



Year 11
Curriculum Guide
Autumn Term
2022-23

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Dear Parent/Guardian

Welcome to the Year 11 Curriculum Guide, which outlines what your child will be learning this Autumn. In addition, it provides useful web-sites and outlines the GCSE syllabus your child will be studying.

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional values with dynamic approaches to teaching and learning

If you require any further support or information please contact your child's tutor in the first instance.

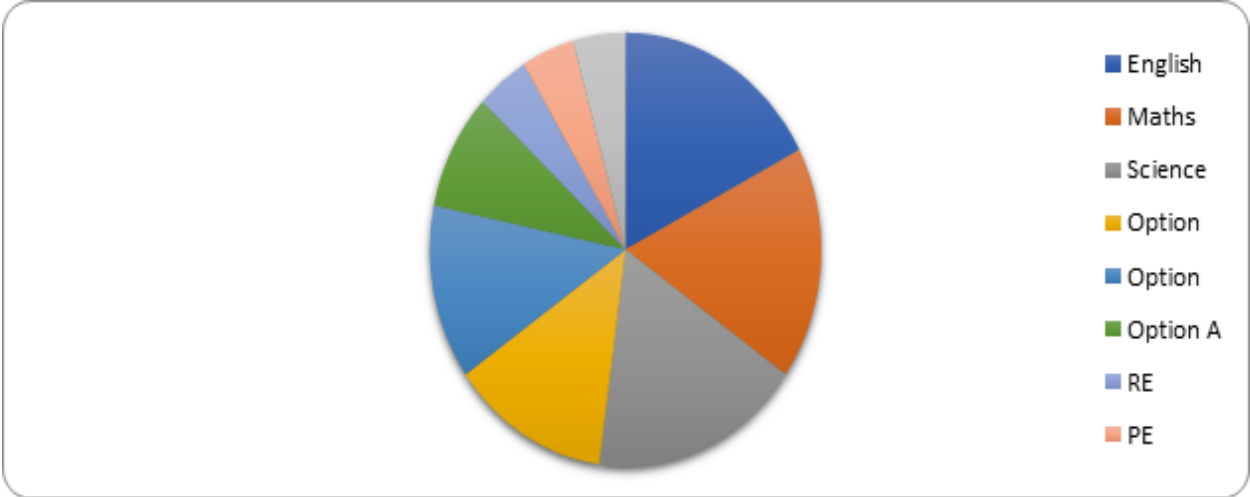
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11 Blake	Mr O'Keeffe	dokeeffe@chestnutgrove.org.uk
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11 Hepworth	Ms Mignon	cmignon@chestnutgrove.org.uk
11 Kahlo	Ms Poh	cpoh@chestnutgrove.org.uk
11 Kapoor	Ms Anderson / Ms Sanz	nanderson@chestnutgrove.org.uk
11 Turner	Mr Tinkorang	dtinkorang@chestnutgrove.org.uk

Yours Faithfully



Mrs Davies
Senior Deputy Head

Curriculum Map



Subject breakdown for the week.

<u>Option A</u>	<u>Option B</u>	<u>Option C</u>	<u>Option D</u>
Triple Science	French Spanish DT Visual Arts History Drama Btech ICT	French Spanish Digital Art Geography Business	Computer Science Geography History Italian Music BTech Sport

Students studying triple science have an extended day.

HOMEWORK TIMETABLE

Time spent on home learning should be at least one hour per subject, per week.

Students should also be revising topics throughout Year 11 to help them prepare for their assessments. This could be making notes, spider diagrams, cue cards, BBC bitesize online, working through revision books.

Where possible, please provide your child with a quiet space in which to complete home learning, with access to a desk or table.

Students are set work for every subject. If you are concerned that home learning is not in the diary please contact your child's subject teacher or his/her tutor.

YEAR 11 HOMEWORK TIMETABLE 2022-23

Monday	Tuesday	Wednesday	Thursday	Friday
<u>OPTION</u> Physics HEALTH PBE (Y side)	English	<u>OPTION A</u> Biology Science	Maths	<u>OPTION A</u> Chemistry PBE (X side)
<u>OPTION B</u> French Spanish DT Visual Arts History Drama ICT	<u>OPTION C</u> French Spanish Digital Art Geography Business	<u>OPTION D</u> IT Geography History Italian Music Voc PE		

Literacy

Literacy is one of the most important skills that students require and it is embedded into curricula across all subjects. This means that all teachers address literacy through their teaching and marking. To support students' oral literacy all members of staff insist upon Standard English as the language of the classroom.

You can support the development of your child's literacy by:

- Supporting them with home learning, checking that they are writing extensively.
- Encouraging your child to read for 30 minutes every night.
- Checking that your child is proof reading work for grammar and spelling mistakes before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home and suggesting books from the reading list on the school website: the school library is also happy to help with this.

You can find useful advice for students on the BBC Bitesize website at <http://www.bbc.co.uk/education/subjects/z3kw2hv>

Numeracy

Increasingly, students are required to have numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects.

Library

The library, which has almost 6,000 books, is a very well used resource. Students can come in before and after school as well as breaks and lunchtimes for reading or home learning. Laptops are also available for school work. Various book groups, competitions and events take place throughout the year.

KEY DATES

- Autumn term assessment (Week Beginning 3rd October)
- Mock exams –start week 5th December
- Sixth form Open Evening – 5th October

- Parents' evening 17th January
- Pre Public Exams – starts 20th March
- GCSE exams – start in May

ENGLISH

Exam Board: Edexcel	Syllabus Code: 1EN0 and 1ET0	Website: https://qualifications.pearson.com
<u>Head of Dept:</u> Charlotte Robinson, crobinson@chestnutgrove.org.uk		
GCSE		
<u>English Language:</u>		
Paper 1: Fiction and Imaginative Writing - 40% - 1 Hours 45 Minutes - Exam		
Section A – Reading: questions on an unseen 19th-century fiction extract.		
Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract		
Paper 2: Non-fiction and Transactional Writing 60% - 2 Hours 5 Minutes – Exam		
Section A - Reading: questions on two thematically linked, unseen non-fiction Extracts.		
Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.		
<u>English Literature:</u>		
Paper 1: Shakespeare and Post-1914 Literature – 50% - 1 Hours 45 Minutes – Exam		
Section A – Shakespeare (Romeo & Juliet): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.		
Section B - Post-1914 British play or novel (Animal Farm – George Orwell): ONE essay question.		
Paper 2: 19th-century Novel and Poetry since 1789 – 50% - 2 Hours 15 Minutes – Exam		
Section A - 19th-century novel (Great Expectations – Charles Dickens): a two part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.		
Section B - Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper.		
Part 2: ONE question comparing two unseen contemporary poems.		
Year 11 Learning Goals:		
Term 1a: Romeo and Juliet		
Term 1b: English Language Paper 2 Section A (Reading) and revision for Dec PPEs (Great Expectations, Romeo and Juliet, English Language Paper 1)		
Term 2a: Poetry (Anthology and Unseen Poetry)		
Term 2a: PPE Revision: Animal Farm, Poetry and English Language Paper 2		
Term 3a: Revision		
Year 11 Assessment & Marking:		
Autumn Term 1a: A full Romeo and Juliet Literature mock exam in the week beginning 3 rd October which will be marked using the GCSE criteria.		
Autumn Term 1b: English Language Paper 2 Reading to be completed in class.		
December mock exams on Romeo and Juliet, Great Expectations and English Language Paper 1 (week beginning 5 th December)		

Spring Term 2a: Poetry mock exam on a poem from the Anthology and an Unseen Poetry. To be completed in class midway through the half term and at the end.

Spring Term 2b: March pre public exams on English Language Paper 2, Animal Farm and Poetry (week beginning 20th March)

Summer Term 3a: Practice Papers

Year 11 Home learning:

Students will receive two extended and pieces of home learning per week. This may include practice essay questions, reading and analysing or creative writing tasks. Revision resources will also be set on Teams and students are strongly encouraged to complete these tasks over the year to revise content from year 10.

What can you do to support your child?

- ✓ Supporting your children with their home learning, by ensuring it is completed on time, and seeing whether it could be developed further.
- ✓ Encouraging your children to read for 30 minutes every night
- ✓ To ensure your children are proof-reading work for grammar and spelling errors.
- ✓ Encourage your children to read quality non-fiction texts eg/ the Guardian
- ✓ Encourage your children to speak in Standard English when appropriate
- ✓ Promote a love of reading at home, suggesting books from the reading lists on the school website
- ✓ Read and discuss the core texts with them
- ✓ Purchase revision guides for the core texts. E.g. York Notes

Wider reading and useful web-sites or activities to support learning:

- <http://www.bbc.co.uk/education/subjects/z3kw2hv>
- www.sparknotes.com
- www.schmoop.com
- Reading lists on the school website
- GCSEpod

MATHEMATICS

Exam Board: Edexcel	Syllabus Code: 1MA1	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
Head of Dept: Mark Green, mgreen@chestnutgrove.org.uk		
GCSE (Higher & Foundation tiers) 3 x 1hr 30min hour exams (1 x Non-Calculator 2 x Calculator Papers)		
Year 11 Learning Goals: Teaching builds on learning from Years 9 & 10. The expected order is given below; however, this is a moveable feast. Students in set 1A will also be studying for AQA Certificate Level 2 Further Mathematics (8365). An extra session during Health will be provided to ensure full coverage of both GCSEs.		
Year 11 Assessment & Marking: Key dates: <ul style="list-style-type: none"> • W/c 3rd October: Calculator paper. • W/c 5th December: PPE1 (3 x exams) • W/c 20th March: PPE2 (3 x exams) From January, students do Mock Monday papers each week and these can be marked in class or by teachers. Teachers are expected to mark these at least every 3 weeks. Teachers are also expected to mark students' books during lessons		
Year 11 Home learning: Your child's teacher will set home learning once per week in class and via Teams. The home learning will be on topics that have been learned recently; therefore, encouraging students to recall prior knowledge.		
Foundation Problem solving, angle facts, parallel lines, polygons Simultaneous Equations Transformations $Y = mx + c$ Percentage change Averages of grouped data Forming and solving equations Pythagoras and Trigonometry Probability, tree diagrams, two-way tables, worded problems Scatter graphs Indices, roots, standard form Perimeter, area and volume Fractions, ratios and percentages Vectors Quadratic Equations and graphs		
Higher (Set 1A) <i>(Additional maths topics in italics)</i> Functions AQA Functions Complete the square AQA Complete the square, derive the formula	Higher (Sets 1B & 2) Functions Solving Quadratics: Completing the square, the formula Scatter graphs Transformations	Higher (Sets 3 & 4) Volume and surface area; plans and elevations Quadratics: Factorising and solving Scatter graphs Vectors Fractional and negative indices Upper & Lower bounds Compound measures

Scatter graphs Transformations Circle theorems, proof Fractional and negative indices Upper & Lower bounds Compound measures Iteration Vectors Trig graphs, equations, identities Volume and surface area Similar Area and Volume Capture Recapture Lines: Parallel, perpendicular, tangents to circles <i>AQA Calculus</i> Instantaneous rate of change, area under a graph Transformations of functions Quadratic Inequalities 3D Trig and Pythagoras <i>AQA Simultaneous Equations; 3 unknowns</i> <i>AQA Binomial Expansion, Pascal's triangle</i> <i>AQA Functions with 3-part domains</i>	Circle theorems, proof Fractional and negative indices Upper & Lower bounds Compound measures Iteration Vectors Trig graphs, equations, identities Volume and surface area Similar Area and Volume Capture Recapture Lines: Parallel, perpendicular, tangents to circles Instantaneous rate of change, area under a graph Transformations of functions Quadratic Inequalities 3D Trig and Pythagoras	Circle theorems Iteration Similar Area and Volume Cumulative Frequency Histograms Graphs Recurring Decimals Trig functions Transformations of functions
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What can you do to support your child?

Provide a quiet place for your child to do their home learning. Encourage your child to work independently. However, it is often helpful to work by their side.
 Check their home learning diary and Teams each night to see what home learning is being recorded.
 Please refrain from using past papers (especially if tutored) as we use some of these for mock examinations; prior knowledge of exam questions can lead to incorrect conclusions about a student's progress. Please use the plentiful shadow and practice papers that are freely available instead.

Wider reading and useful web-sites or activities to support learning:

- Students can use the following sites, which offer revision videos and topic booklets, including solutions:
- www.gcsepod.com
 - www.mathsgenie.co.uk
 - www.corbettmaths.com
 - www.drfrostmaths.com

COMBINED SCIENCE

Exam Board: AQA	Syllabus Code: Trilogy 8464	Website: http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
<u>Head of Dept:</u> Mr A Gordon, agordon@chestnutgrove.org.uk		
GCSE Assessment: <i>(External assessment info End Of Course)</i> Biology paper 1; 1 hr 15 min; 16.7% Biology paper 2; 1 hr 15 min; 16.7% Chemistry paper 1; 1 hr 15 min; 16.7% Chemistry paper 2; 1 hr 15 min; 16.7% Physics paper 1; 1 hr 15 min; 16.7% Physics paper 2; 1 hr 15 min; 16.7% The qualification is graded based on a 17-point scale: 1-1 to 9-9 where 9-9 is the best grade.		
Year 11 Autumn Term Learning Goals: Units covered are: <ul style="list-style-type: none">• Inheritance, variation & evolution• Ecology• Chemical change• Energy changes		
Year 11 Assessment & Marking: Deeply marked tasks students this term are expected to reflect on: <ul style="list-style-type: none">• Autumn term assessment (Week Beginning 4th October) Biology topic test• Mock Exams are the week beginning December 6th and you will receive this feedback straight after Christmas Teachers will in addition mark another 2-3 pieces of work in line with our 3 week marking policy. Students are expected to self-assess other class & home work they produce when teachers give them the opportunity.		
Year 11 Home learning: Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.		
What can you do to support your child? Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £3.50 and can be paid for through ParentPay. Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week, without fail! Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them		

Wider reading and useful web-sites or activities to support learning:

- <http://www.chestnutgrove.wandsworth.sch.uk/Science>
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
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TRIPLE SCIENCE

Exam Board: AQA	Syllabus Code: Biology 8461 Chemistry 8462 Physics 8463	Website: Biology http://www.aqa.org.uk/subjects/science/gcse/biology-8461 Chemistry http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 Physics http://www.aqa.org.uk/subjects/science/gcse/physics-8463
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Head of Dept: Mr A Gordon, agordon@chestnutgrove.org.uk

GCSE Assessment: *(External assessment info End Of Course)*

Biology

Biology paper 1; 1 hr 45 min; 50%

Biology paper 2; 1 hr 45 min; 50%

Chemistry

Chemistry paper 1; 1 hr 45 min; 50%

Chemistry paper 2; 1 hr 45 min; 50%

Physics

Physics paper 1; 1 hr 45 min; 50%

Physics paper 2; 1 hr 45 min; 50%

Students will achieve 3 separate GCSEs for Triple science, for Biology, Chemistry & Physics, on a scale of 1-9.

Year 11 Autumn Term Learning Goals:

Units covered in Biology are:

- Inheritance, variation & evolution
- Ecology

Units covered in Chemistry are:

- Chemical change
- Energy changes

Units covered in Physics are:

- Space Physics
- Waves

Year 11 Assessment & Marking:

Deeply marked tasks students this term are expected to reflect on:

- Biology, Chemistry & Physics mid-module test (Week Beginning 4th October)
- Your Mock Exams are the week beginning December 6th and you will receive this feedback straight after Christmas)

Teachers will in addition mark another 2-3 pieces of work in line with our 3 week marking policy.

Students are expected to self-assess other class & home work they produce when teachers give them the opportunity.

Year 11 Home learning:

Science sets one hour of home learning a week, mostly exam paper questions. It is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.

What can you do to support your child?

Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 for each science and can be paid for through ParentPay.

Ensure that your child is completing the home learning set each week. Home learning will be set as per the whole school home learning timetable every week.

Encourage your child to seek help from his or her teachers if needed.

Wider reading and useful web-sites or activities to support learning:

- <http://www.chestnutgrove.wandsworth.sch.uk/Science>
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes

GEOGRAPHY

Exam Board: AQA	Syllabus Code: 8035	Website: https://www.aqa.org.uk/subjects/geography/gcse/geography-8035
Head of Dept: Rachael Robinson, rrobinson@chestnutgrove.org.uk		
GCSE		
Paper 1: Physical Geography – 1hr 30minute exam – The Challenge of Natural Hazards/ The Living World/ UK Physical Landscapes (35% of final grade)		
Paper 2: Human Geography – 1hr 30 minute exam - Urban Issues and Challenges/ The Changing Economic World and The Challenge of Resource Management (35% of final grade)		
Paper 3: Geographical skills and Issue Evaluation – 1hr 15mins (30% of final grade). Students will also be examined on their fieldwork enquiries in this exam.		
Year 11 Autumn Term Learning Goals:		
Students will start their studies on Paper 2 - Changing economic world covering the following areas:		
<ul style="list-style-type: none">- The development gap: Causes, consequences and strategies to address it- How is the economy of an LIC/NEE changing – Nigeria- How is the economy of the UK changing		
Students will then focus on Paper 1 - The challenge of natural hazards covering the following areas:		
<ul style="list-style-type: none">- Tectonic hazards: Causes, impacts and responses of earthquakes- Reducing risk of tectonic hazards- Weather hazards: Causes, impacts and responses of tropical storms- Is UK weather becoming more extreme?- Climate change: Causes, impacts and management		
Finally students will finish their GCSE studies on a Paper 2 unit – The challenge of resource management:		
<ul style="list-style-type: none">- Food, water and energy are fundamental to human development- The changing demand and provision of resources in the UK create opportunities and challenges- Demand for water resources is rising globally but supply can be insecure, which may lead to conflict- Different strategies can be used to increase water supply		
Year 11 Assessment & Marking:		
There will be an assessment during year 11 assessment week beginning 03.10.22, this assessment will be an abridged version of the Changing Economic World section from Paper 2. There will also be a mock exam during the Year 11 mock period starting 05.12.22, this assessment will cover all of the units that Year 11 have covered since the beginning of Year 10 including: UK Physical landscapes (Rivers and Coasts), Urban Issues and Challenges and the Changing Economic World. In their final PPEs week beginning 20.03.22 students will be assessed on The Living World, The Challenge of Natural Hazards and Urban issues and challenges.		
Teachers will mark at least two more exam answers over the term:		
<ol style="list-style-type: none">1. 9 mark evaluate/do you agree/to what extent question2. 6 mark explain/outline/do you agree		

Marking of class work and assessment will be a mixture of book marking and home learning work on Teams. Class teachers will also use their professional judgement to evaluate whether specific students would make more progress through book marking or home learning marking on Teams.

Year 11 Home learning:

Year 11 will be set weekly HW, mainly practice exam questions in order to revise and apply their knowledge. This will either be based on work they are studying in class or on knowledge they learnt in year 10. They should use any of the resources below, their own books resources uploaded to Teams to help them complete this. Individual class teachers will adapt home learning tasks for specific classes.

What can you do to support your child?

- Discussions based on what students have learnt, encourage them to argue with you about the different issues covered, considering different sides of debates and viewpoints.
- Encourage them to read for pleasure, especially to improve their literacy to deal with the figures in the geography exam which assume a reading age of 16/17.
- Encourage them to start their revision early, purchase the revision guides and to have a clear plan of action.
- Encourage your child to do his/her Geography home learning. This will often be exam questions to consolidate their knowledge of what they have learnt in class, or another task related to extending their geographical knowledge.
- Test your child on key terms that they are learning in geography.
- Encourage your child to revise geography as they go using either the BBC Bitesize website or their own notes.
- Encourage your child to attend any geography interventions that run.

Wider reading and useful web-sites or activities to support learning:

- GCSE Pod
- www.bbc.co.uk/schools/gcsebitesize/geography/
CGP AQA GCSE Geography 9-1 revision guide
- Hodder education resources – AQA GCSE 9-1 My Revision Notes
- The Guardian - Environment Section
BBC – Environment Section
- Power of the Planet – Documentary series
- Before the Flood – Documentary film

HISTORY

Exam Board: Edexcel	Syllabus Code: 1HI0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Head of Dept: Miss L Adams, ladams@chestnutgrove.org.uk		
GCSE Paper 1: 10 Crime and punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and inner city. Written examination: 1 hour and 15 minutes / 30% of the qualification / 52 marks Paper 2: B1 Anglo-Saxon and Norman England, c1060-88 26/27 Superpower relations and the Cold War, 1941-91 Written examination: 1 hour and 45 minutes / 40% of the qualification / 64 marks Paper 3: 31 Weimar and Nazi Germany, 1918–39 Written examination: 1 hour and 20 minutes / 30% of the qualification / 52 marks		
Year 11 Learning Goals: Autumn Term: students will continue their studies on Paper 1 Crime and Punishment covering the following areas: <ul style="list-style-type: none">▪ c1700-c1900: changing definitions of crime▪ c1700-c1900: changing attitudes towards punishment▪ c1700-c1900: law enforcement▪ Case study: The separate system at Pentonville Prison▪ Case study: The reforms of Robert Peel▪ c1900- present: changing definitions of crime▪ c1900- present: changes in punishment▪ c1900- present: law enforcement▪ Case study: Conscientious objectors in the First and Second World Wars▪ Case study: The Derek Bentley case and the abolition of capital punishment Students will then focus on their historic environment study, Whitechapel, c1870-c1900: <ul style="list-style-type: none">▪ Policing the nation▪ The local context of Whitechapel▪ Tensions in Whitechapel▪ Police organisation in Whitechapel▪ Investigating policing in Whitechapel: The Jack the Ripper murders Spring Term: students will study Weimar and Nazi Germany, 1918-30 <ul style="list-style-type: none">▪ The Weimar Republic, 1918-29▪ Hitler's rise to power, 1919-33▪ Nazon control and dictatorship, 1933-39▪ Life in Nazi Germany, 1933-39 Summer Term: revision Students are expected to carry out their own independent revision of year 10 topics (Anglo Saxon and Normans <i>and</i> Superpower Relations and the Cold War) throughout the year.		

Year 11 Assessment & Marking:

Assessment week beginning 03.10.22: Whitechapel section of the Crime and Punishment paper.
Mock exam week beginning 05.12.22: full Crime and Punishment Paper 1 (including Whitechapel).
PPEs week beginning 20.03.22: Weimar and Nazi Germany paper 3

Teachers will also be setting and marking frequent exam practice questions throughout both Autumn and Spring Term. Marking of class work and assessment will be a mixture of individual book marking, home learning work on Teams and whole class feedback.

Year 11 Home learning:

Home learning set during the Autumn term will include exam practice and revision tasks. Individual class teachers will adapt home learning tasks for specific classes.

What can you do to support your child?

- Discussions based on what students have learnt, encourage them to argue with you about the topics, considering different sides of debates.
- Visiting places of historical interest in the local area, for example: Whitechapel, The Clink Museum and The Museum of London.
- Encourage them to read for pleasure, especially to improve their literacy to deal with the sources in the history exam which assume a reading age of 16/17.
- Encourage them to start their revision early, purchase the revision guides and to have a clear plan of action.
- All revision materials can be found here <https://padlet.com/ladams134/rzzfq4aet0urae6>

Wider reading and useful web-sites or activities to support learning:

- Hallie Rubenhold 'The Five' about the victims of Jack the Ripper
- Execution: A History of Capital Punishment in Britain, Simon Webb
- Hodder and Pearson education resources
- GCSE Pod
- <https://www.crimemuseum.org/>
- <https://www.memrise.com/course/90538/gcse-history-crime-and-punishment/>
- BBC Crime and Punishment - The Story of Capital Punishment, available on YouTube
- C4 Crime and Punishment documentary series, available on YouTube
- 'Rise of Evil' available on YouTube
- Dan Snow History Hit- podcasts on all our topics
- <https://padlet.com/ladams134/rzzfq4aet0urae6> there are links to more documentaries and podcasts on here

FRENCH

Exam Board: EDEXCEL	Syllabus Code: 1FR0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html
Head of Dept: Ms H Holding, hholding@chestnutgrove.org.uk		
GCSE FRENCH Paper 1. Listening and understanding 50 minutes/ 50 marks Paper 2. Speaking in French 9-12 minutes/ 70 marks Paper 3. Reading and understanding. 50 minutes/ 50 marks Paper 4. Writing. 1 hour 20 minutes/ 60 marks All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.		
Year 11 Autumn Term Learning Goals: Modules covered are- Module 6 – Mon bahut (my school) Module 7 – Bon travail (world of work) This module is likely to span into the Spring term due to the year 11 mock exams. At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.		
Year 11 Assessment & Marking: There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.		
Year 11 Home learning: Year 11 will be set 2 pieces of home learning per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.		
What can you do to support your child? <ul style="list-style-type: none">• Know what day their home learning is due to be handed in and talk to them about it• Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the French – no understanding of French is needed)		

- Ask them to explain to you the latest piece of French grammar that they have learnt. E.g/ Can you explain how you make the past tense in French? How do French possessive adjective work?
- Share any understanding you have of a French speaking country or the language, even short sentences.
- Get in contact with your child's teacher with any concerns you have (e.g.: you haven't seen much home learning recently / they are struggling at home with the subject)

Wider reading and useful web-sites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn>

www.linguascope.com (you child's teacher will have their login)

<https://www.1jour1actu.com/> (a very good website for current affairs – similar to newsround)

Quizlet – great for testing and expanding French vocabulary

<http://www.synonyms-fr.com/> an online French thesaurus – one way to gain extra marks is to use a variety of vocabulary and stray away from using adjectives such as bon and amusant

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking French at A level, encouraging them to read a book they have already read and enjoyed in French is a great way to improve their reading but also prepare them for the literature paper in Year 13.

SPANISH

Exam Board: EDEXCEL	Syllabus Code: 1SP0	Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/Spanish-2016.html
Head of Dept: Ms H Holding, hholding@chestnutgrove.org.uk		
GCSE SPANISH Paper 1. Listening and understanding 50 minutes/ 50 marks Paper 2. Speaking in Spanish 9-12 minutes/ 70 marks Paper 3. Reading and understanding. 50 minutes/ 50 marks Paper 4. Writing. 1 hour 20 minutes/ 60 marks All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.		
Year 11 Autumn Term Learning Goals: Modules covered are- Modulo 7 – ¡A currar! (Future aspirations study and work) Modulo 8 – Hacia un mundo major- International and global issues. This module is likely to span into the Spring term due to the year 11 mock exams. At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.		
Year 11 Assessment & Marking: There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.		
Year 11 Home learning: Year 11 will be set 2 pieces of home learning per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.		
What can you do to support your child? <ul style="list-style-type: none">• Know what day their home learning is due to be handed in and talk to them about it• Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the Spanish – no understanding of Spanish is needed)• Ask them to explain to you the latest piece of Spanish grammar that they have learnt. E.g/ Can you explain how you make the past tense in Spanish? How do Spanish possessive adjective work?• Share any understanding you have of a Spanish speaking country or the language, even short sentences.		

- Get in contact with your child's teacher with any concerns you have (e.g/ you haven't seen much home learning recently/ they are struggling at home with the subject)

Wider reading and useful web-sites or activities to support learning:

<https://www.bbc.co.uk/bitesize/subjects/zgdqxb>

www.linguascope.com (you child's teacher will have their login)

Quizlet – great for testing and expanding Spanish vocabulary

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking Spanish at A level, encouraging them to read a book they have already read and enjoyed in Spanish is a great way to improve their reading but also prepare them for the literature paper in Year 13.

BTEC LEVEL 2 TECH AWARD IN ENTERPRISE

Exam Board: Pearson	Syllabus Code: 600/4786/0	Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html
Head of Dept: Mr E Solate, esolate@chestnutgrove.org.uk		
BTEC <ul style="list-style-type: none">• Component 1: Exploring Enterprises<ul style="list-style-type: none">○ Assessment type: Internal; Percentage of qualification: 30%• Component 2: Planning for and Pitching an Enterprise Activity<ul style="list-style-type: none">○ Assessment type: Internal; Percentage of qualification: 30%• Component 3 - Promotion and Finance for Enterprise<ul style="list-style-type: none">○ External assessment set and marked by Pearson, completed under exam conditions; 2 hours, 60 marks; Percentage of qualification: 40%		
Year 11 Autumn Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 2: Planning for and Pitching an Enterprise Activity		
Year 11 Assessment & Marking: Teachers will mark coursework completed on Pitching to Potential Investors. Students will also be assessed on their preparation, plan and pitch of an Enterprise activity idea.		
Year 11 Home learning: There will be weekly home learning tasks set. Home learning develops skills in planning pitch to potential investors. Some home learning will be revision of exam topics to prepare students for exam public exam in February 2023		
What can you do to support your child? <ul style="list-style-type: none">• Practice past exam papers (these can be found on Pearson's website)• Encourage your child to explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They should also explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.		
Wider reading and useful websites or activities to support learning: BBC News – Business Follow guides explaining how to start a business, write a business plan or make savings and investments. https://www.bbc.co.uk/news/business/your_money BBC GCSE Bitesize Business studies revision resources looking at topics such as: business aims and environment, finance, marketing and production. https://www.bbc.co.uk/bitesize/subjects/zpsvr82		

DIGITAL INFORMATION TECHNOLOGY

Exam Board: Pearson	Syllabus Code: 603/2740/6	Website: https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
Head of Dept: Mr E Solate, esolate@chestnutgrove.org.uk		
BTEC <ul style="list-style-type: none">• Component 1: Exploring User Interface Design Principles and Project Planning Techniques<ul style="list-style-type: none">○ Assessment type: Internal; Percentage of qualification: 30%• Component 2: Collecting, Presenting and Interpreting Data<ul style="list-style-type: none">○ Assessment type: Internal; Percentage of qualification: 30%• Component 3 - Effective Digital Working Practices<ul style="list-style-type: none">○ External assessment set and marked by Pearson, completed under exam conditions; 1 hour 30 minutes, 60 marks; Percentage of qualification: 40%		
Year 11 Autumn Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Component 2: Collecting, presenting and interpreting data		
Year 11 Assessment & Marking: This will be an ongoing assessment; teachers will mark completed coursework for Component 2 Learning Aim A & B in line with BTEC assessment plan. The sub-components for this unit must be submitted by published deadline to allow teachers sufficient time to provide feedback.		
Year 11 Home learning: There will be weekly home learning tasks set. Home learning develops skills in evaluating and developing a spreadsheet model with advanced formulas and functions. Some home learning will be revision of exam topics to prepare students for exam public exam in February 2023.		
What can you do to support your child? <ul style="list-style-type: none">• Encourage your child to research characteristics of data. Students must be able to investigate the role and impact of using data on individuals and organisations, create a dashboard using data manipulation tools, draw conclusions and review data presentation methods.• Encourage your child to practice exam skills. Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.		
Wider reading and useful websites or activities to support learning: Encourage your child to complete additional research. Websites such as https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/3 and http://teach-ict.com/2016/GCSE_Computing/Edexcel/edexcel_home.html are great for building independent learning skills.		

COMPUTER SCIENCE

Exam Board: Pearson	Syllabus Code: 601/8355/X	Website: https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/
Head of Dept: Mr. E Solate, esolate@chestnutgrove.org.uk		
GCSE <ul style="list-style-type: none">• Computer systems (Component 01) 80 marks; 1 hour and 30 minutes Written paper – 50% of GCSE• Computational thinking, algorithms and programming (Component 02), 1 hour and 30 minutes Written paper – 50% of GCSE		
Year 11 Autumn Term Learning Goals: Components covered are: <ul style="list-style-type: none">• Computational thinking, algorithms and programming (<i>Component 02</i>)<ul style="list-style-type: none">○ Algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation• Programming Project (<i>Formal requirement - Consolidates the learning across the specification through practical activity.</i>)<ul style="list-style-type: none">○ Programming techniques, analysis, design, development, testing and evaluation and conclusions		
Year 11 Assessment & Marking: There will be an assessment in October. Teachers will mark completed exam paper based on topics covered in component 2. Note: Any student achieving less than their target grade will be expected to attend intervention; these could be either physically or via remote learning.		
Year 11 Home learning: There will be weekly home learning tasks set online. Home learning will be revision of exam topics across component 01 and component 02.		
What can you do to support your child? <ul style="list-style-type: none">• Encourage your child to develop computational thinking skills. Students must be able to competently write programs using techniques taught in lessons, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.• Practice solving computing related mathematical challenges such as converting between number systems.• Encourage your child to practice exam skills. Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.		
Wider reading and useful websites or activities to support learning: Encourage your child to complete additional research. Websites such as: https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://www.youtube.com/results?search_query=craigndave+computer+science are great for building independent learning skills.		

ART

Exam Board: Edexcel	Syllabus Code: 1GC0, 1FA0	Website: www.qualifications.pearson.com
Head of Dept: Mr H Marx, hmarx@chestnutgrove.org.uk		
Year 11 Autumn Term Learning Goals:		
Graphic Communication Personal Portfolio Topic 2 – Identity. In continuing to develop their coursework and investigate the topic set by their teacher, students will analyse the work of the artists and then create a series of responses. Students will experiment with a range of techniques such as drawing, printing, painting which will then be digitally manipulated using Photoshop.		
Fine Art Personal Portfolio Topic 2 – Identity. Students will explore the work of Van Gogh, Matisse, Tracey Emin and Chuck Close. Students will analyze the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as printmaking, drawings, painting, ceramics and sculptures.		
Year 11 Assessment & Marking:		
Students will submit their Personal Portfolio work (two topics spread across 2 or more sketchbooks) in January. This is worth 60% of their overall grade.		
They will then begin to create work for the Externally Set Assignment portion of the GCSE. This is a shorter project that students will take on in a much more independent fashion, but is very similar in nature to the Personal Portfolio. Students respond to a topic created by the exam board in a sketchbook (teachers do not have access to this until sent to schools in January), before concluding their investigation with a final piece created during exam conditions in May (10 hour exam over 2 days). This is worth the remaining 40% of the GCSE.		
All work will be marked by the department towards the end of the Summer term, and moderated by an external member of the exam board.		
<i>Teachers will mark sketchbooks twice every half term.</i>		
Year 11 Home learning:		
Art Home work will be set weekly or fortnightly. Home learning will either be an artist analysis task or observational drawing exercises. Stretch and Challenge tasks will be set for all students.		
What can you do to support your child?		
<ul style="list-style-type: none">• Visit exhibitions and galleries which would keep your child informed of current and past design movements, designers, architects and illustrators.• Encourage your child to do his/her Art home learning. All home learning which is set, forms part of the coursework content.• Encourage your child to attend intervention sessions (KS4). Art interventions enrich what is taught in lessons and more information on the time of these will be send out.		

Wider reading and useful web-sites or activities to support learning:

New British Artists	www.newbritishartists.co.uk
Photographers' Gallery	www.photonet.org.uk
Royal Academy	www.royalacademy.org.uk
The Artchive	www.artchive.com
The British Museum	www.britishmuseum.org
Crafts Council	www.craftscouncil.org.uk
Design Museum	www.designmuseum.org
Guggenheim	www.guggenheim.org
The Lowry	www.thelowry.com
Museum of Modern Art	www.moma.org
National Portrait Gallery	www.npg.org.uk
Natural History Museum	www.nhm.ac.uk
Tate online	www.tate.org.uk
Victoria and Albert Museum	www.vam.ac.uk
Yorkshire Sculpture Park	www.ysp.co.uk

Year 11 Subject: Music

Exam Board: Eduqas	Syllabus Code:	Website: www.eduqas.co.uk
Head of Dept: Ms K Striesow, kstriesow@chestnutgrove.org.uk		
GCSE Performance Coursework = 30% Composition Coursework = 30% Appraising - 1hr 15min written exam = 40%		
Year 11 Autumn Term Learning Goals: Performance <i>To prepare their solo and ensemble performance for their mock performance exam in December.</i> Composition <i>To compose a piece based on the set brief given by Eduqas. To be completed by November 25th 2022.</i> Appraising <i>To understand the historical context and key features of Ensemble Music and apply this to exam-style questions.</i> <i>To understand the historical context and key features of Film Music and apply this to exam-style questions.</i> <i>To understand the historical context and development of Popular Music since 1950.</i> <i>To understand the historical context and key features of Toto's 'Africa' and apply this to exam-style questions.</i> <i>To know the key words in the music glossary and be able to use them when discussing and writing about music.</i>		
Year 11 Spring Term Learning Goals: Performance <i>To record their solo and ensemble performance at a time arranged with the Music Department. Deadline for completion 31st March 2023.</i> Composition <i>To compose a piece based on a brief of their choosing. Deadline for completion 31st March 2023.</i> Appraising <i>To understand the historical context and key features of Bach's Badinerie and apply this to exam-style questions.</i> <i>To revise all aspects of topics learnt last term through a structure series of exam questions.</i> <i>To know the key words in the music glossary and be able to use them when discussing and writing about music.</i>		
Year 11 Summer Term Learning Goals: Performance <i>To complete all paperwork required by the exam board including scores.</i> Composition <i>To complete all paperwork required by the exam board including detailed annotation of scores.</i> Appraising <i>To understand the historical context and key features of Bach's Badinerie and apply this to exam-style questions.</i> <i>To revise all aspects of topics using past papers for guidance.</i> <i>To know the key words in the music glossary and be able to use them when discussing and writing about music.</i>		

Year 11 Assessment & Marking:

Autumn Term

Work is continually assessed to ensure develop of musical skills and understanding. A formative assessment is carried out at the end of December on each of the three skill areas:

Performing – solo and ensemble piece marked using exam criteria.

Composing – free brief composition final edit marked using exam criteria

Appraising – Mock Exam paper

Spring Term

Performing – two performances completed and ready to be sent to examiner

Composing – two compositions completed and ready to be sent to examiner.

Summer Term

Appraising exam.

Year 11 Home learning:

Students are expected to practice their instrument for 20 minutes every day.

Weekly home learning tasks are set to consolidate and extend their classroom learning. These will be listening and written tasks.

What can you do to support your child?

- **Watch and listen to as much music as possible.** This can be at live events or through television or other media. It is important for students to listen to a wide range of music of all different genres and styles to expand and deepen their musical knowledge and understanding.
- **Encourage your child to do his/her Music home learning.** In Y11 students will receive home learning once a week. These tasks are often theory or wider listening based and backup the practical elements of music completed in lesson times.
- **Encourage your child to practice their instrument every day.** Performance accounts for 30% of their GCSE and in addition by being better players they will develop their composition and their appraising skills.
- **Use the padlets** that have been created by the Music Department and shared with students on Teams.
- **Download the specification** and go through it with your child.

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research and engage in wider listening.

YouTube has a plethora of tutorials and guides for learning to play pieces or work on particular aspects of technique.

Spotify is useful in allowing access to a broad range of music for listening to.

Radio stations are a way into broadening musical listening – *BBC6 Music, Radio 3, Classic FM, Jazz FM* as well as *Radio 1, Kiss FM* and *Absolute Radio* will provide a good range of styles and artists for students to listen to.

Websites such as and www.bbc.co.uk/schools/gcsebitesize/music/ are great for building independent learning skills.

*Illuminate Publishing: WJEC/Eduqas GCSE Music Revision Guide ISBN-13: 978-1911208419

*Rhinegold Education: Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core Requirements in Just Two Weeks ISBN-13: 978-1785581755

DRAMA

Exam Board: Eduqas	Syllabus Code: C690	Website: www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/
Head of Dept: L Merritt, lmerritt@chestnutgrove.org.uk		
GCSE OVERVIEW: 70% written (portfolio, evaluation and written exam) 30% practical (devised piece and scripted performance)		
<u>Autumn Term:</u> <u>Component 1: Devising Theatre</u> 40% of final GCSE grade Students will participate in the creation, development and performance of a piece of devised theatre using the techniques of influential theatre practitioners, in response to a stimulus. Students will work <u>either individually or as a pair</u> to generate, develop and communicate ideas, contribute as an individual to a theatrical performance and reflect on and evaluate their own work and the work of others. <u>Spring Term:</u> <u>Component 2: Performing from a Text</u> 20% of final GCSE grade Students will work <u>either individually or as a pair</u> to interpret a script using their knowledge of drama and theatre to realise their artistic intentions. Students will perform their piece to their teacher who will mark their work. Students are assessed on their application of performance skills to realise their artistic intentions, their interpretation, contribution and whether they sustain audience interest. <u>Summer Term:</u> <u>Component 3: Interpreting Theatre</u> 40% of final GCSE grade Students will participate in revision lessons in preparation for their exam in May. Students will consolidate their knowledge and understanding of how drama and theatre is developed and performed using DNA by Dennis Kelly and through responding to a live theatre production.		
Year 11 Assessment & Marking: Components 1 and 2 will be internally marked and externally moderated. Component 3 is externally assessed.		
Year 11 Home learning:		

GCSE Drama home learning will be set weekly, tasks will include research, lesson reflections and theatre analysis.

What can you do to support your child?

To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas' theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12. The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students' knowledge of theatre. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre.

Wider reading and useful web-sites or activities to support learning:

- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- National Theatre: <http://www.nationaltheatre.org.uk/>
- Royal Court Theatre: <https://royalcourttheatre.com/>
- Soho Theatre: <https://sohotheatre.com/>
- Victoria and Albert Museum: <http://www.vam.ac.uk/page/t/theatre-and-performance/>.
- CGP, New Grade 9-1 GCSE Drama Revision Guide. Product code: DMR41 ISBN: 9781782949626
- CGP, New Grade 9-1 GCSE Drama Play Guide – DNA Product code: DMPD41 ISBN: 9781782949633
- DNA by Dennis Kelly (School Edition) Paperback

DESIGN AND TECHNOLOGY

Exam Board: AQA	Syllabus Code: 8552	Website: aqa.org.uk
Head of Dept: Mr J Wildman, jwildman@chestnutgrove.org.uk		
Assessment: 2 hour written exam = 50% Controlled assessment (NEA) = 50% <i>For the NEA students have either chosen 'caring for animals' or 'working/studying from home' and their theme.</i>		
Assessment: <ol style="list-style-type: none">1. Section 3 of controlled assessment (making final proposal – this includes flow diagrams, plans of making and cutting lists for materials).2. Section 4: testing and evaluating final products (looking at commercial manufacturing, modifications and highlighting successes of the product by interviewing the target market).		
Course description/overview: Design & Technology at GCSE is a fluid progression from what is taught at Key Stage 3. Students work independently and are guided by their teacher through a practice coursework assignment ending in a final Controlled Assessment in Year 11. All Key Stage 4 students currently follow the AQA GCSE Design and Technology course.		
Curriculum breakdown: Theory: students spend 1 hour a week studying core and specialist topics for their exam in 2023. Units covered are: Unit 1: new and emerging technologies Unit 2: energy, materials, systems and devices Unit 3: Materials Unit 4: common specialist technical principles Unit 5b: timber-based materials Unit 5c: Metals Unit 5d: polymers Unit 6: designing principles Unit 7: making principles Practice Controlled Assessment: Students spend 40 hours of work designing and making a product(s) from a chosen AQA Product Design brief. This coursework has four elements to it: <ol style="list-style-type: none">1. Investigating the design possibilities (10 marks)2. producing a design brief and specification (10 marks)3. Generating ideas (20 marks)4. Developing ideas (20 marks)5. Realising design ideas (20 marks)4. Analysing and evaluating (20 marks)		
What can you do to support your child? <ul style="list-style-type: none">• Visit exhibitions and galleries which would keep your child informed of current and past design movements, designers, architects and illustrators.• Encourage your child to do his/her D&T home learning. In Key Stage 3 students will receive home learning once every two weeks and once a week in Key Stage 4. These home learnings are often theory based and backup the practical elements of D&T completed in lesson times.		

- **Encourage your child to attend intervention sessions (Ks4).** D&T interventions enrich what is taught in lessons and runs every Friday 3.05pm-4pm. Intervention sessions run at the same time for year 10 and 11 students for them to achieve the highest possible grade for their GCSE in Design and Technology.
- **Read over the theory notes made in class.** There are a lot of theory units (listed above) to cover in the two-year course. It would be extremely useful to read through the notes written in class with your son/daughter to consolidate their knowledge and further prepare them for their exam in 2023.

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as www.technologystudent.com and www.bbc.co.uk/schools/gcsebitesize/design/ are great for building independent learning skills.

Home learning:

For home learning this term there will be a focus on theory which prepares students for their exams in 2023.

OCR CAMBRIDGE NATIONALS SPORT STUDIES LEVEL 2

Exam Board: OCR	Syllabus Code: J813	Website: http://www.ocr.org.uk/qualifications/cambridge-nationals/cambridge-nationals-sport-studies-level-1-2-803-j813/
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Head of Dept: Mr J Tobin, jtobin@chestnutgrove.org.uk

OCR National in Sport

4 Units to be completed 1 completed in Yr 10 external assessment of R051

Students have the opportunity for 1 resist of R051 - R051: Contemporary issues in sport. Written paper OCR set and marked 1 hour – 60 marks.

R052: Developing sports skills. Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks. To be submitted for external assessment November 2022

R053: Sports Leadership Centre assessed tasks OCR moderated Learners should spend approximately 10 hours on the assessment tasks.

R054: Sport and the media . Centre assessed tasks OCR moderated 60 marks Learners should spend approximately 10 hours on the assessment tasks

Year 11 Autumn Term Learning Goals:

R052: Developing sports skills

Completion of assessment task ready for November submission for external moderation.

Year 11 Autumn to summer learning Goals.

R053: Sports Leadership

Learning Outcome 1: Know the Personal Qualities, roles and responsibilities associated with effective sports leadership.

Different leadership roles and opportunities in Sport, Role related responsibilities, Knowledge of safety and child protection issues. Personal qualities, which relate to leadership roles. Leadership styles.

Learning Outcome 2: Be able to plan sports activity Sessions

Key consideration when planning sessions , Safety considerations when planning sessions

Learning Outcome 3: Be able to deliver sports activity session

Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

Show the key aspects to consider in evaluating planning and delivery of sports activities

R054: Sport and the media

Learning Outcome 1: Know how sport is covered across the media

Learning Outcome 2: Understand positive effect that the media can have on sport

Learning Outcome 3: Understand negative effects that the media can have on sport.

Learning outcome 4: Understand the relationship between sport and the media.

Learning outcome 5: Be able to evaluate media coverage of sport.

Year 11 Assessment & Marking:

There opportunities for the retake of R051 in either January 2022 or June 2023 dates are still to be confirmed Students will be advised which option they will using.

R052 to be sent for moderation

All coursework for R053 & R054 must be completed by Friday 29th April 2023 so that it can be marked and sent to the examiner by the Friday 12th May 2023,

Teachers will mark class work.

Teachers can only provide generic feedback to when completing coursework towards R053 and R054, they can not provide specific help on what to improve.

Year 11 Home learning:

1 hour of home learning is expected to be completed each week, by each of the class teachers. For R053 and R054 this may take the form of research tasks, preparing notes for assessments, and completing presentations. In addition to this for R051 this may involve exam questions and the need to attend intervention sessions for their retake.

What can you do to support your child?

Parents can help and support learning by:

- Ensuring that PE kit is brought to every lesson and should be clearly marked with the student's name,
- Encouraging physical activity as part of a healthy lifestyle.
- Encourage to play competitive team sport outside of school
- Ensure that your child is completing the home learning set each week.
- Encourage your child to seek help from his or her teachers if needed.
- Ensure that they attend all intervention provided that is relevant for them.

Wider reading and useful web-sites or activities to support learning:

OCR National level 2 Sport Student Book

Sports rule books and coaching guides

Sports Biographies/Autobiographies Journals

Journal of Sports Sciences • Journal of Sport & Social Issues

All sports magazines will offer a view on performing, coaching, science, current issues or history of sport(s). They are therefore valuable wider reading material

National newspapers. The sports pages report global events and the biggest issues TV Sky sports news

Live sport – watch local, national and global events.

Sports biographies and 'day in the life of' programs give an excellent insight into the world of the elite athlete

Websites

<https://www.olympic.org/ioc>

<https://www.sportanddev.org/>

<https://www.sportengland.org/>

<http://www.ocr.org.uk/Images/68551-resources-links.pdf>

PHILOSOPHY, BELIEFS AND ETHICS (PBE)

Exam Board: AQA	Syllabus Code: 8062	Website: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062
Head of Department: Ms J Taylor-Campbell, jtaylor-campbell@chestnutgrove.org.uk		
Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade Paper 2 (8062/2A): Philosophy and Ethics, 1 hour 45 minutes, 50% of final grade		
Year 11 Autumn Term Learning Goals: Islam: Nature of God, Sunni-Shia split, Prophethood, angels, free will and predestination, sources of authority, prayer, charity, fasting, pilgrimage Christianity: The Incarnation, Resurrection, Holy Communion, Baptism, Prayer, Christmas, Easter, poverty, missionary work Themes: Revision of Peace and Conflict; Religion and Life; Relationships and the Family; and Crime and Punishment		
Year 11 Assessment & Marking: Students will be formally assessed in PBE every term. Work is marked every half term in PBE although students are encouraged to self-assess their work every lesson. Verbal feedback is also given every lesson. One piece of work is marked in detail every term.		
Year 11 Home learning: Teachers set home learning every 2-3 weeks. This may be a piece of research or exam practice. A longer practice assessment is set in the first half term of every term. This provides students with the opportunity for detailed feedback on an exam paper prior to the final termly assessment		
What can you do to support your child? <ul style="list-style-type: none">○ Email their PBE teacher with any concerns.○ Support your child with home learning, ensuring that this is completed regularly. Revision guides are available on the school website and these contain details of how to complete exam questions and all the relevant content required.○ Encourage them to attend revision sessions in school.○ Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.○ Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.○ Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!		
Wider reading and useful web-sites or activities to support learning: Harris, Gemma E. Big Questions from Little People... Answered By Some Very Big People Law, S. The Philosophy Gym Vardy, P. & Arliss, J. Thinker's guide to God Dawkins, R. The God Delusion Armstrong, K. The Case for God Cave, P. Humanism: A Beginner's Guide (Beginner's Guides)		

Dawkins, R. **The Greatest Show on Earth: The Evidence for Evolution**
Ruthven, M. **Islam: A Very Short Introduction (Very Short Introductions)**
Davies, B. **An Introduction to the Philosophy of Religion (3rd edition)**
Parry et al. **AQA Religious Studies Specification A**
Vardy, P. **The Puzzle of God**

HEALTH

Staffing:

Head of Department: Ms J Taylor-Campbell, jtaylor-campbell@chestnutgrove.org.uk

All tutors

Subject Description:

Studies show that students who engage in good Personal, Social and Health Education (PSHE) lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

In the first term, students will consider identity and healthy sexual development. In the second half term, they will look at ways of improving mental health.

Assessment this term:

Term 1a: Project on Healthy Sexual Development

Term 1b: Project on mental health

What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child's tutor or the safeguarding officers, Ms Jackson or Ms Allen

Wider reading and useful web-sites or activities to support learning:

- www.youngminds.org.uk
- www.samaritans.org
- www.mind.org.uk
- www.nhs.uk
- www.teenlineonline.org/

Home learning:

Students will either be set a piece of home learning every half term.