteries. They will be able to describe kinetic pumped storage systems. They will know the names and definitions of a range of modern, smart and composite materials and how they might be applied to given situations. They will understand the unique properties of technical textiles and justify suitable applications.
Students will know the benefits of microencapsulation. They will be able to recognise and describe a range of input and output components, physically and symbolically and understand that all systems comprise of one or more inputs, processes and outputs. They will be able to suggest a suitable input or output device for a given scenario and recognise different types of mechanical movement. They will be able to state examples of first, second and third order levers and understand how linkages change the direction of movement as well as suggest a suitable linkage for a given scenario.
Students will be able to recognise different types of cams and followers and understand that pulleys can change the magnitude of force required to lift mass and how the action of forces, levers and gears transmit and transform the effects of forces.

DESIGN AND TECHNOLOGY:
PRODUCT DESIGN – continued

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YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

AUTUMN 2
SPECIALIST TECHNICAL PRINCIPLES

Students will be able to name and describe each of the different forces and stresses and understand the impact they have on different materials and objects. They will be able to recognise and explain how materials have been stiffened or reinforced using a range of techniques and give examples of the use of bending, lamination, folding, webbing and interfacing and explain how it affects the strength of a material. They will understand ecological and social footprint and be able to describe the ecological and social footprint left by designers.

Students will understand how deforestation, mining, drilling and farming affect our ecological footprint and that carbon dioxide is produced during the manufacture of products and its influence on global warming. They will be able to summarise the product mileage accumulated during the sourcing of raw materials, manufacture, distribution, user location and final disposal of a given product. They will know how each of the six Rs can be applied to a given product. They will be able to explain the ethical and the social footprint of materials used in products, and how the footprint may be reduced at the design stage. They will understand how safe working conditions and pollution impact on others.

Students will know how products are produced in each of the four main scales of production and suggest appropriate scales of production related to specific materials and components and manufacturing techniques. They will also be able to describe the relationship between production volumes and methods and explain the factors involved in selecting an appropriate manufacturing method

SPRING 1 & 2 AND SUMMER 1
TIMBERS & POLYMERS

Students will know the main processes involved in producing workable forms of timber and the processes of conversion and seasoning. They will recognise common faults in natural timber and explain how they can be reduced or avoided. They will be able to explain sustainability and ethical factors in timber production and in use and describe the consequences of illegal logging, as well as identify FSC and PEFC timber. They will know the common commercial stock forms, types and sizes of timber based materials and be able to identify different types of knock-down fittings. They will explore school based cutting, forming and processing techniques, tools and equipment. They will know how timbers and boards are selected and processed for commercial products and how materials are cut, shaped and formed to a tolerance. Students will be able to identify techniques for preparation and application of treatments and finishes to enhance functional and aesthetic properties. They will know the advantages and disadvantages of manufactured board compared with natural wood and why it is suitable for flat pack furniture. They will be able to describe the production and use of veneer, identify and explain the comparative advantages of different wood joints and calculate quantities of timber and board based on stock forms and sizes.

Students will learn about the mileage of a product from raw material source, manufacture, distribution, user location and final disposal. They will know the different sources and origins of plastic and how polymers are made by refining crude oil through factional distillation. They will understand the purpose of adding stabilisers to polymers to resist UV degradation. Students will learn how to cut, drill, cast, deform, print and weld polymers and understand that polymers come in different stock forms, types and sizes. They will look at the specialist techniques and processes for forming polymers and a range of different surface treatments and finishes (polishing, printing and vinyl decals), as well as how a range of surface treatments and finishes affect the functional and aesthetic properties of plastics. They will understand the different plastic processes of vacuum forming, line bending, blow moulding, injection moulding and extrusion and why different polymers (thermoplastics and thermosets) are appropriate for different commercial applications.

SUMMER 1 – EXAM PREP

DESIGN AND TECHNOLOGY:
ENGINEERING DESIGN

Exam Board	Specification	Unit Weightings
OCR	J822	**Unit R038: Principles of engineering design** **Assessed by:** • 48 GLH • 1 hour 15 minute written examination 70 marks (80 UMS) • OCR-set and marked • Calculators are allowed in this exam **Unit R039: Communicating designs** **Assessed by:** • 36 GLH • OCR-set assignment • 60 marks (60 UMS) • Centre-assessed and OCR moderated **Unit R040: Design evaluation and modelling** **Assessed by:** • 36 GLH • OCR-set assignment • 60 marks (60 UMS) • Centre-assessed and OCR moderated
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1
SCALES OF MANUFACTURE
Manufacturing in scale will be covered both theoretically and practically through planning for and performing computer-controlled machining operations.

AUTUMN 2
CAD/CAM
Manufacturing in scale will require the use of Computer Aided Design (CAD)/Computer Aided Manufacture (CAM) software to programme a CNC machine. Students will develop their skills at interpreting engineering drawings to program, set up and operate a CNC machine. This will prepare them to undertake the NEA assessment in R016.

SPRING 1
NEA
Most products are produced for a commercial environment. This often means that they will need to be produced in large quantities to a consistent standard. To help achieve this, manufacturing in quantity will make use of Computer Aided Design/Computer Aided Manufacture (CAD/CAM) facilities. In this unit students will learn how to manufacture and use simple jigs and templates to support manufacturing in volume. By using CAD software you will learn about the information needed to facilitate manufacture, and apply this in order to program Computer Numerical Control (CNC) equipment. In addition, they will learn how to set up and operate the CNC equipment and monitor the quality of the manufactured products.

DESIGN AND TECHNOLOGY: ENGINEERING DESIGN – continued

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SPRING 2

CNC SETUP & OPERATION ASSESSING QUALITY

Manufacturing in scale will require the use of Computer Aided Design (CAD)/Computer Aided Manufacture (CAM) software to programme a CNC machine. Students will develop their skills at interpreting engineering drawings to program, set up and operate a CNC machine. This will prepare them to undertake the NEA assessment in R016. Students will be required to apply their knowledge of quality control techniques and methods to check the quality of components manufactured in scale production. They will use measuring instruments to check and compare critical dimensions with expected values and will perform a statistical process control check. This will prepare them for the NEA assessment in R016.

SUMMER 1

EXAM PREP

Students will re cap on all prior learning and spend time looking at exam techniques and how to answer exam style questions.

DESIGN AND TECHNOLOGY:
HOSPITALITY AND CATERING

St Benedict's Catholic High School 1971

Exam Board	Specification	Unit Weightings
Eduqas	5409QA	**Unit 1: The hospitality and catering industry** **Assessed by:** • Written examination: 1 hour 20 minutes • 40% of qualification **Unit 2: Hospitality and catering in action** **Assessed by:** • Controlled assessment: approximately 12 hours • 60% of qualification
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1
HEALTH & SAFETY IN HOSPITALITY AND CATERING PROVISION OF THE KITCHEN & FRONT OF HOUSE

Learners should know and understand: Food Safety; Food related causes of ill health; Symptoms and signs of food-induced ill health; Preventative control measures of food-induced ill health; and Health and safety in hospitality and catering provision.

AUTUMN 2
CUSTOMER REQUIREMENTS IN HOSPITALITY & CATERING/THE ENVIRONMENTAL HEALTH OFFICER (EHO)

Learners should know and understand how hospitality and catering provision meets the requirements of: customer needs (catering, equipment, accommodation); customer rights and inclusion (disability); and equality.

Learners should know and understand the role of the Environmental Health Officer (EHO) and that responsibilities include: collecting evidence including samples for testing, photographs, interviews; enforcing environmental health laws follow up complaints; follow up outbreaks of food poisoning; inspecting business for food safety standards; giving evidence in prosecutions; maintaining evidence; and submitting reports.

SPRING 1
CONTROLLED ASSESSMENT

Leaners will produce a portfolio of evidence to cover the following in exam conditions1: Understanding the importance of nutrition; How cooking methods can impact on nutritional value; Factors affecting menu planning; How to plan production; How to prepare and make dishes; Presentation techniques; Food safety practices; Reviewing of dishes; and Reviewing own performance.

SPRING 2 & SUMMER 1
EXAM REVISION

Students will re cap on all prior learning and spend time looking at exam techniques and how to answer exam style questions.

LANGUAGES: FRENCH

Exam Board	Specification	Unit Weightings
AQA	8658	**Paper 1: Listening** **How it's assessed** • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE **Paper 2: Speaking** **How it's assessed** • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 3: Reading** **How it's assessed** • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 4: Writing** **How it's assessed** • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1
UNIT 7 - GLOBAL ISSUES
Students will discuss local environmental issues and actions, environmental problems and their solutions and social issues. Grammatical aspects will include the imperative, using 'si' with the present tense.

AUTUMN 2
UNIT 8 - TRAVEL & TOURISM
Students will describe holiday destinations, holiday preferences and activities and visiting different places in France. The grammatical aspects will include revision of the perfect tense with 'avoir' and 'être' and the imperfect tense of -er verbs.

LANGUAGES: FRENCH – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SPRING 1

UNIT 9 – MY STUDIES/UNIT 10 – LIFE AT SCHOOL/UNIT 11 – EDUCATION POST 16

Students will describe their school, subjects, school day and will compare school life in France and in Britain. They will discuss school rules and uniforms, future studies and future options. Grammatical aspects will include using adverbs, quantifiers and revision of the future tense.

SPRING 2

UNIT 12 – JOBS CAREER CHOICES & AMBITIONS/EXAM PRACTICE WITH FOCUS ON SPEAKING

Students will talk about job preferences and part-time work and will discuss how to get a job. The grammatical aspects will include the passive voice in the present tense and emphatic pronouns as well as opinion verbs in the conditional.

LANGUAGES: GERMAN

Exam Board	Specification	Unit Weightings
AQA	8668	**Paper 1: Listening** **How it's assessed** • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE **Paper 2: Speaking** **How it's assessed** • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 3: Reading** **How it's assessed** • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 4: Writing** **How it's assessed** • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1
UNIT 7 - GLOBAL ISSUES
Students will discuss local environmental issues and actions, environmental problems and their solutions and social issues such as living in poverty and becoming homeless.

AUTUMN 2
UNIT 8 - TRAVEL & TOURISM
Students will describe holiday destinations, holiday preferences and activities and visiting different places in German-speaking countries. They will also learn to talk about city breaks and holiday accommodation and to discuss the weather. Grammatical aspects will include recognising the imperfect tense of irregular verbs and the use of comparative and superlative adverbs.

LANGUAGES: GERMAN – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

SPRING 1
UNIT 9 – MY STUDIES/ UNIT 10 0 LIFE AT SCHOOL/ UNIT 11 – EDUCATION POST 16
Students will describe their school, subjects, school day and will compare school life in Germany and in Britain. They will discuss school rules and uniforms, future studies and future options. Grammatical aspects will include the revision of modal verbs and the use of positive and negative opinions.

SPRING 2
UNIT 12 – JOBS, CAREERS CHOICES & AMBITIONS/ EXAM PRACTICE WITH FOCUS ON SPEAKING
Students will talk about job preferences and what is important when choosing a career. The grammatical aspects will include the use of subordinating conjunctions and the revision of the verbs 'möchten' and 'werden'

SUMMER 1
REVISION & PREPERATION FOR THE GCSE EXAM

LANGUAGES: SPANISH

Exam Board	Specification	Unit Weightings
AQA	8698	**Paper 1: Listening** **How it's assessed** • Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) • 40 marks (Foundation Tier), 50 marks (Higher Tier) • 25% of GCSE **Paper 2: Speaking** **How it's assessed** • Non-exam assessment • 7–9 minutes (Foundation Tier) + preparation time • 10–12 minutes (Higher Tier) + preparation time • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 3: Reading** **How it's assessed** • Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) • 60 marks (for each of Foundation Tier and Higher Tier) • 25% of GCSE **Paper 4: Writing** **How it's assessed** • Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) • 50 marks at Foundation Tier and 60 marks at Higher Tier • 25% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

UNIT 6 – SOCIAL ISSUES

Students will learn to talk about charities and charity work. They will also describe their eating habits and compare their old and new eating habits.
Grammatical aspects will include verbs which are followed by the infinitive, the conditional tense, expression with 'tener', using negative words, revision of the different tenses and making comparisons using 'mejor/peor que'.

UNIT 7 – GLOBAL ISSUES

Students will discuss local environmental issues and actions, environmental problems and their solutions and social issues.
Grammatical aspects will include the imperative, using 'si' with the present tense, the pluperfect tense, using reflexive constructions 'se debe/se puede' plus infinitive.

LANGUAGES: SPANISH – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

UNIT 8 – TRAVEL & TOURISM

Students will describe holiday destinations, holiday preferences, holiday activities and visiting different places in Spain.
The grammatical aspects will include revision of the perfect tense, talking about the weather in the present, past and future, using expressions of sequence, exclamations using the subjunctive, using the points of the compass, using 'estar' and the past participle.

UNIT 9 – MY STUDIES/ UNIT 10 LIFE AT SCHOOL/ UNIT 11 – EDUCATION POST 16

Students will describe their school, subjects, school day and will compare school life in Spain and in Britain. They will discuss school rules and uniforms, future studies and future options.
Grammatical aspects will include revising comparatives and superlatives, use of 'tu' and 'usted', using quantifiers and intensifiers.

UNIT 12 – JOBS, CAREER CHOICES & AMBITIONS

Students will talk about job preferences and part-time work and will discuss how to get a job.
The grammatical aspects will include revising 'si' clauses, using lo que plus adjective, using 'quisiera', using a variety of tenses.

SUMMER 1

EXAM PRACTICE WITH FOCUS ON SPEAKING

Revision and preparation for the GCSE examination.

GEOGRAPHY

Exam Board	Specification	Unit Weightings
EDEXCEL A	1GA0/01 1GA0/02 1GA0/03	**Component 1: The Physical Environment** **How it's assessed** • Written examination: 1 hour 30 minutes • 37.5% of the qualification • 94 marks **Component 2: The Human Environment** **How it's assessed** • Written exam: 1 hour 30 minutes • 37.5% of the qualification • 94 marks **Component 3: Geographical investigations: Fieldwork & UK Challenges** **How it's assessed** • Written exam: 1 hour 30 minutes • 25% of the qualification • 64 marks
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

WEATHER HAZARDS & CLIMATE CHANGE

Topic 2: Weather hazards and climate change

An overview of the global circulation of atmosphere and climate change over time and two detailed studies of tropical cyclones and drought.

RESOURCE MANAGEMENT

Topic 6 - Resource Management

Resource management – this covers an overview of the global and UK distribution of food, energy and water and one detailed study of energy resource management.

GLOBAL DEVELOPMENT

TOPIC 5 - Global Development

This covers an overview of the causes and consequences of uneven global development and detailed case studies of challenges that affect India, an emerging country.

HISTORY

Exam Board	Specification	Unit Weightings
AQA	8145	**Paper 1: Understanding the modern world** **How it's assessed** • Written exam: 2 hours • 84 marks (including 4 marks for spelling, punctuation and grammar) • 50% of GCSE **Paper 2: Shaping the nation** **How it's assessed** • Written exam: 2 hours • 84 marks (including 4 marks for spelling, punctuation and grammar) • 50% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1 & 2

CONFLICT & TENSION 1894 - 1918

Causes of WWI

Students will know:

- about the alliance system of 1914: the two blocs and their strengths
- about the Moroccan Crises of 1905 and 1911: what happened and how they contributed to tensions in Europe
- about the problems in the Balkans: 1908 Crisis and 1912-1913 Wars
- about the aims of Kaiser Wilhelm II: ambitions and how this led to the Anglo-German naval arms race
- about the assassination of Archduke Franz Ferdinand: causes, the assassination and its impact
- about the countdown to war/The July Crisis

Stalemate

Students will know:

- about how the failure of the Schlieffen Plan led to stalemate: theory of the plan, how/why it failed
- about trench warfare: trench features and functions, how trench warfare was conducted
- about the weapons of trench warfare: artillery, tanks, gas, machine guns
- about the significance of battles on the Western Front: Verdun, Somme and Passchendaele: the objective, what happened and the results
- about the Gallipoli Campaign: the objective, what happened and the results
- about the war at sea: Jutland: the objective, what happened and the results, including the naval blockade

End of the War

Students will know:

- about the exit of Russia and the entry of the USA: causes and effects
- about the Ludendorff Spring Offensive: theory, what happened and effects
- about the Hundred Days Offensive: what happened and effects
- about the end of the war: the armistice
- about the reasons for the defeat of Germany

HISTORY - continued

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

SPRING 1 & 2 & SUMMER 1

AMERICA EXPANSION & CONSOLIDATION 1840 - 1895

Expansion: Opportunities & Challenges

Students will know:

- The geography of North America: Attitudes to the great American Desert, the belief in 'Manifest Destiny'
- Why the early settlers went west and the challenges they faced; Brigham Young and the Mormons; the pioneer migrant farmers, the journey west; the miners
- Dealing with a different culture: the Plains' Indians way of life; early American government policy towards the Plains Indians; the Permanent Indian Frontier; a changing relationship with the Plains Indians

Conflict Across America

Students will know:

- Increasing conflict on the Plains: Fort Laramie Treaty (1851) and the failure of the policy of concentration; the Indian Wars (1862-67): reasons for and consequences of the Wars; Sand Creek Massacre; Fetterman's Trap
- Background to the American Civil War: differences between north and south, issues of slavery, westward expansion, and free states abolitionism; breakdown of the Missouri Compromise, John Brown, roles of Lincoln and Jefferson Davies; social and economic impact of the American Civil War on civilian populations
- Coming to terms with the Mormons: the Mountain Meadow Massacre and its aftermath.
- The aftermath of the American Civil War: 13th Amendment; Civil Rights Act; reconstruction in the South, 1866-77; carpetbaggers; balance of Federal and State powers.
- The continued settlement of the west: the Homesteaders, reasons for going west; government actions and laws; land and railroads; farming problems and solutions.
- The resolution of 'the Indian problem' after 1865: the small reservations policy; attitudes to the native Americans; Battle of the Little Bighorn; The Dawes Act; Battle of Wounded Knee; the closing of the frontier and its impact on native Americans.

OCR CAMBRIDGE NATIONALS IN ENTERPRISE AND MARKETING

Exam Board	Specification	Unit Weightings
OCR	J837	**Unit R067: Enterprise and marketing concepts** **Assessed by:** • 1 hour 15 minute written examination • 40% of the qualification **Unit R068: Design a business proposal** **Assessed by:** • 10-14hr assignment • 30% of the qualification **Unit R069: Market and pitch a business proposal** **Assessed by:** • 10-14hr assignment • 30% of the qualification
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN 1 - R069 MARKET AND PITCH A BUSINESS PROPOSAL

Following on from unit R068 where pupils created a design proposal for a product, they now need to understand how to create a brand identity and promotional plan for their product proposal. In this unit they will learn how to design a brand which will make their product stand out in the market, before creating a promotional campaign to get their brand noticed by customers. their promotional campaign will include them choosing different methods of promotion which they think are most suitable for their target customers. They will then need to create a presentation that they will pitch to an audience.

AUTUMN 2 - R069 MARKET AND PITCH A BUSINESS PROPOSAL

Continuing with Autumn 1 work and also:

R067 ENTERPRISE AND MARKETING CONCEPTS

In this unit, students will learn how market research gives the entrepreneur an insight into the wants and needs of its customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business.

SPRING 1 - R069 MARKET AND PITCH A BUSINESS PROPOSAL AND R067 ENTERPRISE AND MARKETING CONCEPTS

R069 MARKET AND PITCH A BUSINESS PROPOSAL

To help students prepare for their presentation, they will first practise in front of their peers, asking them to review the presentation and feed back ways in which they can improve it. They will also need to offer feedback to others in the class about their pitches. After delivering their professional pitch to an audience, they will reflect on their pitching skills, their brand, their promotional campaign and the likely success of their product.

OCR CAMBRIDGE NATIONALS IN ENTERPRISE AND MARKETING

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AND, R067 ENTERPRISE AND MARKETING CONCEPTS

As well as understanding a target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make.

SPRING 2 – R069 MARKET AND PITCH A BUSINESS PROPOSAL AND R067 ENTERPRISE AND MARKETING CONCEPTS

Continuing with R069 Market and Pitch a business proposal from Spring 1 and also:

R067 ENTERPRISE AND MARKETING CONCEPTS

Students will learn about the types of ownership for an enterprise and sources of capital available. Running a successful enterprise can be tough, but there is a lot of support available, which they will learn about so that you can understand how to obtain timely and appropriate guidance.

SUMMER 1 –R067 ENTERPRISE AND MARKETING CONCEPTS

Final preparation for the external exam

OCR CAMBRIDGE NATIONALS IN HEALTH AND SOCIAL CARE

Exam Board	Specification	Unit Weightings
OCR	J835	**Unit R032: Principles of care in health and social care settings** **Assessed by:** • 1 hour 15 minute written examination 70 marks • OCR-set and marked • Calculators are not required in this exam **Unit R033: Supporting individuals through life events** **Assessed by:** • 36 Guided Learning Hours • OCR-set assignment • 60 marks • Centre-assessed and OCR moderated **Unit R035: Health promotion campaigns** **Assessed by:** • 36 Guided Learning Hours • OCR-set assignment • 60 marks Centre-assessed and OCR moderated
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

AUTUMN TERM 1
Exam unit: Unit R032 - Principles of care in health and social care settings
Topic Area 3
Pupils will learn:
- Effective communication in health and social care settings.

NEA unit: Unit R035 - Health promotion campaigns
Topic Area 2 and 3
Pupils will learn:
- Factors influencing health.
- Plan and create a health promotion campaign.

NEA Task 1b (Barriers and PIES) completed.

OCR CAMBRIDGE NATIONALS IN HEALTH AND SOCIAL CARE – continued

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

AUTUMN TERM 2
Exam unit: Unit R032 – Principles of care in health and social care settings
Topic Area 3
Pupils will learn:
- Effective communication in health and social care settings.

NEA unit: Unit R035 – Health promotion campaigns
Topic Area 3
Pupils will learn:
- Plan and create a health promotion campaign.

NEA Task 3 completed.

SPRING TERM 1
NEA unit: Unit R035 – Health promotion campaigns
Topic Area 4
Pupils will learn:
- Plan and create a health promotion campaign.
- Evaluate a health promotion campaign.

NEA Task 2 and 4 completed.

SPRING TERM 2
Exam unit: Unit R032 – Principles of care in health and social care settings
Topic Areas 1-4
Pupils will learn:
- Revision of all topic areas.

NEA unit: Unit R035 – Health promotion campaigns

NEA unit completed.

SUMMER TERM 1
Exam unit: Unit R032 – Principles of care in health and social care settings
Topic Areas 1-4
Pupils will learn:
- Revision of all topic areas.

SCIENCE – TRIPLE

Exam Board	Specification	Unit Weightings
AQA	Biology 8461 Chemistry 8462 Physics 8463	**Biology Paper 1** **What's assessed** Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE **Biology Paper 2** **What's assessed** Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE **Chemistry Paper 1** **What's assessed** Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE **Chemistry Paper 2** **What's assessed** Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

SCIENCE – TRIPLE – continued

Exam Board	Specification	Unit Weightings
AQA	Biology 8461 Chemistry 8462 Physics 8463	**Physics Paper 1** **What's assessed** Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE **Physics Paper 2** **What's assessed** Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity. **How it's assessed** • Written exam: 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE
Exam Board Website	Click here to view the course specification from the exam board.	

SCIENCE – TRIPLE – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

BIOLOGY

Pupils will learn:

Cell Biology
- Cell structure
- Cell division
- Transport in cells

Organisation
- Principles of organisation
- Animal tissues, organs & organ systems
- Plant tissues, organs & systems

Infection & Response
- Communicable diseases
- Monoclonal antibiotics
- Plant disease

Bioenergetics
- Photosynthesis
- Respiration

Homeostasis & Response
- Homeostasis
- The human nervous systems
- Hormonal coordination in humans
- Plant hormones

Inheritance, Variation & Evolution
- Reproduction
- Variation & evolution
- The development of understanding genetics & evolution
- Classification of living organisms

Ecology
- Adaptations, interdependence & competition
- Organisation of an ecosystem
- Biodiversity & the effect of human interaction on ecosystems

SCIENCE – TRIPLE – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

CHEMISTRY

Pupils will learn:

Rates, equilibrium and organic chemistry

- Rates and equilibrium
- Crude oil and fuels
- Organic reactions
- Polymers

Analysis and the earth's resources

- Chemical analysis
- The Earth's atmosphere
- The earth's resources
- Using our resources

SCIENCE – TRIPLE – continued

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

PHYSICS

Pupils will learn:

Energy
- Energy changes in a system, and the ways energy is stored before and after such changes
- Conservation and dissipation of energy
- National and global energy resources

Electricity
- Current, potential difference and resistance
- Series and parallel circuits
- Domestic uses and safety
- Energy transfers
- Static electricity

Particle Model of Matter
- Changes of state and the particle model
- Internal energy and energy transfers
- Particle model and pressure

Atomic Structure
- Atoms and isotopes
- Atoms and nuclear radiation
- Hazards and uses of radioactive emissions and of background radiation
- Nuclear fission and fusion

Forces
- Forces and their interactions
- Work done and energy transfer
- Forces and elasticity
- Moments, levers and gears
- Pressure and pressure differences in fluids
- Forces and motion
- Momentum

Waves
- Waves in air, fluids and solids
- Electromagnetic waves
- Black body radiation

Magnetism & Electromagnetism
- Permanent and induced magnetism, magnetic forces and fields
- The motor effect
- Induced potential, transformers and the National Grid

Space Physics
- Solar system; stability of orbital motions; satellites
- Red-shift

MUSIC: BTEC MUSIC PRACTICE
BTEC Tech Awards

Exam Board	Specification	Unit Weightings
Pearson/Edexcel	603/7055/5	**Component 1: Exploring Music Products and Styles** **Assessed by:** • Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson. • The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. • 60 marks. • 30% of the course. **Component 2: Music Skills Development** **Assessed by:** • Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson. • The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. • 60 marks. • 30% of the course. **Component 3: Responding to a Music Brief** **Assessed by:** • Task set and marked by Pearson completed under supervised conditions. • Pupils will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. • The set task will be completed in 3 hours within the period timetabled by Pearson. • 60 marks. • 40% of the course.
Exam Board Website	Click here to view the course specification from the exam board.	

MUSIC: BTEC MUSIC PRACTICE
BTEC Tech Awards

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

COMPONENT 2: MUSIC SKILLS DEVELOPMENT

Learning Outcomes:
·Demonstrate professional and commercial skills for the music industry (LAA).
·Apply Development processes for music skills and techniques (LAB).

Students will know (LAA):
·The expectations and professional skills required to succeed in the industry: Time Management, Self-Discipline, Working with Others, Correct and Safe Use of Equipment, Identifying Resources Required & Auditing Existing Skills and Maintaining a Development Plan.

·The planning and communicating music skills development required to succeed within the music industry.

Students will know (LAB):
·To identify and develop musical skills and techniques in the following three disciplines: Music Performance, Creating Original Music & Music Production.
How to prepare a development plan for their chosen musical skills following the vocational context.

COMPONENT 3: RESPONDING TO A MUSIC BRIEF

A. Understand how to respond to a music brief.

A1 Features of a music brief.

- Creative intentions and purpose of product:
- Aim, purpose and requirements of the brief.
- Nature of the specific area of the industry.
- Understand the target audience.
- Understanding and linking to the company's vision.

A2 Planning to meet the demands of the music brief.

- How investigation and exploration can inform response.
- Understanding the rationale behind the selection of musical material.
- Investigating musical styles.
- Researching relevant material to support meeting the brief.
- The human and physical resources required.
- Proposing structure, version and arrangement.
- Timeline for development learning and memorising material if appropriate.
- Format and scope of the final response.

A3 Considering constraints and intentions.

- Creative constraints.
- Personal intentions.

MUSIC: BTEC MUSIC PRACTICE
BTEC Tech Awards – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

B. Select and apply musical skills in response to a music brief.

B1 Develop and produce a response to a brief.

- Working with and interpreting the brief.
- Organisation skills.
- Prepare for a project.
- Consider constraints of the brief.

B2 Refining musical skills for a musical product.

- Create original music.
- DAW skills.

B3 Refining musical material.

C. Present a final musical product in response to a music brief.

C1 Reviewing work based on client needs.

C2 Quality of outcome.

- Quality of final product appropriate to context.
- Clear and organised approach to communicating.
- Making final creative decisions.

C3 Presenting own work to a client

- Presenting development and final response in a portfolio for a client.
- Presenting intentions to a client.

C4 Relation of final product to the brief

D. Comment on the creative process and outcome in response to a music brief.

D1 Commentary on the creative process.

D2 Reflect on the outcome of the musical product.

PERFORMING ARTS: BTEC Tech Awards

Exam Board	Specification	Unit Weightings
Pearson / Edexcel	603/7054/3	**Component 1: Exploring the Performing Arts** **Assessed by:** • Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson. • The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. • 60 marks. **Component 2: Developing Skills and Techniques in the Performing Arts** **Assessed by:** • Non-exam internal assessment set by Pearson, marked by the school and moderated by Pearson. • The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. • 60 marks. **Component 3: Responding to a Brief** **Assessed by:** • Task set and marked by Pearson completed under supervised conditions. • Pupils will be given the set task in January, • 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. • The set task will be completed in 3 hours within the period timetabled by Pearson. • 60 marks
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

TERM 1 - AS YEAR 10 TERM 3

TERM 2 & 3

A Understand how to respond to a brief through discussion and practical exploration activities

A1 Understand how to respond to a brief through discussion and practical exploration activities

- Discussion of key requirements and parameters for the workshop performance: o target audience
- performance space
- planning and managing resources o running time
- style of work.
- Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:
- a theme: concept such as distance or key word such as discovery
- an issue: social, health or safety issues
- a prop: an umbrella, an apple, a dustbin

PERFORMING ARTS: BTEC Tech Awards – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

- time and place: e.g. a beach in winter, night-time in a hospital, early morning in the park o existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.
- The development of ideas for the work will be informed by:
- structure of the work
- style and genre of the work
- skills required o creative intentions.
- Working effectively as a member of the group:
- making an individual contribution o responding to the contributions of others.

B Select and develop skills and techniques in response to a brief. Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief.

B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief

- skills and techniques of the individual performer, e.g. vocal, physical.
- Skills and techniques of the performers as a group, e.g. comedy, improvisation.
- Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas.
- The style and/or genre of the work being created, e.g. street dance, physical theatre.
- The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor.
- Appropriate skills for the target audience, e.g. young children, the elderly.
- Taking part in skills development classes or workshops.
- Taking part in the rehearsal process, including individual preparation and group rehearsals.

C Apply skills and techniques in a workshop performance in response to a brief

C1 Skills and techniques Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.

- skills may include:
  - vocal skills
  - physical skills
  - design skills
  - interpretative skills: showing time and place, presenting a character, creating humour or emotion.

- If performing, demonstrating and sustaining in performance, the following skills:
  - energy
  - focus
  - concentration
  - commitment.

- If designing, during the presentation, demonstrating the following skills were used during the development process:
  - research skills
  - interpretative skills
  - collaborative skills (with performers/other designers)
  - ability to communicate ideas through non-verbal media, e.g. diagrams, model boxes.

PERFORMING ARTS: BTEC Tech Awards

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

C2 Working effectively with others

- Communicating effectively with other performers:
  - In preparation for performance o (if performing) during performance
  - (if performing) applying stage etiquette
  - following industry standards.

- Taking part in final group preparations, which may include:
  - setting up/get in
  - get out/strike
  - Taking part in/contributing to a workshop performance.

- If designing, ensuring that the realised designs are appropriate for the workshop performance and performers.

C3 Communicating ideas through performance

- Taking part in/contributing towards a performance for an audience.
- Communicating ideas and intentions effectively to an audience.
- If designing: present ideas to an audience, which will include:
  - an explanation of creative intentions and processes
  - a demonstration of the final design for the workshop performance, e.g. model box, lighting grid plans and a lantern schedule.

- Designs are realised in workshop performance.

D Evaluate the development process and outcome in response to a brief D1 Reflect on the process

- Contributing to initial ideas and exploring activities in response to:
  - the brief
  - the stimulus
  - contributions from other members of the group.
- Contributing to the development process.
- Skills and techniques:
  - selection
  - development and/or adaptation
  - application
  - individual strengths and areas for improvement
  - overall individual contribution to the group.

D2 Reflect on the outcome

- Contributing to the workshop performance outcome:
  - effectiveness of the response to the brief
  - individual strengths and areas for improvement
  - overall impact of the work of the group

BTEC Tech Award in SPORT – Level 1/2

Exam Board	Specification	Unit Weightings
Pearson BTEC	603/7068/3	**Component 1:** Preparing Participants to Take Part in Sport and Physical Activity - 60 marks - 30% of the course. **Component 2:** Taking Part and Improving Other Participants Sporting Performance - 60 marks - 30% of the course. **Component 3:** Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity - 60 marks - 40% of the course.
Exam Board Website	Click here to view the course specification from the exam board.	

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

HALF TERM 1 – UNIT 5 – THE PERFORMER IN ACTION

Short term effects of exercise on the musculoskeletal system

- Production of synovial fluid
- Increased range of movement at a joint
- Microtears in muscle fibres
- New bone formation
- Increased metabolic activity

Short term effects of exercise on the cardiovascular system

- Increased heart rate
- Increased breathing rate
- Increased blood flow
- Sweat production
- Skin reddening
- Re-distribution of blood flow
- Production of lactic acid
- Increased cardiac output
- Increased blood pressure
- Increased tidal volume

HALF TERM 2 – UNIT 5 – THE PERFORMER IN ACTION

Long term adaptations of the musculoskeletal system

- Hypertrophy
- Increased bone density
- Decreased risk of osteoporosis
- Increase in joint stability
- Strengthening of connective tissues
- Increased thickness of cartilage
- Improved posture
- Increased mitochondria

BTEC Tech Award in SPORT - Level 1/2 - continued

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

Long term adaptations of the cardiorespiratory system
- Decreased resting heart rate
- Cardiac hypertrophy
- Increased stroke volume
- Decreased resting heart rate
- Decreased risk of hypertension
- Increased vital capacity
- Increased efficiency of Oxygen delivery and removal of waste products
- Increased V02 MAX
- Increased gaseous exchange efficiency

HALF TERM 3 - UNIT 5 - THE PERFORMER IN ACTION
Energy systems used during sport and exercise
- Anaerobic energy system
- ATP-PC Anaerobic system
- Glycolysis/Lactic acid system
- Aerobic system

UNIT 3 - TRAINING FOR PERSONAL FITNESS
Planning a personal training programme
Personal information
- SMART Targets
- Goal setting – short/medium/long
- Medical, lifestyle and health screening

Programme design
- Training methods
- Safety
- Application of FITT principle
- Warm up
- Cool down
- Intensity measurements (HR/Borg scale/RPE)

HALF TERM 4 - UNIT 3 - TRAINING FOR PERSONAL FITNESS
Implementation of training programme
- Correct and safe use of equipment
- Measuring intensity of exercise
- Recording results
- Creation of a training diary

Measuring success
- Motivation
- Confidence
- Overload
- Variation

BTEC Tech Award in SPORT – Level 1/2 – continued

YEAR 11 TEACHING UNITS – WHAT WILL YOUR CHILD STUDY?

HALF TERM 4 – UNIT 3 – TRAINING FOR PERSONAL FITNESS

Implementation of training programme

- Correct and safe use of equipment
- Measuring intensity of exercise
- Recording results
- Creation of a training diary

Measuring success

- Motivation
- Confidence
- Overload
- Variation

Effects of training

- Major muscles
- Major bones
- Joints
- Short term responses to training on the musculoskeletal system
- Structure of Cardiovascular system
- Structure of the Respiratory system
- Short term responses to exercise on

HALF TERM 5 – UNIT 3 – TRAINING FOR PERSONAL FITNESS

Review of Programme

- Strengths
- Areas for improvement
- Modifications and adaptations
- Future recommendations

PERSONAL DEVELOPMENT (PSHE)

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

We have two tutor time sessions per week for PSHE in Year 11. Each session is linked to one of our virtues, and covers the topics below:

AUTUMN TERM

Pupils will learn about:

- To look at the important of empathy
- Look at strategies to ensure emotional well being
- To look at Mock Exam revision timetable preparation
- To review and update intended destinations
- Go over Mock Exam expectations
- Look at the impact of misusing drink & drugs
- CYA look at online courses to enhance CVs
- News review discussions

SPRING TERM

Pupils will learn about:

- Doing well in interviews & aptitude tests
- Intended destinations - discuss, reflect and update
- Reflection on the Mocks
- Personal Branding
- New review discussions

SUMMER TERM

Pupils will learn about:

- Keeping data safe
- The importance of sleep
- New reviews discussions
- Part time work whilst studying
- Moving on

PERSONAL DEVELOPMENT (PSHE)

St Benedict's Catholic High School 1971

YEAR 11 TEACHING UNITS - WHAT WILL YOUR CHILD STUDY?

DROP DOWN DAYS

Pupils will take part in & learn about:

- Responsible Drinking - how may units?
- Hate Crime
- Post 16 Options
- Independent Living
- Having Plan A & Plan B
- Careers pathways at Sellafield and application processes
- Next steps Post 16 choices
- Taking risks
- BAE Systems talk - Careers pathway and applications
- Illegal Content and Online Safety
- Applying to College/University
- Hello Future Interview techniques
- UCLAN Talk
- Big Debate: Animal Testing
- Credit Union Budgeting
- Revision: Using time effectively
- Online Safety
- Festivals & Nitrous Oxide
- Body Mods and Extreme Surgery
- Forced Marriage and Honour-Based Violence
- Is AI a Threat to our Jobs?
- Safety on the Road
- Health
- Lakes College West Cumbria - more about BTECs and T Levels

St Benedict's Catholic High School

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