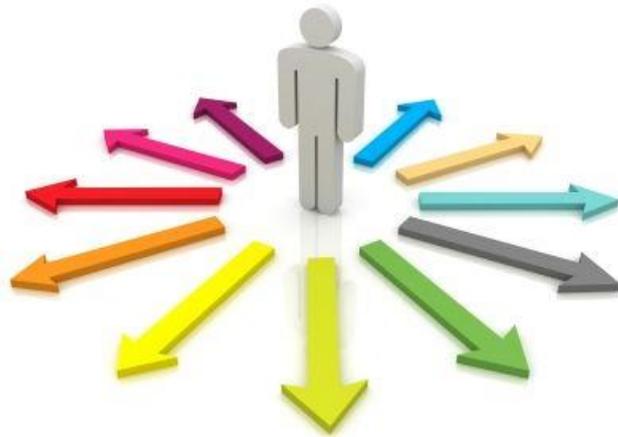




Small Heath
Leadership Academy

Year 11

Curriculum Guide



**Information for students, parents and
carers**



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Introduction

The Academy's vision is underpinned by three core elements: **character**, **educational excellence** and **community service**.

The aim of this document is to provide an overview of the Year 9 curriculum offer for your child. The basic values of our curriculum centre on the values of STAR. Our curriculum centres on being:

- **Strong** foundation for any chosen career path
- **Traditional** learning to best equip our students for the pathways that lead to university, the professions and success in whatever career they eventually choose
- **Ambitious** to allow our pupils to compete with those from the most privileged contexts.
- **Rigorous** curriculum that emphasises the importance of intellectual study and focuses on traditional learning. We are determined that our students will compete on equal terms with students coming from the most privileged circumstances. We provide them with an academic, but rounded, education that gives them the best possible chance to succeed

Through our curriculum, we aim to promote the core values of STAR which centre on:

- Service
- Teamwork
- Ambition
- Respect



SERVICE

Being a responsible citizen
in our community



TEAMWORK

Working together
for excellence



AMBITION

Aspiring to be
our best



RESPECT

Treating others as we
wish to be treated



SHLA Curriculum Offer and Overview

Curriculum Intent

Educational Excellence

- We aim to secure exceptional standards of educational achievement and prepare pupils well for their next stage in education, employment or training.
- We aim to improve the life chances of young people in areas of social and economic deprivation – from all backgrounds – to help them succeed at the highest levels of education and employment.
- We deliver a knowledge-based rich and academically rigorous curriculum that has the highest ambition for all. We want our pupils to be able to access top universities such as Oxford, Harvard and Yale. We want our pupils to be able to access high level apprenticeships and pursue any career of their choice.
- We place a strong emphasis on the English Baccalaureate. We recognise that studying a language enables our pupils to compete for the top jobs on a global platform.
- We aim to promote challenge for our pupils by including GCSE Computer Science and Single Sciences for our most able.
- We aim to promote equality by encouraging pupils to take up STEM subjects and provide extra-curricular provision to promote a love of learning.
- Academic GCSEs don't preclude out pupils from studying a whole host of creative and vocational subjects Post-16 and or pursuing any career of their choice.
- We aim to ensure fantastic outcomes and progress to FE/HE

Character Education

- We promote the development and nurturing of young leaders.
- We give pupils a practical and more successful understanding of their rights and responsibilities in society.
- We promote the physical, emotional and social wellbeing of pupils.
- We promote democracy and leadership with the implementation of our Academy Leaders, Academy Mentors and Academy Council Programmes.
- We encourage creativity, social and cultural capital through Art, Drama and English as three examples.
- We promote technical learning through Textiles, Computer Science, and Creative iMedia.
- We promote the development of resilience and challenge
- We use the Learning Pit as a tool to develop soft skills and pupil character.

Community Service

- We aspire to shape pupils into active British citizens, with a sense of responsibility for their actions.
- We aspire for our pupils to contribute positively to their local and wider community.
- We raise awareness of key events including Black History Month, Mental Health Awareness Week and Holocaust Memorial Day as examples.
- We promote Anti-Bullying Week as an opportunity to raise awareness and eliminate bullying.
- Our pastoral leaders are dedicated to running Community Projects for each year group to take ownership of such as Whole Academy Recycling and charitable work.
- We raise funds for charities through events such as MacMillan Coffee Morning
- Our Pupil Leader system aspires to develop leaders to act as Academy Prefects, elected Academy Council members, mentors and Bully Buddy Leaders.



Curriculum Overview

Core Curriculum Offer

All students will study English Language, English Literature, Mathematics and Science (our most able will be study Single Science)

English Language	English Literature	Mathematics	Single or Combined Science

English Baccalaureate Offer - Optional

All students will study either Geography or History. Students can choose to study both. All students will study at least one language.

Geography	History	Languages



Technical and Creative Offer

All students will study a minimum of one of the courses listed below. Most students will study two.

Health and Social Care	Creative I Media	Sports Studies
		

Art	Computer Science	Textiles
		

Enrichment, and SMSC Offer

All students will complete P.E and study Religious Studies.

Physical Education	Religious Studies
	

Outside the Classroom

We also promote pupil character, development and cultural capital through our:

- 1) Form Time Programme
- 2) Academy Assemblies
- 3) Academy Council Opportunities
- 4) STAR Diploma
- 5) STAR Reader Programme
- 6) Charity Projects throughout the Year
- 7) Workshops led by External Agencies
- 8) Mentoring
- 9) Extra-Curricular Clubs
- 10) Whole Academy Initiatives



Small Heath
Leadership Academy





Subject: English Language

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	NEA
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes	Non-exam assessment: Spoken Presentation
50% of the qualification	50% of the qualification	0% of the qualification
80 marks	80 marks	

Paper 1	Paper 2
<p>This paper will have one fictional source and you will be asked to write a story or description.</p> <ul style="list-style-type: none"> Write down all your timings as soon you start. Read the contextual information, at the top, before you start reading the source. Read the source at least three times. Then, read all the questions. [10 minutes] <p><u>Q2 – Language</u> [10 minutes]</p> <ul style="list-style-type: none"> Choose the best quotations for quality analysis. Look for subtle changes in the extract. Contextualise quotations for analysis that makes sense. Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'. Look at how the focus of the question is developed. Do not write a lot on questions that are worth 8 marks - NEVER ask for more paper. <p><u>Q3 – Structure</u> [15 minutes]</p> <ul style="list-style-type: none"> Start off with an overview. Split the text into: beginning, middle and end – look out for a cyclical structure. Look for changes in the source. Choose the best quotations for quality explanations. Write about why the events happen in that order – not what happens. <p><u>Q4 – Evaluation</u> [25 minutes]</p> <ul style="list-style-type: none"> Refer to the statement. Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'. Manage your time so that you have left enough time for Q4 and Q5 – these questions are worth the most marks <p><u>Q5 – Imaginative Writing</u> [40 minutes]</p> <ul style="list-style-type: none"> Learn your 'Scribbles' sheet and spelling corrections in preparation for the exam. Plan your writing before you start. Ensure your opening and closing link. You MUST use paragraphs and discourse markers. You only need to use the picture as a 'springboard'. Ensure the tense is consistent. Get the basics, like full stops, questions marks, correct. Vary punctuation. Use ambitious vocabulary correctly. 	<p>This paper will have two non-fiction sources and you will be asked to argue your viewpoint in the writing question.</p> <ul style="list-style-type: none"> Write all your timings down as soon you start. Read the contextual information, at the top, before you start reading the sources. Read the sources at least three times. Then, read all the questions. [15 minutes] <p><u>Q2 – Summarising</u> [10 minutes]</p> <ul style="list-style-type: none"> The question will be specific – make sure your quotations match the focus of the question. Move beyond the quotation for a good inference: don't repeat the quotation. Do NOT state techniques – this is the only question where you don't need to state techniques. Use comparative discourse markers. <p><u>Q3 – Language</u> [10 minutes]</p> <ul style="list-style-type: none"> See Paper 1 hints and tips <p><u>Q4 – Comparison</u> [25 minutes]</p> <ul style="list-style-type: none"> Start with the comparison Look out for how the writers' attitudes develop. Choose the best quotations for quality analysis. Focus on the words and phrases. Contextualise quotations for analysis that makes sense. Always state the technique. If you're unsure what the technique is, use 'the word' or 'the phrase'. <p><u>Q5 – Writing to argue a viewpoint</u> [40 minutes]</p> <ul style="list-style-type: none"> Learn your 'Scribbles' sheet and spelling corrections in preparation for the exam. Plan your writing before you start. Ensure your opening and closing link. You MUST use paragraphs and discourse markers. Write passionately. Ensure the tense is consistent. Get the basics, like full stops, questions marks, correct. Ensure the key feature of the form is included, for example, a title for an article. Use ambitious vocabulary correctly



Subject: English Literature

Paper 1: Shakespeare and the 19th-Century Novel	Paper 2: Modern Texts and Poetry
Written examination: 1 hour and 45 minutes	Written examination: 2 hours and 15 minutes
40% of the qualification	60% of the qualification
64 marks	96 marks

Paper 1	Paper 2
<p>Section A - Shakespeare extract-to-whole question. You should spend 50 minutes on this section. SPaG carries 4 marks.</p> <p>Section B - 'Jane Eyre' extract-to-whole question. You should spend 50 minutes on this section.</p>	<p>Section A – 'An Inspector Calls' – a choice of two questions. You will need to answer one. [50 minutes]</p> <p>Section B - Power and Conflict Poetry. A comparative essay question. One poem will be printed for you. [50 min]</p> <p>Section C – In the first question, you will be analysing an unseen poem. In the second question, you will need to compare two unseen poems. [35 minutes]</p>
<p>AO1 – Text, Question and Quotations</p> <p>To deal with an 'extract-to-whole' question, consider how you would answer the essay and slot in the extract. Use the writer's name throughout the essay. Plan a clear argument and ensure your essay then follows through with this. Track the development of a character or theme when considering an argument. Consider subtleties in characterisation. Keep a tight focus on the question throughout your essay. Adapt your learning to the question. Embed short quotations. Use tentative language: perhaps, maybe, could.</p> <p>AO2 – Techniques and Analysis</p> <p>State literary techniques, such as: metaphor, irony, motif, symbolism, contrast, foreshadowing, pathetic fallacy, dramatic irony, imagery, repetition, opening, juxtaposition, soliloquy, stage directions, setting, characterisation, exaggeration. Learn some key phrases from your analysis.</p> <p>AO3 - Writer's Ideas</p> <p>Discuss the themes or ideas in detail. Ensure you can do this as part of your revision. Only use social historical context if it's relevant. Avoid generalised statements about gender or class when discussing the context. The picture was always more complex. Ask somebody to test you on your quotations, analysis and themes and ideas.</p>	<p>Section A - 'An Inspector Calls'</p> <p>See Paper 1 hints and tips (AO1, AO2, AO3)</p> <p>Section B - Power and Conflict Poetry</p> <p>See Paper 1 hints and tips (AO1, AO2, AO3) and... Think through comparisons and links. This may be through ideas or methods. Integrate your comparison. Ensure your chosen poem answers the question.</p> <p>Section C – Unseen Poetry: Question 1</p> <p>See Paper 1 hints and tips (AO1, AO2, AO3) and... Use the clues in the question and title to help with your understanding of the poem. Ensure you have a good overall understanding of the whole poem before you start to unpick words and phrases. Handle the unseen poem in the same way that you would handle a Language source. Use your knowledge of literature to discuss the writer's ideas.</p> <p>Section C – Unseen Poetry: Question 2</p> <p>Start with a comparison of the writers' language or techniques. Compare the effect of these techniques. Do not write too much. It is only worth 8 marks. Do not over-complicate the response.</p>



Subject: Mathematics

Paper 1	Paper 2	Paper 3
Non Calculator	Calculator allowed	Calculator allowed
Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes
80 marks	80 marks	80 marks
$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification	$\frac{1}{3}$ of the qualification

Paper 1	Paper 2 and Paper 3
<ul style="list-style-type: none"> Calculators not allowed. This is the only non – calculator paper. In the mark scheme there is an emphasis on the calculation methods used and the number skills shown. You must show your full methods and understanding clearly to help the examiner to award marks. 	<ul style="list-style-type: none"> Calculators are allowed. There are two calculator papers. In the mark scheme there is an emphasis on process marks - ensure you clearly show each step of your method. The examiner will look for evidence you understand how to get to an answer.
<ul style="list-style-type: none"> Jot down key formulae at the start of the exam. Include the quadratic formula (with brackets!), SOH CAH TOA, the sine rule, cosine rule, area of a triangle, circle formulae and also the volume, speed and density formulae. Use a number line when dealing with negative numbers, including in algebra questions. You are required to know and use the square numbers from 12 to 152. The cube numbers from 13 -53 and 103. Remember negative numbers square to give positive answers. Eg $(-5)^2 = 25$. Think about the layout of your answers – examiners want it to be neat and clear. Use words to describe what you are finding in the different calculations. Try to show how you get from one stage to another clearly. Double check to see if you have answered the question asked and if your answer makes sense in relation to the question. For really difficult questions, even if you have no idea how to get to the answer required, think clearly about the topic involved. What skills do you have in this topic that you can show off? This is often the first mark. 	<ul style="list-style-type: none"> Jot down key formulae at the start of the exam. Include the quadratic formula (with brackets!), SOH CAH TOA, the sine rule, cosine rule, area of a triangle, circle formulae and also the volume, speed and density formulae. Ensure your calculator is in 'degree' mode and all other settings are clear too (You can reset your calculator by pressing SHIFT, 9 and following the instructions). Always remember the examiner can't see what you are typing in to your calculator, make sure you write down what you are typing in so they can see your methods. When you get long calculator answers always copy down the full calculator display first, then round for your answer. This is important, the examiner needs to see what you saw on your calculator. Try to only round at the very end of your working, rounding in-between steps can make the final answer inaccurate. Never write 'ANS' in your working – the exam does not accept this. You need to write at least some part of the number that will be used. Remember you MUST use brackets in your calculator when squaring negative numbers. You must enter -5 squared as $(-5)^2$ Remember your calculator uses BIDMAS – you must enter long calculations carefully with brackets or in different stages to ensure the calculation is done in the correct order.



Subject: Science (Combined/Separate)

Combined	Separate
Written examination: 1 hour & 10 minutes each	Written examination: 1 hour & 45 minutes each
60 marks each	100 marks each

Biology	Chemistry	Physics
<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions Calculators are allowed 	<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions Calculators are allowed 	<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical , graph-related and practical related questions Calculators are allowed
<p>Paper 1 will assess your understanding in the following areas: Overarching Concepts in Biology Cells & control Genetics Natural Selection & Genetic Modification Health, Disease & the Development of Medicines</p> <p>Paper 2 will assess your understanding in the following areas: Plant Structures & Their Functions Animal Coordination, Control & Homeostasis Exchange & Transport in Animals Ecosystems & Material Cycles</p> <p>Points in green are part of both Paper 1 & 2 of that Science.</p> <p>Points in blue are only part of the Separate Sciences Triple Award</p>	<p>Paper 1 will assess your understanding in the following areas: States of Matter & Methods of Separating & Purifying Substances Atomic structure The Periodic Table, Ionic, Covalent & Metallic bonding Types of Substance Acids & alkalis Calculations involving masses Electrolytic processes Obtaining & using metals Reversible reactions & Equilibria Transition metals Alloys & Corrosion Quantitative Analysis, Calculation Involving Volumes of Gases Chemical Cells & Fuel Cells</p> <p>Paper 2 will assess your understanding in the following areas: Groups 1, 7 and 0 Rates of reaction Heat Energy Changes in Chemical Reactions Fuels, Earth and Atmospheric Science Hydrocarbons, Alcohols & Carboxylic Acids Polymers Qualitative Analysis Bulk & Surface Properties of Matter Including Nanoparticles</p>	<p>Paper 1 will assess your understanding in the following areas: Motion Forces & Newton's Laws Conservation of Energy Waves Light & the Electromagnetic Spectrum Radioactivity Astronomy</p> <p>Paper 2 will assess your understanding in the following areas: Energy - Forces doing work Forces & Their effects Electricity & circuits Static Electricity Magnetism & the Motor Effect Electromagnetic Induction Particle Model Forces & Matter</p>



Subject: Science (Combined/Separate)

Combined	Separate
Written examination: 1 hour & 10 minutes each	Written examination: 1 hour & 45 minutes each
60 marks each	100 marks each

General	Mathematical Skills	Working Scientifically
<ul style="list-style-type: none"> These papers consists of multiple-choice, short answer and extended open questions where quality of written communication is assessed, mathematical, graph-related and practical related questions 	<ul style="list-style-type: none"> The mathematical content of the Biology specification will make up 10% of the papers Calculators are allowed 	<ul style="list-style-type: none"> Skills acquired during the completion of the core practical investigations including, risk assessments, methodologies, graph-related skills and evaluative skills will be tested for in the exam.
<ul style="list-style-type: none"> 'Describe' questions ask you to just state what the results show or any trends etc. – no scientific explanation is needed. 'Explain' questions require a scientific explanation of the results that are given. 	<ul style="list-style-type: none"> Learn all the equations as there is no guarantee that they will be given Practice rearranging the equations Be familiar with the unit conversions Ensure there is consistency between the units you are using and the units given in the question Get lots of practice in calculating magnifications and using scale bars 	<ul style="list-style-type: none"> When presented with a graph or asked to draw a graph, remember SLAP: S – Scale L – Line/curve of best fit A – Axis Labels P – Plots
<p>Biology:</p> <ul style="list-style-type: none"> Remember to ALWAYS label 'left' & 'right' for any diagrams of the heart and to add the acronym 'LORD' 	<p>When calculating any equation-based question, go through the following steps:</p> <ol style="list-style-type: none"> Write down what you know Identify the equation which you need Make any relevant conversions Substitute the known values into the equation Rearrange the equation Calculate the answer Give the units 	<ul style="list-style-type: none"> Do not include anomalous results in your line/curve of best fit. When describing trends read the axis labels on the graph Know all the methods to the core practical investigations. Ensure you are able to draw conclusions from each of the core practical investigations. Make sure you can identify all the risks in practical investigations and explain how to manage
<p>Chemistry:</p> <ul style="list-style-type: none"> Do not spend longer than 2 minutes balancing an equation 		
<p>Physics:</p> <ul style="list-style-type: none"> When drawing vector diagrams remember to work out your scale first 		



Subject: Geography

Paper 1: Living with the Physical environment	Paper 2: Challenges in the human environment	Paper 3: Geographical Applications
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes	Written examination: 1 hour 15 minutes (Pre-release resources booklet)
35% of the qualification	35% of the qualification	30% of the qualification
88 marks	88 marks	76 marks

Paper 1	Paper 2	Paper 3
The challenge of natural hazard The living world Physical landscapes in the UK Geographical skills	Urban issues and challenges The changing economic world The challenge of resource management Geographical skills	Issue evaluation Fieldwork Geographical skills
<ul style="list-style-type: none"> Section A: answer all questions (33 marks). Section B: answer all questions (25 marks). Section C : answer any two questions from questions 3, 4 and 5 (30 marks) Read the questions carefully and annotate them to help you understand what you are being asked Refer to figures in your answers if the question is linked to a figure Draw, label and annotate diagrams carefully For an `evaluate` or `to what extent` question give two viewpoints and a conclusion Include key terminology throughout Learn examples and case study details 	<ul style="list-style-type: none"> Section A: answer all questions (33 marks) Section B: answer all questions (30 marks) Section C : answer question 3 and one from questions 4, 5 or 6 (25 marks) Read all multiple choice questions carefully and then answer the question Use map skills (continents, grid references etc) in responses that require information on `location of...` Ensure you refer to your case studies, examples and evidence to support your responses. This is very important in 9 mark questions 	<ul style="list-style-type: none"> Section A: answer all questions (37 marks) Section B: answer all questions (39 marks) Annotate and evaluate the pre-release booklet in detail. Read the information carefully and familiarise yourself with the geographical theme Use your A3 sheet to summarise information from the physical fieldwork – Clapham Beck and Human & Physical fieldwork – Salford Quays regeneration Learn the titles of the fieldworks, apply your math skill to questions linked to statistics and graphs



- Develop your response for questions with the command words: 'explain/outline'

Subject: History

Paper 1: Medicine in Britain and The British sector of the Western Front, 1914–18	Paper 2: The American West, c1835–c1895 and Early Elizabethan England, 1558-1588	Paper 3: Weimar and Nazi Germany, 1918–39
Written exam (1 hour 15 minutes)	Written exam (1 hour 45 minutes)	Written exam (1 hour 20 minutes)
30% of GCSE	40% of GCSE	30% of GCSE
52 marks (including 4 marks for spelling, punctuation and grammar)	64 marks (including 4 marks for spelling, punctuation and grammar)	52 marks (including 4 marks for spelling, punctuation and grammar)

Paper 1	Paper 2	Paper 3
<ul style="list-style-type: none"> • Medicine in medieval England • The Medical Renaissance in England • Medicine in 18th and 19th-century Britain • Medicine in modern Britain • The British Sector of the Western Front, 1914-18: injuries, treatments and the trenches 	<ul style="list-style-type: none"> • The early settlement of the West, c1835-c1862 • Development of the Plains, c1862-c1876 • Conflict and conquest, c1876-c1895 • Queen, government and religion, 1558-1569 • Challenges to Elizabeth at home and abroad, 1569-1588 • Elizabethan society in the Ages of Exploration 1558-88 	<ul style="list-style-type: none"> • The Weimar Republic 1918-29 • Hitler's rise to power, 1919-33 • Nazi control and dictatorship, 1933-39 • Life in Nazi Germany, 1933-39
<p><i>Paper 1 is divided into two sections:</i></p> <p>Section A is about the Historical Environment and looks at trench life during the First World War. There are three questions in this section Questions 2a and 2b will be based on two sources that you will be given.</p> <p>Question 1 will ask you to describe two features about something related to trench</p>	<p><i>Paper 2 is divided into two sections</i></p> <p>Section A is about The American West. There are three questions in this section.</p> <p>Question 1 – explain two consequences of something (8 marks)</p>	<p>Paper 3</p> <p>Question 1 – give two things that you can infer from Source A (4 marks)</p> <p>Question 2 – explain why (something happened) (12 marks)</p> <p>Question 3a – 2a is a utility style question and will ask you to work</p>



life. You need to give an example and develop the example. **(4 marks)**

Question 2a is a utility style question and will ask you to work out how useful two sources are to answer an enquiry. Remember to look at *#enquiry #accuracy #reliability (NOP)* **(8 marks)**

Question 2b will ask how you could find out more about a particular medical issue in the trenches using a source as a starting point. Scaffolding will be provided with helpful prompts to answer the question. **(4 marks)**

Section B looks at medicine in Britain through time. There are three questions in this section.

Question 3 will ask you to explain a difference between one historical period and another. **(4 marks)**

Question 4 is **worth 12 marks** and will be every important if you want to get into the highest grades. You will be asked to explain why something happened or why something was important or not. You will be given two bullet points and you must bring in an additional point of your own. Make sure you use PEEL (Pont, Evidence, Explanation and Link) to help structure your answer.

You will be given a choice of answering Question 5 or 6. This question is **worth 16 marks and an additional 4 marks for SPaG**. This is the big enquiry question (this will be a statement) – you must look at both sides of the argument. You will be given two bullet points and you will be expected to bring in two additional points of your own. Make sure you use **PEEL** (*Pont, Evidence, Explanation and Link*) to help structure your answer. It's really important to make sure

Question 2 – requires you to write a narrative account (they will give two prompts, but you need to bring in a third one of your own) **(8 marks)**

Question 3 - requires you to explain the importance of something **(8 marks)**

Section B looks at Elizabethan England There are three questions in this section.

Question 4 – describe two features of an event **(4 marks)**

Question 5 – explain why something happened (they will give you two prompts you could use) **(12 marks)**

Question 6 – How far do you agree with something (they will give you two prompts you could use) **(16 marks)**

out how useful two sources are to answer an enquiry. Remember to look at *#enquiry #accuracy #reliability (NOP)* **(8 marks)**

Question 3b – study 2 interpretations (different views on something). What is the main difference between these two views? **(4 marks)**

Question 3c – suggest one reason why the interpretations are different **(4 marks)**

Question 3d – how far do you agree with interpretation 1(or 2)? **(16 marks + 4 marks for SPaG)**



you include a conclusion where you summarise what you have said in your answer and stated whether you agree or disagree with the statement.

Subject: French – Foundation

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 35 minutes	Speaking examination: 7-9 mins	Reading examination: 45 minutes	Writing examination: 1 hour
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
40 marks	60 marks	60 marks	50 marks

Subject: French – Higher

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 45 minutes	Speaking examination: 10-12 mins	Reading examination: 1 hour	Writing examination: 1 hour 15 mins
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

Paper 1: Listening

- This paper consists of multiple-choice, short open response, open response and extended open response answer questions.
- The paper is divided into two sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in French to be answered in French.
- Use the 5 mins reading time allocated at the start of the exam wisely.
- Ensure that your answers are written clearly and make sure to answer in the correct language.
- Listen carefully to the recording and read the question again. Listen to the recording again, and then answer the question.

Paper 3: Reading

- This paper consists of multiple-choice, short open response and open response.
- The paper is divided into three sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in French to be answered in French.
- Section C: a translation from French into English.

Paper 2: Speaking

- The exam consists of a role-play card, photo card and a general conversation.
- You will be assessed on how well you can communicate spontaneously.
- Practise all phrases and sentence starters from the chatty mat.
- Prepare the general conversation part really well.
- Learn your vocabulary and useful expressions off by heart so that you are able to use them on the spot.

Paper 4: Writing

Foundation:

This exam consists of four questions. A descriptive photo task, a structured writing task, an open choice writing task and short translations from English into French.

- You will be assessed on how well you can write including three tenses, opinions & reasons and key vocabulary.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.

Higher

- This exam consists of three questions. Two open choice writing tasks and a translation from English into French.
- You will be assessed on how well you can write including five tenses, opinions & reasons and high level vocabulary.



- First read for gist, ignore any redundant language, and scan for details, then read for details and finally apply intelligent guess work based on linguistic and general knowledge. Also, look for keywords.
- Ensure that your answers are written clearly and make sure to answer in the correct language.

- Plan your essays including a short intro and a conclusion making sure to cover all bullet points.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.

Subject: Spanish – Foundation

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 35 minutes	Speaking examination: 7-9 mins	Reading examination: 45 minutes	Writing examination: 1 hour
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
40 marks	60 marks	50 marks	60 marks

Subject: Spanish – Higher

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 45 minutes	Speaking examination: 10-12 mins	Reading examination: 1 hour	Writing examination: 1 hour 15 mins
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

Paper 1: Listening

- This paper consists of multiple-choice, short open response, open response and extended open response answer questions.
- The paper is divided in to two sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Spanish to be answered in Spanish.

- Use the 5 mins reading time allocated at the start of the exam wisely.
- Ensure that your answers are written clearly and make sure to answer in the correct language.
- Listen carefully to the recording and read the question again. Listen to the recording again, and then answer the question.

Paper 2: Speaking

- The exam consist of a role-play card, photo card and a general conversation.
- You will be assessed on how well you can communicate spontaneously.

- Practise all phrases and sentence starters from the chatty mat.
- Prepare the general conversation part really well.
- Learn your vocabulary and useful expressions off by heart so that you are able to use them on the spot.

Paper 3: Reading

- This paper consists of multiple-choice, short open response and open response.
- The paper is divided in to three sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Spanish to be answered in Spanish.
- Section C: a translation from Spanish into English.

Paper 4: Writing

Foundation:

- This exam consists of four questions. A descriptive photo task, a structured writing task, an open choice writing task and short translations from English into Spanish.
- You will be assessed on how well you can write including three tenses, opinions & reasons and key vocabulary.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.

Higher

- This exam consists of three questions. Two open choice writing tasks and a translation from English into Spanish.
- You will be assessed on how well you can write including five tenses, opinions & reasons and high level vocabulary.



- First read for gist, ignore any redundant language, and scan for details, then read for details and finally apply intelligent guess work based on linguistic and general knowledge. Also, look for keywords.
- Ensure that your answers are written clearly and make sure to answer in the correct language.

- Plan your essays including a short intro and a conclusion making sure to cover all bullet points.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.

Subject: Bengali-Higher

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
listening examination: 45 minutes	Speaking examination: 10-12 mins	Reading examination: 1 hour	Writing examination: 1 hour 15 mins
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

Subject: Bengali- Foundation

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 35 minutes	Speaking examination: 7-9 mins	Reading examination: 45 minutes	Writing examination: 1 hour
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
40 marks	60 marks	60 marks	50 marks

Paper 1: Listening

- This paper consists of multiple-choice, short open response, open response and extended open response answer questions.
- The paper is divided in to two sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Bengali to be answered in Bengali.
- Use the 5 mins reading time allocated at the start of the exam wisely.
- Ensure that your answers are written clearly and make sure to answer in the correct language.
- Listen carefully to the recording and read the question again. Listen to the recording again, and then answer the question.

Paper 3: Reading

- This paper consists of multiple-choice, short open response and open response.
- The paper is divided in to three sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Bengali to be answered in Bengali.
- Section C: a translation from Bengali into English.

Paper 2: Speaking

- The exam consist of a role-play card, photo card and a general conversation.
- You will be assessed on how well you can communicate spontaneously.
- Practise all phrases and sentence starters from the chatty mat.
- Prepare the general conversation part really well.
- Learn your vocabulary and useful expressions off by heart so that you are able to use them on the spot.

Paper 4: Writing

- This exam consist of three questions. A structured writing task, an open ended writing task and a translation from English into Bengali.
- You will be assessed on how well you can write including five tenses, opinions & reasons and high level vocabulary.



- First read for gist, ignore any redundant language, and scan for details, then read for details and finally apply intelligent guess work based on linguistic and general knowledge. Also, look for keywords.
- Ensure that your answers are written clearly and make sure to answer in the correct language.
- Plan your essays including a short intro and a conclusion making sure to cover all bullet points.
- Ensure that you have included at least three tenses, some opinions & reasons and high level vocabulary.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.



Subject: Urdu - Higher

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 45 minutes	Speaking examination: 10-12 mins	Reading examination: 1 hour	Writing examination: 1 hour 15 mins
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
50 marks	60 marks	60 marks	60 marks

Subject: Urdu – Foundation

Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing
Listening examination: 35 minutes	Speaking examination: 7-9 mins	Reading examination: 45 minutes	Writing examination: 1 hour
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
40 marks	60 marks	60 marks	50 marks

Paper 1: Listening

- This paper consists of multiple-choice, short open response, open response and extended open response answer questions.
- The paper is divided in to two sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Urdu to be answered in Urdu.
- Use the 5 mins reading time allocated at the start of the exam wisely.
- Ensure that your answers are written clearly and make sure to answer in the correct language.
- Listen carefully to the recording and read the question again. Listen to the recording again, and then answer the question.

Paper 2: Speaking

- The exam consists of a role-play card, photo card and a general conversation.
- You will be assessed on how well you can communicate spontaneously.
- Practise all phrases and sentence starters from the chatty mat.
- Prepare the general conversation part really well.
- Learn your vocabulary and useful expressions off by heart so that you are able to use them on the spot.

Paper 3: Reading

- This paper consists of multiple-choice, short open response and open response.
- The paper is divided in to three sections.
- Section A: Questions in English to be answered in English.
- Section B: Questions in Urdu to be answered in Urdu.
- Section C: a translation from Urdu into English.
- First read for gist, ignore any redundant language, and scan for details, then read for details and finally apply intelligent guess work based on linguistic and general knowledge. Also, look for keywords.
- Ensure that your answers are written clearly and make sure to answer in the correct language.

Paper 4: Writing

- This exam consist of three questions. A structured writing task, an open ended writing task and a translation from English into Urdu.
- You will be assessed on how well you can write including five tenses, opinions & reasons and high level vocabulary.
- Plan your essays including a short intro and a conclusion making sure to cover all bullet points.
- Ensure that you have included at least three tenses, some opinions & reasons and high level vocabulary.
- Re-read your work to make sure that everything you have written makes sense.
- Do not go over the required word limit.



Subject: ICT – Creative iMedia

Unit R081: Pre-Production Skills	Unit R082: Creating Digital Graphics	Unit R087: Interactive Multimedia Products	Unit R092: Developing Digital Games
Written examination: 1 hour 15 minutes	Coursework unit: 30 guided learning hours	Coursework unit: 30 guided learning hours	Coursework unit: 30 guided learning hours
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
60 marks	60 marks	60 marks	60 marks

Per Unit	
Marks	Grade
0	U
18	P1
24	M1
30	D1
36	P2
42	M2
48	D2
54	2*

Overall	
Marks	Grade
0	U
72	P1
96	M1
120	D1
144	P2
168	M2
192	D2
216	2*

Unit R081: Pre-Production Skills

4 Learning Objectives that focus on the 5 key documents that are created before a digital product is made:

- Mood board
- Mind Map
- Visualisation diagram
- Storyboard
- Script

The purpose and uses for:

- mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)
- mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)
- visualisation diagrams (e.g. for still images and graphics)
- storyboards (e.g. for use with video, animation)





- scripts (e.g. for a video production, voiceover, comic book or computer game)

The content of:

- mood boards
- mind maps/spider diagrams
- visualisation diagrams, i.e.:
 - - images
 - - graphics
 - - logos
 - - text
- storyboards, i.e.:
 - - number of scenes
 - - scene content
 - - timings
 - - camera shots (e.g. close up, mid, long)
 - - camera angles (e.g. over the shoulder, low angle, aerial)
 - - camera movement (e.g. pan, tilt, zoom or using a track and dolly)
 - - lighting (e.g. types, direction)
 - - sound (e.g. dialogue, sound effects, ambient sound, music)
 - - locations (e.g. indoor studio or other room, outdoor)
 - - camera type i.e.
 - still camera
 - video camera
 - virtual camera (e.g. for animations, 3D modelling or computer games)
- scripts, i.e.:
 - - set or location for the scene
 - - direction (e.g. what happens in the scene, interaction)
 - - shot type
 - - camera movement
 - - sounds (e.g. for actions or events)
 - - characters
 - - dialogue (e.g. intonation, loudness, emotion)
 - - formatting and layout. Refer to figures in your answers if the question is linked to a figure



Subject: Health and Social Care

R021: Essential values of care for use with individuals in care settings	R022: Communicating and working with individuals in health, social care and early years settings	R025: Understanding life stages	R026: Planning for employment in health, social care and children and young people's workforce
Written examination: 1 hour 15 minutes	Coursework unit: 30 guided learning hours	Coursework unit: 30 guided learning hours	Coursework unit: 30 guided learning hours
25% of the qualification	25% of the qualification	25% of the qualification	25% of the qualification
60 marks	60 marks	60 marks	60 marks

Per Unit	
Marks	Grade
0	U
18	P1
24	M1
30	D1
36	P2
42	M2
48	D2
54	2*

Overall	
Marks	Grade
0	U
72	P1
96	M1
120	D1
144	P2
168	M2
192	D2
216	2*

R021: Essential values of care for use with individuals in care settings

The exam focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. It also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

Many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well-being.



Subject: Sports Studies

RO51	RO52	RO53	RO55	RO56
Contemporary issues in sport	Developing skills in sport	Sports Leadership	Working in The Sports Industry	Developing skills in outdoor activities
RO51	RO52	RO53	RO55	RO56
Contemporary issues in sport	Developing skills in sport	Sports Leadership	Working in The Sports Industry	Developing skills in outdoor activities

*Students select two units from RO53, RO55 or RO56

Grade Boundaries

UNIT		OVERALL	
Marks	Grade	Marks	Grade
0	U	0	U
18	L1P	72	L1P
24	L1M	96	L1M
30	L1D	120	L1D
36	L2P	144	L2P
42	L2M	168	L2M
48	L2D	192	L2D
54	L2D*	216	L2D*

*RO51 requires the candidate to answer a range of questions through knowledge based questions, analysis of data and evaluation of scenario based statements.

*RO52, RO53, RO55 and RO56 require the candidate to complete a range of coursework tasks based on practical performance, leadership skills and research based assignments.





Subject: Textiles Design

- **Textile design:** for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	
AO1	15	10	25
AO2	15	10	25
AO3	15	10	25
AO4	15	10	25
Overall weighting of components	60	40	100

Component 1: Portfolio

What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



**Component 1 Portfolio and
Component 2- ESA**

Develop ideas through investigations, demonstrating critical understanding of sources. – ARTIST PAGES, PHOTOS, BRAIN STORMING, BASIC TECHNIQUE DEVELOPMENTS.

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. – EXPERIMENTING WITH MEDIA, TECHNIQUES

Record ideas, observations and insights relevant to intentions as work progresses. – ANNOTATION OF WORK

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. – FINAL PIECE/S

Evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. Drawing could be demonstrated in students' evidence for AO1, AO2 and AO4, but must feature in their evidence for AO3.

For drawing to be meaningful, consideration must be given to its specific purpose and need, its appropriateness to the title and its place within the creative journey. Drawing activity can be used to communicate or record information; as a means of development/refinement of ideas; as a process of investigation and exploration; as part of a process of planning; as a means of expression; as a means to an end, or as an end in itself. It should not be seen as a bolt-on activity.

- AO1: Drawing might be used to develop ideas through the investigation of sources (showing: critical understanding; information gathered; links to intentions and selected sources; how initial thoughts and ideas might be developed etc).
- AO2: Drawing might be used to refine ideas (showing: exploration, experimentation and trials with media, selection and application of materials and techniques; critical reflection; development of design ideas; sequenced activities etc).
- AO3: Drawing might be used to record ideas (showing: observations; insights; intentions; planning; visualisations; responses to ideas and issues; mark-making; imagination; self-expression etc).
- AO4: Drawing might be used to present ideas (showing: personal responses; reflection and understanding; realisation of intentions; communication of ideas; use of visual language etc).



When addressing the requirements of AO3, students must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both Component 1 and Component 2. For written annotation to be meaningful, consideration must be given to its specific purpose and need, its appropriateness to the title and its place within the creative journey. Written annotation should compliment, support, exemplify and extend visual materials where appropriate, providing further evidence of the student's knowledge and understanding. Written annotation might reflect a personal opinion, be factual, analytical or imaginative. It can be used to communicate or record information; as a means of development/refinement of ideas; as a process of investigation and exploration; as part of a process of planning; as a means of expression or as a means to an end. It should not be seen as a separate, bolt-on activity.

- AO1: Written annotation might be used to develop ideas through the investigation of sources (showing: critical understanding and contextualisation; information gathered; links to intentions; analysis of and reflection on selected sources; how initial thoughts and ideas might be developed etc).
- AO2: Written annotation might be used to refine ideas (showing: documentation of the creative journey; critical reflection on experimentation and trials with media, materials, processes and techniques; critical reflection on considered alternatives or the development of design ideas etc).
- AO3: Written annotation might be used to record ideas (showing: observations; insights; intentions; imagination; planning; responses to ideas and issues etc).
- AO4: Written annotation might be used to support the presentation of a personal response and the understanding of visual language (showing: reflection and insight; links to the realisation of intentions; communication of a personal and meaningful response etc). Written annotation can be evidenced through any appropriate media, materials and techniques in both hand-written and/or word-processed format. It could take the form of: mind maps, spider diagrams, notes, labelling, lists, short or extended pieces of writing, accounts, bullet points, proposals, statements of intent, formative and summative evaluations, word frames/writing templates, diaries and streams of words.



Revision Tips and Techniques

Step 1: Make sure you have decent notes

Go through your subject revision list and start writing notes on the topic **IN YOUR OWN WORDS**.

If you are just copying, you are not thinking.

Step 2: Transform your notes

Highlight the keywords and important bits in your notes. Use a key if you need to.



Research

Analyse

Explore

Recall

Evaluate

Step 3: Practice Questions

As you go through your notes, always think about how you will be tested. What questions could be asked? Write questions for yourself as you go along, the simplest ones could be just recalling facts.

Step 4: Test yourself

There's lots to revise so break down each topic into smaller chunks. Revise that chunk, and then test yourself.

Step 5: Stay focused

Avoid distractions and really concentrate. Follow your revision timetable and stick to it!

Don't panic!





WHERE SHOULD YOU REVISE

- KITCHEN
- OUTSIDE
- EVERYWHERE
- AFTER SCHOOL CLUBS
- LIBRARY
- BEDROOM
- STUDY

UNSURE! ASK FOR HELP TO ANSWER QUESTIONS

READ

LISTEN

- MATHSWATCH
- TEACHER REVISION SESSIONS
- GROUPWORK

COVER

- PAST PAPERS
- REVISION GUIDES
- DO HOMEWORK

WRITE

SEARCH THE APP STORES FOR GCSE REVISION APPS

VISUAL LEARNERS = POSTIT NOTES

30 MINUTES IS 1/48 OF A DAY. GIVE IT UP FOR A WHILE AND IN SUMMER YOU WILL SMILE!

HANDY WEBSITES

- MATHSWATCH
- YOUTUBE
- BBC BITE SIZE
- MYMATHS
- EDEXCEL (PAST PAPERS)
- AQA (PAST PAPERS)

REVISION TIMETABLE	
MONDAY	Maths
TUESDAY	Maths
WEDNESDAY	Maths
THURSDAY	Maths
FRIDAYS	Evening Obj
WEEKEND	Maths





Key Staff for Year 11

Pastoral	
Head of Year	Ms Farid
Senior Leadership Team Link	Ms Yasmin Manzoor
Academic Directors of Learning	
English	Mr Issam
Mathematics	Mr Ellahi
Science	Ms Hanif
Geography	Mr Landini
History	Mr Hemphill
Vocational Subjects Health and Social Care, Creative I Media, Sports Studies	Mr Bunce
Modern Foreign Languages French and Spanish	Ms Ligouri
Community Languages Urdu	Ms Begum
Religious Studies	Ms Yousaf
Computer Science	Mr Bunce
Creative Arts Textiles and Expressive Arts	Mrs Brookin