

# **CLAIRES COURT SCHOOLS THE COLLEGE**



## **CURRICULUM STATEMENTS 2010 – 2011 YEAR 11**

**RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY**



## INTRODUCTION Year 11



This booklet contains the curriculum statements, one for each of the subjects your daughter may be studying this coming academic year. Each subject statement outlines what will be taught in each term, lesson allocation and number of homeworks per week. It also indicates how your daughter's progress will be assessed.

In September all girls are given their homework timetable for the coming academic year. Each day your daughter should record any homework which has been set in her homework diary. Your daughter's Form Teacher will check her homework diary regularly and use it to communicate any concerns regarding homework. We ask that parents check their daughter's homework diary on a weekly basis and use it as a means of communication with the Form Teacher regarding homework, and more particularly, any coursework issues.

If your daughter experiences any problems accessing the curriculum, please do not hesitate to contact her Form Teacher or Head of Year who will then pass on your concerns to the relevant member of staff.

**L.K.Green**  
**Headmistress**



## ENGLISH & ENGLISH LITERATURE



Edexcel GCSE English and English Literature are designed to be taught as a combined course. Although two different subjects, a strict separation of the subjects would be misleading. All girls study English and English Literature. The course enables girls to fulfil the core curriculum requirements, and takes an interesting, varied approach to course components and the teaching of communication skills.

Pupils have six thirty-five minute lessons a week and two homeworks. Each set has at least one double period a week to allow for drama work and oral activity. Homework tasks become more complex and blocks of homework will be used for extended assignments and the writing of coursework.

### TEXT BOOKS :

- ***The Anthology*** (Edexcel publication)
- ***Romeo and Juliet*** by William Shakespeare
- ***York Notes : Romeo and Juliet***
- ***Educating Rita*** by Willy Russell
- ***York Notes : Educating Rita***
- ***Of Mice and Men*** by John Steinbeck
- ***York Notes : Of Mice and Men***

### Autumn Term :

- Media Study : (English)
- Coursework : Speaking and Listening (English)
- Examination revision and preparation (English and English Literature)
- MOCK EXAMINATIONS (English and English Literature)

### Lent Term :

- Media Study (English)
- Personal and Imaginative Writing (English)
- Coursework : Speaking and Listening (English)
- Final compilation of Coursework Folders
- Revision

### Summer Term :

- Final examination practice and revision with the focus on writing to time
- Terminal Examination

For further information please contact Mrs E Robinson: [ejr@clairescourt.com](mailto:ejr@clairescourt.com)



# MATHEMATICS

## Higher



During the year the pupils will complete the **AQA GCSE Modular Syllabus** Higher Level as well as the GCSE Statistics for **Edexcel** and take both examinations where appropriate in the summer. They will continue to use the GCSE Maths for AQA Modular (B) textbook edited by Brian Speed, Keith Gordon and Kevin Evans together with the accompanying homework book. For GCSE Statistics they will continue using Edexcel GCSE Statistics textbook.

### Autumn Term

Module 5	GCSE Statistics
Areas of Shapes, and Volumes of Solids Pythagoras Theorem and Trigonometry Angles in Polygons including Circle Theorems Transformations Constructions and Loci Similarity Dimensional Analysis Vectors	Scatter diagrams and correlation Time Series Probability Probability Distributions

### Lent Term

Module 5	GCSE Statistics
Factorising Simultaneous equations Changing the subject of the formula Multiplying out brackets Solving quadratic equations by factorising, completing the square and quadratic formula Harder Trigonometry Harder Graphs Inequalities and Regions in a Plane	Statistics Project

### Summer Term

General Revision and past paper practice

The pupils will sit module 5 in June and this will form 55% of their final grade. They sat their module 1 in November of Year 10 and this represents 18% of their grade whereas module 3 was given in June of Year 10 and this forms 27% of their final grades. After being reviewed in detail the pupils will go on to complete their statistics project which will be worth 25% of their final GCSE Statistics grade.

**For further information, please contact Mrs Roe: [jar@clairescourt.com](mailto:jar@clairescourt.com)**



## MATHEMATICS Foundation



During the year the pupils will complete the **AQA GCSE Modular Syllabus** Foundation Level and take the GCSE examinations in the summer. They will continue using the **GCSE Maths for AQA Modular (B)** Foundation Book by Brian Speed, Keith Gordon and Kevin Evans together with the accompanying homework book.

### Autumn Term

Module 5
Perimeter and Area of Shapes Dimensional Analysis Symmetry Angles and Bearings Area and Circumference of Circles Scales and Scale Drawings Transformation Geometry Constructions and Loci

### Lent Term

Module 5
Metric units and Imperial units of measurements Surface areas and Volumes Pythagoras Theorem Basic Algebra Equations and Inequalities Conversion Graphs Number Patterns Standard Form using a calculator

### Summer Term

Revision and past paper practise in preparation for the summer examinations.

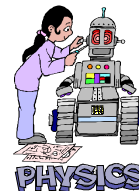
The pupils will sit module 5 in June and this will form 55% of their final grade. They sat their module 1 last November of Year 10 and this represents 18% of their grade whereas module 3 was given last June of Year 10 and this forms 27% of their final grades.

The pupils entered for Foundation tier will have the opportunity to achieve up to grade C for their GCSE Mathematics qualification.

For further information, please contact Mrs Roe: at [jar@clairescourt.com](mailto:jar@clairescourt.com)



## SCIENCE



### Introduction

The syllabus followed is that of AQA (Assessment Qualifications Alliance)

The course followed is that laid down in the programme of study for Key Stage 4 of the National Curriculum. Science is a compulsory subject for all pupils in Years 10 and 11 and to fulfil the requirements of the National Curriculum, all three sciences must be studied up to the age of 16. In order to achieve this all pupils study a balanced Science course and most are prepared for two awards from which they gain two separate GCSE passes. Those pupils who find work in science difficult still follow a balanced science course which has a smaller content and they are entered for only a single award, gaining just one GCSE pass.

The AQA specification leads to a single award GCSE for Core Science B specifications in Year 10 and a second single award GCSE Additional Science in Year 11. The schemes of work based on this syllabus will provide a worthwhile educational experience to all boys of all abilities, whether or not they go on to study science beyond GCSE.

### SPECIFICATION AIMS AND ASSESSMENT OBJECTIVES

#### National Qualifications Framework criteria

The specification is based on the common criteria and the GCSE criteria, which are prescribed by the regulatory authorities, including QCA, and are mandatory for all awarding bodies. It is also derived from the prescribed subject criteria for science.

### AIMS

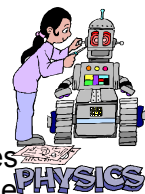
**This specification gives candidates opportunities to:**

- Acquire knowledge, skills and understanding of how Science works in the world at large as well as in the laboratory.
- acquire a systematic body of scientific knowledge, and the skills needed to apply this in new and changing situations in a range of domestic, industrial and environmental contexts
- acquire an understanding of scientific ideas, how they develop, the factors which may affect their development and their power and limitations
- plan and carry out a range of investigations, considering and evaluating critically their own data and that obtained from other sources, and using ICT where appropriate
- evaluate in terms of their scientific knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to the environment, personal health and quality of life, and consider ethical issues
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions, and using ICT where appropriate.



## ASSESSMENT OBJECTIVES

This specification requires that all candidates demonstrate the following assessment objectives in the context of the content and skills prescribed. Within each of the assessment objectives the assessment must take account of candidates' ability to communicate clearly and logically, using specialist vocabulary and conventions where appropriate.



### A01 Knowledge and understanding of science and how science works

Candidates must be able to:

- Demonstrate knowledge and understanding of the scientific facts, concepts, techniques and terminology in the specification
- Show understanding of how scientific evidence is collected and its relationship with scientific explanations and theories
- Show understanding of how scientific knowledge and ideas change over time and how these changes are validated

### A02 Application of skills, knowledge and understanding

Candidates must be able to:

- Apply concepts, develop arguments or draw conclusions related to familiar and unfamiliar situations
- Plan a scientific task, such as a practical procedure, testing an idea, answering a question or solving a problem
- Show understanding of how decisions about science and technology are made in different situations including contemporary situations and those raising ethical issues
- Evaluate the impact of scientific developments or processes on individuals, communities or the environment.

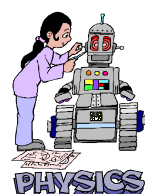
### A03 Practical, enquiry and data handling skills

Candidates must be able to:

- Carry out practical tasks safely and skilfully
- Evaluate the methods they use when collecting first hand and secondary data
- Analyse and interpret qualitative and quantitative data from different sources
- Consider the validity and reliability of data in presenting and justifying conclusions.

### Weighting of assessment objectives

Assessment objective		Weighting
A01	Knowledge and understanding	36% (of which about one third for recall)
A02	Application of skills, knowledge and understanding,	44% (evenly distributed across all aspects of the objective)
A03	Practical, enquiry and data handling skills	20%

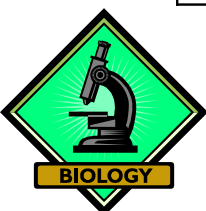


## YEAR 10 CONTENT- Core Science B

The course is comprised of 3 units, each unit relating closely to one of the scientific disciplines and a practical and investigative skills assessment (ISA).

### SUMMARY OF THE SPECIFICATION CONTENT

UNIT	Topics
<b>Science B</b>	
Biology 1	<p>How do human bodies respond to changes inside them and to their environment?            What can we do to keep our bodies healthy?            How do we use / abuse medical and recreational drugs?            What causes infectious diseases and how can our bodies defend themselves against them?            What determines where particular species live and how many of them there are?            Why are individuals of the same species different from each other? What new methods do we have for producing plants and animals with the characteristics we prefer?            Why have some species of plants and animals died out? How do new species of plants and animals develop?            How do humans affect the environment?</p>
Chemistry 1	<p>How do rocks provide building materials?            How do rocks provide metals and how metals are used?            How do we get fuels from crude oil?            How are polymers and ethanol made from oil?            How can plant oils be used?            What are the changes in the Earth and its atmosphere?</p>
Physics 1	<p>How is heat (thermal energy) transferred and what factors affect the rate at which heat is transferred?            What is meant by the efficient use of energy?            Why are electrical devices so useful?            How should we generate the electricity we need?            What are the uses and hazards of the waves that form the electromagnetic spectrum?            What are the uses and dangers of emissions from radioactive substances?            What do we know about the origins of the Universe and how it continues to change?</p>
Science 1 Centre assessed Unit	Investigative skills assignment



## Year 11 **CONTENT Additional Science (Sets 1, 2 & 3)**

The course is comprised of 3 modules, each module relating closely to one of the scientific disciplines and a practical and investigative skills assessment (PSA&ISA). Additional Science allows progression to post -16 Science courses.

### SUMMARY OF THE SPECIFICATION CONTENT

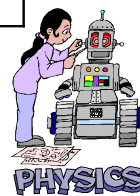
<b>Additional Science</b>		
Biology 2		What are animals and plants built from? How do dissolved substances get into and out of cells? How do plants obtain the food they need to live and grow? What happens to energy and biomass at each stage in a food chain? What happens to the waste material produced by plants and animals? What are enzymes and what are some of their functions? How do our bodies keep internal conditions constant? Which human characteristics show a simple pattern of inheritance?
Chemistry 2		How do sub-atomic particles help us to understand the structure of substances? How do structures influence the properties and uses of substances? How much can we make and how much do we need to use? How can we control the rates of chemical reactions? Do chemical reactions always release energy? How can we use ions in solutions?
Physics 2		How can we describe the way things move? How do we make things speed up or slow down? What happens to the movement energy when things speed up or slow down? What is momentum? What is static electricity, how can it be used and what is the connection between static electricity and electric currents? What does the current through an electrical current depend on? What is mains electricity and how can it be used safely? Why do we need to know the power of electrical appliances? What happens to radioactive substances when they decay? What are nuclear fission and nuclear fusion?
Science 2 Centre assessed Unit		Investigative skills assignment Practical skills assessment

### **SCHEMES OF ASSESSMENT**

#### **Year 10 Science B (sets 1-3)**

The scheme of assessment has 4 units: Biology 1, Chemistry 1, Physics 1 and the science 1 centre assessed unit. The three written papers are examined in June of year 10.

Biology 1: 25% of the marks	Written paper	45 minutes/45 marks
Chemistry 1: 25% of the marks	Written paper	45 minutes/45 marks
Physics 1: 25% of the marks	Written paper	45 minutes/45 marks
Science 1 Centre assessed Unit 25% of the marks	Investigative skills assignment.	20 marks
	Externally set and internally assessed test.	14 marks
	Practical skills assessment.	6 marks



Pupils who study Core Science and Additional Science will cover the National Curriculum, leading to two awards at GCSE, whilst those who study only Core Science will cover that part of the National Curriculum leading to a single award GCSE. Where possible each module will be taught by a relevant subject specialist.



### ***SCHEMES OF ASSESSMENT***

#### ***Year 11 Additional Science (sets 1-4)***

The scheme of assessment comprises four units: Biology 2, Chemistry 2, Physics and the Science 2 centre assessed unit.

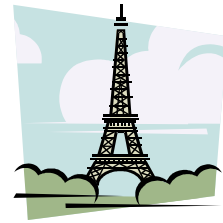
Biology 2: 25%of the marks	Written paper	45 minutes/45 marks
Chemistry 2: 25%of the marks	Written paper	45 minutes/45 marks
Physics 2: 25%of the marks	Written paper	45 minutes/45 marks
Science 2 Centre assessed Unit: 25% of the marks	Investigative skills assignment	20 marks
	Externally set and internally assessed test	14 marks
	Practical skills assessment	6 marks

**For further information please contact Mrs H Williams: [haw@clairescourt.com](mailto:haw@clairescourt.com)**



## FRENCH

### Set 1 and Dual Linguists



Most pupils study French in line with Key Stage 4 of the National Curriculum. The course is divided into modules, each of which lasts approximately half a term. The course offers a lively, communicative approach, underpinned by clear grammatical progression.

Pupils will have the opportunity to visit Château de la Baudonnière, Normandy in October half term.

**Course book:** Expo 4 Rouge for those in set 1 and dual linguists

Pupils have 4 lessons per week and 2 pieces of homework lasting approximately 40 minutes. Progress is monitored by use of homework assignments and end of module tests.

During the year pupils will complete 2 controlled Speaking and 2 controlled Writing assessments, which will count towards their overall GCSE grade.

#### Autumn term

- Module 7:
- Talking about holiday venues
  - Talking about the weather
  - Making holiday plans
  - Describing a destination
  - Eating out
- Module 8:
- Talking about past holidays
  - Talking about food and drink
  - Parts of the body and where it hurts
  - Talking about what is wrong with you
  - Talking about healthy lifestyle
  - Discussing addiction and other problems

#### Lent term

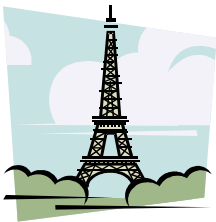
- Module 9:
- Discussing world issues
  - Talking about problems in your area
  - Describing the environment
  - Understanding news stories
  - Speaking and Writing assessment
  - Preparation for the Listening and Reading components of the GCSE exam

#### Summer term

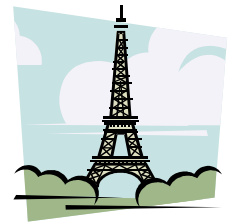
Continuation of preparation for the Listening and Reading components of the GCSE exam

**Parental support:** Parents can support their child's learning by ensuring that homework is completed and regularly testing them on vocabulary and grammar.

**For further information, please contact Madame Pascale Travis: [pjt@clairescourt.com](mailto:pjt@clairescourt.com)**



## FRENCH Set 2



Most pupils study French in line with Key Stage 4 of the National Curriculum. The course is divided into modules, each of which lasts approximately half a term. The course offers a lively, communicative approach, underpinned by clear grammatical progression.

Pupils will have the opportunity to visit Château de la Baudonnière, Normandy in October half term.

**Course book:** Expo Vert 4 for those in set 2

Pupils have 4 lessons per week and 2 pieces of homework lasting approximately 40 minutes. Progress is monitored by use of homework assignments and end of module tests.

During the year pupils will complete 2 controlled Speaking and 2 controlled Writing assessments, which will count towards their overall GCSE grade.

### Autumn term

Module 7: Talking the weather  
Choosing and booking a hotel /youth hostel /camping site  
Eating out  
Talking about holidays  
Saying what you would like using *je voudrais*

Module 8: Describing people  
Describing someone's qualities  
Describing famous sportspeople  
Saying what you and others are going to do

### Lent term

Module 9: Talking about food and drink  
Parts of the body and saying where it hurts  
Talking about healthy lifestyle  
Talking about smoking and giving opinions

Module 10: Discussing world issues  
Talking about problems in your area  
Discussing the environment  
Speaking and Writing assessment  
Preparation for the Listening and Reading components of the GCSE exam

### Summer term

Continuation of preparation for the Listening and Reading components of the GCSE exam

**Parental support:** Parents can support their child's learning by ensuring that homework is completed and regularly testing them on vocabulary and grammar.

**For further information, please contact Madame Pascale Travis: [pjt@clairescourt.com](mailto:pjt@clairescourt.com)**



## GERMAN



In Year 11 pupils who have chosen to study German to GCSE have 4 lessons per week and two homeworks of approximately 30 minutes each.

The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach and following the text book Echo (AQA GCSE).

Pupil progress is monitored regularly through vocabulary tests, topic tests and class work and homework exercises.

During Year 11 pupils will complete two controlled speaking assessments and two controlled writing assessments; these will count towards their final examination grade. Listening and reading skills are examined in May and June in the usual exam period.

### **COURSE CONTENT:**

#### **Autumn Term**

The Environment and it's future	Comparing today's weather with possible future changes, discussing how we can all help the environment, discussing world problems and possible solutions, comparing the environmental impact of different forms of transport.
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Free time	Talking about what you do in your free time, talking about what you did last weekend, talking about your sporting interests, talking about money, talking about shopping for clothes, talking about teenage fashions, talking about a sports event you have been to.
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#### **Lent Term**

Revision	Lifestyle, leisure, Home and Local Environment, Work and Education. Past paper practice.
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<b>Summer Term</b>	Past paper practice
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**Parental Support:** Parents can support their child's learning by ensuring that homework is completed on time and regularly testing them on vocabulary and grammar.

**For further information please contact Mrs K Ing: [kji@clairescourt.com](mailto:kji@clairescourt.com)**



## SPANISH



In Year 11 students study the AQA GCSE Spanish A Specification. They have four lessons a week throughout the three terms and are taught through the four skill areas of Listening, Reading, Writing and Speaking using a lively and communicative approach. The GCSE course consists of 4 papers. The speaking and writing exams are examined in December and March and the Reading and Listening are examined in May and June.

Pupils have the opportunity to participate in the Spanish immersion programme in Seville during the October half-term holiday.

Module	Examination session	Duration of Examination
Listening	May/ June	40 minutes
Reading	May/June	50 minutes
Writing	Dec and March	1 hour
Speaking	Dec and March	10 – 12 minutes

Students use the text book “Listos 3 Rojo”, vocabulary and Role Play Booklets to support their learning. Regular use is also made of DVD, tape players and worksheets to enhance learning. Students also have regular practice at Past Papers to ensure that they have the necessary skills to succeed at GCSE level. They receive homework twice a week, which is marked on a weekly basis and given a letter or numerical grade.

Student’s progress is monitored regularly through vocabulary tests, past papers and end of unit tests, which are kept in student’s individual files.

### Autumn Term

Me Presento	Personal information, family descriptions, personality, house, town
En el Cole	Subjects, time, school, daily routine
De Vacaciones	Tourist information, ordering food, booking a table, holidays
En Ruta	Travel information, buying tickets, accidents and breakdowns

### Lent Term

¿Qué te ha pasado ?	Illness, booking accommodation, lost property, complaints
En casa y el trabajo	Chores, part time jobs, money, work experience
De Compras	Shopping, buying food and clothes, complaining
De juerga	Arranging to go out, buying tickets, making a date, preferences and opinions

### Summer Term

Yo	Personality, problems, environment
El futuro	Career, jobs
Revisión	Past papers

For further information please contact Mrs A Lickorish: [all@clairescourt.com](mailto:all@clairescourt.com)



# ART



The syllabus followed is - Edexcel GCSE Art & Design

Endorsement Title	Specification code	Unit 1	Unit 2
GCSE in Art & Design	2AD01	5AD01	5AD02
GCSE in Art & Design - Fine Art	2FA01	5FA01	5FA02
GCSE in Art & Design - Textile Design	2TE01	5TE01	5TE02

- There are 4 lessons (2 double periods) on the timetable per week
- Students have 2 homeworks per week which should be of one hour duration each.
- The GCSE course is presented in a way which places an emphasis on the processes and procedures by which work is produced with reference to the basis elements of art. (line, shape, form, texture, colour, pattern).

## COURSE STRUCTURE

	Component	Weighting	Requirements	Method of Assessment
Unit 1 Unit 2	Personal Portfolio in Art & Design (Coursework)	60%	Must show evidence of 2 years' study Must show evidence of all assessment objectives Must contain supporting studies and personal response	Internally set Internally marked Externally moderated
ESA	Externally Set Assignment (Examination)	40%	Must show evidence of all assessment objectives Must include supporting studies and personal response.	Externally set Internally marked and standardised Externally moderated 10 hours timed examination

## ASSESSMENT OBJECTIVES

<b>A01</b>	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
<b>A02</b>	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
<b>A03</b>	Record ideas, observations and insights relevant to their intentions in visual and/ or other forms.
<b>A04</b>	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## COURSE CONTENT

- In Year 11 the students continue to work in the same way as in year 10, with the emphasis on the processes and procedures by which work is produced with reference to the basis elements of art. (line, shape, form, texture, colour, pattern) and to artists and contexts.
- The practical approach to Art History and art in context is supported by Art Gallery visits as an essential element of the development of the pupils' critical and analytical skills during the mock examination project.
- There are 4 lessons (2 double periods) on the timetable per week and students have 2 homeworks per week.
- The 4 Assessment Objectives are addressed.
- The 'mock' GCSE examination, carried out at the end of the Autumn term, takes the form of a project which the students work on from the beginning of the Autumn Term, producing preparatory work which then leads to the Final Piece.

- This work will ultimately be marked as part of the Coursework component.
- ICT is used for coursework in school and at home where computers and appropriate software are available. Pupils are able to use their word processing skills to produce written work, and the Internet can be used as a research tool to develop the current topics, in order to widen the students' knowledge and understanding of the subject.

Yr 11	Autumn Term	Unit 1 Coursework Mock Examination 10 hour test
	Lent term	Unit 1 and 2 Coursework completion ESA – Preparatory Supporting Studies
	Summer term	ESA Externally Set Assignment 10 hr Timed Test

### **Autumn Term – Unit 1 (Coursework continued)**

- Continuation of COURSEWORK, Unit 1, in the form of a Thematic Project which forms the GCSE Mock Examination. This is based on a past GCSE examination paper.
- 8 week preparatory period followed by 10 hour mock examination.
- This work is marked in accordance with the GCSE assessment criteria and will form the basis of the students' end of term grade.
- This work will ultimately be classified as Coursework.

### **Lent Term – Units 1 and 2 (Coursework completion) and ESA (Externally Set Assignment)**

- Completion of all coursework – Units 1 and 2 (weeks 1-2)
- Mounting and selection of all coursework to be submitted for assessment.
- Distribution of **GCSE Examination papers** – 8 school weeks prior to sitting examination
- Commencement and completion of **examination preparatory studies** (8 weeks)
- Visit to Tate Modern to inform and inspire examination preparatory work.

### **Summer term – ESA**

- Completion of Preparatory Supporting Studies for ESA
- **10 hour externally set examination** (over 2 x 5hr sessions)

### **EXTERNALLY SET ASSIGNMENT**

- This forms 40% of the syllabus and will take place during the second half of the Lent term
- The Externally set assignment takes the form of an 8 week preparatory study period whereby the students, on receiving their examination paper, research, analyse and develop their work towards the 10 hour test in which they produce a 'Final Piece'.
- As with the coursework projects, the examination paper is thematically based.

### **ASSESSMENT of Coursework and Externally Set Assignment**

Throughout the second year the pupils' coursework will be monitored and assessed continuously.

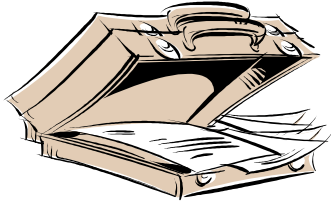
The Assessment Objectives continue to be assessed:

Research, Analysis, Development, Realisation

This is in accordance with GCSE criteria.

- After all Coursework and the Externally Set Assignment are completed, then **Internal Assessment** takes place in accordance with the GCSE assessment criteria.
- At a mutually agreeable time, an **External Edexcel Moderator** will visit to moderate the centre's Internal Assessment.

**For further information please contact Mrs Jan Price: [jcp@clairescourt.com](mailto:jcp@clairescourt.com)**



## BUSINESS STUDIES



This year is a continuation of the work started in Year 10, and students will be following the Business Studies syllabus offered by the AQA Examination Board.

By this time students have gained a basic understanding of the business world around them and have started to use business terminology in their everyday speech. The key to this subject is improving the student's understanding of business theory and its application as an aid to remembering key facts and issues. Students who gain this understanding of the application of business theory tend to fare well in the formal examinations as well as the various class projects.

Students will by now have taken their first module, Unit 1, and will have received their results in August 2010.

### **Autumn Term**

The two double period lessons each week are divided into the first in which they continue to be exposed to business theory with a view to completing the work for Unit 2 by the end of the Easter Term, and the second which concentrates on completing their Controlled Assessment. The Controlled Assessment will take approximately 10 weeks to complete in the Autumn Term, and students will also be extending their knowledge of businesses for Unit 2.

### **UNIT 2 : GROWING AS A BUSINESS**

Key topics studied include the study of the management processes within each business function:

- The Business Organisation
- Marketing Management, building on the initial work covered in Year 10
- Finance Management including Profit & Loss Accounts and Balance Sheets.
- People Management
- Operations Management

There will be a Mock Examination in the November of Year 11 as well as in March 2011. This will give students some valuable experience in attempting examinations in controlled conditions.

### **UNIT 3 : INVESTIGATING BUSINESSES CONTROLLED ASSESSMENT**

AQA will provide pre-released material which the student needs to research and investigate before writing up a final report under examination conditions. The students will have a limited time allocation of 5 hours for their research and 3 hours for their final write-up.

Homework is usually of a practical investigative nature. It is designed to improve their knowledge and understanding of the business world around them. A one hour test is written every half term which provides an attainment grade for the half term grade card. The results are published in the form of a league table each half term, combining both the boys and girls results. Our experience is that students eagerly await the publication of these tables to see if their position has improved.

In addition to working on the coursework project, students will continue to be exposed to a variety of business games that are designed to improve their communication skills, while at the same time building their ability to identify key facts in a business situation quickly and efficiently. They will continue to participate in 'Project Bloggo', a group business game that requires them to review one or more aspects of a new product and plan its implementation. 'Project Bloggo' enables students to hone their business knowledge and skills for use in their coursework project.

The emphasis both in class work and homework is on the ability to read case studies and to identify the key points in the success (or failure) of particular companies or brands. Since all Business Studies examinations are case study based, the continuing development of this ability is vital. Once the coursework project has been completed, the second session each week will concentrate on examination preparation and developing the student's skill at facing any business problem and suggesting relevant solutions.

Homework continues to be of a practical investigative nature, designed to improve the student's knowledge and understanding of the business world around them. A one hour test continues to be written every half term which provides an attainment grade for the half term grade card. The results of the test are published in the form of a league table each half term. Our experience is that students eagerly await the publication of these tables to see if their position has improved.

There are two main **additional activities** run by the department at GCSE level

- **Proshare:** A national schools competition in which we enter several teams and have reached the national quarter finals for the past two years. Teams are given an imaginary £100,000 to invest on the stock market on a day-to-day basis, with the best performers going on to regional and national finals. The first prize is a trip to New York for the winning team nationally.
- **Business Games:** A variety of internet based business games which test the students' ability to assess and organise business data in a fun way. An example is a farm which can grow a variety of crops and students operate the farm over successive periods to see how much profit they can make. Similar games are added from time to time.

**For further information, please contact Mr Mike Miller, Head of the Business and Economics Department: [mim@clairescourt.com](mailto:mim@clairescourt.com)**



# DRAMA



The syllabus followed is that of AQA and its content is:

Unit 1: Drama Written Paper (with relative weighting of 40%)

The course comprises three sections:

- A – Practical work completed during the course
- B – Study and performance of a scripted play
- C – Study of a live theatre production seen

Unit 2: Practical Work (with relative weighting of 60%)

Candidates are required to study at least **two** controlled assessment options from the following list:

1. Devised Thematic Work
2. Acting
3. Improvisation
4. Theatre in Education
5. Physical Theatre
6. Set Design
7. Costume
8. Make-up
9. Properties
10. Masks
11. Puppets
12. Lighting
13. Sound
14. Stage Management

Candidates may choose two performance options, for example Acting and Devised Thematic Work; two design options, for example Costume and Make-up; two technical options, for example Sound and Lighting or one of each performance and design option, for example Costume and Acting.

Candidates are required to develop the ability to use improvisation skills in a range of drama contexts.

## Autumn Term

- Recording of one of the two controlled assessment options.
- Reading the script of the seen play. Learning and performing scenes from the play as a scripted performance.
- Sets and scenery. Acting skills. Voice. Learning how to evaluate and assess a theatre production. Spontaneous improvisation.
- Visit to theatre to see live performance. Writing notes on the play seen.
- Rehearsals on scripted performance.

### **Lent Term**

- Reading *Blue Remembered Hills* Learning and performing scenes from the play as a scripted performance.
- Movement. Voice. Rehearsal techniques. Further work on the seen production. Genre. Technical aspects of theatre. Work on Drama past papers.
- Rehearsals on scripted performance.

### **Summer Term**

- Creating improvisation/devising. Mime skills. Body language and gesture.
- Continue work on set play.
- Technical aspects of theatre.

### **Homework**

Homework will be given once per week, and on average should take 30-45 minutes.

Sometimes this may take the form of learning lines or reading a script. It may be that the students are asked to watch a particular programme or video.

There will be writing tasks on the set play, seen productions, design (design students) and script writing. Writing tasks sometimes require Internet research.

**Assessment** is carried out according to the AQA criteria for GCSE Drama.

**For further information please contact Mrs E Robinson at [ejr@clairescourt.com](mailto:ejr@clairescourt.com)**



## FOOD & NUTRITION



### **Examination Board: OCR**

Time Allocation: 4 lessons (2hr 20mins) each week.

The course will follow the following format:

### **Autumn Term**

INDIVIDUAL COURSEWORK TASK – (worth 30% of final grade)

Within this the Students will:

- Choose a subject / topic to study and write task title
- Analyse the task
- Carry out extensive research using a selection of Primary and Secondary sources.
- Using research results develop, test and compare a range of suitable dishes.
- Plan, undertake and evaluate the practical activities and record the results in detail.
- Produce high quality evaluations, which analyse all aspects of their work.

### **Lent Term**

- Students will complete the Individual Coursework Task and bind work ready for submission to examining board.

The students will study:

- Consumer Education
- Genetically Modified Foods, functional foods and organic foods.
- The role of Convenience Foods.

### **Summer Term**

- Revision
- Techniques to improve examination performance using past examination paper

**For further information please contact Mrs C Findlay: [caf@clairescourt.com](mailto:caf@clairescourt.com)**



# GEOGRAPHY



The GCSE examination involves three written papers and one piece of Controlled Assessment. The subject is taught in mixed ability sets but there are two tiers for examination – foundation and higher. The tier in which you work will be determined by your performance during the year.

➤ **Unit 1 Geographical Skills and Challenges**

25%

1 hour external assessment

➤ **Unit 2 The Natural Environment**

25%

1 hour external assessment

➤ **Unit 3 The Human Environment**

25%

1 hour external assessment

➤ **Unit 4 Investigating Geography**

25%

Internal assessment under controlled conditions. Data collection will take place on our residential fieldtrip to Somerset. A set of structured deadlines for various chapters of the coursework will be issued. It is vital that these deadlines are met. **The Summer end of term deadline is FINAL.**

Term	Year 11
Autumn	<b>Unit 4: Investigating Geography</b> Analysis, Conclusion and Evaluation completed under controlled conditions.  <b>Unit 3: The Human Environment</b> Section A Topic 1: Settlement Change
Lent	<b>Unit 3: The Human Environment</b> Section B Topic 5: A moving world Unit 1 – Geographical skills Unit 2 – Challenges for the planet
Summer	Revision  <b>Final Examination</b>

## Text Books/Resources

This course text is called 'Tomorrows Geography' and has been specifically designed for this GCSE course. It is complemented with a Revision Guide which will be issued in Year 11

You will have one exercise book.

**Homework**

Homework will be set twice a week and will involve an assessed task and a note taking/revision task.

Students are encouraged to read newspapers and news websites to find articles related to current topics. At the end of each unit there will be a test. You should be up to date with revision cards/workbooks by the time this test is taken and you must prepare for it seriously. Test exam results will indicate to teachers which tier you will be entered for in the final examination.

**Fieldtrips**

- T.B.C.

**For further information please contact Mrs J Lewis: [ejl@clairescourt.com](mailto:ejl@clairescourt.com)**



# HISTORY



## **General outline:**

**Exam Board: EDEXCEL**

**History A: The Making of the Modern World.**

The new specification enables schools to adopt a **modular** approach. Over the two years of GCSE, there are **4** equal modules, each worth 25% of the final marks. Students take **2** modules each year.

Students took the Unit 3 exam at the end of Yr 10, and have 'banked' their result to contribute to the remaining assessments at the end of Yr 11.

The Controlled Assessment was completed during Year 10, and the result will be submitted to Edexcel in Year 11.

*So: what's left to do in Year 11?*

In Year 11, all students will:

- Complete the syllabus as required for the two remaining terminal papers in units 1 and 2.
- Prepare for the final examinations.

## **Practicalities:**

- 2 double lessons per week are taught.
- A homework is set after EACH of these lessons. This will usually be a written exercise, such as a practice exam question.
- Full use is made of BBC and Channel 4 schools and documentary video material to enhance the delivery of the information in all topics.

## **Autumn Term:**

**Unit 2 Depth Study: Option 2A Germany 1918-39.**

- The Weimar Republic 1918-33
- Hitler and the Rise of the Nazi Party 1918-33
- The Nazi Dictatorship 1933-39
- Nazi Domestic policies 1933-39

We have organised for the students to attend a Study Day at the Imperial War Museum on life in Nazi Germany. This will take place on 11 October (cost approx. £13). While there, there will also be an opportunity to do some preliminary work on their remaining topic, the Cold War.

Textbook: **Germany 1918-39** by John Child (£9.99)

## **Lent Term:**

**Unit 1 Peace and War: International Relations**

*We are intending to study:*

**Section 4** How did the Cold War develop? 1943-56

**Section 5** Three Cold War Crises: Berlin, Cuba and Czechoslovakia c. 1957-69

**Section 6** **Why** did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991).

Textbook: **Peace and War: International Relations 1900-91** by Robin Bunce, Laura Gallagher and Nigel Kelly (£9.99)

**Summer Term:**

Students will be taken through a revision programme in order to prepare for the two final papers in June. They will be given advice on exam techniques and they will have practice tests so that they will become familiar with the different types of exam question on both papers.

In addition, some students may wish to re-sit their Unit 3 exam if necessary.

Textbook: **History A: The Making of the Modern World Units 1-3** (Revision book) by John Child, Jane Shuter and Paul Shuter (£5.60)

Additionally, students will have subscriptions to **Hindsight** magazine. These are published 3 times during the school year. They contain useful and interesting articles specifically written for GCSE History students, and exam advice (approx. £7 each).

**Methodology:**

**Marking and assessment:** Written homework is marked each week; marks out of 10 are given. Tests may be set at the end of a topic. Each of the term grades are aggregated from the homework and test marks. Students' attainment is monitored within the Department and compared with their MidYis and Insight scores in order to highlight underperformance.

**How parents can help:** By ensuring that homework (set twice a week) is done promptly when it is set. By discussing current events with their children, so that the student can see the relevance of the topics studied, and can make links between past and present. By encouraging students to watch relevant films and documentaries. By encouraging students to read about the topics studied, especially in *Hindsight* magazine.

**For further information please contact Mrs Penny Hawker: [pgh@clairescourt.com](mailto:pgh@clairescourt.com)**



# MUSIC



(Based on the AQA GCSE for MUSIC: Syllabus 4272)

The students will work from a course book AQA MUSIC GCSE by Nelson Thornes

## Autumn Term

Continue with the composition for Unit 4, based on a style of the candidates choosing. Performance work will be finalised and recorded when ready. Listening work will continue throughout the term. A Listening Exam lasting 1 hour will be 'sat' as a mock.

## Lent Term

The Composition topic for Unit 2 will be completed. This is based on one of the three strands and announced by the Board annually. Recording of performances will continue as well as listening work. **All coursework should be completed by Easter.**

## Summer Term

Final preparation for the Listening Paper.

## ASSESSMENT

- Unit 1** An exam lasting 1 hour based on all five of the Areas of Study will be sat.
- Unit 2** Candidates are required to compose one piece of music and must choose two or more of the five Areas of Study. There must be a link to one of the three Strands, which will be announced annually by AQA. They will also complete an appraisal of their work.
- Unit 3** One solo performance and one group performance is recorded
- Unit 4** Candidates are required to compose one piece of music which explores two or more of the five Areas of Study. This may be in any style or genre of the candidate's choosing.

**Both compositions are carried out under 'informal' supervised conditions IN school**

## HOMEWORK

The pupils will be expected to continue with composition work at home throughout the year, as well as preparing solo and group performances. Listening tasks will also be set together with learning general musical terminology.

**PARENTAL SUPPORT:** Please help your daughter to meet homework deadlines particularly with composition tasks. We expect that **ALL** pupils who take Music will have instrumental lessons either in school or outside.

**For further information please contact Ms M Macfarlane: [mem@clairescourt.com](mailto:mem@clairescourt.com)**



## PHYSICAL EDUCATION GCSE PE



The Edexcel GCSE course in Year 11 follows on from the work they have already covered in Year 10. They will continue to work on the two major components, practical and theory. The main focus in the theoretical component will be to revisit all of the topics studied in their first year of the course. They will also undertake two controlled assessment tasks which will involve planning, carrying out and evaluate a personal exercise plan and engaging in performance analysis of their chosen sport. Practically the girls will continue to work towards developing the skills and understanding in the chosen practical options in preparation for moderation. At this stage they should be relating the theoretical components of the course and applying them to their chosen sports. The work covered at KS4 is good preparation for the AS level in Year 12.

Pupils have two seventy-minute lessons a week; one theory and one practical where they are expected to complete at least a thirty-minute piece of homework for each. Homework tasks are both theoretically and practically based and look at the performer in action in an athletic environment. Assessment is continuous particularly on the practical side.

**TEXT BOOKS**      *Edexcel PE for GCSE* by Sue Hartigan and published by Hodder Education.  
The Essentials of GCSE PE - Revision Guide

### CONTENT

Year 11 is very much revision based and will include their controlled assessment tasks (P.E.P and performance analysis). Revision tasks are set throughout the Autumn and Lent Term to ease pupils' learning techniques.

#### Autumn Term

Controlled assessment:- Personal exercise plan  
Revision of:- Section 1.1 Healthy, active lifestyles, to include:  
Topic 1.1.1 Healthy, active lifestyles and how they could benefit you  
Topic 1.1.2 Influences on your healthy, active lifestyle  
Topic 1.1.5 Your personal health and well being

#### Lent Term

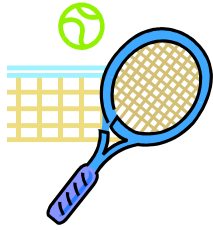
Controlled assessment- Performance analysis  
Revision of: - Section 1.2 Your healthy, active body, to include:  
A healthy, active lifestyle and your muscular system  
A healthy, active lifestyle and your cardiovascular system  
A healthy, active lifestyle and your respiratory system  
Exercise and fitness as part of your healthy, active lifestyle

#### Summer Term

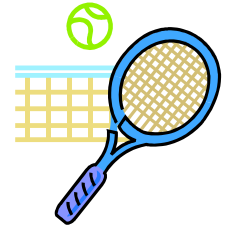
Revision of:- Section 1.1 healthy, active lifestyles  
                  Section 1.2 your healthy, active body, to include:  
Topic 1.1.4 Physical activity as part of your healthy active lifestyle  
Topic 1.2.5 Physical activity and your healthy mind and body  
Examination preparation  
Practice of examination papers.

Several theory lessons have a practical bias and students are expected to have the correct kit to participate.

**For further information please contact Miss R Fuller: [raf@clairescourt.com](mailto:raf@clairescourt.com)**



## PHYSICAL EDUCATION



Pupils are encouraged to take part in all Physical Education lessons and will focus on developing, implanting and refining skills to enhance their performance in various their chosen activities. They should also use the knowledge, skills and understanding gained in earlier key stages and their own experience to take new and more adult roles in school and the wider community.

Throughout the year the girls will have the opportunity to play for a school team and Inter-House events in the following activities, cross-country, netball, hockey, athletics and swimming.

### **Autumn Term**

Netball  
Hockey  
Rowing  
Badminton  
Squash  
U-Fit  
Dance

### **Lent Term**

Netball  
Rowing  
Badminton  
Squash  
U-Fit  
Mini Games Activities  
Dance

### **Summer Term**

Swimming  
Athletics  
Tennis  
Rounders  
Cricket

Extra curricular activities:- Netball, Hockey, Indoor Hockey, Tennis, Athletics, Cricket, Dance, Swimming, Sailing and Rowing.

For further information please contact Mrs S Rogers: [sar@clairescourt.com](mailto:sar@clairescourt.com) .



## RELIGIOUS STUDIES



The Year 11 course continues the AQA board specification from Year 10.  
The module is **Religion and Citizenship**.

The topics we will be studying in Year 11:

❖ **Religion and relationships**

This topic examines human sexuality and sexual relationships, and the purpose and character of marriage; good parenting and divorce.

❖ **Religion, sport and leisure**

This topic examines religious attitudes towards the purpose, use and importance of sport and leisure. It looks at morality in sport, the devotion of fans and at the pay of superstars.

❖ **Religion and work**

This topic links with work experience, business and enterprise, and explores religious attitudes to the purpose and importance of work.

❖ **Religion and the multicultural society**

This topic explores the advantages and disadvantages of living in a multicultural society and considers the concepts of tolerance, respect and diversity.

❖ **Religion and identity**

This topic considers what it means to be human, the physical and spiritual dimensions of life and questions concerning image, views of 'self' and self-worth.

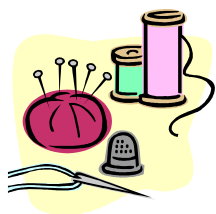
❖ **Religion and human rights**

This topic looks at religious attitudes towards the law and human rights and the impact of religion on the rights and responsibilities of the individual as a citizen.

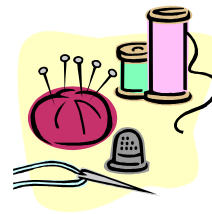
This module will be examined externally in the Summer term of 2011.

We have two double lessons each week (2 X 70 minutes). There are also two homework sessions where assignments will range from writing answers to questions or reading or research and also planning oral presentations.

**For further information please contact Miss A Nansibuka: [ann@clairescourt.com](mailto:ann@clairescourt.com)**



## TEXTILES



The syllabus followed is - Edexcel GCSE Art & Design: TEXTILE DESIGN

Endorsement Title	Specification code	Unit 1	Unit 2
GCSE in Art & Design – Textile Design	2TE01	5TE01	5TE01

- There are 4 lessons (2 double periods) on the timetable per week.
- Students have 2 homeworks per week which should each be of an hour's duration.
- The GCSE course is presented in a way which places an emphasis on the processes and procedures by which work is produced with reference to the basic elements of art. (line, shape, form, texture, colour, pattern).

### COURSE STRUCTURE

	Component	Weighting	Requirements	Method of Assessment
Unit 1 Unit 2	Personal Portfolio in Art & Design (Coursework)	60%	Must show evidence of 2 years' study Must show evidence of all assessment objectives Must contain supporting studies and personal response	Internally set Internally marked Externally moderated
Unit 2 ESA	Externally Set Assignment (Examination)	40%	Must show evidence of all assessment objectives Must include supporting studies and personal response.	Externally set Internally marked and standardised Externally moderated 10 hours timed examination

### ASSESSMENT OBJECTIVES

<b>A01</b>	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
<b>A02</b>	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
<b>A03</b>	Record ideas, observations and insights relevant to their intentions in visual and/ or other forms.
<b>A04</b>	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

### COURSE CONTENT

- In Year 11 the students continue to work in the same way as in year 10, with the emphasis on the processes and procedures by which work is produced with reference to the basic elements of Art and Textiles (line, shape, form, texture, colour, pattern) and to artists and contexts.
- The practical approach to Art History and Art in context is supported by Art gallery visits as an essential element of the development of the pupils' critical and analytical skills during the mock examination project.

- There are 4 lessons (2 double periods) on the timetable per week and students have 2 homeworks per week.
- The 4 Assessment Objectives are addressed.
- The 'mock' GCSE examination, carried out at the end of the Autumn Term, takes the form of a project which the students work on from the beginning of the Autumn Term, producing preparatory work which then leads to the Final Piece.
- This work will ultimately be marked as part of the Coursework component.
- ICT is used for coursework in school and at home where computers and appropriate software are available. Pupils are able to use their word processing skills to produce written work, and the Internet can be used as a research tool to develop the current topics in order to widen the students' knowledge and understanding of the subject.

<b>Yr 11</b>	<b>Autumn Term</b>	Unit 1 Coursework Mock Examination 10 hour test
	<b>Lent term</b>	Unit 1 Coursework completion and Unit 2 ESA – Preparatory Supporting Studies
	<b>Summer term</b>	ESA Externally Set Assignment 10 hr Timed Test

### **Autumn Term – Unit 1 (Coursework continued)**

- Continuation of COURSEWORK, Unit 1, in the form of a Thematic Project which forms the GCSE Mock Examination. This is based on a past GCSE examination paper.
- 8 week preparatory period followed by 10 hour mock examination.
- This work is marked in accordance with the GCSE assessment criteria and will form the basis of the students' end of term grade.
- This work will ultimately be classified as Coursework.

### **Lent Term – Unit 1(Coursework completion) and Unit 2 ESA (Externally Set Assignment)**

- Completion of all coursework
- Mounting and selection of all coursework to be submitted for assessment.
- Distribution of **GCSE Examination papers** – 8 school weeks prior to sitting examination
- Commencement and completion of **examination preparatory studies** (8 weeks)
- Visit to Tate Modern to inform and inspire examination preparatory work

### **Summer term – ESA**

- Completion of Preparatory Supporting Studies for ESA
- **10 hour externally set examination** (over 2 x 5hr sessions)

### **EXTERNALLY SET ASSIGNMENT**

- This forms 40% of the syllabus and will take place during the second half of the Lent term
- The Externally set assignment takes the form of an 8 week preparatory study period whereby the students, on receiving their examination paper, research, analyse and develop their work towards the 10 hour test where they produce a 'Final Piece'.
- As with the coursework projects, the examination paper is thematically based.

### **ASSESSMENT of Coursework and Externally Set Assignment**

Throughout Year 11 the pupils' coursework will be monitored and assessed continuously. Pupils continue to be assessed on the Assessment Objectives continue to be assessed This is in accordance with GCSE criteria.

- After all Coursework and the Externally Set Assignment are completed, then **Internal Assessment** takes place in accordance with the GCSE assessment criteria.
- At a mutually agreeable time, an **External Edexcel Moderator** will visit to moderate the centre's Internal Assessment.

**For further information please contact Miss A Batty: [alb@clairescourt.com](mailto:alb@clairescourt.com)**



## PSHCE



All pupils in Year10 and 11 study PSHCE (Personal, social, health and citizenship education) for approximately 40 minutes a week, during their Form periods. They are taught by their Form Tutors with specialist input, including outside speakers when necessary.

The programme covers three main strands **Developing self-awareness, Keeping healthy and Relationships and responsibilities.**

The units covered each term are listed below, but they are not necessarily taught in that order, to allow staff to tackle specific issues as they arise or are concerns for certain year groups.

The 2 year course is based on:

**YOUR FUTURE: Rights, relationships and responsibilities** John Foster and Diane Craven  
Films, leaflets, posters etc are used to support the discussions.

### Autumn Term

Expectations document	Discuss contract and expectations.
Analysis of careers profile	Analysing personal COA profiles Thinking about careers. Applying for a job. Preparing a CV.
Recording your achievements	Reviewing your progress and development. Writing a personal statement.
Assembly	Preparing an assembly.
Target setting	Setting targets following the first set of mock examinations.

### Lent Term

Interviewing techniques	Preparing for interviews. Mock interviews.
Choosing your future options	What are the options? Considering the options.
Social and moral dilemmas	Abortion. Genetic engineering. Genetic modification. Euthanasia. Sexual harassment. Racism.
Target review	Following second set of Mock examinations.

### Summer Term

Examination preparation	Planning a revision timetable. Finding out about your examinations. Ways to revise. Coping with the public examinations.
Work experience	Looking at the Work Experience booklet – How to use it. Thank you letter following placement.

For further information please contact Mrs V Gristwood: [vag@aclairescourt.com](mailto:vag@aclairescourt.com)

**RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY**