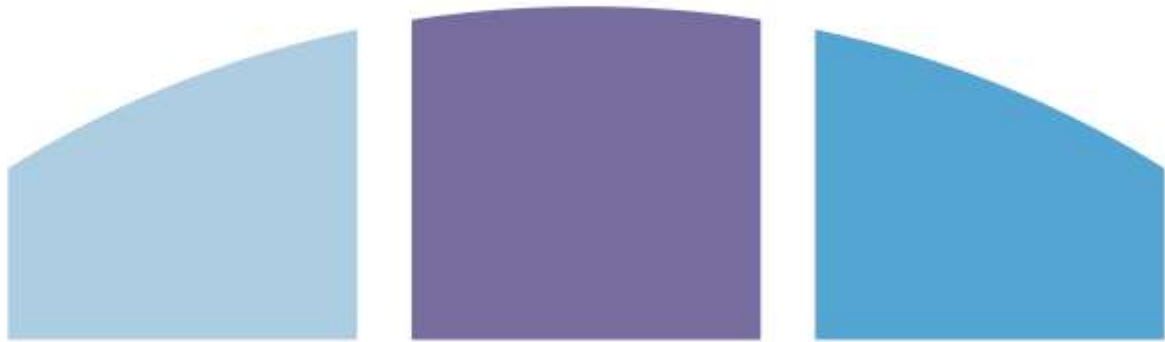


What are we Learning this Term?

Year 11

January – April 2018



P A R K L A N E
A C A D E M Y

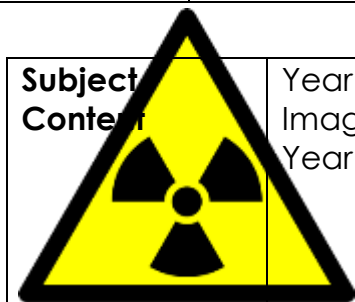
GCSE English



Course Name: English Language and English Literature

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weighting etc.	<p>For English Language students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Fiction and Imaginative writing (worth 40% of the total GCSE grade)</p> <p><u>Section A</u> – Reading: questions on an unseen 19th-century fiction extract.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</p> <ul style="list-style-type: none">• The total number of marks available is 64.• Assessment duration 1 hour and 45 minutes. <p>Component 2: Non Fiction and literary non fiction and Transactional Writing (worth 60% of the total GCSE Grade)</p> <p><u>Section A</u> – Reading: questions on two thematically linked, unseen non-fiction extracts.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</p> <ul style="list-style-type: none">• The total number of marks available is 96.• Assessment duration: 2 hours. <p>Speaking and Listening: The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.</p> <p>For English Literature students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Shakespeare and Post 1914 Literature (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – Shakespeare: 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.</p> <p><u>Section B</u> – Post-1914 British play or novel: ONE essay question.</p> <p>The total number of marks available is 80.</p> <p>Assessment duration: 1 hour and 45 minutes.</p> <p>Closed book (texts are not allowed in the examination).</p> <p>Component 2: 19th Century Novel and Poetry since 1789 (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p><u>Section B</u> – 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.</p> <p>The total number of marks available is 80.</p> <p>Assessment duration: 2 hours and 15 minutes.</p> <p>Closed book (texts are not allowed in the examination).</p>

Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Literature/2015/specification-and-sample-assesment/9781446914359_GCSE_2015_L12_Englit.pdf
Useful revision websites and/or resources	http://www.bbc.co.uk/education/subjects/zr9d7ty http://www.bbc.co.uk/education/topics/zxmb4j6



Subject Content	Year 11 English Language Revision lessons on Transactional and Imaginative Writing Year 11 Shakespeare and An Inspector Calls Revision
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Extended learning and how parents can help

Explore the political standpoints in Elizabethan, Jacobean, Victorian England and Post 14 Britain and how they have changed over time.

Key words to learn this term

- Adjective
- Affect (v.)
- Alliteration
- Antagonist
- Anti-hero
- Characteristics
- Author
- Character
- Characterisation
- Class
- Comedy
- Compare
- Contemporary
- Culture
- Describe
- Dialogue
- Dramatic irony
- Dystopia
- Effect (n.)
- Emotive
- Feminism
- Flashback
- Personification
- Persuade.
- Plot.
- Protagonist
- Repetition.
- Rhetorical question
- Scene
- Setting
- Simile
- Society
- Structure
- Subplot.
- Symbolism.
- Theme
- Tradition
- Juxtaposition
- Gothic
- Pathetic fallacy
- Foreshadowing

GCSE Science

Exam Board	OCR Gateway
Assessment Detail i.e. number of exam, % weightings etc.	<p>Combined Science 6 exams each worth 16.7%all exams will be 1 hour 10 minutes long.</p> <ul style="list-style-type: none"> • Exam 1 biology units 1-3 • Exam 2 Biology units 4 – 6 • Exam 3 Chemistry units 1 -3 • Exam 4 Chemistry units 4 -6 • Exam 5 Physics units 1 -3 • Exam 6 Physics units 4 – 6 <p>Triple Science For each GCSE students achieve they will sit 2 1 hour 45 min long exams worth 50 % each.</p> <p>Biology GCSE Exam 1 biology units 1-3 Exam 2 Biology units 4 – 6</p> <p>Chemistry GCSE Exam 3 Chemistry units 1 -3 Exam 4 Chemistry units 4 -6</p> <p>Physics GCSE Exam 5 Physics units 1 -3 Exam 6 Physics units 4 – 6</p>
Web Link to specification	<p>Combined Science http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/</p> <p>Biology http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/</p> <p>Chemistry http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/</p> <p>Physics http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/</p>
Useful revision websites and/or resources	http://www.bbc.co.uk/education/subjects/zrkw2hv

Subject Content	Students will continue to cover the OCR gateway course studying physics topics 4, 5 and 6. Whilst studying these topics students will study
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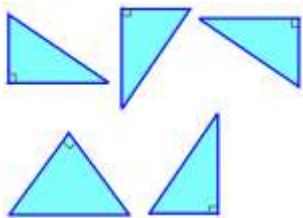
	energy and energy transfers. They will learn about radioactivity, nuclear power and how to use nuclear fuels safely. Finally they will study unit P6 a synoptic unit that examines the global challenges we face today.
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Extended learning and how parents can help

GCSE is a great tool to support your son/daughters learning at home. If here is an area of their homework or revision they are struggling to grasp they can search the "topic GCSE bitesize" and useful level appropriate information will be located to support. They often if a student searches a scientific term the information located will be too high level to support them and confuse them more.

Key words to learn this term

Students are given a key word worksheet at the start of every topic. This will be stuck in their exercise book.



GCSE Maths

Course Name: Edexcel GCSE Maths (9-1) spec 1MA1	
Exam Board	Edexcel/Pearsons
Assessment Detail ie. number of exam, % weightings etc.	Foundation Tier: Assessed Grades (1-5) Higher Tier: Assessed Grades (4-9) Both Tiers 3 exam papers x 1hr 30mins Paper 1 non-calculator Paper 2 calculator Paper 3 calculator Each paper is out of 80 marks
Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-a-2010.html
Useful revision websites and/or resources	Keshmaths: Corbettmaths: Mathsbot

Subject Content	Foundation Tier Topics	Higher Tier Topics
	Revision of Year 10 topics*	Revision of Year 10 topics *
	Groundwork: Number	Groundwork: Number
	Groundwork: Algebra	Groundwork: Algebra
	Groundwork: Geometry	Groundwork: Geometry
	Groundwork: Statistics	Groundwork: Statistics
	Percentages	Percentages
	Indices and roots	Indices and roots
	Algebraic manipulation	Algebraic manipulation
	Straight-line graphs	Straight-line graphs
	Angle facts	Angle facts
	Accuracy	Accuracy
	Circles	Circles
	Equations and inequalities	Equations and inequalities
	Probability	Probability
	Sequences	Sequences
	Constructions	Constructions

Extended learning and how parents can help

The websites listed have revision materials to support all topics and levels. Please encourage your son/daughter to access the Powerpoints and videos to help with topics covered in lessons. Hegartymaths work will be set each week to be completed but extra work can always be accessed when required.

Key words to learn this term

Your son /daughter will be given keywords during the term based on topics covered.



GCSE History

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Thematic study and historical environment <ul style="list-style-type: none"> • Crime and Punishment in Britain, c1000 – present - 30% Period study <ul style="list-style-type: none"> • Superpower relations and the Cold War, 1941 – 91 and British depth study • Early Elizabethan England - 40% Modern depth study <ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918 – 39 - 30%
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Useful revision websites and/or resources	BBC Bitesized Spartacus history learning site

Subject Content	<p>TOPIC 1 c1000–c1500: Crime and punishment in medieval England</p> <ul style="list-style-type: none"> • Crime, punishment and law enforcement in Anglo-Saxon England • Crime, punishment and law enforcement in Norman England • Crime, punishment and law enforcement in Later middle ages • Case study - The influence of the Church on crime and punishment <p>TOPIC 2 c1500–c1700: Crime and punishment in early modern England</p> <ul style="list-style-type: none"> • Nature and changing definitions of criminal activity • The nature of law enforcement and punishment • Case study The crimes and punishment of the gun powder plotters • Witchcraft and the law <p>TOPIC 3 c1700–c1900: Crime and punishment in eighteenth and nineteenth century Britain</p> <ul style="list-style-type: none"> • Changing definitions of crime • Changing attitudes to punishment • Law enforcement • Case studies the separate system at Pentonville prison • Case study the reforms of Robert Peel <p>TOPIC 4 c1900–present: Crime and punishment in modern Britain Crime and definitions of crime</p> <ul style="list-style-type: none"> • Law enforcement. • Changes in punishments • Case study Conscientious objectors in the First World War • Case study Derek Bentley case <p>TOPIC 5 Whitechapel, c1870 – c1900: Crime, policing and the inner city</p> <ul style="list-style-type: none"> • Policing the nation • The local context of Whitechapel • Police organisation in Whitechapel • Investigative policing in Whitechapel
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Extended learning and how parents can help

Revision guide provided by school with past exam questions

<http://www.bbc.co.uk/education/subjects/zj26n39>

[BBC bitesize](#)

<http://www.google.co.uk/url?sa=t&rc=tj&q=&esrc=s&source=web&cd=2&ved=0ahUKEwj7tM->

[R4bXWAhUsLcAKHa6QAYUQFgg2MAE&url=http%3A%2F%2Fwww.bbc.co.uk%2Feducation%2Ftopics%2Fz3gg87h&usg=AFQjCNGdviQ11UFS1HqTZTPSQFsj2E8dw](http://www.google.co.uk/url?sa=t&rc=tj&q=&esrc=s&source=web&cd=2&ved=0ahUKEwj7tM-R4bXWAhUsLcAKHa6QAYUQFgg2MAE&url=http%3A%2F%2Fwww.bbc.co.uk%2Feducation%2Ftopics%2Fz3gg87h&usg=AFQjCNGdviQ11UFS1HqTZTPSQFsj2E8dw)

Key words to learn this term

- Treason
- Moral crimes
- King's shire reeves
- Oath
- Hue and cry
- Tithing
- Trial by ordeal
- Retribution
- Deterrent
- Wergild
- Capital punishment
- Corporal punishment
- Norman Conquest
- Murdrum Law
- Forest law
- Poaching
- Outlaw
- Kings mund
- Transportation
- penal
- Vigilance
- Abolished
- Liberal
- Conscientious objector
- Pardon
- Diminished responsibility
- Sanitation
- Poor relief
- Anarchy
- Lunatic asylum



GCSE Geography

Course Name: Edexcel GCSE Geography A (2016)	
Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	<p>Component 1: The Physical Environment (*Paper 1 code: 1GA0/01) Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks</p> <p>Component 2: The Human Environment (*Paper 2 code: 1GA0/02) Written examination: 1 hour and 30 minutes 37.5% of the qualification 94 marks</p> <p>Component 3: Geographical Investigations: Fieldwork and UK Challenges (*Paper 3 code: 1GA0/03) Written examination: 1 hour and 30 minutes 25% of the qualification 64 marks</p>
Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html
Useful revision websites and/or resources	<p>Ecosystems http://www.bbc.co.uk/education/topics/z638q6f</p> <p>Resource management http://www.bbc.co.uk/education/topics/zwpg9j6</p> <p>Changing cities http://www.bbc.co.uk/education/topics/z4mfb9a</p> <p>Resource management http://www.bbc.co.uk/education/topics/zwpg9j6</p> <p>Changing cities http://www.bbc.co.uk/education/topics/z4mfb9a</p> <p>https://revisionworld.com/gcse-revision/geography</p> <p>http://www.coolgeography.co.uk/GCSE/AQA%20GCSE.htm</p> <p>http://www.s-cool.co.uk/gcse/geography</p> <p>Revision http://www.bbc.co.uk/education/guides/z9cp7hv/revision</p> <p>http://www.bbc.co.uk/education/guides/z9y2k7h/revision</p> <p>http://www.bbc.co.uk/education/guides/z923hv4/revision</p> <p>Field work http://www.bbc.co.uk/education/guides/zcm3hv4/revision</p>

Subject Content	<p>UK challenges</p> <ul style="list-style-type: none"> • The UK's resource consumption and environmental sustainability challenge • The UK settlement, population and economic challenges • The UK's landscape challenges • The UK's climate change challenges <p>Field work</p> <ul style="list-style-type: none"> • Formulating Enquiry questions • Fieldwork methods and techniques • Secondary data sources
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Extended learning and how parents can help

There are a number of key websites that offer useful information and will allow students to develop their geographical skills:

http://www.bbc.co.uk/schools/gcsebitesize/geography/climate_change/

http://www.bbc.co.uk/schools/gcsebitesize/geography/wasting_resources/

<http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/>

<http://www.bbc.co.uk/schools/gcsebitesize/geography/population/>

http://www.bbc.co.uk/schools/gcsebitesize/geography/rock_landscapes/

Key words to learn this term

- Resources
- Management
- Settlement
- Landscapes
- Climate change
- Sustainability
- Environment
- Population
- Economy



GCSE Catering

Course Name: Level 1 / 2 Hospitality and Catering	
Exam Board	WJEC
Assessment Detail ie. number of exam, % weightings etc.	Unit 1 written exam 50% Unit 2 Controlled Assessment 50%
Web Link to specification	http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html
Useful revision websites and/or resources	BBC Bitesize – Food Technology https://getrevising.co.uk/revision-tests/wjec_catering Food a Fact of Life The Vegetarian Society

Subject Content	<ul style="list-style-type: none"> • Communication and the use of ICT in the catering industry. • Customer Service • Job Roles and Working patterns • Revision
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Extended learning and how parents can help

Find job adverts in newspapers or online for the catering industry – analyse the working patterns plus the required attributes and experience for different job roles.

Key words to learn this term

- Permanent
- Temporary
- Part time
- Full time
- Kitchen brigade – head chef, sous chef, commis chef



GCSE Physical Education

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Theory (60%) Fitness and Body Systems (36%) Health and Performance (24%) Practical (30%) Personal Exercise Programme (PEP) (10%)
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html
Useful revision websites and/or resources	Pearsons Edexcel Revision guide Pearsons Edexcel Exam questions Collins Edexcel GCSE Revision All-in-one Revision & Practice Collins GCSE Revision All-in-one Revision & Practice BBC Bitesize GCSE PE

Subject Content	<p><u>Physical Training</u></p> <ul style="list-style-type: none"> - The long term effects of exercise - How to optimise training and prevent injury <p><u>Socio-cultural influences</u></p> <ul style="list-style-type: none"> - Engagement patterns of different social groups in physical activity and sport (1 & 2) - Commercialisation of physical activity and sport - Ethical and socio-cultural issues in physical activity and sport - Use of data <p><u>Assessment</u></p> <p>Year 11 will continue with their practical sports to gain the grades they need. The sports they will undertake are Athletics, Hockey, Cricket</p>
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Extended learning and how parents can help

Edexcel revision guide and exam question booklet
BBC bitesize GCSE PE
Collins Edexcel GCSE Revision book

Key words to learn this term

- Lung capacity
- Performance-enhancing drugs
- Injuries
- Gender
- Age
- Disability
- Ethnicity
- Socio-economic
- Commercialisation
- Sponsorship
- Media
- Sportsmanship
- Gamesmanship
- Deviance
- Data
- Presenting data



GCSE Media

Course Name: GCSE Media Studies	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Year 11 – 60% controlled assessment, 40% exam (one paper) Year 9 and 10 – 30% Non-examined unit, 70% exam (two papers)
Web Link to specification	Year 11: http://www.ocr.org.uk/Images/82322-specification.pdf
Useful revision websites and/or resources	Year 11 past papers and mark schemes http://www.ocr.org.uk/qualifications/gcse-media-studies-i526-from-2012/

Subject Content	Controlled Assessment 2. Produce advertising campaign including original photography, evaluate advertising campaign. Revise action adventure films – genre and narrative, conventions, camera angles, mise-en-scene, editing, sound, representation.
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Extended learning and how parents can help

Watch action adventure films with students and ask them questions about the genre and narrative (how we know it is an action adventure film), the camera work, editing, sound and mise-en-scene and how the characters and situations are represented.

Key words to learn this term

- Close up
- Extreme close up
- Long shot
- Extreme long shot
- High shot
- Extreme high shot
- Wide shot
- Extreme wide shot
- Establishing shot
- Low shot
- Two shot
- Pan
- Zoom
- Track
- Whip pan
- Cut
- Transition
- Wipe
- Fade
- Mise-en-scene
- Representation
- Genre
- Narrative.



GCSE Fine Art

Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	Unit 1: Portfolio: How it's assessed: <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE Unit 2: Externally set assignment: How it's assessed <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
Web Link to specification	http://www.aqa.org.uk/subjects/art-and-design/gcse
Useful revision websites and/or resources	Pinterest provides a good browser for researching contemporary and historical artists. Other websites include: <ul style="list-style-type: none"> • http://lensculture.com/ • http://digilablondon.co.uk/ • http://photoshop.com/ • http://picasaweb.google.com/ • http://www.artcyclopedia.com • http://www.saatchigallery.com

Subject Content	Externally Set Assignment: This amounts to 40% of the final mark. Students choose from a range of starting points given by the AQA. During the preparatory period of 6 weeks students research and record from observation. They develop ideas exploring different materials and explore how other artists have worked. These ideas are refined and a final realisation of their idea is created in a 10-hour exam (that is spread over 2 days)
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Extended learning and how parents can help

Encourage your child to practice different drawing techniques and recording ideas with their cameras. Visit a local art gallery to see historical and contemporary work.
For Year 11 ensure they are spending at least 2 hours a week preparing work for their

- Key words to learn this term**
- Recording experiences and ideas
 - Exploring relevant resources
 - Generating and exploring potential lines of enquiry
 - Applying knowledge and understanding in making images, artefacts and products; reviewing and modifying work, and planning and developing ideas in the light of their own and others' evaluations
 - Organising, selecting and communicating ideas



GCSE Drama

Course Name: Drama	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	<p>Component 01 Devising Drama Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a portfolio and a final performance. Non-examined assessment 30%</p> <p>Component 02 Presenting and Performing Texts Students explore a text and perform two scenes to a Visiting Examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. Non-examined assessment 30%</p> <p>Component 03 Drama: Performance and Response Section A contains questions based on the study of a full text from a list set by the exam board. Section B contains an extended response analysing and evaluating live theatre. 1½ hours 40%</p>
Web Link to specification	Drama Specification
Useful revision websites and/or resources	<p>http://www.bbc.co.uk/education/subjects/zbckjxs</p> <p>https://revisionworld.com/a2-level-level-revision/drama-gcse-level/studying-drama/drama-gcse-past-papers/ocr-gcse-drama-past-papers</p> <p>https://www.amazon.co.uk/OCR-Drama-GCSE-David-Cross/dp/034098340X</p>

Subject Content	<p>Students will rehearse and perform a devised performance in groups from a stimuli provided by the exam board.</p> <ul style="list-style-type: none"> • They can choose to work as a performer or designer • All performances will be supported by a portfolio which is evidence of the students' devising process.
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Extended learning and how parents can help

Rehearse **devised performances** and techniques.
Produce material for their **portfolio** which is evidence of the students' devising process.
You can help by assisting with homework, learning lines and portfolio work.

Key words to learn this term

Brecht; Stanislavski; cross cutting; flashback; theatre in the round.



Child Development

Course Name: OCR Nationals Level 1 & 2 Child Development	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Written examination – 50% 2 controlled Assessments both 25% weighting each
Web Link to specification	www.ocr.org.uk
Useful revision websites and/or resources	OCR – Child Dev.past papers Great Ormond St Hospital – www.gosh.nhs.uk NSPCC – www.nspcc.org.uk NCT – www.nct.org.uk NHS – www.nhs.org.uk St John's Ambulance – www.sja.org.uk Healthy Eating www.bbcgoodfoodguide.com

Subject Content	<p>This unit is about understanding the important roles and responsibilities that come with parenthood – from reproduction and pregnancy through to preparation for birth. You will also learn about postnatal care following the birth and how to create the right conditions in which a baby can develop and thrive. The focus then moves to keeping a baby safe and well. You will learn about childhood illnesses and how to prevent them, as well as safe practices to prevent harm, accidents and injuries.</p> <p><u>Learning Outcomes</u></p> <p>By the end of the unit you will:</p> <ul style="list-style-type: none"> • Understand reproduction and the roles and responsibilities of parenthood • Understand antenatal care and preparation for birth • Understands postnatal checks, postnatal provision and conditions for development • Understand how to recognise, manage and prevent childhood illnesses • Know about child safety <p><u>How will you be assessed?</u> - As well as internal assessments throughout the course, you will be externally assessed through a 1 hour and 15 minute written examination.</p>
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Extended learning and how parents can help
Key words to learn this term

Become more familiar with subject specific terminology – use the glossary that you are starting to build

- Relationships
- Responsibilities
- Genetics
- Pre-conception
- Diet
- Contraception
- Hormones

- Reproduction
- Pregnancy
- Antenatal
- Health professionals
- Routine checks
- Delivery
- Labour
- Reflexes
- Postnatal
- Childhood illnesses
- Safety in the home.



BTEC Information and Creative Technology

Course Name: BTEC Information and Creative Technology	
Exam Board	EdExcel Pearson
Assessment Detail ie. number of exam, % weightings etc.	<p>Unit 1 External Examination - The Online World (25% of Overall Grade)</p> <p>Unit 3 Digital Portfolio (25% of Overall Grade)</p> <p>Two further units of study are worth 25% each of the overall grade. (Completed in Y10)</p>
Web Link to specification	http://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html
Useful revision websites and/or resources	<p>Students provided with a copy of the Revision Guide and a Revision Workbook. Also, students have a revision pack and practice papers.</p> <p>www.teach-ict.com http://www.bbc.co.uk/education/subjects/zqmtsok http://www.reviseict.co.uk/revision/</p>

Subject Content	<p>Students will continue to develop skills and begin to build and showcase their work completed in Year 10 in the digital portfolio. Lessons have been allocated for reviewing the performance in the examination and preparing them for sitting the examination again during the term.</p> <p>Parents will be invited in to review the coursework and provide feedback. This will be a wonderful opportunity to see the amazing work completed by the BTEC students.</p>
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Extended learning and how parents can help

An individual plan will be provided highlighting areas of weakness and therefore topics to focus on for the examination. Students will need to revise every week for the examination. They have the resources to help them which will build upon the lesson content.

Key words to learn this term

- Network
- Advertising
- Services
- Communication
- Client Side Processing
- Server side processing



Core Physical Education

Subject Content	<p>All Year 11 pupils follow an options programme where they choose which sports to participate. These sports will last for approximately a half term before they choose again.</p> <p>There will always be a mixture of individual and team sports on offer. Again, pupils may wish to opt out of becoming a player and may choose to be an official or coach in a particular sport.</p> <p>Whilst they are encouraged and guided to choose a range of sports and roles, the final decision rests with the individual.</p>
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GCSE French

Course Name: AQA French GCSE	
Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	<p>Paper 1: Listening</p> <p>What's assessed Understanding and responding to different types of spoken language</p> <p>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 (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p> <p>Paper 2: Speaking</p> <p>What's assessed Communicating and interacting effectively in speech for a variety of</p> <p>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</p> <p>Questions Foundation Tier and Higher Tier The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</p> <p>Paper 3: Reading</p> <p>What's assessed Understanding and responding to different types of written Language</p> <p>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</p> <p>Questions Foundation Tier and Higher Tier Section A – questions in English, to be answered in English or</p>

	<p>non-verbally</p> <p>Section B – questions in French, to be answered in French or non-verbally</p> <p>Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)</p> <p>Paper 4: Writing</p> <p>What's assessed</p> <p>Communicating effectively in writing for a variety of purposes</p> <p>How it's assessed</p> <p>Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</p> <p>50 marks at Foundation Tier and 60 marks at Higher Tier</p> <p>25% of GCSE</p> <p>Questions</p> <p>Foundation Tier</p> <p>Question 1 – message (student produces four sentences in response to a photo) – 8 marks</p> <p>Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</p> <p>Question 3 – translation from English into French (minimum 35 words) – 10 marks</p> <p>Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</p> <p>Higher Tier</p> <p>Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</p> <p>Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</p> <p>Question 3 – translation from English into French (minimum 50 words) – 12 marks</p>
<p>Topics</p>	<p>Theme 1: Identity and culture</p> <p><u>Topic 1: Me, my family and friends</u></p> <p>Relationships with family and friends</p> <p>Marriage/partnership</p> <p><u>Topic 2: Technology in everyday life</u></p> <p>Social media</p> <p>Mobile technology</p> <p><u>Topic 3: Free-time activities</u></p> <p>Music</p> <p>Cinema and TV</p> <p>Food and eating out</p> <p>Sport</p> <p><u>Topic 4: Customs and festivals in French-speaking countries/communities</u></p> <p>Theme 2: Local, national, international and global areas of interest</p>

	<p><u>Topic 1: Home, town, neighbourhood and region</u></p> <p><u>Topic 2: Social issues</u> Charity/voluntary work Healthy/unhealthy living</p> <p><u>Topic 3: Global issues</u> The environment Poverty/homelessness</p> <p><u>Topic 4: Travel and tourism</u></p> <p>Theme 3: Current and future study and employment Theme 3: Current and future study and employment covers the following four topics:</p> <p><u>Topic 1: My studies</u></p> <p><u>Topic 2: Life at school/college</u></p> <p><u>Topic 3: Education post-16</u></p> <p><u>Topic 4: Jobs, career choices and ambitions</u></p>
<p>Useful revision websites and/or resources</p>	<p>Memrise Languages online Tex's French grammar Sutton academy fun with languages</p>



Personal Social Development

Course Name: PSD	
Exam Board	Pearsons
Assessment Detail ie. number of exam, % weightings etc.	Coursework based
Web Link to specification	https://qualifications.pearson.com/en/qualifications/ed-excel-personal-and-social-development/personal-and-social-development-13.html

Subject Content	Unit 13 Working as Part of a Group – Students will look at what qualities/rules are needed when working with others. They will then take part in different group activities deciding amongst themselves who should have what role i.e. leader. They will then give constructive feedback about how each person did in their role and then suggest ways it could be improved.
Extended learning and how parents can help	Students will be asking them about their own experiences whilst working in a group.
Key words to learn this term	<ul style="list-style-type: none">• Contribution• Respect• Decisions• Solutions



CREaTE

Subject Content	CREaTE stands for Citizenship, Relationship, Employability and Theology Education with a different aspect of this being taught each half term. The first part of half term three will be spent revising for their mock exams which take place in January. The second part will focus on wellbeing with sessions on Relationship and Sex education, alcohol and drugs and staying safe.
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A Parent's Guide to

ENCOURAGING A GROWTH MINDSET

What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

What is a fixed mindset?

A fixed mindset is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster



The Do's and Don'ts of

ENCOURAGING A GROWTH MINDSET

By promoting a growth mindset, you can provide your child a sturdy foundation for future learning.

DON'TS



- Model a fixed mindset in your own life.
- React to problems negatively
- Allow your child to make excuses for poor work
- Give non-specific praise (e.g. "You did a good job on that")
- Allow your child to avoid challenges because of a fear of failure
- Compare your child to other children
- Praise effort if your child is not learning
- View intelligence and talents as most important
- Criticize your child for making mistakes

DO'S

- Model a growth mindset in your actions at home.
- Encourage effort and perseverance over fixed traits, such as intelligence and raw talent.
- Help your child to actively solve problems instead of reacting to problems.
- Give feedback without criticism and judgment.
- Choose specific actions to praise.
- Help your child develop goals in his everyday life
- Provide opportunities for your child to be challenged.
- Emphasize your child's ability to grow in all things.

