

Year 11 Subject Assessment Domains

Art and Photography

Both of these subjects are 100% Portfolio - This will be based on coursework completed throughout yr 9 - 11 and students are not expected to complete any more new terminal assessment.

GCSE Biology**(Yellow is separate science only content.)****4.1 Cell biology**

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
4.1.1 Cell Structure	4.1.1.1	Eukaryotes and Prokaryotes
	4.1.1.2	Animal and Plant Cells
	4.1.1.3	Cell Specialisation
	4.1.1.4	Cell Differentiation
	4.1.1.5	Microscopy
4.1.2 Cell Division	4.1.2.1	Chromosomes
	4.1.2.2	Mitosis and the Cell Cycle
	4.1.2.3	Stem Cells
4.1.3 Transport in Cells	4.1.3.1	Diffusion
	4.1.3.2	Osmosis
	4.1.3.3	Active Transport

4.2 Organisation

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
4.2.1 Principles of Organisation	4.2.1	Principles of Organisation
4.2.2 Animal tissues, organs and organ systems	4.2.2.1	The Human Digestive System
	4.2.2.2	The Heart and Blood Vessels
	4.2.2.3	Blood
	4.2.2.4	Coronary heart disease: a non-communicable disease
	4.2.2.5	Health Issues
	4.2.2.6	The Effect of Lifestyle on some non-communicable diseases
	4.2.2.7	Cancer
4.2.3 Plant Tissues, organs and systems	4.2.3.1	Plant Tissues
	4.2.3.2	Plant Organ System

4.3 Infection and Response

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
4.3.1 Communicable Diseases	4.3.1.1	Communicable (Infectious) Diseases
	4.3.1.2	Viral Diseases
	4.3.1.3	Bacterial Diseases
	4.3.1.4	Fungal Diseases
	4.3.1.5	Protist Diseases
	4.3.1.6	Human Defence Systems
	4.3.1.7	Vaccination
	4.3.1.8	Antibiotics and Painkillers
	4.3.1.9	Discovery and Development of Drugs
4.3.2 Monoclonal Antibodies	4.3.2.1	Producing monoclonal antibodies
	4.3.2.2	Uses of monoclonal antibodies
4.3.3 Plant Diseases	4.3.3.1	Detection and identification of plant diseases

4.4 Bioenergetics

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
4.4.1 Photosynthesis	4.4.1.1	Photosynthetic Reaction
	4.4.1.2	Rate of photosynthesis
	4.4.1.3	Uses of glucose from photosynthesis
4.4.2 Respiration	4.4.2.1	Aerobic and Anaerobic Respiration
	4.4.2.2	Response to exercise
	4.4.2.3	Metabolism

4.5 Homeostasis and Response

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
4.5.1 Homeostasis	4.5.1	Homeostasis
4.5.2 The Human Nervous System	4.5.2	The human nervous system
	4.5.2.2	The Brain
	4.5.2.3	The Eye
4.5.3 Hormonal Coordination in Humans	4.5.3.1	Human endocrine system

4.6 Inheritance, Variation and Evolution

Topic	Specification Reference	Sub-Topic
4.6.2 Variation and Evolution	4.6.2.3	Selective breeding
	4.6.2.4	Genetic engineering
	4.6.2.5	Cloning
	4.6.2.6	Theories of Evolution
	4.6.2.7	Speciation
4.6.3 The Development of Understanding of Genetics and Evolution	4.6.3.1	Evidence for Evolution
	4.6.3.2	Fossils
	4.6.3.3	Extinction
	4.6.3.4	Resistant Bacteria
4.6.4 Classification of Living Organisms	4.6.4	Classification of Living Organisms

GCSE Chemistry

Topic	Sub-topics
4.1 Atomic structure and the periodic table	4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes 4.1.2 The periodic table 4.1.3 Properties of transition metals
4.2 Bonding, structure, and the properties of matter	4.2.1 Chemical bonds, ionic, covalent and metallic 4.2.2 How bonding and structure are related to the properties of substances 4.2.3 Structure and bonding of carbon 4.2.4 Bulk and surface properties of matter including nanoparticles
4.3 Quantitative chemistry	4.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations 4.3.2 Use of amount of substance in relation to masses of pure substances
4.4 Chemical changes	4.4.1 Reactivity of metals 4.4.2 Reactions of acids 4.4.3 Electrolysis

4.5 Energy changes	4.5.1 Exothermic and endothermic reactions 4.5.2 Chemical cells and fuel cells
4.6 The rate and extent of chemical change	4.6.1 Rate of reaction 4.6.2 Reversible reactions and dynamic equilibrium
4.7 Organic chemistry	4.7.1 Carbon compounds as fuels and feedstock
4.8 Chemical analysis	4.8.1 Purity, formulations and chromatography 4.8.2 Identification of common gases

NOT being assessed

4.3.3 **Yield and atom economy of chemical reactions** (from 5.3 Quantitative Chemistry)

4.4.2.5 **Titrations** (from 5.4 Chemical changes)

4.7.2 **Reactions of alkenes and alcohols** (from 4.7 Organic chemistry)

4.7.3 **Synthetic and naturally occurring polymers** (from 4.7 organic chemistry)

4.8.3 **Identification of ions by chemical and spectroscopic means** (from 4.8 Chemical analysis)

4.9 Chemistry of the atmosphere (whole topic)

4.10 Using resources (whole topic)

4.1 Cell biology

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	4.2.2.5	Health Issues
	4.2.2.6	The Effect of Lifestyle on some non-communicable diseases
	4.2.2.7	Cancer
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	4.4.1.3	Uses of glucose from photosynthesis
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	4.4.2.2	Response to exercise
	4.4.2.3	Metabolism

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<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
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	4.6.2.4	Genetic engineering
4.6.3 The Development of Understanding of Genetics and Evolution	4.6.3.1	Evidence for Evolution
	4.6.3.2	Fossils
	4.6.3.3	Extinction
	4.6.3.4	Resistant Bacteria
4.6.4 Classification of Living Organisms	4.6.4	Classification of Living Organisms

Chemistry content

Topic	Sub-topics
5.1 Atomic structure and the periodic table	5.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes 5.1.2 The periodic table
5.2 Bonding, structure, and the properties of matter	5.2.1 Chemical bonds, ionic, covalent and metallic 5.2.2 How bonding and structure are related to the properties of substances 5.2.3 Structure and bonding of carbon
5.3 Quantitative chemistry	5.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations 5.3.2 Use of amount of substance in relation to masses of pure substances
5.4 Chemical changes	5.4.1 Reactivity of metals 5.4.2 Reactions of acids 5.4.3 Electrolysis
5.5 Energy changes	5.5.1 Exothermic and endothermic reactions

5.7 Organic chemistry	5.7.1 Carbon compounds as fuels and feedstock
5.8 Chemical analysis	5.8.1 Purity, formulations and chromatography 5.8.2 Identification of common gases

Physics content

6.1 Energy

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
6.1.1 Energy changes in a system	6.1.1.1	Energy stores and systems
	6.1.1.2	Changes in energy
	6.1.1.3	Energy changes in systems
	6.1.1.4	Power
6.1.2 Conservation and dissipation of energy	6.1.2.1	Energy transfers in a system
	6.1.2.2	Efficiency
6.1.3 National and global energy resources		

6.2 Electricity

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
6.2.1 Current, potential difference and resistance	6.2.1.1	Standard circuit diagram symbols
	6.2.1.2	Electrical charge and current
	6.2.1.3	Current, resistance and potential difference
	6.2.1.4	Resistors

6.2.2 Series and parallel circuits		
6.2.3 Domestic uses and safety	6.2.3.1	Direct and alternating potential difference
	6.2.3.2	Mains electricity
6.2.4 Energy transfers	6.2.4.1	Power
	6.2.4.2	Energy transfers in everyday appliances
	6.2.4.3	National Grid

6.3 Particle Model of Matter

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
6.3.1 Changes of state and the particle model	6.3.1.1	Density of Materials
	6.3.1.2	Changes of state
6.3.2 Internal energy and energy transfers	6.3.2.1	Internal energy
	6.3.2.2	Temperature changes in systems and specific heat capacity
	6.3.2.3	Changes of state and specific latent heat
6.3.3 Particle model and pressure	6.3.3.1	Particle motion in gases

6.4 Atomic Structure

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
6.4.1 Atoms and Isotopes	6.4.1.1	The structure of an atom
	6.4.1.2	Mass number, atomic number and isotopes
	6.4.1.3	The development of the model of the atom

6.4.2 Atoms and nuclear radiation	6.4.2.1	Radioactive decay and nuclear radiation
	6.4.2.2	Nuclear equations
	6.4.2.3	Half-lives and the random nature of nuclear decay
	6.4.2.4	Radioactive contamination

6.6 Waves

<u>Topic</u>	<u>Specification Reference</u>	<u>Sub-Topic</u>
6.6.1 Waves in air, fluids and solids	6.6.1.1	Transverse and longitudinal waves
	6.6.1.2	Properties of waves
6.6.2 Electromagnetic waves	6.6.2.1	The human nervous system
	6.6.2.2	Properties of electromagnetic waves 1
	6.6.2.3	Properties of electromagnetic waves 2
	6.6.2.4	Uses and applications of electromagnetic waves

GCSE Physics

Area of course covered	Specification page number or link
Energy and energy resources	GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk) Page 17
Kinetic Theory	GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk) Page 23
Atomic Structure	GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk) Page 32
Electricity	GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk) Page 36
Waves	GCSE Physics Specification Specification for first teaching in 2016 (aqa.org.uk) Page 59

Drama

Area of course covered
C1 - <i>Devising Theatre</i> (40%)
C2 - Performing from a scripted text (20%)
C3 - Interpreting Text (40%)

English Language

Area of course covered	Greater detail if possible or where to find it
<p>Language Paper 2: Writers' Viewpoints and Perspectives</p> <p><i>Section A: Reading</i></p> <p><i>Section B: Writing</i></p>	<p>Specification:</p> <p>https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF</p> <p>Skills covered in the paper are:</p> <p>AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.</p> <p>AO2: Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO5 Content and Organisation: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Technical Accuracy: Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

English Literature

Changes for 2021: <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/changes-for-2021>

Area of course covered	Greater detail if possible or where to find it
Literature Paper 1	<i>A Christmas Carol</i> and <i>An Inspector Calls</i> or <i>Lord of the Flies</i>
Literature Paper 2	Macbeth

Assessment objectives (AOs)

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Media Studies

Specification: <https://www.eduqas.co.uk/media/1ckd54eo/eduqas-gcse-media-studies-spec-from-2017-e-26-02-21.pdf>

Area of course covered	Greater detail if possible or where to find it
Component 1	Exploring the media: Adverts and newspaper articles
Component 2	Understanding media forms and products: Crime and Music
Component 3	Creating media products: Coursework module

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of:

- the theoretical framework of media
- contexts of media and their influence on media products and processes.

AO2

Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

AO3

Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

GCSE French

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<i>Theme 1 : Identity and Culture:</i>	<p><i>Topic 1: Me, my family and friends</i></p> <ul style="list-style-type: none"> • <i>Relationships with friends and family</i> • <i>Marriage and Partnerships</i> <p><i>Topic 2 : Technology in every day life</i></p> <ul style="list-style-type: none"> • <i>Social media</i> • <i>Mobile technology</i> <p><i>Topic 3: Free time activities</i></p> <ul style="list-style-type: none"> • <i>Music,</i> • <i>Cinema and TV</i> • <i>Food and eating out</i> • <i>Sport</i> <p><i>Topic 4: Customs and festivals in French speaking countries and communities</i></p>	https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_1_Identity_and_culture_1_1_1
Theme 2: Local, national, international and global areas of interests	<p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social Issues</p> <ul style="list-style-type: none"> • Healthy and unhealthy living 	https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_2_Local_national_international_and_global_areas_of_interest_1_1_2
Theme 3: Current and future study and employment	<p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p>	https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/themes#id-Theme_3_Current_and_future_study_and_employment_1_1_3
Foundation tier - Grammar	Students will be expected to understand, use and apply the grammatical terms throughout the assessments.	https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/grammar

Higher tier - Grammar	Students entered for Higher Tier will be required to apply all grammar and structures listed for Foundation Tier, in addition to the grammar and structures listed for Higher Tier.	https://www.aqa.org.uk/subjects/languages/gcse/french-8658/subject-content/grammar 3.3.2 Higher Tier
Speaking Endorsement	Speaking skills will be assessed by teachers during the course of study using common assessment criteria and the endorsement level of Non Classified, Pass, Merit or Distinction will be awarded alongside the 9-1 grade. Students will be informed of their endorsement level prior to submission to AQA	

GCSE Spanish

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Foundation tier - Grammar	Students will be expected to understand, use and apply the grammatical terms throughout the assessments.	https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/grammar
<i>Theme 1 : Identity and Culture:</i>	<p><i>Topic 1: Me, my family and friends</i></p> <ul style="list-style-type: none"> • <i>Relationships with friends and family</i> • <i>Marriage and Partnerships</i> <p><i>Topic 2 : Technology in every day life</i></p> <ul style="list-style-type: none"> • <i>Social media</i> • <i>Mobile technology</i> <p><i>Topic 3: Free time activities</i></p> <ul style="list-style-type: none"> • <i>Music,</i> • <i>Cinema and TV</i> • <i>Food and eating out</i> • <i>Sport</i> <p><i>Topic 4: Customs and festivals in Spanish speaking countries and communities</i></p>	https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/themes
Theme 2: Local, national, international and global areas of interests	<p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social Issues</p> <ul style="list-style-type: none"> • Healthy and unhealthy living <p>Topic 4: Travel and Tourism</p>	https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/themes
Theme 3: Current and future study and employment	<p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education Post 16</p>	https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/subject-content/themes

GCSE Geography

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
Topic 2 Weather hazards and climate change	https://drive.google.com/drive/u/0/folders/1mICly6nNaG85qH1Whpxd3IR7XbiCA9L7 Knowledge organiser	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html <i>Specification page 16-17</i>
Topic 3 Ecosystems biodiversity and management	https://drive.google.com/drive/u/0/folders/1mICly6nNaG85qH1Whpxd3IR7XbiCA9L7 Knowledge organiser Ecosystems	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html Pages 17-18
Topic 4 Changing cities	https://drive.google.com/drive/u/0/folders/1mICly6nNaG85qH1Whpxd3IR7XbiCA9L7 Knowledge organiser - Newcastle and Mexico City https://drive.google.com/drive/u/0/folders/1mICly6nNaG85qH1Whpxd3IR7XbiCA9L7 Knowledge organiser Manchester and Rio de Janeiro	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html Pages 20-22
Topic 5 Global development	https://drive.google.com/drive/u/0/folders/1mICly6nNaG85qH1Whpxd3IR7XbiCA9L7 Knowledge organiser	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html Pages 23-24
Topic 6 Resource management Option 6b Water resource management		https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.html Pages 27 and 29

GCSE History

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<p>Medicine Through Time - c1250-Present Day (all students)</p>	<p>Exercise Books Revision Folder: https://drive.google.com/drive/folders/1KA_VcDQf4NQo3H6M2m958NIKoeYbEJXt Textbook Edexcel Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p>	<p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf</p> <p>Page: 11</p>
<p>Medicine on the Western Front - 1914-1918 (all students)</p>	<p>Exercise Books Revision Folder: https://drive.google.com/drive/folders/1KA_VcDQf4NQo3H6M2m958NIKoeYbEJXt Textbook Edexcel Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p>	<p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf</p> <p>Page: 13</p>
<p>Cold War and Superpower Relations: 1943-1991 (Mr Rush's group only)</p> <p>American West (Mrs Fletcher's group: 'Homesteader's to Later law and order - Billy the Kid')</p> <p>(Miss Wootton's group: All content up to 'Exodusters')</p>	<p>Exercise Books Revision Folder: https://drive.google.com/drive/folders/1KA_VcDQf4NQo3H6M2m958NIKoeYbEJXt Textbook Edexcel Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p>	<p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf</p> <p>Cold War - Page: 32</p> <p>American West - Page: 30</p>
<p>Weimar and Nazi Germany 1918-1939</p> <p>(Mrs Fletcher's group: all content except 'persecution of minorities and workers conditions under the Nazi Party)</p>	<p>Exercise Books Revision Folder: https://drive.google.com/drive/folders/1KA_VcDQf4NQo3H6M2m958NIKoeYbEJXt Textbook Edexcel Website:</p>	<p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf</p> <p>Page: 40</p>

Miss Wootton's group: All content related to Weimar Germany)	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html	
Weimar Germany (Mr Rush's group: Weimar Germany, not including women or any further in Weimar Germany)	<p>Exercise Books</p> <p>Revision Folder</p> <p>https://drive.google.com/drive/folders/1KA_VcDQf4NQo3H6M2m958NIKoeYbEJXt</p> <p>Textbook</p> <p>Edexcel Website:</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p>	<p>https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/GCSE_History_(9-1)_Specification_Issue_2.pdf</p> <p>Page: 40</p>

GCSE Maths

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<p>Staff have delivered all the appropriate content to their classes as we would in any other year. This means that students that are targeting a grade 6 will have covered all the foundation content and the higher content that is accessible to them but not all higher content.</p>	<p>Most topics are covered earlier in school so most students will have seen all required content over their time in WLA.</p> <p>The PPE assessment was set on the assumption that all students had finished the course.</p> <p>The internal assessment will only have content on that has been communicated to staff and students and therefore we can guarantee that it has been delivered in school during y11.</p>	<p><i>Foundations topics:</i></p> <p><i>Rounding</i> <i>Collecting like terms</i> <i>Circles: Area and Circumference</i> <i>Pythagoras</i> <i>Forming and solving equations</i> <i>Probability trees</i> <i>Trigonometry</i></p> <p><i>Plus any number topic.</i></p> <p><i>Higher topics:</i></p> <p><i>Pythagoras</i> <i>Probability trees</i> <i>Cumulative frequency</i> <i>Algebraic fractions</i> <i>Sine and cosine rule</i> <i>Quadratic simultaneous equations</i> <i>Complete the square</i></p> <p><i>Plus any number topics</i></p>

Year 11 Music 2021 Checklist

Composition

Audio
Lead sheet/Score
Write up

Performance

Audio
Sheet music
Does it add up to 1:30 solo OR 2 minutes
duet?

Appraising Exam

ELEMENTS OF MUSIC!

Area of Study 1. Musical forms and devices

- Structure
 - Binary
 - Ternary
 - Strophic
 - Minuet and Trio
 - Theme and Variations
 - Rondo
- Musical devices and how they are used
 - Repetition
 - Contrast
 - Anacrusis
 - Imitation
 - Sequence
 - Ostinato
 - Syncopation
 - Dotted rhythms
 - Drone
 - Pedal
 - Canon
 - Conjunct/disjunct movement
 - Ornamentation
 - Broken chord/arpeggio
 - Alberti Bass
 - Regular phrasing
 - Melodic/rhythmic motifs
 - Simple chord progressions including cadences
 - Modulation to dominant and relative minor

SET WORKS – EINE KLEINE NACHTMUSIK

Area of Study 3 – Film Music

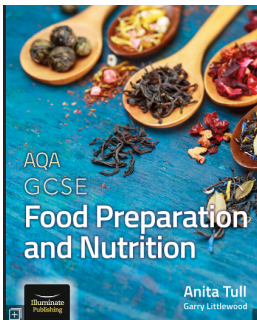
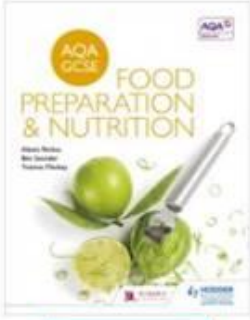
- Timbre used for effect in film
- Tone Colour used for effect in film
- Dynamics used for effect in film
- Leitmotifs and thematic transformation to develop thematic material
- Respond to a given stimulus such as words or pictures
- How music features are adopted by composers to create a mood or descriptive piece of music
- Instrumental and/or vocal timbres are used to create colour/mood
- The audience and/or venue affect the performance and/or composition
- Minimalist techniques in film music

Area of Study 4 – Popular music

- Pop
- Rock
- Bhangra
- Fusion (of different styles)
- How instrumental and synthesised sound is used
- How original music may be modified
- Vocal sounds and how they are used
- Instruments and voice combined
- Sound that is computer generated and amplified
- Software and samplers

SET WORKS – SINCE YOU BEEN GONE

GCSE Food Technology

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
CORE materials categories - Including health and safety, health and nutrition,	<i>All topics can be found in</i>	
<p>Exam topics</p> <p>Food, nutrition and health</p> <ul style="list-style-type: none"> • Nutrition • Nutritional needs and health 	<p>http://www.illuminate.digital/aqafood/</p> <p>Some student have a hard copy, many in the Food room</p> <p>Digital copy of Anita Tull AQA book please log in SWESTLAKE3 Password ; student3</p> <div data-bbox="837 738 1093 1058">  </div> <div data-bbox="1104 738 1352 1058">  </div> <p>Seneca Learning</p>	<p>Chapter 1 Pages 2 - 36 https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/a/MTY1ODY4MTgzMDI2/submissions/by-status/and-sort-name/all</p> <p>https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/Mjk3MTQxNTQ1NjUy/details</p> <p>Chapter 2 Pages 38 - 70 https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/MTcyMjlyNDI1MjEx/details</p> <p>https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/MTczNjgxODY4ODk0/details</p> <p>https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/MTczNjkyMTg1MTMy/details</p>
<p>Food Choice</p> <ul style="list-style-type: none"> • Factors affecting food choice • British and International Cuisine • Sensory evaluation 	As above	<p>Chapter 7 Pages 202 - 220 Chapter 8, pg 237 -247 Chapter 9, pg 247 - 255 https://www.nutritionprogram.co.uk</p>

		https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/Mjk3MTQ4MjY5NDkw/details Student Practical Evaluation Booklet https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/m/MTYwMDc2Mjc4MjY1/details
Food Safety <ul style="list-style-type: none"> • Micro-organism and enzymes • The signs of food spoilage • Micro-organisms in food production • Bacterial contamination Principles of food safety <ul style="list-style-type: none"> • Buying and storing food • Preparing, cooking and serving food 	As above	Chapter 5 Pages 158 - 171 https://classroom.google.com/u/0/c/MTU5Njk5NTI2NjM1/a/MTcyMzE0OTA5OTEw/submissions/by-status/and-sort-last-name/all Chapter 6 Pages 185 - 192

GCSE Textiles Technology

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
CORE materials categories - Including metals, woods, papers and boards, polymers and textiles.	<i>All topics can be found in the Textiles textbook pupils have at home. And on BBC Bitesize Design and Technology (Edexcel Exam board)</i> https://www.bbc.co.uk/bitesize/examspecs/zb6h92p Page 37-57	https://qualifications.pearson.com/content/dam/pdf/GCSE/design-and-technology/2017/specification-and-sample-assessments/Specification-GCSE-L1-L2-in-Design-and-Technology.pdf Page 14- 16 Section 1.8 - 1.13
New and Emerging Technologies	<i>Textbook Page 3-14</i>	<i>Page 8 - 10 Section 1.2</i>
Design Strategies and Drawing Techniques.	<i>Textbook Page 66-76</i>	<i>Page 18 Section 1.16 and 1.17</i>
Electronic Systems	<i>Textbook Page 33-36</i>	<i>Page 13 Section 1.6 and 1.7</i>
Design Contexts	<i>Textbook Page 241</i>	<i>Page 41 Section 6.1</i>
Environmental Impact and Social Impact	<i>Textbook Page 247-252</i>	<i>Page 42 - 43 Section 6.2 - 6.3</i>
Techniques for quantity production	<i>Textbook Page 256-258</i>	<i>Page 45 Section 6.6</i>
Properties of fabrics	<i>Textbook Page 241-246</i>	<i>Page 41- 42 Section 6.2</i>
Fabric finishes and surface treatments.	<i>Textbook Page 265-268</i>	<i>Page 47 Section 6.8</i>
Maths for Design and Technology	Examples of Maths questions are given throughout the textbook pages.	Page 79 Appendix 1
NEA	Already completed in class this year.	

BTEC Engineering

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<i>Component 1 LAB</i>	<p>B.2P3 Produce design proposals, compare in relation to the engineering brief and use CAD to produce a final solution.</p> <p>B.2P4 Describe successful features of the design process, with reference to the engineering brief and some reference to peer review.</p> <p>B.2M2 Produce design proposals, compare in relation to the engineering brief and develop an improved final solution using CAD and modelling.</p> <p>B.2M3 Explain successful features of the design process, with reference to the engineering brief and peer review.</p> <p>B.2D2 Justify the development of an improved final solution and evaluate use of the design process, with reference to the engineering brief and peer review.</p>	<p><i>Text book-</i> https://drive.google.com/drive/folders/1Kt_ZVjbHxP6ih-nTJGA-nT75ihNiAsFI?usp=sharing</p> <p><i>Shared folder</i> https://drive.google.com/drive/folders/1Kt_ZVjbHxP6ih-nTJGA-nT75ihNiAsFI?usp=sharing</p>
Component 3	Practice Papers 1 and 2	<p>3LAA- https://drive.google.com/file/d/1ska4WsmYhRV68wWfF6L45WoQUjRKLYac/view?usp=sharing</p> <p>3LAB-https://drive.google.com/file/d/1sixu2AAuGyE3DrVC249Y291iZMrJfxSw/view?usp=sharing</p> <p>3LAC-https://drive.google.com/file/d/1sg6PxDb5Xsz6t2S4BMYCDzT5450h35WP/view?usp=sharing</p>

BTEC Sport

Area of course covered	Greater detail if possible or where to find it	Specification page number or link
<p><i>Unit 1 Component 1: Understand the Body and the Supporting Technology for Sport and Activity</i></p> <p><i>plying the Principles of Sport and Activity</i></p>	<p><i>Learning aims</i></p> <p><i>A Investigate the impact of sport and activity on the body systems</i></p> <p><i>B Explore common injuries in sport and activity and methods of rehabilitation</i></p> <p><i>C Understand the use of technology for sport and activity.</i></p> <p><i>Learning aim A: Investigate the impact of sport and activity on the body systems</i></p> <p><i>Description</i></p> <p><i>Learners will discuss the cardiorespiratory and musculoskeletal body systems, including their structure and function. They will demonstrate an understanding of how regular exercise and long-term adaptations in sport and activity impact on the body systems.</i></p> <p><i>Learning aim B: Explore common injuries in sport and activity and methods of rehabilitation</i></p> <p><i>Description</i></p> <p><i>Learners will provide guidance on one basic and one complex sporting injury, their likely cause and how they could manage them along with the physiological, psychological, environmental effects. They will demonstrate an understanding of rehabilitation from injury to recovery.</i></p> <p><i>Learning aim C: Understand the use of technology for sport and activity</i></p> <p><i>Description</i></p> <p><i>Learners will discuss the different types of technology that are present in sport and demonstrate a clear understanding of several of them. They will be able to clearly differentiate between the advantages and disadvantages of the technological advancements and discuss them using clear sport and activity examples.</i></p>	<p>Page 9</p> <p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport-activity-and-fitness/2017/specification-and-sample-assessments/PSPEC-Tech-Award-in-Sport-Activity-Fitness.pdf</p>

<p><i>Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity</i></p>	<p>Component in brief. Learners will explore how training, nutrition and psychological factors contribute to engagement in sport and activity. Assessment objectives AO1 Demonstrate knowledge of the principles of training to improve fitness, nutrition and psychological influences AO2 Demonstrate understanding of training to improve fitness, nutrition and psychological influences when applying to sport and activity AO3 Analyse and evaluate data and information in relation to fitness, nutrition and psychological influences when applying to sport and activity.</p>	<p>Page 23 https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport-activity-and-fitness/2017/specification-and-sample-assessments/PSPEC-Tech-Award-in-Sport-Activity-Fitness.pdf</p>
<p><i>Component 3: Applying the Principles of Sport and Activity</i></p>	<p>Component in brief Learners will study the attributes of a successful sports leader and the physical and psychological benefits for the people taking part in their sessions. Learners will then plan and lead an engaging activity session. Learning aims A Understand the fundamentals of sport and activity leadership B Planning sessions for target groups C Delivering and reviewing sessions for target groups.</p>	<p>Page 35 https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/sport-activity-and-fitness/2017/specification-and-sample-assessments/PSPEC-Tech-Award-in-Sport-Activity-Fitness.pdf</p>

BTEC Enterprise

Area of course covered	Greater detail if possible or where to find it	Specification page number or link																									
<table><tr><th colspan="5">Pearson BTEC Level 1/Level 2 Tech Award in Enterprise</th></tr><tr><th>Component number</th><th>Component title</th><th>GLH</th><th>Level</th><th>How assessed</th></tr><tr><td>1</td><td>Exploring Enterprises</td><td>36</td><td>1/2</td><td>Internal</td></tr><tr><td>2</td><td>Planning for and Pitching an Enterprise Activity</td><td>36</td><td>1/2</td><td>Internal</td></tr><tr><td>3</td><td>Promotion and Finance for Enterprise</td><td>48</td><td>1/2</td><td>External Synoptic</td></tr></table> <p>Component 1 and 3 have CAG grades for all students.</p> <p>Component 2 is going through an external moderation process.</p>	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise					Component number	Component title	GLH	Level	How assessed	1	Exploring Enterprises	36	1/2	Internal	2	Planning for and Pitching an Enterprise Activity	36	1/2	Internal	3	Promotion and Finance for Enterprise	48	1/2	External Synoptic	<p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L1_2_TechAwd_Enterprise_Spec_Is3.pdf</p>	<p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Is3.pdf</p>
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BTEC Health and Social Care

Area of course covered	Greater detail if possible or where to find it	Specification page number or link																									
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BTEC Creative Media Production

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