

CLAIRES COURT SCHOOL



CURRICULUM STATEMENTS 2009 – 2010

YEAR 11

RESPONSIBILITY | RESPECT | LOYALTY | INTEGRITY



INTRODUCTION



YEAR 11

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

In September all boys are given their homework timetable for the coming academic year. Each day your son should record any homework which has been set in his homework diary. Your son's form tutor will check his homework diary on a weekly basis and use it to communicate any concerns regarding homework. We ask that parents also check their son's homework diary on a weekly basis and use it as a means of communication with the form tutor regarding homework problems.

For most subjects, at least three times during the year we will be assessing Common Tasks (CT) – these are identical pieces of work for all students in a Year (Boys and Girls). The last Common Task is the summer examinations for most Year groups, but the other two are shorter units of work. Some consist of the end of unit tests within a subject text book, others require greater in-depth study and personal research. Once a specific CT is completed, then the department concerned will moderate the work produced to ensure consistency of marking and teacher response. The raw mark for a CT will be converted into a percentage, and this will be used to rank order all pupils in the year. In addition to identifying how well the whole year group is working, we will be able to identify those boys who are showing genuine scholarship potential, as well as those who may be finding the work too challenging. Finally, the CTs provide an obvious mechanism for quality control within teaching sets, whilst one would expect to see streamed groups vary in performance, those setted as mixed ability or by interest should show a similar range of responses.

Trial examinations for GCSE will take place in 3 sessions this year, one in early December, one in late January and one in late March. A full schedule of Trial examinations will be sent home under separate cover, as will recommendations for Work experience once GCSE examinations are complete in late June. Block absence as such is not given to pupils during trial examinations, but normally commences at the end of the May to coincide with the Summer half-term.

If your son experiences any problems accessing the curriculum, please do not hesitate to contact his form tutor who will then pass on your concerns to the necessary member of staff.

John Rayer
Headmaster



ENGLISH And 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 pupils study English and most pupils English Literature as well. The course enables pupils to fulfil the core curriculum requirements for KS4, and takes an interesting, varied approach to course components and the teaching of communication skills. Foundation Tier candidates (Set 4 and some boys in Set 3) will not do Literature.

Pupils have five 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)
- *GCSE English for Edexcel Student's Book*
- *Media in GCSE* by Purple and O'Connor
- *Macbeth* by William Shakespeare
- *York Notes : Macbeth*
- *A View From The Bridge* by Arthur Miller
- *York Notes : A View From The Bridge*
- *Of Mice and Men* by John Steinbeck
- *York Notes : Of Mice and Men*

Autumn Term :

- Coursework : Pre-1914 Poetry [Literature]
- Of Mice and Men [Literature]
- 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]
- Coursework : Speaking and Listening [English]
- Final compilation of Coursework Folders [English and English Literature]
- Revision [English and English Literature]

Summer Term :

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

CONTACT: Mr OBJ Olivier - obo@clairescourt.com



MATHEMATICS Set 1



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 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 Key Maths 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 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. 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.

In the event of emergency school closure, work will be set by the class teacher via the MyMaths website which can be found at www.mymaths.co.uk. Each pupil will be given log details for this site

Contact: Mrs J Myers - jum@clairescourt.com

Mathematics Sets 2 and 3



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

In the event of emergency school closure, work will be set by the class teacher via the MyMaths website which can be found at www.mymaths.co.uk. Each pupil will be given log details for this site.

Autumn Term

Module 5
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

Lent Term

Module 5
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

Summer Term

Module 5
Revisiting previous topics 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 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.

Contact: Mrs J Myers - jum@clairescourt.com

Mathematics

Set 4



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.

Contact Mrs J Myers - jum@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 A 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 A –Year 10 sets 1-3

The course is comprised of 6 modules, each module relating closely to one of the scientific disciplines and a practical and investigative skills assessment (ISA).

SUMMARY OF THE SPECIFICATION CONTENT

Module no.	Module title	Topics
Science A		
Biology 1a Autumn/Lent term	Human Biology	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?
Biology 1b Lent/Summer term	Evolution and Environment	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?
Chemistry 1a Autumn/Lent term	Products from rocks	How do rocks provide building materials? How do rocks provide metals and how metals are used? How do we get fuels from crude oil?
Chemistry 1b Lent/Summer term	Oils, Earth and Atmosphere	How are polymers and ethanol made from oil? How can plant oils be used? What are the changes in the Earth and its atmosphere?
Physics 1a Autumn term	Energy and Electricity	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?
Physics 1b Lent/summer term	Radiation and the Universe	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?
Science 2 Centre assessed Unit		Investigative skills assignment Practical skills assessment

Year 11 CONTENT Additional Science (Sets 1-4)

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

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

Science 2 Centre assessed Unit		Investigative skills assignment Practical skills assessment
---	--	--

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 10 Science A sets 1-4

The scheme of assessment comprises seven units: Biology 1a and 1b, Chemistry 1a and 1b, Physics 1a and 1b, and the Science 1 centre assessed unit.

Biology 1a 12.5% of marks	Multiple choice test	30 minutes/36 marks
Biology 1b 12.5% of marks	Multiple choice test	30 minutes/36 marks
Chemistry 1a 12.5% of marks	Multiple choice test	30 minutes/36 marks
Chemistry 1b 12.5% of marks	Multiple choice test	30 minutes/36 marks
Physics 1a 12.5% of marks	Multiple choice test	30 minutes/36 marks
Physics 1b 12.5% of marks	Multiple choice test	30 minutes/36 marks
Science 1 centre assessed unit 25% of marks	Investigative skills assignment Externally set and internally assessed test. Practical skills assessment	20 marks 14 marks 6 marks

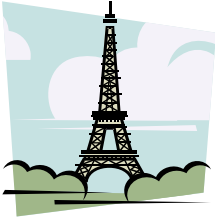
SCHEMES OF ASSESSMENT Year 11 Additional Science (sets 1-4)

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

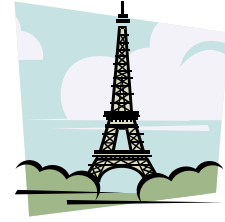
Biology 2 25% of the marks	Written paper	45 minutes/45 marks
Chemistry 2 25% of the marks	Written paper	45 minutes/45 marks
Physics 2 25% of the marks	Written paper	45 minutes/45 marks
Science 2 Centre assessed Unit 25% of the marks	Investigative skills assignment Externally set and internally assessed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

Cashing in of GCSE awards will happen at the end of the pupils' Year 11 academic year in order to give opportunity for re-sits.

Contact: Mrs R Selzer - rls@clairescourt.com



FRENCH



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 Rouge 4 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.

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.

Contact: Mrs Marion McKechnie - mjm@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, the end of module tests. testing all four skills: listening, reading, writing and speaking.

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.

Contact: Mrs Marion McKechnie - mjm@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.

The GCSE examination consists of four papers, one in each of the four skills, which are examined between March and June.

Course Content:

Autumn Term

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.

Revision

Lifestyle, leisure, Home and Local Environment, Work and Education.

Lent Term

Preparing for the speaking exam, past paper practice.

Summer Term

Past paper practice.

Contact: Mrs Marion McKechnie – mjm@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, which are examined in March, May and June.

Module	Examination session	Duration of Examination
Listening	June	40 minutes
Reading	June	50 minutes
Coursework	March	N/A
Speaking	May	10 – 12 minutes

Students use the text book “Listos 3 Rojo”, vocabulary and speaking book “Malvern GCSE Guides” and Role play practice booklet “AQA Higher Role Plays” to support their learning. Regular use is also made of DVD, videos, 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. The Coursework component of the exam is completed by the end of March and the Oral exam is completed and submitted by early May. 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’s 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

Que 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
Revision	Past papers

Contact: Mrs M McKechnie – mjm@clairescourt.com



ART



The syllabus followed is - Edexcel GCSE Art & Design

Endorsement Title	Specification code
GCSE in Art & Design - unendorsed	1027
GCSE in Art & Design - Fine Art	1028
GCSE in Art & Design - Textiles	1030

- There are 4 lessons (2 double periods) on the timetable per week
- Students have 2 homeworks per week which should be of an hours 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 basic elements of art. (line, shape, form, texture, colour, pattern).

COURSE STRUCTURE

	Component	Weighting	Requirements	Method of Assessment
Unit 1 Unit 2	Coursework	60%	Must show evidence of all assessment objectives Must include work journal	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

A01	Record observations, experiences and ideas in forms that are appropriate to intentions	25%
A02	Analyse and evaluate images, objects and artefacts showing understanding of context.	25%
A03	Develop and explore ideas using media, processes and resources, reviewing, modifying and refining work as it progresses.	25%
A04	Present a personal response, realising intentions and making informed connections with the work of others	25%

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 an Art Gallery visits as an essential element of the development of the pupils' critical and analytical skills during this mock examination project.

- The 4 Assessment Objectives of research, analysis, development, and realisation 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 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 the second year the pupils' coursework will be monitored and assessed continuously.

The following Assessment Criteria 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.

Contact: Mrs Jan Price - jcp@clairescourt.com



BUSINESS STUDIES



This year is a continuation of the work started in Year 10. 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.

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 syllabus by the end of the term, and the second which concentrates on completing their coursework project.

Students are required to complete a 1,500 word minimum Coursework Project that forms part of their GCSE exam and contributes 25% of their final grade. The coursework session will take the student through a step by step compilation of their project, ensuring that they gain top marks as long as they are conscientious and apply themselves well. Each student will be encouraged to develop a business plan for a potential new business. The business should be related to a product or product field in which they already have an interest since this makes it much more interesting for them. This usually consists of a feasibility study into the opening of a new business, ideally based on a subject with which the students are already familiar, such as a retail store selling music or sportswear or clothes or chocolates etc. The project needs to be submitted in draft by mid-December with various revisions being possible up to the final submission by half term in mid-February. The project is then marked internally before being submitted to the examination board for moderation and the awarding of final grades. Each student will be supplied with a folder in which they should keep any background research as well as each completed section of the project. This will ultimately build up to a project that will resemble a full business plan with background theory explaining the significance of each section.

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.

In particular, the following syllabus elements will continue to be taught and revised as well as demonstrating how each can be incorporated into the coursework project.

- **Introduction to business activity.** A description of business activity which continues to build on the student's own knowledge

- **Types of Business.** Exploring the different types of business organisation from sole trader to limited companies to multinational corporations.
- **Aims and objectives of Business.** Exploring the various aims and objectives of all business organisations from sheer survival to profit maximisation.
- **Marketing.** Exploring the role of marketing activities in the success of any business, with particular reference to the 4P's (Product, Price, Place and Promotion) and the role of Market Research.
- **Operations.** The role of operations and production activities in the success of the business, with particular reference to Lean Production techniques, Total Quality Management, Stock Control and Economies of Scale.
- **Finance.** The role of the Accounts Department in the success of the business with particular reference to Profit and Loss, Breakeven analysis, Cash Flow, Balance Sheets, Source of Funds and the use of Financial Ratios.
- **Human Resources.** The role of the Human Resource Department in the success of the business with particular reference to Recruitment, Training, Motivation, Appraisal and Rewards.
- **External influences on business organisations.** The role of government in the economy and its effect on business organisation, the competitiveness of the international market place, the effect of interest rates, inflation, unemployment, exchange rates etc.

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.

Following on from the full Foundation GCSE examination written at the end of Year 10, a full Higher level GCSE paper is written in their mock examination towards the end of the first term in Year 11 and again just before the Easter break. This will give a clear indication of the level of paper that each student should write in the final GCSE exam at the end of Year 11. Students will write the level of exam adjudged to be the best for them to ensure a minimum of a 'C' grade, or a maximum A* for those students who are capable of achieving it.

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.

Contact Mr Mike Miller - mim@clairescourt.com.



Business and Communications Systems

Students have 2 x 70 minute lessons per week. They will have developed their practical skills during their Year 10 work and will spend much of their class time in preparing for their 2 hour practical paper which represents 66% of their total marks. The remaining 33% is gained from a 1 hour Theory examination.

Subject Content

- The Business Environment
- Workplace Organisation
- Human Resources
- Communications
- The Use of ICT in the Business Environment

Computer Applications in the Business Environment

Students should be able to demonstrate knowledge, understanding and skill in relation to the use of a computer in the business environment, using their judgement to assess the effectiveness of their output.

Students will select and use appropriate business software to suit the tasks required from the following:

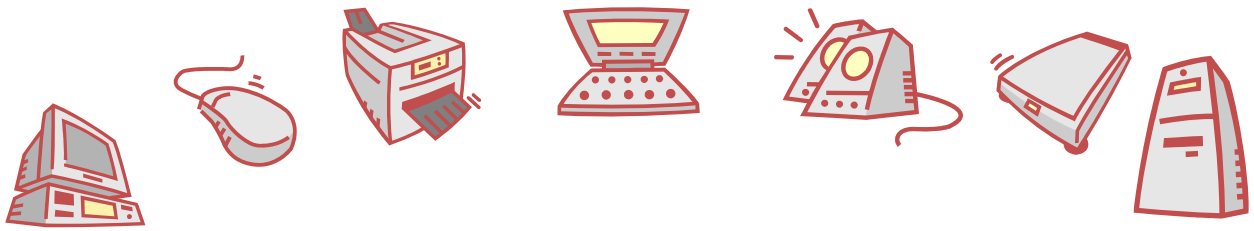
File Management
Word processing
Spreadsheets
Charts
Databases
Graphics and Clipart
Composition (of letters, memos or notices from other information sources)

Term 1

- Revision of software packages and appropriate usage.
- Introduction of further practical skills.
- Consolidation of existing practical skills.
- Introduction to timed practical assessments.
- Theory topics eg Human Resources
- Mock GCSE (1 hr written paper).

Term 2

- Practice and consolidation of integrated practical tasks.
- Timed practical assessments.
- Theory consolidation with practice examination questions.



Term 3

- Mock integrated timed tasks
- Practical Mock Examination Paper (2 hrs)
- Revision of theory
- Theory and practical examinations – May 2010

Students are provided with revision guides, practice questions and papers to assist examination preparation. There is also revision material available through Internet sources:

www.teach-ict.com

www.iw-chameleon.com

www.yacapaca.co.uk

Contact: Mrs P Carr – puc@clairescourt.com



DESIGN TECHNOLOGY Resistant Materials



The students started their preparatory work for their final Coursework Project in the second half of the Summer term of year 10. They should have completed a reasonable level of work prior to the summer holidays and were expected to do further work during the holidays.

AUTUMN TERM

Approximately 40 hours are allocated to coursework during the Autumn and Lent terms. An extra one hour a week (GCSE after school activity) will be offered to the students for the duration of the course. Students will spend all term working on their Design Folders and Practical Work during normal lesson time. Two months before the Mock Examinations, the students will be given their Examination Research Topic and Revision Programme. At least two double sessions will be spent on class revision for the examination. Students are expected to carry out their own revision in their own time and to prepare for class revision.

LENT TERM

Students continue with their work on the final coursework project until mid March at the very latest, when the course finishes. Final Internal Assessment of the Design Folder and Practical Work will take place soon after the completion of Coursework. Examination entry level will be finalised by mid February. The Final Examination Research Topic will be handed out to students on 1st March with specific guidelines on how to research and prepare for the final examination which will take place in the summer. After the course is completed, a programme of revision will be put in place for the students to follow. The remaining formal lessons will be devoted to revision until the students start study just before the summer half term.

Mock Examination will take place in the Autumn Term in November/December.

The final external examination moderation will take place early in the summer term.

The coursework project accounts for 60% of the total examination mark and the written paper 40%.

Contact: Mr Roy Delpech – rcd@clairescourt.com



DRAMA



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

I Practical Work (with relative weighting of 60%)

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

- Devised Thematic Work
- Acting
- Improvisation
- Theatre in Education
- Physical Theatre
- Set Design
- Costume
- Make-up
- Properties
- Masks
- Puppets
- Lighting
- Sound
- Stage Management

Candidates may choose two performance options, for example Acting and Devised Thematic Work or one of each performance and design option.

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

- II** Two pieces of comparative written coursework, one of each component of 500 words each.
- III** At the end of Year 11, there is a written paper of two hours, externally set and externally marked, with a weighting of 40% overall, from which candidates must answer two questions from two sections. Section A is on a set text chosen from a list of six prescribed texts. Section B is a review of live, professional theatre.

Autmn Term

A controlled assessment of the first option and the recording of the performance. Final comparative piece on the first option (Part 1 Piece).
Start rehearsals for the scripted performance.

Reading the script of the seen play in preparation of the theatre visit.
Visit to theatre to see live performance. Writing notes on the seen play.

Lent Term

Completion of the second option. Final comparative piece on the second option (Part 1 Piece).

Work on Drama past papers.

Competitions and moderation.

Summer Term

Reading *Blue Remembered Hills* again. Workshop scenes from the play. Write notes and model answers on the set play.

Rehearsal techniques. Further work on the seen production.

Examinations

Assessment is carried out according to the AQA criteria for GCSE Drama and graded without making allowances for Year 10's age.

In Year 11, candidates will perform another improvisation and another scripted performance. They will write two more coursework pieces on their two practical options. They will prepare for a theatre visit to see a play and write notes on it. Notes may be taken into the examination room to help candidates answer on questions from Section B of the written paper.

Contact: Mrs M Olivier - mco@clairescourt.com



GEOGRAPHY



The GCSE examination involves two written papers and one piece of coursework. 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.

- **Paper 1** (1hour 45 minutes)
Tests understanding of and skills used in the 4 CORE UNITS
These are: The Human World
 The Economic World
 The Physical World
 The Natural World
- **Paper 2** (1 hour 15 minutes)
Tests knowledge and understanding of the 2 OPTION UNITS
These are: Managing Urban Areas
 Managing Hazards
- **Coursework**
This is worth 25% of the total mark and is based on the fieldtrip to Henley on Thames. A set of structured deadlines for various chapters of the coursework will be issued. It is vital that these deadlines are met. **The Easter deadline is FINAL.**

Term	Year 11
Autumn	<p>CORE UNIT: The Natural World (climate & ecosystems) Ch 4 p68-88</p> <p>OPTION UNIT: Managing Urban Areas / Managing Tourism Ch 7/8</p> <p>December - Mock Examination Paper 1</p>
Lent	<p>OPTION UNIT: Managing Hazards. Ch 6 p111-136</p> <p>Fieldtrip to Reading</p> <p>March - Mock Examination – Paper 2</p>
Summer	<p>Revision</p> <p>Final Examination</p>

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 two exercise books – one for notes and one for homework.

All students should equip themselves with a box and set of 'tickler cards' (A5 size) on which they will create a 'revision library'.

Homework

Homework will be set twice a week and will involve an assessed task to be completed in a specific 'homework notebook' and a note taking/revision task to be completed in their 'general notebook'.

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

- Reading Lent Term Year 11 Urban Change and land use

Contact: Mrs Nerys Jones – nej@clairescourt.com



HISTORY



General Outline

Exam Board: EDEXCEL. History 1334A MODERN EUROPEAN AND WORLD HISTORY

All students are aiming to:

- Complete the syllabus as required for the two terminal papers.
- Complete the remaining coursework if necessary.
- Prepare for the final examination.

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.
- The main text used is **GCSE Modern World History** (second edition) by Ben Walsh; additionally **Revise Modern World History for Edexcel spec. A** by Barry Doherty is helpful at exam time.
- Full use is made of BBC and Channel 4 schools and documentary video material to enhance the delivery of the information in all topics.

Specifics

AUTUMN TERM

Remaining Paper 1 topic.

Either: Topic A6: SUPERPOWER RELATIONS 1945-90

Subject matter: Through the specified content, candidates will develop an overview of the impact of the breakdown of wartime alliances and the creation of the Cold War; the changing nature of superpower relations after the death of Stalin, Co-existence and Containment, and attempts at détente and changing relations during the 1980s. Specifically this will include:

- Relations between the superpowers in 1945; Yalta and Potsdam and the settlement of Germany; the reasons for Stalin's mistrust of the west; the differing policies of Roosevelt and Truman.
- East and West from 1946-1948; the reasons for and nature of the Truman Doctrine, Marshall Aid and the Marshall Plan; Stalin's reasons for opposing US aid and Comecon; the reasons for and nature of the attempts to rebuild the West German economy; Bizonia and the Deutschmark.
- The Berlin Blockade and its consequences; the reasons for and nature of the airlift; the impact and creation of NATO, the German Federal Republic and the German Democratic Republic; the reasons for the creation of the Warsaw Pact.
- Superpower rivalry 1949-61; the reasons for and impact of the Hungarian Uprising; the nature and impact of the arms race.
- The Cuban Missiles Crisis: the reasons for and impact of the Cuban Revolution; events in Cuba 1959-61; the reasons for and impact of the missiles crisis; the changing nature of superpower relations after Cuba, the reasons for and nature of the attempts at détente from 1963.
- Superpower relations 1979 to 1990; the impact of the invasion of Afghanistan upon relations between the superpowers; the policies of Reagan and the impact of the appointment of Gorbachev; the reasons for the improvement in relations from 1985; the end of the Cold War.

Or: Topic A4 THE RISE AND FALL OF THE COMMUNIST STATE: The SU 1928-91

Subject matter: Changing nature and impact of communist rule of the Soviet Union and its peoples; the nature of attempts to reform the Soviet state and the reasons for their failure; the reasons for the decline and collapse of the Soviet system. Specifically this will include:

- Nature of Stalin's rule in 1928; the reasons for the introduction of the 5 Year Plans and Collectivisation and their impact on the Soviet economy and the Soviet peoples; the use of Gosplan, Targets and Stakhanovites to create a command economy.
- The reasons for and impact of the Purges and Stalin's attempts to rewrite the history of Russia and the SU; the use of terror and forced labour camps, the nature of and reasons for the Show Trials; development of the Cult of Personality.
- Soviet Union under Khrushchev; reasons for ascent to power by 1957; nature and impact of De-Stalinisation; nature of and reasons for failure of Khrushchev's attempts to reform agriculture and industry; reasons for Khrushchev's growing unpopularity in the SU from 1960.
- SU under Brezhnev; increase of corruption under Brezhnev and its consequences for the Soviet economy; impact of the increased power of the KGB from 1967; consequences of the mental failure of Brezhnev from 1976 and the early deaths of Andropov and Chernenko. **NB Detailed knowledge and understanding of Brezhnev's period in power will not be expected.**
- SU under Gorbachev; Soviet economy in the mid 1980s; Gorbachev's attempts at reform; Glasnost and Perestroika; the impact of and reasons for the failure of Gorbachev's reforms; break up of SU; reasons for Gorbachev's resignation as President of the SU December 1991.

A Trial exam will be set at the end of the Autumn Term. This will test the whole of their knowledge for Paper 1.

LENT TERM

Topic B4: NAZI GERMANY c.1930-39 'Depth Study' for Paper 2 of the terminal exam, so it is source-based study.

Subject matter: The focus is on why the Nazi party was able to gain power in 1933, the development of the Nazi state and the impact of Nazi rule on the people of Germany. The topic will examine:

- Hitler, Nazism and Nazi beliefs.
- Nazi rise to power: the role of Hitler.
- Creation of the totalitarian state: elimination of the opposition.
- Nazi State: propaganda, education, youth movements, arts, sport, entertainment.
- Racism, citizenship, treatment of minorities, persecution of the Jews: opposition to Nazi rule.
- Social impact of Nazism: role and status of women, employment opportunities in the economy.

The students' Paper 2 skills in this topic will be explored and developed further in a visit to the Imperial War Museum in February. The students will attend a study session in which they will examine primary evidence.

A further Trial exam will be set towards the end of the Lent Term. This will test their knowledge for Paper 2.

SUMMER TERM

Students will be taken through a revision scheme which includes tips on revision techniques as well as regular practice questions taken from past GCSE papers from both paper 1 and paper 2.

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. GCSE 'mock' results (along with Year 10 exam results) are recorded by the department and students' attainment is monitored and compared with their MidYis and Yellis scores in order to highlight underperformance well before the GCSE exam. This enables staff to plan a suitably structured revision programme for Year 11.

How parents can help By ensuring that homework is done promptly when it is set. By proof-reading the student's work to help to check for clarity of expression and clerical accuracy (especially if coursework remains to be finished).

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.

Contact: Mrs Jenny Wilding - jaw@clairescourt.com



MUSIC



(Based on the AQA GCSE for Music Syllabus 3271)

Autumn Term

Study Music for 'Special Events.' Examine different pieces that have been written for a variety of occasions. Pupils will compose a piece of their own choosing. This is only Areas of Study that **must** be submitted for the examination.

Study 'Music for Dance' through listening. Examine dance styles from the Baroque era including Suites. Also examine dance styles from around the world.

Lent Term

The **Integrated Assignment** is given to the pupils in January. This must be completed by **MAY**. A short evaluation is completed under exam conditions in May.

Preparation for the solo and group pieces will continue during the term.

Summer Term

Preparation for the listening exam and final recording of performances if necessary.

ASSESSMENT

During the Lent Term of Year 11, the pupils will chose:

- Their best composition. This has to be a piece representing 'Music for Special Events.'
- One solo performance
- One group performance.

These will be moderated by the teacher and sent to the Exam Board.

The Integrated Assignment is completed in May of Year 11 and is externally marked.

The Year 11 written 'mock' will be sat in December. The previous year's exam is used.

An exam lasting 1hour and fifteen minutes based on the five Areas of Study will be sat in May. This is externally marked.

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 son to meet homework deadlines particularly with composition tasks. If your child receives musical tuition please encourage him to practise regularly.

Contact: Mr A Roach - anr@clairescourt.com



PHYSICAL EDUCATION



Year 11 Physical Education is a continuation of the two-year course started in Year 10. The course is still divided into the two major components, the PRACTICAL component worth 60% of the final mark and the THEORY, worth 40%. The year is divided up into the completion of the course (autumn term), a structured revision programme and a final “top-and-tailing” of practical choices and specialisation (spring term).

Two double-lessons of 70 minutes are allocated, one to practical sessions and one to theory.

PRACTICAL

AUTUMN TERM :-

Rounders:-

- Batting – grips and their uses; stance; hitting in different directions; forehand and backhand.
- Bowling – basic action; stepping action; variation of speed, height, angle, spin.
- Fielding – underarm throwing and catching; overarm throwing and catching; stopping, chasing and returning.
- Positional play – bowler; backstop; post play; deep fielders.
- Tactics within game situations – e.g. field placing for attacking/defensive batsmen/left-handed batsmen. Bowling changes. Switching/backing up post play.

Swimming :-

- Safety rules – confidence practices and games – preliminary strokes (e.g. dog-paddle, life-saving back-kick, etc.
- Front crawl – legs – arms – shape – breathing.
- Breast stroke – legs – arms – coordination.
- Back crawl – legs – arms – coordination –
- Butterfly – legs – arms – coordination. – Race start.

SPRING TERM :-

We use the Spring term for as much specialisation as possible, attempting to provide courses for boys that are totally relevant to their final choices. The group, therefore, divides up into specialist areas e.g. half go to swimming survival and half cricket. After half-term, we provide one or two-lesson courses in various sports, to give the boys a chance to finally “up” their grades.

Cricket :-

- Fielding – close and long catches – fielding the ball – throwing – wicket-keeping.
- Batting – grip – stance – bat-lift – forward defensive.
- Bowling – basic spinner’s and seamer’s grips – bowling action – line and length.
- Batting (Contd.) – Front-foot play – off and cover drives – back-foot play – hook and cut shots.
- Bowling (contd.) – swing and seam bowling – off and leg cutters – finger and wrist spin – “googlies” – “Chinaman”.

Swimming survival and life-saving :-

- Basic survival and treading water.- “help” position.
- Removing clothes and longer distance swimming survival.

- Rescue jumping – life-saving back kick – side-stroke and “figure eights”.
- Various methods of towing and rescue.
- Survival and life-saving test – assessment.

SUMMER TERM :-

Practical moderation usually takes place in the first week of the summer term. After this we use the practical periods to assist in final revision for the theory paper.

THEORY

The weekly theory session involves a complete run-through and revision of the topics covered in Year 10. In addition, the Year 11 course includes the completion of a PEP diary and an essay on Captaincy or Leadership.

AUTUMN TERM :-

Bones

- Joints, tendons and ligaments
- Muscles and muscle action
- Muscles and muscle action
- Prevention of injury
- Sports injuries
- Circulatory system
- Circulatory system
- Respiratory system
- Health, Fitness, Exercise and Performance
- Skill Related Fitness

SPRING TERM :-

- Principles of Training
- Methods of Training
- Methods of Training
- Reasons for taking part in Physical Activity
- Diet, Health and Hygiene
- PEP

SUMMER TERM :-

- Essay on Captaincy or Leadership
- Essay on Captaincy or Leadership
- Final revision

HOMEWORK

Homework will be set after each theory lesson throughout the GCSE course. It will be vital that every homework is completed to a very high standard as it will have a direct effect on learning and understanding of the GCSE course. Types of homework will include, making notes on work covered during lessons, revision for tests and the mock exam, coursework i.e. work on the Personal Exercise Programme (PEP), which is part of their final assessment and therefore part of the final GCSE mark, and revision cards.

Homework will be set on occasions after practical lessons. This usually relates to each pupil's individual analysis sport which requires submission of various pieces of written work. Each pupil will be guided through the process.

Contact: Mr M Turner - jmt@clairescourt.com



RELIGIOUS STUDIES



During this year we will continue to study OCR Religious Studies B: Philosophy and Ethics. The topics to be studied during the Autumn and Lent Terms are:

Philosophy:

- Unit 4 **Death and the Afterlife**
Christian understanding of body and soul; the afterlife; God, the Judge; Christian, Hindu and Muslim Funeral rites. Hindu understanding of the difference between the body and the Atman; Samsara, karma and rebirth; rebirth and moral behaviour. Muslim belief in Heaven and Hell; Moral behaviour and life after death.
- Unit 5 **Good and Evil**
Differences between God and Satan; Christian responses to the problem of evil and the suffering of Christ; the right way to behave and following a moral code. Hindu responses Good and Evil; Muslim ideas of the goodness of Allah and the nature of Iblis; Hindu and Muslim responses to evil and suffering, discovering the right way to behave by following a moral code.
- Ethics:
- Unit 9 **Religion, Poverty and Wealth**
The causes of hunger, poverty and disease; Christian, Hindu and Muslim teaching about the poor, money, charity and moral and immoral occupations.
- Unit 10 **Religion, War and Peace**
Christian, Hindu and Muslim attitudes to war, violence, the treatment of criminals and social justice.

Students have one coursework Assignment to be finally submitted and a further task that has been prepared but not yet written. When we have finished studying all the topics and completed the coursework we will revise all the previous topics prior to the Mock papers in March. We will then revise the weaker sections found from the Mocks.

As before, we will have two double lessons each week (2 X 70 minutes). There will also be two homework sessions where assignments will range from completing Coursework, writing answers to questions or reading for research and also planning oral presentations.

Contact: Mrs Ann Pitts – acp@clairescourt.com



PSHCE YEAR 11



All pupils in Year 10 and 11 study PSHCE (Personal, social, health and citizenship education) for approximately 35 minutes a week, during their Form periods. They are taught by their Form Tutors with specialist input, including outside speakers when necessary. 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.

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. Work experience
Christmas	Hampers and charity
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.
Charity Week	3 for 3
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.

Contact: Mr Justin Spanswick – jms@clairescourt.com