



Year 11
Curriculum
Guide
2019-2020

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Education Trust



Curriculum Guide

Subject: Art

Year: 11

Key Assessment Information:

Modular Exams

GCSE exam preparation February - March

GCSE Art exam (10 hours) April 2020

Coursework Deadline.

Portfolio Project - December 2019.

Content:

AUTUMN TERM

Portfolio Theme – Students choose one of the following - Mechanical Forms, Organic Forms, Reflections or Home.

Objective: To provide evidence for Assessment Objectives 1 – Develop Ideas, Assessment Objective 2 – Refine Ideas, Assessment Objective 3 – Record Ideas and Assessment Objective 4 – Present a Response

Students will experience the following processes:

- Recording observations and adapting them into preliminary ideas
- Developing ideas and using appropriate media and processes
- Exploring the work of expert practitioners through research
- Applying key characteristics from artists' work to enhance idea development
- Translating developed ideas into a personal outcome

Students will be expected to present and select their work for marking.

SPRING TERM

January is the start of the final examination preparation period.

Main Objective

To prepare for a 10 hour examination that will take place after Easter.

Students will choose one question from the exam paper 5 starting points.

Students will need to show evidence of the following:

- Recording from direct observation and controlling the visual elements
- Developing a range of ideas for the exam question
- Selecting and controlling media appropriate to the exam question
- Researching artists' work and using visual information in the development of ideas

SUMMER TERM

Main objective

To complete the 10 hour GCSE exam.

Students will need to:

- Complete one piece of artwork that has been planned thoroughly in the preparation sheets, within the ten hours allowed.
- Control the media and processes chosen.
- Submit all preparation sheets for marking at the end of the exam.

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Curriculum Guide

Subject: BTEC Enterprise

Year: 11

Key Assessment Information:

Pearson BTEC Level 1 / Level 2 Tech Award in Enterprise			
Component	Component Title	Level	How Assessed
1	Exploring Enterprise	1 / 2	Internal
2	Planning for and Pitching an Enterprise Activity	1 / 2	Internal
3	Promotion and Finance for Enterprise	1 / 2	External Synoptic

Content:

In Year 11, students will study component 1 and 2 which will result in portfolios of controlled assessment. A resit opportunity for component 3 will be available in Year 11.

Component 1 Learning aims

- A Examine the characteristics of enterprises
- B Explore how market research helps enterprises to meet customer needs and understand competitor behaviour
- C Investigate the factors that contribute to the success of an enterprise.

Component 2 Learning aims

- A Explore ideas and plan for a micro-enterprise activity
- B Pitch a micro-enterprise activity
- C Review own pitch for a micro-enterprise activity.

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Curriculum Guide

Subject: BTEC Level 2 Sport First Award

Year: 11

Key Assessment Information:

External Examinations: There are no external examination in year 11 unless resits are required

Content:

AUTUMN TERM

Unit 2 Practical Performance in Sport

Students will assess their strengths and areas for improvement in a variety of sports. They will study the rules and regulations of sports and extend their knowledge of strategies and tactics across a range of sports.

Unit 3 Applying the Principles of Personal Training

Students will develop a knowledge of training principles and the application of a range of training methods.

SPRING TERM

Unit 6 Leading Sports Activities

Students will develop their ability to lead coaching sessions in a range of activities.

Unit 4 The Sports Performer in Action

Students will analyse the performance of athletes and suggest areas for improvement.

SUMMER TERM

Unit 6 Leading Sports Activities

Students will develop their ability to lead coaching sessions in a range of activities.

Unit 4 The Sports Performer in Action

Students will analyse the performance of athletes and suggest areas for improvement.

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Curriculum Guide

Subject: GCSE Business Studies

Year: 11

Key Assessment Information:

All examinations will be sat at the end of the course. There are two examinations in this specification and they are both worth 50% towards the overall grade. In Year 10, students will complete theme 1 called 'Investigating Small Business'. In Year 11, students will study theme 2 called 'Building a Business'.

Content:

Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.

Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.

Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.

Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

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Curriculum Guide

Subject: Computer Science

Year: 11

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency eg end of each half term, continuous).
Each unit contains an assessment focus using a variety of different software based on the unit. Microsoft Excel, Microsoft Publisher, Microsoft Word, Microsoft Access, Python.
Assessments take the form of a report, Presentation task, Poster design and Data analysis, Leaflet design, or a formal theory exam which would follow the format of a typical Computer Science theory examination. These will take place upon completion of each topic- usually each half term.
A controlled assessment will be completed in the Autumn term and will involve a programming project.
External examinations will take place in the Summer term and include a 1 hour and 30 minutes written exam on Computer Systems and a 1 hour and 30 minutes written exam on Computational Thinking, Programming & Algorithms.

Content:

By Term or Module

Autumn Term - Programming Project

Python

Programming techniques
Analysis
Design
Development
Testing & Evaluation
Conclusions

Spring/Summer Term- Exam Revision

Exam 1 - Computer Systems

Systems Architecture
Memory
Storage
Wired & Wireless Networks
Network Topologies, Protocols & Layers
System Security
System Software
Ethical, Legal, Cultural & Environmental Concerns

Exam 2- Computational Thinking, Programming & Algorithms.

Algorithms
Programming Techniques
Producing robust programs
Computational logic
Translators and facilities of languages
Data representation

Contact Details

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Curriculum Guide

Subject: Dance

Year: 11

Key Assessment Information:

Mock Exam in December 2019

Component 1: Performance and Choreography Completed March 2020 (Internal Assessment)

Component 2: Written Paper May – June 2020 (External Assessment)

Content:

Autumn Term 1: Focus will be on Component 1 Task 1 performance of set phrases Breathe and Shift. Students will be rehearsing and reviewing their solo performances of these phrases developing their technical, physical, expressive and mental skills. They will be taken through the rehearsal process to prepare for their final performances of this work which will be recorded in the dance studio. Alongside this they will also be focusing on developing their skills and understanding in preparation for answering section B of the written exam looking at the use of students' performance skills used in their performance of these solos.

Revision will also be set linked to the Dance Anthology developing skills to enable students to discuss the similarities and differences between the set works.

Autumn Term 2: This term will focus on completing and rehearsing the duet/ trio performance. The assessment of this work will again take place in the studio and be video recorded. This will take place during Year 11 Mocks and students will be expected to attend additional rehearsals in order to fully develop their performance skills and enable them to express the choreographic intention of the work.

Workshops will also take place in lessons to introduce and begin to explore ideas for Component 1 Task 2: choreography. Students will begin to plan and research ideas for their choreography based on starting points set by AQA.

Again, alongside this practical work students will be set exam style questions based on the development of performance skills. This half term will focus on skills applied to their performance of the duet/ trio. Practise exam questions will also be set for section A and B of the written paper linked to the revision guide. This will be in preparation for the Mock Examinations.

Spring Term: During the spring term the focus will be on completing Component 1 task 2 – choreography. In order to complete this task students will be expected to attend additional rehearsals to finish and present the dance pieces they have choreographed. During this process students will be completing and using their choreographic booklets to record and review their progress with this task. This will be recorded before the end of this term and again performed in the dance studio. To accompany this work students will need to produce a short programme note to provide an insight into their choreographic intention and link to the set stimuli.

Revision will continue during this term linked to the Dance Anthology in preparation for section C of the exam paper linked to their revision guides. They will also be continuing to develop their skills and understanding of the use of choreographic skills linked to their choreographic process using their Section B Booklets.

Summer Term: The final term of this course will focus on preparation for their final written examination. Looking at exam practise and timed tasks completing exam style questions for Section A, B and C of the paper. Students will be securing students understanding of marking criteria using example answers and frameworks for the extended writing tasks and reviewing their knowledge of the Dance Anthology.

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Curriculum Guide

Subject: Drama

Year: 11

Key Assessment Information:

December 2019 – Mock Exam Jan-March 2020, Component 2 (Externally Assessed) May 2020, Component 3 (Externally Assessed)

Content:

Autumn Term: Component 2 is worth 20% of the overall GCSE. Students will be put into groups and will interpret, explore and perform two key scenes from a play script written after 1954. Students will begin to bring to life their two scenes ready for the external exam that will take place between January - May. The text that has been chosen is 'An Inspector Calls'. This term we will begin exploring this text practically making sure that students are confident with the text enabling them to begin practicing questions writing in role as a performer, director and designer.

Alongside their scripted performance lessons, students will also be working on their Component 3 written exam. The written exam will be completed in the Summer term of year 11. However, we will carry on looking at the text that we began looking at in year 9/10. This allows us to make sure students are fully prepared for the exam. This written exam is 1.5 hours and consists of two sections:

Section A - Three questions based on an unseen extract of a set text (An Inspector Calls by J.B Priestly) This section is worth a total of 45 Marks. The section consists of three types of questions; writing as a performer of the play, director and designer.

Section B - Two questions based on a live performance that students will have seen in year 10. 15 Marks They will also work on their live review notes whereby they can take 500 words worth of notes into the examination to help support them with their answers.

Spring Term: Students will be planning, developing and practically rehearsing their performance for Component 2. They will adhere to a performance rehearsal schedule and be able to regularly improve their own pieces by being given consistent feedback from both the teacher and their peers, with which to make further progress. Component 2 is externally assessed and assessment will take place in front of a visiting examiner. The examination form is *performance* but is still a *formal examination* that will take place under examination conditions appropriate to the content.

Summer Term: After Component 2 is complete, students will focus solely on their Component 3 exam. Students will be given regular mock questions making sure they are confident writing in role as a performer, director and designer. They will also be given regular questions on the Live review aspect of the exam, where they will write about the show that they watched in Year 10.

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Curriculum Guide

Subject: English

Year: 11

Key Assessment Information:

In class assessments: These take place at the end of each half-term and are relevant to the current area of study to monitor progress.

Mock Exam: Students will complete four full mock exams in the hall/gym. English Language Paper 1 and English Literature paper 1 mocks will take place at the end of the Autumn term. A full mock of English Language Paper 2 and English Literature Paper 2 will take place during the Spring term.

External GCSE exams: These will take place during the summer term.

Content:

By Term or Module

Autumn Term: Students will study a Shakespeare play: 'Merchant of Venice', 'Macbeth' or 'Romeo and Juliet'. They will read the text in lesson, using the play to practise the skills needed for English Language Paper 1. Students will utilise a range of different reading skills which will include interpreting and selecting information, analysing the writer's choices of language and structure and evaluating the effectiveness of a text. They will also address different writing skills including using ambitious vocabulary, using accurate and varied punctuation and consciously crafting a descriptive or narrative piece of writing to engage a reader.

Spring Term: For the first half of the term, students will focus solely on the skills needed for English Language Paper 2, comparing texts of a similar topic from the 19th Century and either the 20th or 21st Century. Students will summarise and compare the ideas and attitudes of the writers of both texts exploring their linguistic choices. They will study a range of text types and produce their own transactional writing which persuades, argues, explains or informs. During the second half of the term, students will return to all their previous areas of study in the subject following a weekly rota of skills/papers.

Summer Term: Students will continue to revise all areas of study in preparation for their external GCSE exams.

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Curriculum Guide

Subject: English Film Studies

Year: 11

Key Assessment Information:

In class assessments: These will take place after the completion of each different exam section.

Mock Exam: Students will complete a full mock exam of each of the two exam papers once the relevant sections have been studied.

Coursework: Students will create a film screenplay, a one-page shooting script and an evaluative analysis focusing on a specific film genre. It will account for 30% of students final awarded grade.

External GCSE exams: These will take place during the summer term. They will account for 70% of students final awarded grade (equally weighted at 35% each).

Content:

By Term or Module

Autumn Term: Students will focus on their comparative film study for their Component 1 exam. They will analyse key scenes in both *Raiders of the Lost Ark* and *King Solomon's Mines* focusing specifically on how they use genre conventions and the narrative that they tell. They will also study a contemporary UK film (*Skyfall*) focusing on the aesthetics of the film and how the director uses costume, setting, lighting etc to create a specific 'look'.

Spring Term: Students will complete their production coursework, researching their genre of choice, creating their screenplay and shooting script and then evaluating how they have met genre conventions. During this term students will also study a global non-English language film and a global English language film focusing on how a different culture is represented and the contexts surrounding the films. Students will also begin to look at a US independent film during the second half term using specialist film writing to frame their analysis of the film.

Summer Term: Students will continue to focus on their study of the US independent film, before revising all previously taught components in preparation for their formal final exams.

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Curriculum Guide

Subject: Food Preparation & Nutrition

Year: 11

Key Assessment Information:

Exams

GCSE written exam (1 hour 45 minutes) June 2020

NEA'S (None Examination Assessment/ Coursework) Deadline.

NEA 1 25th October 2019

NEA 2 27th March 2020

All NEA work is to be carried out at school under supervision. Taste testing results and some research such as visits may be carried at home.

Mock examination – December 2019

Student will be completing monthly revision booklets throughout the year.

Content:

AUTUMN TERM – September/October

NEA 1 – Food Science investigation worth 15% of final GCSE grade 30 marks available. This is a 1500/2000 document that includes photographs and charts. Students will need to research, plan and carry out a scientific investigation on the task given from the examination board and then analyse and evaluate results to form a conclusion. The task is released by the examination board on the 1st September and changes every year.

- To be able to research using a variety of methods
- Be able to plan an experiment and consider control measures
- Know how to carry out a series of experiments to gain a result
- Be able to evaluate using a variety of techniques
- Know how to analyse data results to form a conclusion and reflect against a hypothesis

Students will be expected to present work using ICT and following the examination board guidelines.

AUTUMN TERM – November/December & SPRING TERM

NEA 2 – Food research, plan, cook and evaluate project worth 35% of final GCSE grade 70 marks available. This is a 30 side A4 document that includes research, plans, photographs, charts and evaluations. Students will need to research, trial practical's, produce a plan to cook 3 highly skilled dishes and compliments, cook the dishes in a 3 hour exam and evaluate in depth. The task will be released by the examination board on the 1st November and changes every year.

- To be able to carry out a wide range of research to develop knowledge and understanding of the task.
- To cook a variety of high skilled trial dishes and reflect on improvements
- To be able to successfully dove tail to produce dishes within a time limit
- To be able to plan multiple practical's and include safety, hygiene and quality control
- To use a variety of techniques to record results of dishes cooked

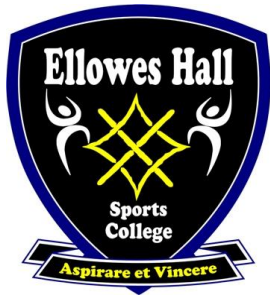
SUMMER TERM

To recap on Year 10 knowledge, plug any gaps and practice examination techniques.

- To be able to recall and apply knowledge to examination questions
- To know and understand the command words related to written examination
- To be able to access higher mark questions
- To recap main practical techniques and methods

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Curriculum Guide

Subject: French

Year: 11

Key Assessment Information:

Students will be examined in 4 skills in 4 separate exams, each worth 25% of the GCSE: Speaking, Listening, Reading and Writing. Speaking exams will take place in the Spring term of Year 11. Listening, Reading and Writing exams will take place in the main exam session, May- June.
Progress will be monitored through half-termly assessments including mock exams.

Content:

Autumn Term

GCSE Studio: Le grand large

Holidays,
travel & eating out,
avoir expressions,
using the pluperfect tense

GCSE Studio: Au college

School life,
direct object pronouns
il faut/ il est interdit de
Imperfect tense

GCSE Studio: Bon travail

Work, money & future plans
Conditional tense
Simple future, Imperfect tense consolidation
Adverbs

Spring Term

GCSE Studio:

Un œil sur le monde
Social, international & global issues,
Simple future
Modal verbs

Summer Term

Revision and exam preparation

Homework will be set weekly to include: vocabulary learning, practice exercises, speaking exam preparation questions* (see below), listening, reading and grammar questions on Active Learn digital service.

*Preparation for speaking exam- all students need to complete their answers to questions given to them in the 'Speaking Preparation' booklet on all the topics studied throughout Year 10 and 11, they will need to practise these so they are able to speak about all these topics in the conversation part of the examination. They will need to prepare a short presentation on a chosen topic and be prepared to answer follow-up questions. They will also need to practise role-plays and picture cards as directed by their teacher.

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Curriculum Guide

Subject: Geography

Year: 11

Key Assessment Information:

AQA GCSE Geography students will be assessed at the end of each unit of work studied and will complete a mid-unit assessment. Students will study two units and will have 5 assessments in total.

Content:

Year 3 of the GCSE course.

Unit 2: Resource Management

This unit is concerned with the uneven distribution of resources including food, water and energy. Students will gain a better understanding of the reasons why resources are unevenly distributed, as well as examine strategies being developed to increase production and reduce their environmental impact. The main focus of this unit will be the management and availability of water as a resource.

Unit 3: Issue Evaluation and Fieldwork

Students will undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. There is a requirement to complete one human and one physical geographical enquiry, further building on previous content delivered. There are six strands to the geographical enquiry: 1) students must formulate a suitable question for enquiry, 2) selecting, measuring and recording data, 3) processing and presenting data, 4) describing and analysing data, 5) reaching substantiated conclusions and finally, 6) evaluating the methods of the enquiry.

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Curriculum Guide

Subject: History

Year: 11

Key Assessment Information:

There will be three assessments in History, including a formal examination (Y11 Mock December). Informal tests are left to each teacher's discretion.

Content:

Unit 4: AUSTERITY, AFFLUENCE AND DISCONTENT: BRITAIN, 1951-1979 COMPONENT 1: BRITISH STUDY IN DEPTH

This option focuses in depth on selected themes and issues relating to the history of Britain from 1951-1979. Pupils will be required to consider the major influences on political, economic and social life during this period. Pupils should develop an awareness of how aspects of life in this period have been

represented and interpreted, and how they have generated wider historical debate. They should also address the key questions in each topic area using a range of historical sources. Key content includes changes in popular music, fashion, attitudes towards women, the political and economic landscape and immigration.

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Curriculum Guide

Subject: Creative iMedia

Year: 11

Key Assessment Information:

Any internal or external examination, controlled assessments, tests that will take place during the year (month/year or frequency e.g. end of each half term, continuous).

Unit R081: Pre-production skills-Written Paper (1 Hour 15 minutes) - 25% Spring Term Year 11
2nd Chance to Re-sit Exam

Unit R085: Creating a multipage website - Centre assessed task (30 hours) - 25% Year 11

Unit R087: Creating interactive multimedia products - Centre assessed task (30 hours) - 25% Year 11

Content:

By Term or Module

Autumn / Spring Term

Optional

Unit R085: Creating a multipage website

- Understand the basics of creating multipage websites.
- Using creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.
- Interpret a client brief and to use planning and preparation techniques when developing a multipage website.

Summer Term

Optional

Unit R087: Creating interactive multimedia products

- The basics of interactive multimedia products for the creative and digital media sector.
- Knowledge of where and why interactive multimedia is used and what features are needed for a given product.
- How to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

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Curriculum Guide

Subject: Mathematics

Year: 11

Key Assessment Information:

Assessment:

This scheme is followed by the majority of the year group. There are support and extension versions depending on the ability of the pupil.

There will be a mock GCSE exam in December and another in February. This is intended to help your son/daughter identify the areas of maths studied that they are good at and those which need further practise. It may also be used, along with teacher input, to reset students to ensure they make the best progress possible. They can revise from their books, or online with 'www.mymaths.co.uk'.

The summer GCSE exams take place in May and June. There are 3 papers and the first one is always non-calculator.

- Homework will be based on the topics covered in each module, as listed above.
- They will be asked to complete an exercise, past paper, or an online homework through 'MyMaths.co.uk', which helps to consolidate or develop the work done in class.
- 'MyMaths.co.uk' has lessons as well as homeworks. To develop independence, this should be one of the first places students look for help with homework, before asking peers, parents and teachers. There are also booster packs and fun games. So please encourage your child to use it at any time. They have a personal login to record anything they choose to do themselves.
- Please ask them what has been set and feel free to help them.

AUTUMN TERM

Properties of shapes

- make links to similarity (including trigonometric ratios) and scale factors
- know the trigonometric ratios and apply it to find angles and lengths in right-angled triangles in two dimensional figures

Calculating

- estimate powers and roots of any given positive number
- calculate with roots, and with integer and fractional indices
- calculate exactly with surds
- apply and interpret limits of accuracy, including upper and lower bounds

Solving equations and inequalities

- find approximate solutions to equations numerically using iteration
- solve two linear simultaneous equations in two variables algebraically

Transformations

- identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (including fractional scale factors)
- describe the changes and invariance achieved by combinations of rotations, reflections and translations

Algebraic manipulation

- simplify and manipulate algebraic expressions involving algebraic fractions
- manipulate expressions by expanding products of more than two binomials
- simplify and manipulate algebraic expressions (including those involving surds) by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares
- manipulate algebraic expressions by factorising quadratic expressions of the form $ax^2 + bx + c$

SPRING TERM

- | | |
|---|---|
| Proportional reasoning
Sequences | <ul style="list-style-type: none">• interpret equations and graphs that describe direct and inverse proportion• deduce expressions to calculate the nth term of quadratic sequences• recognise and use simple geometric progressions |
| Further equations and inequalities
Calculating space | <ul style="list-style-type: none">• solve linear inequalities in two variables• represent the solution set to an inequality using set notation and on a graph• calculate surface area and volume of spheres, pyramids, cones and composite solids |
| Conjecturing | <ul style="list-style-type: none">• apply the concepts of congruence and similarity, including the relationships between length, areas and volumes in similar figures• apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results |
| Algebra visualising | <ul style="list-style-type: none">• plot and interpret graphs in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration• calculate or estimate gradients of graphs and areas under, and interpret results in cases such as distance-time graphs and velocity-time graphs• interpret the gradient at a point on a curve as the instantaneous rate of change• identify and interpret roots, intercepts, turning points of quadratic functions graphically |

SUMMER TERM

- | | |
|-------------------------------------|---|
| Fractions, decimals and percentages | <ul style="list-style-type: none">• change recurring decimals into their corresponding fractions and vice versa• set up, solve and interpret the answers in growth and decay problems, including compound interest |
| Algebra quadratics | <ul style="list-style-type: none">• solve quadratic equations algebraically by factorising• find approximate solutions to quadratic equations using a graph• deduce roots of quadratic functions algebraically |
| Understanding risk | <ul style="list-style-type: none">• calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams. |
| Analysing statistics | <ul style="list-style-type: none">• infer properties of populations or distributions from a sample• construct and interpret diagrams for grouped discrete data and continuous data• interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data, including box plots• interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency including quartiles and inter-quartile range |
| Vectors | <ul style="list-style-type: none">• apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors |

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Curriculum Guide

Subject: Music

Year: 11

Key Assessment Information:

The OCR GCSE specification has the following assessment weightings:

Coursework: Solo Performance (15%), Free Composition (15%), Group Performance (15%), Composition to set brief (15%)

Exam: Written Listening Exam (40%)

Students will receive regular feedback for their Free Composition and any Performance Recordings they make. There will be regular listening tests and a Y11 Mock Exam in December 2019 and February 2020.

Content:

Solo Performance

Students need to prepare a solo performance for assessment. This is usually a piece of commercially available pop/rock music or a classical piece. Many students who have lessons outside of school use pieces they are currently learning for their external graded exams. It is assessed on technical control, fluency, expression and interpretation. They can submit several performances if they wish and the teachers will advise which one would gain the most marks.

Brief Composition

In Year 11, students will receive a set brief from the exam board for their second composition. Students will be able to choose from different briefs such as a chord progression, a melody, a set of lyrics or an image. This will then be recorded and sequenced using Logic software. Students will work on this over several weeks.

Group Performance

This is similar to the solo performance but has to be performed with another musician. Again, it can be a piece of commercially available pop/rock music or a classical piece. There can be just one other musician (e.g. the music teacher) or several (e.g. a rock band). This is assessed on technical control, fluency, ensemble awareness, expression and interpretation.

Listening Exam

The listening exam covers a range of different topics:

- Concerto Through Time (Baroque, Classical, Romantic)
- Indian, Middle Eastern, African and South America Music
- Film and Video Game Music
- Rock n' Roll (50s/60s), Rock Anthems (70s/80s), Pop Ballads and Solo Artists (90s onwards)
- General music knowledge about the elements of music, instrumentation, notation etc.

The exam lasts 1 hour 30 minutes and students do listening tasks every week throughout the course to prepare for this.

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Curriculum Guide

Subject: Core PE

Year: 11

Key Assessment Information:

Not Assessed

Content:

Autumn Term

Within the Autumn term, the students will be studying a range of activities from the following options:

Football, Netball, Dance, Swimming, Gymnastics, Basketball, Fitness Suite, Badminton, Volleyball, Kickboxing, Water Polo, Rugby, X-Country, Boxing, Aerobics and High Ropes

They will study advanced skills and tactics and will challenge their fitness and skill levels in their chosen sports.

Spring Term

Within the Spring term, the students will be studying the similar range of activities to the Autumn term,

however new options of Cheerleading, Lacrosse, Handball, American Football, Uni-Hockey and Dodgeball are added to the curriculum.

Summer Term

Within the Summer term, the students are given the opportunity to study a range of Summer sports;

Tennis, Cricket, Rounders, Softball, Athletics, Tennis and Golf.

Contact Details

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Mr J Connor	jconnor@ellowes.dudley.sch.uk
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Curriculum Guide

Subject: Photography

Year: 11

Key Assessment Information:

Modular Exams

GCSE exam preparation January – March. GCSE Photography exam (10 hours). Portfolio Project.

Content:

AUTUMN TERM

Portfolio Theme – Students choose one of the seven themes provided

Objective: To provide evidence for Assessment Objectives 1 – Develop Ideas, Assessment Objective 2 – Experimenting, Assessment Objective 3 – Record Ideas and Assessment Objective 4 – Presenting

Students will experience the following processes:

- Recording observations and recreating them into preliminary ideas
- Developing ideas and using appropriate techniques and digital media processes
- Exploring the work of expert practitioners through research
- Applying key characteristics from artists' work to enhance idea development
- Translating developed ideas into a personal outcome

Students will be expected to present and select their work for marking.

SPRING TERM

January is the start of the final examination preparation period.

Main Objective

To prepare for a 10 hour examination that will take place after Easter.

Students will choose one question from the exam paper 7 starting points.

Students will need to show evidence of the following:

- Recording from photos taken to demonstrate the development of ideas with detailed annotation
- Developing a range of ideas for the exam question from a variety of different artists
- Selecting appropriate artists to research that fits the criteria of the exam question
- Researching artists' work and using visual information in the development of ideas

SUMMER TERM

Main objective

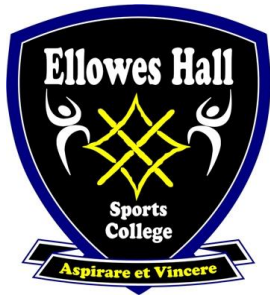
To complete the ten hour GCSE exam.

Students will need to:

- Complete one project based portfolio that has been planned thoroughly in the preparation sheets, within the ten hours allowed.
- Set Up and manage the camera, scene and photo production.
- Submit all preparation sheets for marking at the end of the exam.

Contact Details

Head of Department	School Email Address
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Curriculum Guide

Subject: PSHE

Year: 11

Key Assessment Information:

There are no formal assessments in this subject.

Content:

By Term or Module

All students in Year 11 undertake a course in PSHE (personal, social and health education), Citizenship and Careers for one lesson per week.

In the autumn term, students will focus on their future career path. This will involve extensive careers research and applications for further education. Students will also prepare for upcoming exams by studying a topic on emotional health and stress. There is also an emphasis on personal finance and independent living. The spring and summer terms will be organised dependent on individual needs.

Contact Details

Head of Department	School Email Address
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Curriculum Guide

Subject: RE

Year: 11

Key Assessment Information:

Religious Education AQA Spec A Christian and Islamic views.
Teacher, peer and self-assessment are used throughout the topics to analyse and develop students' work.
Progress sheets are used to record attainment and set targets for individuals. There will be a Mock Exam in December 2019.

Content:

Autumn Term – Theme: Islamic Practices and Beliefs

Objectives - To develop knowledge and understanding of the different Muslim beliefs and practices.

- Five Pillars of Islam. Importance of faith
- Salah importance of prayer
- Sawm importance of fasting
- Zakah importance of giving to charity
- Hajji the duty of pilgrimage to Makkah
- Jihad struggle with lesser and greater Jihad
- Festivals – Id-ul-Ftr & Ashura

Spring Term – Theme: Christian Practices & Beliefs

Objectives - To develop knowledge and understanding of the different Christian beliefs and practices.

- Worship know and understand the different types
- Prayer know and understand different types
- The sacraments Baptism. Develop Knowledge
- The sacraments Holy Communion. Develop understanding
- Pilgrimage. Role of different pilgrims
- Festivals – Understand different festivals with the Church
- Role of Church – Food banks Oasis Project
- Role of street Pastors within the community.
- Mission & Evangelism – Alpha Course
- Church Growth Knowing the importance of the worldwide Church
- Christian persecution. Support for victims.

Summer Term – Practice GCSE exam papers on all the topics within the syllabus.

Objectives - To develop knowledge and understanding of the different Christian and Muslim beliefs in order to use religious sources to answer GCSE questions on each of the eight topics.

Contact Details

Head of Department	School Email Address
Mrs C Bennett	cbennett@ellowes.dudley.sch.uk



Curriculum Guide

Subject: Science

Year: 11

Key Assessment Information:

In Science there will be a formal internal test done every half term for the whole cohort. This will be on all the content that has been taught before the test from September (cumulative testing). It will also contain skills they have developed over the course for example, data analysis, rearranging equations, interpreting graphs and calculations. Throughout the year there will be teacher assessments done in class as part of the tracking process within the lesson.

Content:

By Term

In Science we are following the AQA Scheme of Work. Here is a link to the specification: <http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>. The content is split between Biology, Chemistry and Physics and we will be imbedding working scientifically skills throughout the course. Year 11 is designed to be a year to embed knowledge and understanding in preparation for GCSE exams in the summer.

Autumn Term:

- Biology paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.
- Chemistry paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
- Physics paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Spring Term:

- Biology paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
- Chemistry paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.
- Physics paper 2: Forces; Waves; and Magnetism and electromagnetism

Summer Term:

- Biology: Preparation for GCSE exams
- Chemistry: Preparation for GCSE exams
- Physics: Preparation for GCSE exams

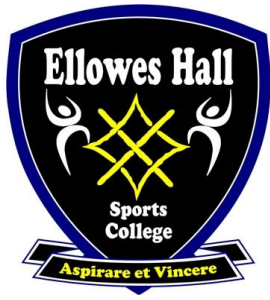
There are revision materials available to support year 11 throughout the course:

- <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- You tube
- Ello

Revision guides are available for £5.50

Contact Details

Head of Department	School Email Address
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Curriculum Guide

Subject: Spanish

Year: 11

Key Assessment Information:

Students will be examined in 4 skills in 4 separate exams, each worth 25% of the GCSE: Speaking, Listening, Reading and Writing. Speaking exams will take place in the Spring term of Year 11. Listening, Reading and Writing exams will take place in the main exam session (May – June). Progress will be monitored through half-termly assessments including mock exams in Term 1b.

Content:

Term 1

GCSE Viva: 5 Ciudades

Towns & regions
Conditional tense
Idioms

GCSE Viva 6 : De costumbre

Food, festivals & illnesses
Past tense of reflexive verbs
Expressions with before & after + infinitive

Term 2

GCSE Viva: 7 A currar

Work, money & future plans
Range of conjunctions
Indirect object pronouns - weeks

GCSE Viva: Hacia un mundo mejor

Social, international & global issues
Present subjunctive
Pluperfect
Revision and exam preparation

Term 3

Revision and exam preparation including speaking exam*

Homework will be set weekly to include:

Vocabulary learning, practice exercises, speaking exam preparation questions* (see below), listening, reading and grammar questions on Active Learn digital service.

*Preparation for speaking exam- all students need to complete their answers to questions given to them in the 'Speaking Preparation' booklet on all the topics studied throughout Year 10 and 11. They will need to practise these so they are able to speak about all these topics in the conversation part of the examination. They will need to prepare a short presentation on a chosen topic and be prepared to answer follow-up questions. They will also need to practise role-plays and picture cards as directed by their teacher.

Contact Details

Head of Department	School Email Address
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Curriculum Guide

Subject: BTEC Travel and Tourism

Year: 11

Key Assessment Information:

BTEC Travel and Tourism students will be assessed at the end of each unit of work studied and will complete a mid-unit assessment. In Year 11, students will study one unit which will be internally assessed.

Content:

Year 2 of the BTEC course.

Unit 3: The Travel and Tourism Customer Experience

Customer service in the travel and tourism sector is about knowing your customers' needs and expectations about the products and services they are using and have purchased. All types and sizes of travel and tourism organisation aim to be successful and to ensure this is possible they must make sure that the products and services that their customers receive meet their needs, are what they expect, give full satisfaction and at times exceed expectations. In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation.

In this unit you will:

- A investigate travel and tourism customer service;
- B explore the needs and expectations of different types of customer in the travel and tourism sector; C understand the importance of customer service to travel and tourism organisations.

Contact Details

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