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Dear Parent/Guardian

Welcome to the Year 11 Curriculum Guide, which outlines what your child will be learning this Autumn. In addition, it provides useful web-sites and outlines the GCSE syllabus your child will be studying.

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university and lead fulfilling lives. It is the embodiment of our ethos of a creative learning community, which marries traditional values with dynamic approaches to teaching and learning.

If you require any further support or information please contact your child’s tutor in the first instance.

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<thead>
<tr>
<th>Tutor Group</th>
<th>Tutor</th>
<th>Email Address</th>
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<tbody>
<tr>
<td>RSL – Y11</td>
<td>Mr McCarthy</td>
<td><a href="mailto:bmccarthy@chestnutgrove.wandsworth.sch.uk">bmccarthy@chestnutgrove.wandsworth.sch.uk</a></td>
</tr>
<tr>
<td>11 Blake</td>
<td>Mr Tobin</td>
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</tr>
<tr>
<td>11 Da Vinci</td>
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<td><a href="mailto:crobinson@chestnutgrove.wandsworth.sch.uk">crobinson@chestnutgrove.wandsworth.sch.uk</a></td>
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<td></td>
<td>Mr Miller</td>
<td><a href="mailto:jmiller@chestnutgrove.wandsworth.sch.uk">jmiller@chestnutgrove.wandsworth.sch.uk</a></td>
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<td>Mr S Fraser</td>
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<tr>
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<td>Ms Holmes</td>
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<td>Ms Dydymska</td>
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Yours Faithfully

Mrs Davies
Senior Deputy Head
GCSEs and Assessment

As you are aware GCSEs have been reformed with the aim to increase the academic rigour and challenge for young people nationally to better prepare them for the work place or further study. Grades 9 to 1 will be awarded instead of letters A*-G. Grade 9 is considered the highest, Grade 1 is the lowest and a **Grade 5** is considered as a *strong pass*, a Grade 4 is considered as a Standard Pass.

**The table below shows how the number grades relate to the old GCSE grades**

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**Curriculum Map**

**Subject breakdown for the week.**

**Option A**
- Triple Science
- English/Maths

**Option B**
- French
- Spanish
- DT
- Visual Art
- History
- Drama
- Dance
- BTEC ICT

**Option C**
- Computer Science
- Geography
- History
- Film
- Music
- BTEC Sport

**Option D**
- French
- Spanish
- Digital Art
- Textiles
- Geography
- BTEC Business

Students studying triple science have an extended day.
HOMEWORK TIMETABLE

Time spent on homework should be at least one hour per subject, per week. Students should also be revising topics throughout Year 11 to help them prepare for their assessments. This could be making notes, spider diagrams, cue cards, BBC bitesize online, working through revision books. Where possible, please provide your child with a quiet space in which to complete homework, with access to a desk or table. Students are set work for every subject. If you are concerned that homework is not in the diary please contact your child’s subject teacher or his/her tutor.

YEAR 11 HOMEWORK TIMETABLE 2019 2020

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
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Literacy

Literacy is one of the most important skills that students require and it is embedded into curricula across all subjects. This means that all teachers address literacy through their teaching and marking. To support students' oral literacy all members of staff insist upon Standard English as the language of the classroom.

You can support the development of your child’s literacy by:

- Supporting him or her with homework, checking that they are writing extensively.
- Encouraging your child to read for 30 minutes every night.
- Checking that your child is proof reading work for grammar and spelling errors before considering it complete.
- Encouraging your child to speak in Standard English whenever appropriate.
- Promoting a love of reading at home and suggesting books from the reading list on the school website: the school library is also happy to help with this.

You can find useful advice for students on the BBC Bitesize website at http://www.bbc.co.uk/education/subjects/z3kw2hv

Numeracy

Increasingly, students are required to have numerical skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded into the curricula across all subjects.

Library

The library is open to students and staff from 8am until 4pm (except on Tuesdays where we open at 8.45am.) Students have access to a range of fiction and non-fiction books to support academic progress and to promote a lifelong love of reading. Students can use our new library system, Eclipse, to look at what books are in stock, to check their own loan history and to get recommendations for further reading. Computers are also available for those wishing to complete homework before and after school as well as at break and lunchtime. Students will also have the opportunity to visit the library during some lessons to help with their research and to encourage independent learning.

Throughout the year, the library hosts a number of events, including author visits, book fairs, competitions and reading groups. Students are also given the opportunity to attend a variety of author events involving schools across the borough. Every Tuesday and Wednesday, students are invited to participate in our Learning Zone, where dedicated LSAs come to the library to help students with their school work.

Study Club

Every Tuesday students may attend study club in room N1.48. Attendance will lead to students being awarded 15 PROUD points

KEYDATES

- Autumn term assessment (Week Beginning 30th September)
- Mock exams – Art exams week of 2nd December, GCSE mocks start week 9th December
- Parents’ evening 23rd January
- Pre Public Exams – 23rd March
- GCSE exams – start in May
GCSE English Language:

**Paper 1:** Fiction and Imaginative Writing - 40% - 1 Hour 45 Minutes - Exam
Section A – Reading: questions on an unseen 19th-century fiction extract.
Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract

**Paper 2:** Non-fiction and Transactional Writing 60% - 2 Hours – Exam
Section A - Reading: questions on two thematically linked, unseen non-fiction Extracts.
Section B - Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.

English Literature:

**Paper 1:** Shakespeare and Post-1914 Literature – 50% - 1 Hour 45 Minutes – Exam
Section A – Shakespeare (Romeo & Juliet): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
Section B - Post-1914 British play or novel (Animal Farm – George Orwell): ONE essay question.

**Paper 2:** 19th-century Novel and Poetry since 1789 – 50% - 2 Hours 15 Minutes – Exam
Section A - 19th-century novel (Great Expectations – Charles Dickens): a two part question, with the first part focused on an extract of approximately 400 words. The second part is an essay question exploring the whole text.

Section B - Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper.

Part 2: ONE question comparing two unseen contemporary poems.

Year 11 Autumn Term Learning Goals:

**Term 1a:** Romeo and Juliet
**Term 1b:** Creative Writing and PPE Revision

Year 11 Assessment & Marking:
There will be an assessment on:

Term 1a. A full Romeo and Juliet Literature mock exam in the week beginning 30th September which will be marked using the GCSE criteria.

Term 1b. A literature mock exam on Romeo and Juliet, Animal Farm and English Language Paper 1 and Paper 2. Week Beginning 9th December
**Year 11 Homework:**

Students will receive two extended and pieces of homework per week. This may include practice essay questions, reading and analysing or creative writing tasks. There will also be a whole year homework set weekly which will be uploaded onto www.edmodo.com and read by students. Students will then discuss this in their lessons.

**What can you do to support your child?**

eg........

- Supporting your children with their homework, by ensuring it is completed on time, and seeing whether it could be developed further.
- Encouraging your children to read for 30 minutes every night
- To ensure your children are proof-reading work for grammar and spelling errors.
- Encourage your children to read quality non-fiction texts eg/ the Guardian
- Encourage your children to speak in Standard English when appropriate
- Promote a love of reading at home, suggesting books from the reading lists on the school website
- Read and discuss the core texts with them
- Purchase revision guides for the core texts. E.g. York Notes

**Wider reading and useful web-sites or activities to support learning:**

http://www.bbc.co.uk/education/subjects/z3kw2hv
www.sparknotes.com
www.schmoop.com
Reading lists on the school website
www.edmodo.com
## Year 11 Autumn Term Learning Goals:

**Higher:**
- Cubic, reciprocal, exponential and real-life graphs; trigonometric graphs, gradients of tangents and areas under graphs
- Pythagoras' Theorem and trigonometry
- Vectors
- Probability and tree diagrams
- Linear and quadratic sequences
- Compound units, unit conversion and direct and inverse proportion

**Foundation:**
- Linear Graphs and equation of a line
- Quadratic Graphs
- Number – Primes, Highest common factors, lowest common multiples, rounding
- Number – Index form, standard form
- Area and Volume
- Algebra – Expressions and equations
- Probability – Tree diagrams and Venn diagrams

## Year 11 Assessment & Marking:

Assessment date: Wednesday 2nd October Calculator paper
Revision lists, videos and practice questions can be accessed on Mymaths.

## Year 11 Homework:

Your child’s teacher will set homework either online, using www.mymaths.co.uk, or on paper each week.

**What can you do to support your child?**

Provide a quiet place for your child to do their homework.
Check their homework diary each night to see what homework is being recorded. Ask to see their homework on Mymaths.
Practice past paper questions

**Wider reading and useful web-sites or activities to support learning:**

The school subscribes to www.mymaths.co.uk. Students can also use the following sites, both of which offer revision videos and topic booklets, including solutions
- www.mathsgenie.co.uk
- www.corbettmaths.com
COMBINED SCIENCE

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</thead>
<tbody>
<tr>
<td>HOD: Ms Collister</td>
<td>Email: <a href="mailto:ncollister.212@lgflmail.org">ncollister.212@lgflmail.org</a></td>
<td></td>
</tr>
</tbody>
</table>

**GCSE Assessment:** *(External assessment info End Of Course)*

Biology paper 1; 1 hr 15 min; 16.7%
Biology paper 2; 1 hr 15 min; 16.7%
Chemistry paper 1; 1 hr 15 min; 16.7%
Chemistry paper 2; 1 hr 15 min; 16.7%
Physics paper 1; 1 hr 15 min; 16.7%
Physics paper 2; 1 hr 15 min; 16.7%

The qualification is graded based on a 17-point scale: 1-1 to 9-9 where 9-9 is the best grade.

**Year 11 Autumn Term Learning Goals:**

Units covered are:
- Inheritance, variation & evolution
- Ecology
- Chemical change
- Energy changes

**Year 11 Assessment & Marking:**

Deeply marked tasks students this term are expected to reflect on:
- Autumn term assessment (Week Beginning 30th Sept) Biology topic test
- Mock Exams are the week beginning December 9th and you will receive this feedback straight after Christmas

Teachers will in addition mark another 2-3 pieces of work in line with our 3 week marking policy. Students are expected to self-assess other class & home work they produce when teachers give them the opportunity.

**Year 11 Homework:**

Science sets one hour of homework a week, mostly exam paper questions. If is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.

In addition to this we will set a revision topic each week, which students will then be assessed on with a 6 mark quiz each Monday period 6. Any student not achieving 5 or 6 our of 6 should then attend intervention that evening straight after class.

**What can you do to support your child?**

Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £3.50 and can be paid for through ParentPay.

Ensure that your child is completing the homework set each week. Homework will be set as per the whole school homework timetable every week, without fail!

Encourage your child to seek help from his or her teachers if needed. Ensure that they attend all intervention provided that is relevant for them.

**Wider reading and useful web-sites or activities to support learning:**

- [http://www.chestnutgrove.wandsworth.sch.uk/Science](http://www.chestnutgrove.wandsworth.sch.uk/Science)
- [www.primrosekitten.com](http://www.primrosekitten.com)
- [www.s-cool.co.uk](http://www.s-cool.co.uk)
- [www.bbc.co.uk/education/subjects](http://www.bbc.co.uk/education/subjects)
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.docbrown.info](http://www.docbrown.info)
- [www.mrsmillersblog.wordpress.com](http://www.mrsmillersblog.wordpress.com)
## TRIPLE SCIENCE

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**HOD:** Ms Collister  
**Email:** ncollister.212@lgflmail.org

### GCSE Assessment: *(External assessment info End Of Course)*

**Biology**  
*Biology paper 1; 1 hr 45 min; 50%*  
*Biology paper 2; 1 hr 45 min; 50%*

**Chemistry**  
*Chemistry paper 1; 1 hr 45 min; 50%*  
*Chemistry paper 2; 1 hr 45 min; 50%*

**Physics**  
*Physics paper 1; 1 hr 45 min; 50%*  
*Physics paper 2; 1 hr 45 min; 50%*

Students will achieve 3 separate GCSEs for Triple science, for Biology, Chemistry & Physics, on a scale of 1-9.

### Year 11 Autumn Term Learning Goals:

**Units covered in Biology are:**  
- Inheritance, variation & evolution  
- Ecology

**Units covered in Chemistry are:**  
- Chemical change  
- Energy changes

**Units covered in Physics are:**  
- Waves

### Year 11 Assessment & Marking:

Deeply marked tasks students this term are expected to reflect on:  
- Biology, Chemistry & Physics mid-module test (Week Beginning 30th Sept)  
- Your Mock Exams are the week beginning December 9th and you will receive this feedback straight after Christmas

Teachers will in addition mark another 2-3 pieces of work in line with our 3 week marking policy.  
Students are expected to self-assess other class & home work they produce when teachers give them the opportunity.

### Year 11 Homework:

Science sets one hour of homework a week, mostly exam paper questions. If is important that on top of this students are making revision notes on new content learnt each week to help prepare for examinations.

In addition to this we will set a revision topic each week, which students will then be assessed on with a 6 mark quiz each Monday period 6. Any student not achieving 5 or 6 our of 6 should then attend intervention that evening straight after class.

### What can you do to support your child?

Students have one lesson after school on a Tuesday each week of either extra English or Science on a rotation. *This term it will be English.* Please ensure their attendance is 100% by not booked appointments in this time.

Ensure that your child has bought the relevant revision guides. These are available from the Science department at a discounted rate of £4 for each science and can be paid for through ParentPay.
Ensure that your child is completing the homework set each week. Homework will be set as per the whole school homework timetable every week.

Encourage your child to seek help from his or her teachers if needed.

**Wider reading and useful web-sites or activities to support learning:**

- [http://www.chestnutgrove.wandsworth.sch.uk/Science](http://www.chestnutgrove.wandsworth.sch.uk/Science)
- [www.primrosekitten.com](http://www.primrosekitten.com)
- [www.s-cool.co.uk](http://www.s-cool.co.uk)
- [www.bbc.co.uk/education/subjects](http://www.bbc.co.uk/education/subjects)
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.docbrown.info](http://www.docbrown.info)
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**GCSE**

**Paper 1: Physical Geography** – 1hr 30minute exam – The Challenge of Natural Hazards/ The Living World/ UK Physical Landscapes (35% of final grade)

**Paper 2: Human Geography** – 1hr 30 minute exam - Urban Issues and Challenges/ The Changing Economic World and The Challenge of Resource Management (35% of final grade)

**Paper 3: Geographical skills and Issue Evaluation** – 1hr 15mins (30% of final grade)

**Year 11 Autumn Term Learning Goals:**
Units covered are:
- **Paper 2: The Changing Economic World**
  - How is the economy of an LIC/NEE changing – Nigeria
  - How is the economy of the UK changing

- **Paper 2: Challenge of Resource Management**
  - How are food, water and energy used in the UK
  - How is water used as a resource around the world and what are the issue with this?

**Year 11 Assessment & Marking:**
There will be an assessment on
- Week commencing 30th September based on Changing Economic World
- A piece of work either HW or CW will be marked by teachers every 3 weeks.

**Year 11 Homework:**
Year 11 will be set weekly HW, mainly practice exam questions in order to revise and apply their knowledge. This will either be based on work they are studying in class or on knowledge they learnt in year 10. They should use any of the resources below, their own books or the Edmodo website to help them complete this.

**What can you do to support your child?**
- Encourage your child to do his/her Geography homework. This will often be exam questions to consolidate their knowledge of what they have learnt in class, or another task related to extending their geographical knowledge.
- Test your child on key terms that they are learning in geography.
- Encourage your child to revise geography as they go using either the BBC Bitesize website or their own notes.
- Buy the CGP AQA GCSE Geography 9-1 revision guide so your child can consolidate their knowledge.
- Encourage your child to attend geography intervention which has runs on a Friday from 3:05-3:50 starting after half term.

**Wider reading and useful web-sites or activities to support learning:**
Edmodo year/class account. [www.bbc.co.uk/schools/gcsebitesize/geography/](http://www.bbc.co.uk/schools/gcsebitesize/geography/)
CGP AQA GCSE Geography 9-1 revision guide
Guardian- Environment Section
BBC – Environment Section
HISTORY

Exam Board: Edexcel
Syllabus Code: 1HI0

HOD: Miss L Adams
Email: lado@chestnutgrove.wandsworth.sch.uk

GCSE/BTEC
Paper 1: 10 Crime and punishment in Britain, c1000-present and Whitechapel, c1870-1900: crime, policing and inner city.
Written examination: 1 hour and 15 minutes / 30% of the qualification / 52 marks

Paper 2: B1 Anglo-Saxon and Norman England, c1060-88
26/27 Superpower relations and the Cold War, 1941-91
Written examination: 1 hour and 45 minutes / 40% of the qualification / 64 marks

Paper 3: 31 Weimar and Nazi Germany, 1918–39
Written examination: 1 hour and 20 minutes / 30% of the qualification / 52 marks

Year 11 Autumn Term Learning Goals:
Students will continue their studies on Paper 1 Crime and Punishment covering the following areas:
- c1700-c1900: changing definitions of crime
- c1700-c1900: changing attitudes towards punishment
- c1700-c1900: law enforcement
- Case study: The separate system at Pentonville Prison
- Case study: The reforms of Robert Peel
- c1900-present: changing definitions of crime
- c1900-present: changes in punishment
- c1900-present: law enforcement
- Case study: Conscientious objectors in the First and Second World Wars
- Case study: The Derek Bentley case and the abolition of capital punishment

Students will then focus on their historic environment study, Whitechapel, c1870-c1900:
- Policing the nation
- The local context of Whitechapel
- Tensions in Whitechapel
- Police organisation in Whitechapel
- Investigating policing in Whitechapel: The Jack the Ripper murders

Year 11 Assessment & Marking:
There will be an assessment during year 11 assessment week beginning 30.09.19, this assessment will be an abridged version of the Crime and Punishment section of paper 1. There will also be a mock exam during the year 11 mock period starting 09.12.19, this assessment will be a full Crime and Punishment Paper 1 (including Whitechapel).

Teachers will mark at least two more exam answers over the term:
1. 16 mark question on 19th/20th century crime and punishment
2. 8 mark question on source usefulness

Year 11 Homework:
There will be at least 13 pieces of homework set during the Autumn term including exam practice and revision tasks. In particular homework will be focused on revision in the lead up to 30.09.19 and 09.12.19. Individual class teachers will adapt homework tasks for specific classes.

What can you do to support your child?
- Discussions based on what students have learnt, encourage them to argue with you about the topics, considering different sides of debates.
- Visiting places of historical interest in the local area, for example: Whitechapel, The Clink Museum and The Museum of London.
- Encourage them to read for pleasure, especially to improve their literacy to deal with the sources in the history exam which assume a reading age of 16/17.
Encourage them to start their revision early, purchase the revision guides and to have a clear plan of action.

<table>
<thead>
<tr>
<th>Wider reading and useful web-sites or activities to support learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hallie Rubenhold 'The Five' about the victims of Jack the Ripper</td>
</tr>
<tr>
<td>• Execution: A History Of Capital Punishment In Britain, Simon Webb</td>
</tr>
<tr>
<td>• Crime and Punishment in England: A Sourcebook, Andrew Barrett</td>
</tr>
<tr>
<td>• Hodder and Pearson education resources</td>
</tr>
<tr>
<td>• <a href="https://www.crimemuseum.org/">https://www.crimemuseum.org/</a></td>
</tr>
<tr>
<td>• <a href="https://www.bbc.co.uk/bitesize/topics/zpp3srd">https://www.bbc.co.uk/bitesize/topics/zpp3srd</a></td>
</tr>
<tr>
<td>• BBC Crime and Punishment - The Story of Capital Punishment, available on YouTube</td>
</tr>
<tr>
<td>• C4 Crime and Punishment documentary series, available on YouTube</td>
</tr>
</tbody>
</table>
### GCSE FRENCH

- **Paper 1.** Listening and understanding 50 minutes/ 50 marks
- **Paper 2.** Speaking in French 9-12 minutes/ 70 marks
- **Paper 3.** Reading and understanding. 50 minutes/ 50 marks
- **Paper 4.** Writing. 1 hour 20 minutes/ 60 marks

All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.

### Year 11 Autumn Term Learning Goals:

- **Modules covered are:**
  - Module 6 – Mon bahut (my school)
  - Module 7 – Bon travail (world of work) This module is likely to span into the Spring term due to the year 11 mock exams.

At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.

### Year 11 Assessment & Marking:

There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.

### Year 11 Homework:

- Year 11 will be set 2 pieces of homework per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.

### What can you do to support your child?

1. Know what day their homework is due to be handed in and talk to them about it
2. Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the French – no understanding of French is needed)
3. Ask them to explain to you the latest piece of French grammar that they have learnt. E.g/ Can you explain how you make the past tense in French? How do French possessive adjective work?
4. Share any understanding you have of a French speaking country or the language, even short sentences.
5. Get in contact with your child’s teacher with any concerns you have (e.g/ you haven’t seen much homework recently/ they are struggling at home with the subject)
Wider reading and useful web-sites or activities to support learning:

https://www.bbc.co.uk/bitesize/subjects/zgdqxnb

www.linguascope.com (you child’s teacher will have their login)

https://www.1jour1actu.com/ (a very good website for current affairs – similar to newsround)

Quizlet – great for testing and expanding French vocabulary

http://www.synonyms-fr.com/ an online French thesaurus – one way to gain extra marks is to use a variety of vocabulary and stray away from using adjectives such as bon and amusant

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking French at A level, encouraging them to read a book they have already read and enjoyed in French is a great way to improve their reading but also prepare them for the literature paper in year 13.
### GCSE SPANISH

**Paper 1. Listening and understanding** 50 minutes/ 50 marks  
**Paper 2. Speaking in Spanish** 9-12 minutes/ 70 marks  
**Paper 3. Reading and understanding** 50 minutes/ 50 marks  
**Paper 4. Writing** 1 hour 20 minutes/ 60 marks

All exams to be held in the summer term of year 11. Starting with the speaking exam which will be timetabled by subject teacher.

### Year 11 Autumn Term Learning Goals:

Modules covered are-

**Modulo 7 – ¡A currar! (Future aspirations study and work)**  
**Modulo 8 – Hacia un mundo major- International and global issues.** This module is likely to span into the Spring term due to the year 11 mock exams.

At the end of each module, year 11 answer up to 15 questions on the topic in preparation for their GCSE speaking exam.

### Year 11 Assessment & Marking:

There will be regular vocabulary tests set by the class teacher and all extended pieces of writing will be marked and detailed feedback will be given.

### Year 11 Homework:

Year 11 will be set 2 pieces of homework per week. This will consist of a learning task (up to 15 words) and a piece of comprehension or writing.

### What can you do to support your child?

1. Know what day their homework is due to be handed in and talk to them about it

2. Offer to test them on their vocabulary for the week (you can ask the English and get your child to note the Spanish – no understanding of Spanish is needed)

3. Ask them to explain to you the latest piece of Spanish grammar that they have learnt. E.g/ Can you explain how you make the past tense in Spanish? How do Spanish possessive adjective work?

4. Share any understanding you have of a Spanish speaking country or the language, even short sentences.

5. Get in contact with your child’s teacher with any concerns you have (e.g/ you haven’t seen much homework recently/ they are struggling at home with the subject)
Wider reading and useful web-sites or activities to support learning:

https://www.bbc.co.uk/bitesize/subjects/zgdqxnb

www.linguascope.com (you child’s teacher will have their login)

Quizlet – great for testing and expanding Spanish vocabulary

www.wordreference.com an excellent online dictionary – students tend to take the first word they find rather than ensuring the word is in the correct context, they may need guidance at the start using this.

For students aiming for grades 8 and 9 and considering taking Spanish at A level, encouraging them to read a book they have already read and enjoyed in Spanish is a great way to improve their reading but also prepare them for the literature paper in year 13.
<table>
<thead>
<tr>
<th>BTEC LEVEL 2 TECH AWARD IN ENTERPRISE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exam Board:</strong> Pearson</td>
</tr>
<tr>
<td><strong>Syllabus Code:</strong> 600/4786/0</td>
</tr>
<tr>
<td><strong>HOD:</strong> Mr. E. Solate</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:esolate1.212@lgflmail.org">esolate1.212@lgflmail.org</a></td>
</tr>
<tr>
<td><strong>BTEC</strong></td>
</tr>
<tr>
<td>• 1 hour 30 minutes written exam = 40%</td>
</tr>
<tr>
<td>• Coursework = 60%</td>
</tr>
<tr>
<td><strong>Year 11 Autumn Term Learning Goals:</strong></td>
</tr>
<tr>
<td>Components covered are:</td>
</tr>
<tr>
<td>• Component 2: Planning for and Pitching an Enterprise Activity</td>
</tr>
<tr>
<td>• Component 3: Promotion and Finance for Enterprise</td>
</tr>
<tr>
<td><strong>Year 11 Assessment &amp; Marking:</strong></td>
</tr>
<tr>
<td>There will be an assessment on 04/11/2019</td>
</tr>
<tr>
<td>Teachers will mark coursework completed on Pitching to Potential Investors.</td>
</tr>
<tr>
<td>Students will also be assessed on their preparation, plan and pitch of an Enterprise activity idea</td>
</tr>
<tr>
<td><strong>Year 11 Homework:</strong></td>
</tr>
<tr>
<td>There will be weekly homework tasks set this term. All homework will be based on component 3 – using topic from the exam.</td>
</tr>
<tr>
<td><strong>What can you do to support your child?</strong></td>
</tr>
<tr>
<td>• Encourage your child to explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. They should also explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</td>
</tr>
<tr>
<td><strong>Wider reading and useful web-sites or activities to support learning:</strong></td>
</tr>
<tr>
<td><strong>BBC News – Business</strong></td>
</tr>
<tr>
<td>Follow guides explaining how to start a business, write a business plan or make savings and investments.</td>
</tr>
<tr>
<td><a href="https://www.bbc.co.uk/news/business/your_money">https://www.bbc.co.uk/news/business/your_money</a></td>
</tr>
<tr>
<td><strong>BBC GCSE Bitesize Business studies</strong>revision resources looking at topics such as: business aims and environment, finance, marketing and production.</td>
</tr>
<tr>
<td><a href="https://www.bbc.co.uk/bitesize/subjects/zpsvr82">https://www.bbc.co.uk/bitesize/subjects/zpsvr82</a></td>
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</tbody>
</table>
**DIGITAL INFORMATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Exam Board:</th>
<th>Syllabus Code:</th>
<th>Website:</th>
</tr>
</thead>
</table>

**HOD:** Mr. E. Solate  
**Email:** esolate1.212@lgflmail.org

**BTEC**
- 1 hour 30 minutes written exam = 40%
- Coursework = 60%

**Year 11 Autumn Term Learning Goals:**  
Components covered are:
- Component 2: Collecting, Presenting and Interpreting Data

**Year 11 Assessment & Marking:**  
There will be an assessment on 02/10/2019  
Teachers will mark completed exam paper based on topics covered in component 3

**Year 11 Homework:**  
There will be weekly homework tasks set this term. Homework develop skills in will characteristics of data and information and how they help organisations in decision making. Some homework will be revision of exam topics to prepare students for exam public exam in February 2020.

**What can you do to support your child?**

- **Encourage your child to research characteristics of data.** Students must be able to investigate the role and impact of using data on individuals and organisations, create a dashboard using data manipulation tools, draw conclusions and review data presentation methods.
- **Encourage your child to practice exam skills.** Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.

**Wider reading and useful web-sites or activities to support learning:**

Encourage your child to complete additional research. Websites such as [https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/3](https://www.bbc.co.uk/bitesize/guides/zwb4jxs/revision/3) and [http://teach-ict.com/2016/GCSE_Computing/Edexcel/edexcel_home.html](http://teach-ict.com/2016/GCSE_Computing/Edexcel/edexcel_home.html) are great for building independent learning skills.
## GCSE

- **Computer systems (01)** 80 marks 1 hour and 30 minutes Written paper – 50% of GCSE
- **Computational thinking, algorithms and programming (02)**, 1 hour and 30 minutes Written paper – 50% of GCSE

### Year 11 Autumn Term Learning Goals:

Components covered are:
- Computational thinking, algorithms and programming *(Component 02)*
  - Algorithms
  - Programming techniques
  - Producing robust programs
  - Computational logic
  - Translators and facilities of languages
  - Data representation
- **Programming Project** *(Formal requirement - Consolidates the learning across the specification through practical activity.)*
  - Programming techniques
  - Analysis
  - Design
  - Development
  - Testing and evaluation and conclusions

### Year 11 Assessment & Marking:

There will be an assessment on **04/11/2019**

Teachers will mark completed exam paper based on topics covered in component 2

### Year 11 Homework:

There will be weekly homework tasks set this term. Homework will be revision of exam topics across component 01 and component 02.

### What can you do to support your child?

- **Encourage your child to develop computational thinking skills.** Students must be able to competently write programs using techniques taught in lessons, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation.

- **Practice solving computing related mathematical challenges such as converting between number systems.**

- **Encourage your child to practice exam skills.** Students are provided with all the topics covered in exam component. Encourage your child to independently study outlined content ahead of the class. Reference points listed below.

### Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research. Websites such as:

- [https://www.youtube.com/results?search_query=craigndave+computer+science](https://www.youtube.com/results?search_query=craigndave+computer+science)

are great for building independent learning skills.
### ART

<table>
<thead>
<tr>
<th>Exam Board:</th>
<th>Syllabus Code:</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edexcel</td>
<td>1GC0, 1FA0 &amp; 1TE0</td>
<td><a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a></td>
</tr>
</tbody>
</table>

**HOD:** C Keeble  
**Email:** ckeeble2.212@lgflmail.org

**GCSE**  
60% coursework  
40% Exam unit (12 week project) *Beginning January 2020*

### Year 11 Autumn Term Learning Goals:

#### Digital Art
Coursework Unit 2 – Identity (Exploration of the artists John Sokol, Janice Wu and Dada text artists)  
Students will analyse the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as drawing, printing, painting which will then be digitally manipulated using photo shop.

#### Visual Art
Coursework Unit 2 – Identity  
(Students will explore the work of Van Gogh, Mattise, Tracey Emin and Chuck Close. Students will analyze the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as printmaking, drawings, painting, ceramics and sculptures.

#### Textiles
Coursework Unit 2 – Structural Textiles.  
(Students will explore the work of Iris Vanherpen, Rowan Mersh and Lucian Day. Students will analyze the work of the artists and then create a series of developed responses. Students will experiment with a range of techniques such as printmaking, origami and a variety of fabric manipulation techniques.

### Year 11 Assessment & Marking:
Students will sit a 10 hour exam in December 2019. Within the 10 hours, students will complete a final piece for their unit 2 coursework unit. Students will also sit another 10 hour exam in May 2020 where students will create a final piece related to their exam theme.  
**Teachers will mark sketchbooks every 2 weeks.**

### Year 11 Homework:
Art Home work will be set fortnightly. Homework will either be an artist analysis task or observational drawing exercises. Stretch and Challenge tasks will be set for all students.

### What can you do to support your child?
- Visit exhibitions and galleries which would keep your child informed of current and past design movements, designers, architects and illustrators.
- Encourage your child to do his/her Art homework. All homework which is set, forms part of the coursework content.
- Encourage your child to attend intervention sessions (Ks4). Art interventions enrich what is taught in lessons and will run every Monday from 3:35pm to 4:35pm. Intervention sessions run at the same time for year 10 and 11 students in order for them to achieve the highest possible grade for their GCSE in Digital Art and Textiles.

### Wider reading and useful web-sites or activities to support learning:

<table>
<thead>
<tr>
<th>Artistic Resource</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>New British Artists</td>
<td><a href="http://www.newbritishartists.co.uk">www.newbritishartists.co.uk</a></td>
</tr>
<tr>
<td>Photographers’ Gallery</td>
<td><a href="http://www.photonet.org.uk">www.photonet.org.uk</a></td>
</tr>
<tr>
<td>Royal Academy</td>
<td><a href="http://www.royalacademy.org.uk">www.royalacademy.org.uk</a></td>
</tr>
<tr>
<td>The Artchive</td>
<td><a href="http://www.artchive.com">www.artchive.com</a></td>
</tr>
<tr>
<td>The British Museum</td>
<td><a href="http://www.britishmuseum.org">www.britishmuseum.org</a></td>
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<tr>
<td>Crafts Council</td>
<td><a href="http://www.craftscouncil.org.uk">www.craftscouncil.org.uk</a></td>
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<tr>
<td>Design Museum</td>
<td><a href="http://www.designmuseum.org">www.designmuseum.org</a></td>
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<tr>
<td>Museum Name</td>
<td>Website</td>
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<tr>
<td>Guggenheim</td>
<td><a href="http://www.guggenheim.org">www.guggenheim.org</a></td>
</tr>
<tr>
<td>The Lowry</td>
<td><a href="http://www.thelowry.com">www.thelowry.com</a></td>
</tr>
<tr>
<td>Museum of Modern Art</td>
<td><a href="http://www.moma.org">www.moma.org</a></td>
</tr>
<tr>
<td>National Portrait Gallery</td>
<td><a href="http://www.npg.org.uk">www.npg.org.uk</a></td>
</tr>
<tr>
<td>Natural History Museum</td>
<td><a href="http://www.nhm.ac.uk">www.nhm.ac.uk</a></td>
</tr>
<tr>
<td>Tate online</td>
<td><a href="http://www.tate.org.uk">www.tate.org.uk</a></td>
</tr>
<tr>
<td>Victoria and Albert Museum</td>
<td><a href="http://www.vam.ac.uk">www.vam.ac.uk</a></td>
</tr>
<tr>
<td>Yorkshire Sculpture Park</td>
<td><a href="http://www.ysp.co.uk">www.ysp.co.uk</a></td>
</tr>
</tbody>
</table>
MUSIC

Exam Board: Eduqas  Syllabus Code:  Website: www.eduqas.co.uk
HOD:  Ms. E. Dydymska
Email: edydymska@chestnutgrove.wandsworth.sch.uk

GCSE
Performance Coursework = 30%
Composition Coursework = 30%
Appraising - 1hr 15min written exam = 40%

Year 11 Autumn Term Learning Goals:
Performance
To prepare both their solo and ensemble performances for their performance exam in February.
Composition
To complete their set brief composition and composition log, due beginning of March 2020.
To check and edit their free composition following marking, due November 30th.
Appraising
To understand the historical context of Mozart’s ‘Eine Kleine Nachtmusik’.
To understand the key features of Mozart’s ‘Eine Kleine Nachtmusik’ and apply this to exam-style questions.
To know the key words in the music glossary and be able to use them when discussing and writing about music.

Year 11 Assessment & Marking:
Work is continually assessed to ensure develop of musical skills and understanding. A formative assessment is carried out at the end of December on each of the three skill areas:
Performing – solo piece marked using exam criteria.
Composing – free brief composition final edit marked using exam criteria
Appraising – Mock Exam paper

Year 11 Homework:
Students are expected to practice their instrument for 20 minutes every day.
Weekly homework tasks are set to consolidate and extend their classroom learning. These may be listening or written tasks.

What can you do to support your child?

- **Watch and listen to as much music as possible.** This can be at live events or through television or other media. It is important for students to listen to a wide range of music of all different genres and styles to expand and deepen their musical knowledge and understanding.
- **Encourage your child to do his/her Music homework.** In Y11 students will receive homework once a week. These tasks are often theory or wider listening based and backup the practical elements of music completed in lesson times.
- **Encourage your child to practice their instrument every day.** Performance accounts for 30% of their GCSE and in addition by being better players they will develop their composition and their appraising skills.
- **Encourage your child to attend coursework support and intervention sessions.** Students can work on their compositions or their performances at the following times:-
  - Composition catch-up - Every lunchtime in S.2.23
  - Performance practice – 8:00 – 8:35am every day in the music practice rooms

Wider reading and useful web-sites or activities to support learning:

Encourage your child to complete additional research and engage in wider listening.

*YouTube* has a plethora of tutorials and guides for learning to play pieces or work on particular aspects of technique.
*Spotify* is useful in allowing access to a broad range of music for listening to.
Radio stations are a way into broadening musical listening – *BBC6 Music, Radio 3, Classic FM, Jazz FM* as well as *Radio 1, Kiss FM and Absolute Radio* will provide a good range of styles and artists for students to listen to.
Websites such as and *www.bbc.co.uk/schools/gcsebitesize/music/* are great for building independent learning skills.

*Rhinegold Education: Step Up to GCSE Music: Get Up to Speed with Stave Notation and the Core Requirements in Just Two Weeks ISBN-13: 978-1785581755*
Year 11 Autumn Term:

Component 1: Devising Theatre
40% of the GCSE will be completed this term.
Students will participate in the creation, development and performance of a piece of devised theatre using the techniques of influential theatre practitioners Brecht or Stanislavski, in response to a stimulus. Students will work collaboratively to generate, develop and communicate ideas, contribute as an individual to a theatrical performance and reflect on and evaluate their own work. Students will produce a portfolio that documents the devising, development and refinement of their piece as well as a final evaluation.

Year 11 Assessment & Marking:
The component will be internally marked and externally moderated.

Year 11 Homework:
GCSE Drama home work will be set weekly. Homework will either be research tasks or lesson reflections.

What can you do to support your child?
To help students gain a wider experience in drama, it is great if students have the opportunity to see live drama at the theatre. This could be a variety of different performances ranging from plays to musicals. Explore your local areas’ theatres; Wandsworth and Lambeth have some great smaller venues including: Battersea Arts Centre, Ovalhouse and Stockwell Playhouse. Also, both The Royal Court and the National Theatre are excellent venues for live theatre that provide a range of different performances throughout the year. Tickets can be purchased for as little as £12.

The Victoria and Albert Museum has performance related exhibitions and is an excellent place to visit to extend students’ knowledge of theatre. In addition, the National Theatre has an excellent website where students can discover online the backstage workings of the theatre.

Wider reading and useful web-sites or activities to support learning:
BBC Bitesize: https://www.bbc.co.uk/bitesize/subjects/zbckjxs
National Theatre: http://www.nationaltheatre.org.uk/
Royal Court Theatre: https://royalcourttheatre.com/
Soho Theatre: https://sohotheatre.com/
DNA by Dennis Kelly (School Edition) Paperback
## DANCE

<table>
<thead>
<tr>
<th>Exam Board: AQA</th>
<th>Specification Code: 8236</th>
<th>Website: <a href="https://www.aqa.org.uk/subjects/dance/gcse/dance-8236">https://www.aqa.org.uk/subjects/dance/gcse/dance-8236</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>HOD: C Atkinson</td>
<td>Email: <a href="mailto:catkinson7.212@lgflmail.org">catkinson7.212@lgflmail.org</a></td>
<td></td>
</tr>
</tbody>
</table>

### GCSE

60% Practical (choreography and performance to be completed by April 2020)  
40% Written Exam

### Year 11 Autumn Term:

#### Choreography:
Students will participate in weekly choreography classes to further build their skills in making dance and understanding the process of making high quality and imaginative choreography. Students will receive their choreography exam paper before breaking up for half term. They will have the half term to research into their chosen stimulus and will begin creating their choreographies after half term.

#### Performance:
Students will participate in weekly technique classes to further build their performance skills. They will be learning a set piece of dance that will be used as their duet/ trio performance. Students will also be keeping a performance log to track their progress and set ongoing targets in relation to the performance skills.

#### Appreciation:
Students will have weekly theory lessons focusing this term on writing 12 mark answers for their written exam. They will be looking and writing technique and how to ensure their answers meet a high standard.

### Year 11 Assessment & Marking:
Students will have a mock assessment in each of the 3 areas of dance at the end of term which will be internally marked and moderated.

### Year 11 Homework:
Dance homework will be set weekly. Homework will either be practical continuation of what was done in lessons or practicing writing technique for the written exam.

### What can you do to support your child?

- Ensure your child completes the weekly written homework’s as these are an essential part of the course to prepare students for the written exam.
- Ensure that your child is attending any intervention or extra rehearsals/ classes/ performances to keep on top of their practical work and continuing their development in performance and choreography skills.
- Ensure your child brings their dance kit.
- Encourage your child to attend dance club and classes outside of school to develop their dance technique.

A variety of companies, theatres and businesses often run classes, talks and performances that you could take your child to see/ participate in. Some of these companies are listed below with their websites.

### Wider reading and useful web-sites or activities to support learning:

- Watching dance companies such as Rambert, Netherlands Dance Company, Phoenix Dance Company, Stopgap and Ballet Boyz on YouTube for choreography inspiration.
- Watching different choreographers work such as Christopher Bruce, Matthew Bourne, Akram Khan, Alvin Ailey, Martha Graham, Katherine Dunham, Merce Cunningham, Richard Alston, Ana Teresa Der Keersmaker, Pina Bouche, Siobhan Davis and Trisha Brown on YouTube for choreography inspiration.
- Going to see dance performances with the school and with family.
- Attending Dance classes/ events.

- The Place- https://www.theplace.org.uk/
- Rambert Dance- https://www.rambert.org.uk/
- Southbank Centre- https://www.southbankcentre.co.uk/
- One Dance- https://www.onedanceuk.org/
- Studio 68- https://studio68london.net/
- Pineapple Dance Studio- https://www.pineapple.uk.com/
- Royal Academy of Dance- https://www.royalacademyofdance.org/
- Royal Opera House- https://www.roh.org.uk/
- City Academy- https://www.city-academy.com/
- Siobhan Davis Dance- https://www.siobhandavies.com/
**Year 10 Autumn Term Learning Goals:**

**Curriculum breakdown:**

**Theory:** over the term students will revisit and revise core and specialist topics for their exam in May/June 2020.

Units covered are:
- Unit 1: new and emerging technologies
- Unit 2: energy, materials, systems and devices
- Unit 3: Materials
- Unit 4: common specialist technical principles
- Unit 5b: timber based materials
- Unit 5c: Metals
- Unit 5d: polymers
- Unit 6: designing principles
- Unit 7: making principles

**Controlled Assessment:** Students spend 40 hours of work designing and making a product(s) from a chosen AQA Product Design brief. This coursework has four elements to it:
1. Investigating the design context (20 marks)
2. Development of design proposals (40 marks)
3. Making (20 marks)
4. Testing and evaluating (20 marks)

**Year 11 Assessment & Marking:**

During the Autumn term students will submit the first two sections of controlled assessment (please see above) and complete practice papers every theory lesson which run once or twice a week.

**Teachers will mark:**
1. Section 1 of controlled assessment (investigating the design context).
2. Section 2 of controlled assessment (development of design ideas).
3. Practice exam papers based on theory units covered above.

**Year 11 Homework:**

For homework this term there will be a focus on theory which prepares students for their exams in 2020.

**What can you do to support your child?**

- **Visit exhibitions and galleries** which would keep your child informed of current and past design movements, designers, architects and illustrators.
- **Encourage your child to do their D&T homework.** In Key Stage 3 students will receive homework once every two weeks and once a week in Key Stage 4. These homeworks are often theory based and backup the practical elements of D&T completed in lesson times.
- **Encourage your child to attend intervention sessions (KS4).** D&T interventions enrich what is taught in lessons and runs every Friday 3.05pm-4pm. Intervention sessions run at the same time for year 10 and 11 students in order for them to achieve the highest possible grade for their GCSE in Design and Technology.
- **Read over the theory notes made in class.** There are a lot of theory units (listed above) to cover in the two year course. It would be extremely useful to read through the notes written in class with your son/daughter to consolidate their knowledge and further prepare them for their exam in 2020.

**Wider reading and useful web-sites or activities to support learning:**

Encourage your child to complete additional research. Websites such as [www.technologystudent.com](http://www.technologystudent.com) and [www.bbc.co.uk/schools/gcsebitesize/design/](http://www.bbc.co.uk/schools/gcsebitesize/design/) are great for building independent learning skills.

It would also be useful to purchase a copy the PG Online AQA GCSE (9-1) Design and Technology book we use in lessons.
OCR NATIONALS SPORT STUDIES LEVEL 2 2019-20


HOD: Mr J Tobin
Email: jtobin3.212@lgflmail.org

OCR National
4 Units 2 completed in Yr 10 2 completed in Yr 11
Students have the opportunity for 1 resit of R051 - R051: Contemporary issues in sport. Written paper OCR set and marked 1 hour – 60 marks

R053: Sports Leadership Centre assessed tasks OCR moderated Learners should spend approximately 10 hours on the assessment tasks.

R054: Developing sports skills. Centre assessed tasks OCR moderated 60 marks Learners should spend approximately 10 hours on the assessment tasks.

Year 11 Autumn Term Learning Goals:
R053: Sports Leadership

Learning Outcome 1: Know the Personal Qualities, roles and responsibilities associated with effective sports leadership.

Different leadership roles and opportunities in Sport, Role related responsibilities, Knowledge of safety and child protection issues. Personal qualities, which relate to leadership roles. Leadership styles.

Learning Outcome 2: Be able to plan sports activity Sessions

Key consideration when planning sessions , Safety considerations when planning sessions

Learning Outcome 3: Be able to deliver sports activity session

Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

Show the key aspects to consider in evaluating planning and delivery of sports activities

R054: Sport and the media

Learning Outcome 1: Know how sport is covered across the media

Learning Outcome 2: Understand positive effect that the media can have on sport

Learning Outcome 3: Understand negative effects that the media can have on sport.

Learning outcome 4: Understand the relationship between sport and the media.

Learning outcome 5: Be able to evaluate media coverage of sport.

Year 11 Assessment & Marking:
There opportunities for the retake of R051 are Wednesday 8th January 2020 Wednesday 13th May 2020
Students will be advised which option they will using.
All coursework must be completed and sent to the examiner by the Friday 15th May 2020
Teachers will mark class work.
Teachers can only provide generic feedback to when completing coursework towards R053 and R054, they can
not provide specific help on what to improve.

### Year 11 Homework:

1 hour of homework is expected to be completed each week, by each of the class teachers. For R053 and R054 this may take the form of research tasks, preparing notes for assessments, and completing presentations. In addition to this for R051 this may involve exam questions and the need to attend intervention sessions for their retake.

**What can you do to support your child?**

Parents can help and support learning by:

- Ensuring that PE kit is brought to every lesson and should be clearly marked with the student’s name,
- Encouraging physical activity as part of a healthy lifestyle.
- Encourage to play competitive team sport outside of school
- Ensure that your child is completing the homework set each week.
- Encourage your child to seek help from his or her teachers if needed.
- Ensure that they attend all intervention provided that is relevant for them.

### Wider reading and useful web-sites or activities to support learning:

OCR National level 2 Sport Student Book

Sports rule books and coaching guides

Sports Biographies/Autobiographies Journals

Journal of Sports Sciences • Journal of Sport & Social Issues

All sports magazines will offer a view on performing, coaching, science, current issues or history of sport(s). They are therefore valuable wider reading material

National newspapers. The sports pages report global events and the biggest issues TV Sky sports news

Live sport – watch local, national and global events.

Sports biographies and ‘day in the life of’ programs give an excellent insight into the world of the elite athlete

**Websites**

[https://www.olympic.org/ioc](https://www.olympic.org/ioc)

[https://www.sportanddev.org/](https://www.sportanddev.org/)

[https://www.sportengland.org/](https://www.sportengland.org/)

### FILM

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**HOD:** Ms J Smith  
**Email:** jsmith219.212@lgflmail.org

### Assessment:

**Component 1: Key Developments in US Film**

Exam 35% (1 hour and 30 minutes)

In Section A students analyse, evaluate and compare *A Rebel Without A Cause* and *Ferris Bueller’s Day Off* across three questions. In Section B, candidates answer short questions based on key developments in film and film technology. In Section C, candidates analyse and evaluate the film *Juno* in light of a piece of critical writing.

**Component 2: Global Film: Narrative, Representation and Film Style**

Exam 35% (1 hour and 30 minutes)

In Section A students answer one stepped question on narrative in *Slumdog Millionaire*. In Section B students answer one stepped question on representation in *Tsotsi*. In Section C students answer one stepped question on film style in *Attack The Block*.

**Coursework 30%**

Candidates produce either an independent film extract of 2 minutes length on a specified genre, or a screenplay with accompanying shooting script of 1000 words in length (20%). Then, they must write an evaluation exploring with reference to other films in the named genre.

### Year 11 Autumn Term Learning Goals:

- Units covered are:
  - Unit 3: Practical coursework – either Screenplay or Film Production
  - Unit 1: Rebel Without a Cause

### Year 11 Assessment & Marking:

- Term 1a. First draft of screenplay to be handed in 2<sup>nd</sup> October during assessment week, first draft of screenplay handed in by half term.
- Term 1b. Stepped Question on Rebel Without A Cause. A mock exam on Component 1 – Rebel Without A Cause, Juno and Film History

### Year 11 Homework:

*There will be weekly homework tasks set, with a mixture of extended writing, research and creative tasks related to the course content.*

### What can you do to support your child?

- Encourage them to engage in discussions about representation in film and the media as a whole - particularly surrounding gender and the role of women.
- Encourage them make uses of the resources and activities below
- Help them to learn key terminology by making use of the vocabulary lists provided – this is incredibly important as it is one of the key aspects that students are assessed on

Support them with homework tasks set
Wider reading and useful web-sites or activities to support learning:

Watching a range of Horror films and identifying how the microelements (camera work, editing, mise en scene and sound) create meaning
Using key word glossaries provided in class to revise terminology
Use YouTube film analysis channels such as 'Every Frame and Painting'
https://www.youtube.com/user/everyframeapainting
**PHILOSOPHY, BELIEFS AND ETHICS (PBE)**

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<th>Exam Board: AQA</th>
<th>Syllabus Code: 8062</th>
<th>Website: <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a></th>
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<tbody>
<tr>
<td>HOD: Ms J Taylor-Campbell</td>
<td>Email: <a href="mailto:j.taylor-campbell@chestnutgrove.wandsworth.sch.uk">j.taylor-campbell@chestnutgrove.wandsworth.sch.uk</a></td>
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<tr>
<td>GCSE/BTEC</td>
<td>Paper 1 (8062/1A): Christianity and Islam, 1 hour 45 minutes, 50% of final grade Paper 2 (8062/2A): Philosophy and Ethics, 1 hour 45 minutes, 50% of final grade</td>
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**Year 11 Autumn Term Learning Goals:**

Islam: Nature of God, Sunni-Shia split, Prophethood, angels, free will and predestination, sources of authority, prayer, charity, fasting, pilgrimage

Christianity: The Incarnation, Resurrection, Holy Communion, Baptism, Prayer, Christmas, Easter, poverty, missionary work

Themes: Revision of Peace and Conflict; Religion and Life; Relationships and the Family; and Crime and Punishment

**Year 11 Assessment & Marking:**

There will be an assessment on the w/c 1st October, although this may be moved to a later week to support students with workload as needed. Work is marked every half term in PBE although students are encouraged to self-assess their work every lesson. Verbal feedback is also given every lesson. One piece of work is marked in detail every term.

**Year 11 Homework:**

Teachers set homework every 2-3 weeks. This may be a piece of research or exam practice. A longer practice assessment is set in the first half term of every term. This provides students with the opportunity for detailed feedback on an exam paper prior to the final termly assessment.

**What can you do to support your child?**

- Email their PBE teacher with any concerns.
- Support your child with homework, ensuring that this is completed regularly. Revision guides are available on the school website and these contain details of how to complete exam questions and all the relevant content required.
- Encourage them to attend revision sessions in school.
- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current ethical issues that they can discuss in their work.
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) or through discussing the issues with members of your community.
- Help your child master the ability to reason and evaluate by debating issues with them. Make sure they learn to use evidence and clear examples to support their points, whatever the argument is about!

**Wider reading and useful web-sites or activities to support learning:**

- Harris, Gemma E. *Big Questions from Little People... Answered By Some Very Big People*
- Law, S. *The Philosophy Gym*
- Vardy, P. & Arliss, J. *Thinker's guide to God*
- Dawkins, R. *The God Delusion*
- Armstrong, K. *The Case for God*
- Cave, P. *Humanism: A Beginner's Guide (Beginner's Guides)*
- Dawkins, R. *The Greatest Show on Earth: The Evidence for Evolution*
- Davies, B. *An Introduction to the Philosophy of Religion (3rd edition)*
- Parry et al. *AQA Religious Studies Specification A*
- Vardy, P. *The Puzzle of God*
BI-LINGUAL

Subject Curriculum:

Bilingual students receive **in-class support and team teaching**, so that language is learned in the context of curriculum subjects. As well, there are **additional language and reading withdrawal lessons for students who are new to English, and will be identified upon entry to the school**.

All bilingual learners in Key Stage 3, 4 or 5 are welcome to come to **Homework Club**, where you can use the computers and get help with your homework. Homework Club is after school on Thursdays in the Room 28, which is the Art computer room (CAD room).

We also have links with community groups in the area that can provide **1 to 1 mentoring in a specific subject** (e.g. Maths, Chemistry, History, etc.) and aiming at any target grade, from 1 to 9. This is usually for students who are studying at GCSE and A-Level.

Bilingual students might also be able to take a **GCSE or A-Level language exam** in their home language. Currently, the exam boards offer the following languages: Arabic, Bengali, Chinese, Dutch, French, Hindi, Modern Hebrew, German, Gujarati, Greek, Italian, Japanese, Persian/Farsi, Polish, Portuguese, Punjabi, Russian, Sinhala, Spanish, Swahili, Tamil, Turkish, and Urdu. **These exams can be taken in Year 9, 10 or 11, but they are not supported by in-school or after-school lessons at Chestnut Grove.** Please see Mrs Holding in the MFL department at the beginning of September if you are interested in being entered for a home language exam, and you have strong speaking, listening, reading and writing skills in your home language. Please also note that all of the studying for these qualifications will be done at home, with support from private lessons organised by the student and the student’s family, which requires a significant level of commitment to independent study from the student.

In addition, all bilingual students at all levels of English should **read regularly in English and in their home languages**. Read anything that you are interested in – comics, news, novels, science information, websites about your favourite music, etc. This improves vocabulary, spelling, grammar and general knowledge, and is very important for making progress and maintaining your skills in your home language.

The department has a range of **English language books** that are for students who are new to learning English. These can be borrowed through staff in the office.

**What can you do to support your child in learning?**

- Ensure that your child reads for at least 30 minutes every day in English and/or in home languages. You can read a novel, a science textbook, the newspaper, a comic book, a website, or anything else you can find to read. Discuss what you are reading – in any language! – in order to develop critical thinking skills.
- Encourage your child to explore topics they study in all subjects as much as possible, through visits to the library, museums, galleries, parks etc. Watch the news – from any country, in any language! – and discuss what is happening in the world.
- Practise spellings of key words from your subjects, or commonly misspelt words in general English. Write the words down five times, and then challenge your child to spell them out loud.

**Useful websites:**

For students:
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.samaritans.org](http://www.samaritans.org)
- [www.mind.org.uk](http://www.mind.org.uk)
- [www.nhs.uk](http://www.nhs.uk)
- [www.teenlineonline.org/](http://www.teenlineonline.org/)

For families:
- [www.bbc.co.uk/schools/parents](http://www.bbc.co.uk/schools/parents)
- [www.bbc.co.uk/education/dynamo/parents](http://www.bbc.co.uk/education/dynamo/parents)
- [www.multilingualfamily.org.uk](http://www.multilingualfamily.org.uk)
- [www.omniglot.com/links/bilingual.htm](http://www.omniglot.com/links/bilingual.htm)
## HEALTH

### Staffing:

Ms J Taylor-Campbell – HOD – jtaylor-campbell@chestnutgrove.wandsworth.sch.uk  
All tutors

### Subject Description:

Studies show that students who engage in good PSHE lessons are more likely to achieve good results and go on to be safer and happier in later life. At Chestnut Grove, we take Health seriously for this reason. It is a subject that allows students to reflect on their own lives and the world around them. It gives them the opportunity to investigate current affairs, issues that might affect their safety and wellbeing as well as local, national and global concerns. The subject is focused on Human Rights and the values of law, democracy, freedom and tolerance for others. Lessons also promote Social, Moral, Spiritual and Cultural (SMSC) development of students and citizenship education.

### Assessment this term:

- Term 1a: Project on addiction
- Term 1b: Project on the ‘ideal’ body

### What can you do to support your child in Health?

- Encourage your child to read a newspaper at least once a week; this develops their literacy skills and keeps them informed of current affairs
- Encourage your child to complete additional research, either through using books and the internet (under your supervision) to find out more about relevant issues
- Practise debating with your child and encourage them to think critically
- Report any concerns you might have to your child’s tutor or the safeguarding officers, Ms Jackson or Ms Jolley

### Wider reading and useful web-sites or activities to support learning:

- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.samaritans.org](http://www.samaritans.org)
- [www.mind.org.uk](http://www.mind.org.uk)
- [www.nhs.uk](http://www.nhs.uk)
- [www.teenlineonline.org/](http://www.teenlineonline.org/)

### Homework:

_Students will either be set a piece of homework every fortnight or a project that will span between 3 and 6 weeks._