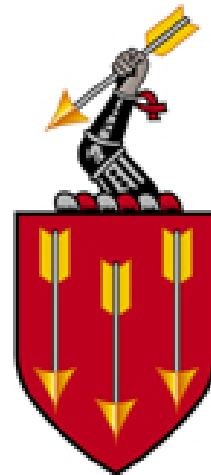


# **CURRICULUM BOOKLET**

**2009-2010**



**YEAR 11**

**KING HENRY VIII SENIOR SCHOOL**

Dear Parent/Guardian

This curriculum booklet has been put together as part of the Home-School partnership. As last year it includes an outline of the topics/themes studied in each subject throughout the year.

As in year 10 the GCSE examination board and syllabus number studied are indicated in red in the first column. The websites are also indicated where more detailed information can be found.

The next page has an overview grid of the GCSE coursework tasks that will be covered this year with approximate final deadlines. Most departments set intermediate deadlines to help the students organise their time. If you could emphasise the importance of these it will enable your son/daughter to maximise their potential in this area of the GCSE course. In subjects such as Design Technology and Art where a significant proportion of the GCSE marks are gained by coursework the second half of the Spring Term can be very stressful if they do not keep up to date.

We hope that you will find the booklet informative and useful.

Miss A. M. Weitzel  
Deputy Head  
September 2009

### Year 11 coursework overview for 2009-2010

Remember to read this list in conjunction with the school calendar and fixture lists in order to be aware of sporting, musical, dramatic and other activities which may require time at certain points during the year. Please note that a lot of the deadlines are around Easter and you must think carefully about how you manage your time towards the end of the Spring Term. Experience tells us that if you try to do too much in the last weeks your other subjects suffer, please listen to advice given about intermediate deadlines.

Month	Work started	Work due in
SEP	Geography write up Art & Design ICT Task 3 Music composing + performing	You should have completed at least 3 English tasks.
OCT		History
NOV		Music – Integrated Assignment released
DEC	ICT Task 2	Geography ICT Task 3 Art & Design – 3 <sup>rd</sup> Coursework project
JAN	History (Indian Independence) Art - preparation for exam	Music Solo performance Science modules
FEB		History (Indian Independence) Eng. Lang. and Lit. beginning of half-term holiday Music – Ensemble Performance
MAR	Art exam 6 weeks preparation time	DT Resistant Materials project completion DT Electronics project completion Art coursework folders by end of March ICT Task 2
APR		Music – Integrated Assignment completion DT Food Technology project completion DT Resistant Materials project submission DT Electronics project submission
MAY	Examinations Start	Modern Language orals

The internal marking of coursework is carried out in accordance with the procedures laid down by the examination boards. Students may appeal against the procedures used to arrive at their coursework marks, but not against the marks themselves. A copy of the appeals procedure can be obtained on application to Miss Ann Weitzel (Deputy Head)

## ART & DESIGN:

OCR

Full course

1910-15

[www.ocr.org.uk](http://www.ocr.org.uk)

The focus during the first term in Year 11 is on producing the second unit of coursework.

***Coursework is made up of 2 projects and = 60% of the final grade.***

Students are given a choice of three topics/starting points.

At this stage teaching is very much one to one as students will be working on individual projects to enable them to show the high level of ***personal response*** that is required and enable them to attain high level marks.

This unit of coursework will be completed by the end of the Autumn Term.

The students will then start their examination preparation work. The examination board OCR allows six weeks for the students to produce their evidence. The students will then sit their examination over two days shortly before the Easter holiday.

The few final weeks will be spent mounting their examination work for submission and assessment.

## BIOLOGY:

AQA

B411

[www.aqa.org.uk](http://www.aqa.org.uk)

### Autumn Term

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 materials 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?

### Spring Term

How do dissolved materials get into and out of animals and plants?

How are dissolved materials transported around the body?

How does exercise affect the exchanges taking place within the body?

How do exchanges in the kidney help us to maintain the internal environment in mammals and how has biology helped us to treat kidney disease?

### Summer Term

Revision including:

How are micro organisms used to make food and drink?

What other useful substances can we make using micro organisms?

How can we be sure we are using micro organisms safely?

**BIOLOGY**  
**DUAL AWARD:**  
**AQA**  
**4461 & 4463**  
**www.aqa.org.uk**

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 materials 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?

Revision

**CHEMISTRY:**  
**AQA**  
**4421**  
**www.aqa.org.uk**

**Autumn Term**

Do chemical reactions always release energy?  
How can we use ions in solutions?  
How was the periodic table developed and how can it help us understand the reactions of elements?  
Revision and past papers for Unit 2 exam

**Spring Term**

What are strong and weak acids and alkalis?  
How can we find the amounts of acids and alkalis in solutions?  
What is in the water we drink?

**Summer Term**

How much energy is involved in chemical reactions?  
How do we identify and analyse substances?  
Revision and past papers for Unit 3 exam

**DUAL AWARD:**

How do sub-atomic particles help us to understand the structure of substances?  
How do structures influence the properties and uses of substances?  
Revision and past papers

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?

Revision and past papers for Unit 2 exam

**CLASSICAL  
CIVILISATION:  
OCR1940 Option  
HB Paper 22 ( 3  
Topics) & Paper  
23 (2 literature)  
www.ocr.org.uk**

**Autumn Term**

Greek Tragedy (Sophocles)  
• *Oedipus the King* and *Antigone*

**Spring Term**

Sparta

**Summer Term**

Revision of Year 10 Topics  
(Pompeii, Greek Festivals, Odyssey)

**DESIGN &  
TECHNOLOGY:**

**OCR  
1953  
www.ocr.org.uk**

***Electronics***

Whilst electronics theory continues to be taught, dealing with the more complex concepts, two of the three lessons per week now concentrate on the design, development and manufacture of personal coursework projects

Emphasis is placed on the need to ensure that projects are within a student's capability, whilst at the same time ensuring that it is of sufficient complexity that it extends the student and thereby gives them opportunity to achieve their best grade. It is also important, at the start of this year, that students ensure that CAD/CAM is used as an integral part of their project, and that it can therefore be presented as a sophisticated, viable and marketable product that could be reproduced in quantity (a nominal batch of 50).

An important aspect of ensuring progress with the major project is the need for ongoing assessment and feedback to be given to students, and when requested, to parents. To this end focused, KHVIII GCSE DT assessment and guide sheets are used, enabling regular feedback to students and monitoring of progress. Additionally, in the Autumn Term, individual lunchtime tutorials are arranged, which give the opportunity for valuable dedicated guidance to be given.

Coursework projects are completed toward the end of the spring half term, leaving time for essential preparation for the written paper.

**ENGLISH LANGUAGE:**

**AQA English (A) 3702**

**ENGLISH LITERATURE:**

**AQA English Literature (A) 3712**

**www.aqa.org.uk** Students study two GCSE courses over the two years and a number of coursework elements count towards both English and English Literature grades. The units of work are approached in an order which suits the class, although there tends to be a stronger focus on coursework in Year 10 and the exams in Year 11.

**English  
Literature**

Over Years 10 and 11 students will study:

- a pre-1914 prose text and a post-1914 prose text (one for the Literature exam and one for coursework which will also count towards the English coursework mark);
- poetry either by Gillian Clarke and Seamus Heaney or by Carol Ann Duffy and Simon Armitage, to be compared with pre-1914 poetry in the exam;
- a play by Shakespeare for Literature coursework which will also count towards the English coursework mark;
- a post-1914 play for Literature coursework.

**English  
Language**

Over Years 10 and 11 students will study for the examination:

- a range of non-fiction and media texts;
- poetry from different cultures and traditions;
- writing to argue, persuade and advise;
- writing to inform, explain and describe.

In addition to their Literature coursework, they will produce English coursework on:

- media texts(s)
- writing to imagine, explore or entertain.

Oral assessments account for 20% of the final coursework grade and these will include:

- one individual;
- one group;
- one drama activity.

**FRENCH:** All students are entered for higher tier unless mock results suggest lower tier in particular modules.

<b>AQA</b> <b>3651</b> <b>www.aqa.org.uk</b>	<b>Autumn Term</b> Daily routine School Shopping – clothes/problems/refunds/ money Food & drink	<b>Spring Term</b> Leisure activities/hobbies Holidays & tourism – reservations etc. Health Work experience & pocket money Future plans	<b>Summer Term</b> Revision, orals, exams
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**GAMES:**

<b>Boys:</b>	<b>Autumn &amp; Spring Terms</b> <b>OPTIONS:</b> Hockey Rugby Badminton/Squash Fitness	Cross Country Swimming Climbing	<b>Summer Term</b> Tennis Cricket Badminton/Squash Swimming Athletics
<b>Girls:</b>	<b>OPTIONS:</b> Hockey Dance Ice Skating Gym (Leisure Centre) Recreational Games (volleyball / basketball / trampolining)	Netball Climbing Swimming Badminton Squash	All on-site activities: tennis, rounders, athletics (at the track); and activities in sports hall (badminton, volleyball basketball, climbing), dance

**OR** COMMUNITY SERVICE

**GEOGRAPHY:**

<b>AQA</b> <b>Specification A</b> <b>www.aqa.org.uk</b>	<b>Autumn Term</b> Agriculture Map skills Fieldwork report written	<b>Spring Term</b> Mock examinations Managing resources and tourism OR contrasts in development	<b>Summer Term</b> Revision
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**GERMAN:**

**AQA**  
**3661**  
[www.aqa.org.uk](http://www.aqa.org.uk)

**All students are entered for higher tier unless mock results suggest lower tier in particular modules.**

**Autumn Term**

School – subjects, daily routine, uniform, opinions  
Revision of hobbies  
Film and book preferences/media  
Revision of family  
Revision of jobs and money  
Shopping  
Health and fitness, accidents  
Food and hygiene

**Spring Term**

Healthy lifestyle, drugs, cigarettes  
Travel  
Services – bank, post-office  
Cars, garages  
Work experience  
Careers and future plans  
Revision of holidays and home area

**Summer Term**

Environment  
General Revision / Past Papers

**HISTORY:**

**EDEXCEL**  
**1334**  
[www.edexcel.org.uk](http://www.edexcel.org.uk)

Completion of USA topic  
Paper 1 topic – Modern China 1911-1976  
Coursework topic – Indian independence  
This is followed by a concentrated revision period each side of the Easter Holidays

**ICT**

Students will be completing their final unit of the OCR National Level 2 Award in ICT, which by the end of Year 11, having completed all 4 units, will be the equivalent of 2 GCSE's.

Unit 6, Spreadsheet modelling will commence in the Autumn Term, and continue until completion in the Summer Term. Students will demonstrate their knowledge and understanding of how to design, create and use a spreadsheet.

**LATIN:**  
**OCR**  
**1942 HA or HB**  
**[www.ocr.org.uk](http://www.ocr.org.uk)**

**Autumn Term**

Continue preparation of poetry set texts;  
complete study of short poems  
Begin study of prose set texts  
Continue systematic learning/revision of  
defined vocabulary list provided by OCR  
Accusative/infinitive construction  
Continue systematic revision of  
grammar/syntax

**Rest of Year (including Easter Holiday) N.B. The Latin GCSE exams often  
come BEFORE exam leave starts!**

Preparation of long poetry set text  
Complete preparation of Prose set text  
Continue systematic learning/revision of defined vocabulary list provided by  
OCR  
Continue systematic revision of grammar/syntax  
Revise last terms set texts  
Exam practice

NB The set text schedule may vary slightly between the two sets.

**MATHEMATICS:**  
**EdExcel**  
**Syllabus 4400**  
**[www.edexcel-  
international.com/home/](http://www.edexcel-international.com/home/)**

**All sets follow EdExcel IGCSE syllabus 4400**

**Autumn Term**

Manipulating expressions  
Motion geometry  
More about numbers  
Equations  
Similarity and congruence  
Probability  
Trigonometry  
Rules for graphs and sequences  
Transformations and graphs  
Circles

**Spring Term**

Mock examinations  
Vectors  
Functions  
Calculus  
Revision and completion of past  
papers

**Summer Term**

Revision and completion of  
past papers

**Syllabus 6693**  
**[www.ocr.org.uk/qualifications/  
FreeStandingMathematicsQualification-  
AdditionalMathematics.html](http://www.ocr.org.uk/qualifications/FreeStandingMathematicsQualification-AdditionalMathematics.html)**

**Some students in 'A' set also follow the OCR Additional Mathematics syllabus 6693**

**Autumn Term**

Trigonometric identities  
Sine and cosine rule

**Spring Term**

Inequalities: Linear programming  
Revision and completion of past

**Summer Term**

Revision and completion  
of past papers  
papers

## MUSIC:

AQA

Syllabus 3271

www.aqa.org.uk

### AQA GCSE 3271 Music

The Scheme of Assessment comprises **four** components.

#### 1. Coursework Composing **25% of total marks** **60 marks**

One composition which is based on *Area of Study: Music for Special Events*.

The submission will **either** be recorded, accompanied by a score whenever possible, **or** recorded with a detailed annotation. It will be centre-assessed and moderated by AQA.

#### 2. Coursework Performing **25% of total marks** **60 marks**

One solo and one ensemble performance, of different pieces of music selected by or for the candidate, and one instrument/voice of the candidate's choosing. A different instrument/voice may be offered across **solo** and **ensemble** submissions, but only one piece may be offered for each of the two parts of the submission.

Internal-assessment may be conducted on more than one occasion and at any stage of the course. Recorded evidence of performances should be retained, the best demonstration to be selected and submitted for moderation by AQA.

#### 3. Integrated Assessment **25% of total marks** **60 marks**

AQA will issue assignments for one composition to be completed in the Autumn Term of the year of examination. The assignments will arise from four of the *Areas of Study*, as outlined in Sections 10, 11, 13 and 14 of the specification and will have a defined timetable for completion.

The **composition** will be submitted in the form of a score and/or annotation and it must be accompanied by a recorded realisation of the piece and an **evaluation** of its success when measured alongside the demands of the assignment.

Submissions will be sent for external assessment. The requirements of this component are outlined in Section 20 of the specification and all work must be capable of being authenticated by the supervising teacher. The *composing* and *realisation* processes will take place over the timetabled period and, once completed and presented in final form there will be a half-hour session for the completion of the *evaluation*. This will be completed under the direct supervision of the teacher, under examination conditions, and on a timetabled date.

#### 4. Listening and Appraising Test **1 hour 15 mins Learning and Assessment Activities** **25% of total marks** **100 marks Learning and Assessment Activities**

A listening and written paper drawing on music from all five *Areas of Study*. Recorded excerpts of music will be provided on CD.

Scripts will be submitted to AQA examiners.

The table below is intended to illustrate the integration of subject content and learning with assessment activities in the specification.

Subject Content	Learning and Assessment Activities	
<p><b>Areas of Study</b></p> <p><i>Music for Film</i> <i>Music for Dance</i></p> <p><i>Music for Special Events</i> <i>Orchestral Landmarks</i> <i>The Popular Song since 1960</i></p>	<p><b>Composing</b></p> <hr/> <p><b>Performing</b></p> <hr/> <p><b>Listening and Appraising</b></p>	<p>Composition</p> <p>↓</p> <p>Realisation</p> <p>↓</p> <p>Evaluation</p> <p>↓</p> <p><b>Integrated Assignment</b></p>

**P.E.:**

**Boys:**

**Autumn & Spring Terms**

Fitness/Fit Testing  
Basketball or Volleyball  
Swimming  
Badminton

} ½ term of each (approx)

**Summer Term**

Tennis 4/5 weeks  
Softball

**Girls:**

Badminton  
Basketball or Volleyball  
Volleyball  
Health-related fitness  
Swimming

} ½ term of each (approx)

Tennis  
Rounders  
Athletics } 4/5 weeks

**PHYSICS:**

**AQA Spec 4451**

[www.aqa.org.uk](http://www.aqa.org.uk)

*Double award  
students do not  
cover unit P3*

**Autumn Term**

Forces and Motion (P2)

- Displacement, velocity and acceleration
- Displacement-time graphs and velocity time graphs
- Force and acceleration
- Terminal velocity
- Applications in vehicle design and useage

Work, Energy and Momentum (P2)

- Work and Energy
- Momentum
- Collisions and explosions

**Spring Term**

P2 Examination in January  
(Separate Science students) or June  
(Double Award Students)

Turning Forces (P3 – separate  
science students only)

- Moments
- Centre of Mass
- Stability
- Circular Motion
- Gravity and Orbits

**Summer Term**

Electromagnetism (P3 – separate  
science students only)

- The motor effect
- Electromagnetic Induction
- Transformers

Stars and Space (P3 – separate science  
students only)

P3 Examination in June (Separate  
Science students only)

## PSHE:

### Autumn Term

Target setting  
Careers planning  
Relaxation Strategies  
Money & Finances

Revision Ideas  
Alcohol Issues

### Spring Term

Mock exam evaluation  
Target Setting  
Current Affairs  
Assertiveness, anger management & conflict resolution

### Summer Term

Global Issues  
Evaluation  
Teamwork & Stress Relief

## RELIGIOUS EDUCATION:

AQA

Religious  
Studies B

[www.aqa.org.uk](http://www.aqa.org.uk)

### MODULE 4: TRUTH, SPIRITUALITY AND CONTEMPORARY ISSUES

The aim of this part of the syllabus is to enable candidates to address fundamental questions about the basis for religious beliefs and behaviour and to investigate ways in which religious beliefs and values are relevant to specific moral issues and behaviour.

On **Contemporary Issues**, candidates must refer to **either** two World Religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism) **or** two Christian denominations. Examples of Christian denominations include Roman Catholic, Orthodox, Church of England and Methodist). (N.B. The examples of Christian denominations given here are not prescriptive).

**We will study Christianity & Hinduism.**

#### Section A:

Candidates need only refer to **one** religious perspective in this section. However, candidates may wish to illustrate their answers with reference to more than one perspective.

*Nature and Expression*

a) Truth

(i) Different Types of Truth

Scientific – based upon observation, hypothesis, experiment, repeated testing

Historical – based upon documentary and archaeological evidence

Moral – based upon abstract reasoning, sacred writings, conscience

Spiritual – based upon religious authorities, sacred writings and conscience

The significance and problems of each type of truth

Distinction between evidence and proof, probability and certainty

(ii) The place in religious faith of belief, trust, reason and experience.

- b) Nature of Spirituality
- (i) Search for meaning in life, answers to ultimate questions
    - Awareness of aspects of life other than the physical/material
    - Feelings of awe, wonder and mystery
    - The inner world of inspiration and creativity
    - Awareness of self-identity and self worth
    - Recognition of the value of the world and others
    - Closeness to the Divine
  - (ii) Some Ways of Expressing Spirituality in Society
    - Candidates will be expected to be familiar with a variety of examples to illustrate their study.
    - Expression of Individual Commitment
      - Symbolism (e.g. artefacts, ritual objects, physical movements)
      - Piety (e.g. meditation, discipline, mysticism)
      - Creativity (e.g. in art, literature, music and architecture)
    - Support of Voluntary Organisations
    - Membership of a Faith Community

## Section B

### *Religious Responses to Contemporary Issues*

Within the areas of study outlined in parts (a) to (f) candidates are expected to demonstrate knowledge and understanding of:

- Relevant teachings from both sacred texts and contemporary religious leaders and organisations
- The work of voluntary groups and organisations (religious and non-religious), where they make a significant contribution
- The diversity of viewpoints which may exist within and between religions
- Significant secular responses and the legal position
- The relationship between religious beliefs and teachings and action in the lives of believers

Candidates will be required to answer questions in the examination based on **three** of the following topic areas:

- (a) Religious attitudes to Matters of Life
- (b) Religious attitudes to Matters of Death
- (c) Religious attitudes to Drug Abuse
- (d) Religious attitudes to Media & Technology
- (e) Religious attitudes to Crime and Punishment
- (f) Religious attitudes to Rich and Poor in Society

**SPANISH:**

**AQA**

**3691**

**[www.aqa.org.uk](http://www.aqa.org.uk)**

**All students are entered for higher tier unless mock results suggest lower tier in particular modules.**

Due to the fact that Spanish is started from scratch in year 10 as a two-year course it is not possible to be too specific about the time scale covering each topic.

The acquisition of appropriate vocabulary and topic information is linked closely with the absorption of new grammatical structures. Although we work specifically on various areas at various times, that topics are constantly updated, refined and elaborated upon during the two-year course.

**Up to Christmas:**

Family and friends  
Social issues  
Travel

**Up to Easter:**

Future plans  
Health issues  
World of work

**Up to Summer:**

Consolidation and revision of all topics