

## Year 11 Curriculum Provision

Subject	Autumn	Spring/Summer	From June
<b>English/Literacy</b>  <b>Exam Board: AQA</b>	<b>Entry Level</b> <ul style="list-style-type: none"> <li>Fiction writing 2 - Open writing/Imaginative writing.</li> <li>Book study – Reading contemporary fiction.</li> </ul> <b>GCSE</b> <ul style="list-style-type: none"> <li>Reading – Texts from different cultures</li> <li>Writing – Third person/First person revisited.</li> <li>Exam preparation work.</li> </ul> <p>Speaking and Listening is integrated into both Entry Level and GCSE courses.</p> <ul style="list-style-type: none"> <li>Entry Level – Reading - Fiction English in the real world.</li> <li>GCSE:</li> </ul>	<b>Entry Level</b> <ul style="list-style-type: none"> <li>'Romeo and Juliet' – The work of Shakespeare.</li> <li>Literary non-fiction.</li> </ul> <b>GCSE</b> <ul style="list-style-type: none"> <li>Reading – Texts from different cultures</li> <li>Writing – Third person/First person revisited.</li> <li>Exam preparation work.</li> </ul> <p>Speaking and Listening is integrated into both Entry Level and GCSE courses.</p> <ul style="list-style-type: none"> <li>Entry Level – Reading - Fiction English in the real world.</li> </ul> <p>GCSE:</p>	<p>Study Leave</p>
<b>Maths</b>  <b>Exam Board: EdExcel</b>	<ul style="list-style-type: none"> <li>Probability</li> <li>Direct and inverse proportion</li> <li>Ratio and proportion</li> <li>Properties of polygons</li> <li>Scale diagrams and bearings</li> <li>Volume</li> <li>Statistical measures</li> <li>Equations</li> <li>Inequalities</li> </ul>	<ul style="list-style-type: none"> <li>Constructions and loci</li> <li>Revision for mock exams</li> <li>Quadratic graphs</li> <li>Real life graphs</li> <li>Scatter graphs</li> <li>Algebra and graphs</li> <li>Revision .</li> </ul> <b>Entry Level</b> <ul style="list-style-type: none"> <li>Finalise coursework.</li> </ul>	<p>Study Leave</p>

	<ul style="list-style-type: none"> <li>Coordinates and linear graphs</li> </ul> <b>Entry Level</b> <ul style="list-style-type: none"> <li>Finalise coursework.</li> </ul> <b>GCSE</b> <ul style="list-style-type: none"> <li>Familiarise themselves with past papers in maths.</li> </ul>	<b>GCSE</b> <ul style="list-style-type: none"> <li>Familiarise themselves with past papers in maths.</li> </ul>	
<b>Science</b>  <b>Exam Board: Edexcel</b>	The topics in science are: <ul style="list-style-type: none"> <li>Cells, Organs and Genes</li> <li>The Nervous System and Homeostasis</li> <li>Atomic structure and the Periodic Table</li> <li>Chemical substances and Chemical reactions</li> <li>Energy and Energy transformations</li> <li>The electromagnetic Spectrum</li> <li>Rates of Chemical reactions</li> <li>The Earth and its environment</li> <li>Radioactivity</li> <li>Electricity and how it is generated</li> <li>The Solar System and the Changing Universe</li> <li>Ecological Relationships</li> <li>The human impact on the Environment</li> <li>Factors affecting Human Health</li> </ul>	The topics in science are: <ul style="list-style-type: none"> <li>Cells, Organs and Genes</li> <li>The Nervous System and Homeostasis</li> <li>Atomic structure and the Periodic Table</li> <li>Chemical substances and Chemical reactions</li> <li>Energy and Energy transformations</li> <li>The electromagnetic Spectrum</li> <li>Rates of Chemical reactions</li> <li>The Earth and its environment</li> <li>Radioactivity</li> <li>Electricity and how it is generated</li> <li>The Solar System and the Changing Universe</li> <li>Ecological Relationships</li> <li>The human impact on the Environment</li> <li>Factors affecting Human Health</li> </ul>	Study Leave
<b>Computing</b>  <b>Exam Boards: OCR</b>	OCR Digital Employability Functional Skills  Units – <ul style="list-style-type: none"> <li>Use digital technologies to work with graphics</li> <li>Use digital technologies to manage emails</li> <li>Use digital technologies to find and share information</li> </ul>		

<b>World of Work Preparation for Work</b>  <b>Exam Boards: WJEC</b>	<ul style="list-style-type: none"> <li>Students recap on job application process learnt in Yr. 10.</li> <li>Students find a job of their choice using a variety of sources.</li> <li>Students follow job application process.</li> <li>Interview Techniques</li> </ul>	<ul style="list-style-type: none"> <li>Goal setting</li> <li>Identifying Goals</li> <li>Working towards Goals</li> <li>Completion of all coursework</li> </ul>	Study Leave
<b>Asdan Youth Awards/RE</b>	<b>Module 3 Sport and Leisure:</b> <ul style="list-style-type: none"> <li>Section A - Leisure Complete a leisure time sheet, visits to library and museum, identify leisure activity they would like to try</li> </ul> <b>Module 12 Beliefs and values:</b> <ul style="list-style-type: none"> <li>Section A - World Religions (Christianity) Interview a religious person, visit a church, write a report on findings</li> <li>Section B Faith in Action - Find out about the work of Children in Need</li> </ul> <b>Module 12C : Moral issues</b> <ul style="list-style-type: none"> <li>Challenge 3 - Human Rights</li> <li>Challenge 1- Freedom The Plight of Refugees</li> </ul>	<b>Module 3 Sport and Leisure:</b> <ul style="list-style-type: none"> <li>Section A - Leisure Complete a leisure time sheet, visits to library and museum, identify leisure activity they would like to try</li> </ul> <b>Module 12 Beliefs and values:</b> <ul style="list-style-type: none"> <li>Section A - World Religions (Christianity) Interview a religious person, visit a church, write a report on findings</li> <li>Section B Faith in Action - Find out about the work of Children in Need</li> </ul> <b>Module 12C : Moral issues</b> <ul style="list-style-type: none"> <li>Challenge 3 - Human Rights</li> <li>Challenge 1- Freedom The Plight of Refugees</li> </ul>	Study Leave
<b>Options A,B and C ( Art, ICT, Drama, Personal Social Development, Land Studies, Resistant materials and Food)</b>	<b>Resistant materials (option C)</b> Completing the OCR. Entry Level DT Rm. and the OCR DT Rm. GCSE examination courses <b>Cooking Skills (option C) Entry Level syllabus</b> <ul style="list-style-type: none"> <li>Developing skills to make a range of independent snacks and meals.</li> </ul> <b>Drama (option B) GCSE Syllabus</b> <ul style="list-style-type: none"> <li>Variety of short scripts and compare</li> <li>School production at the end of term which is used in assessing the GCSE Drama coursework.</li> <li>Finalising portfolios.</li> </ul>	<b>Resistant materials (option C)</b> Completing the OCR. Entry Level DT Rm. and the OCR DT Rm. GCSE examination courses <b>Cooking Skills (option C) Entry Level syllabus</b> <ul style="list-style-type: none"> <li>Developing skills to make a range of independent snacks and meals.</li> </ul> <b>Drama (option B) GCSE Syllabus</b> <ul style="list-style-type: none"> <li>Variety of short scripts and compare</li> <li>School production at the end of term which is used in assessing the GCSE Drama coursework.</li> </ul>	Study Leave

	<p><b>Art (option C) GCSE</b> Expressionist Portraits</p> <ul style="list-style-type: none"> <li>• research, drawing, painting, mixed media</li> <li>• Self Portraits</li> <li>• Exam Preparation &amp; Exam</li> </ul> <p><b>ICT (option A) AiDA syllabus</b></p> <ul style="list-style-type: none"> <li>• Create an edited video including a narration</li> <li>• Find data using the internet on specific cars and enter into a table.</li> <li>• Revision time toward OCR Entry level exam.</li> </ul> <p><b>Personal Social Development (options A,B and C)</b> <b>Entry Level Certificate</b></p> <ul style="list-style-type: none"> <li>• Community Action</li> <li>• Healthy Living</li> <li>• Managing own Money</li> <li>• Making the Most of Leisure Time</li> <li>• Environmental Awareness</li> <li>• Personal Safety in the Home and Community</li> <li>• Using Technology in the Home and Community</li> </ul> <p><b>Land Studies (options A and C)</b> <b>Entry level Pathways syllabus</b> We do the following units in order, usually taking a term over each one:</p> <ul style="list-style-type: none"> <li>• Science and the Plant World</li> <li>• Land Maintenance</li> <li>• Introduction to Plant Care</li> <li>• Variation and Adaptation</li> <li>• Introduction to Animal Care.</li> </ul> <p>The course has no exams. Coursework is sent off for moderation/assessment.</p>	<ul style="list-style-type: none"> <li>• Finalising portfolios.</li> </ul> <p><b>Art (option C) GCSE</b> Expressionist Portraits</p> <ul style="list-style-type: none"> <li>• research, drawing, painting, mixed media</li> <li>• Self Portraits</li> <li>• Exam Preparation &amp; Exam</li> </ul> <p><b>ICT (option A) AiDA syllabus</b></p> <ul style="list-style-type: none"> <li>• Create an edited video including a narration</li> <li>• Find data using the internet on specific cars and enter into a table.</li> <li>• Revision time toward OCR Entry level exam.</li> </ul> <p><b>Personal Social Development (options A,B and C)</b> <b>Entry Level Certificate</b></p> <ul style="list-style-type: none"> <li>• Community Action</li> <li>• Healthy Living</li> <li>• Managing own Money</li> <li>• Making the Most of Leisure Time</li> <li>• Environmental Awareness</li> <li>• Personal Safety in the Home and Community</li> <li>• Using Technology in the Home and Community</li> </ul> <p><b>Land Studies (options A and C)</b> <b>Entry level Pathways syllabus</b> We do the following units in order, usually taking a term over each one:</p> <ul style="list-style-type: none"> <li>• Science and the Plant World</li> <li>• Land Maintenance</li> <li>• Introduction to Plant Care</li> <li>• Variation and Adaptation</li> <li>• Introduction to Animal Care.</li> </ul> <p>The course has no exams. Coursework is sent off for moderation/assessment.</p>	
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<b>PE</b>  <b>Exam Board: AQA</b>	<ul style="list-style-type: none"> <li>• Health and safety in PE</li> <li>• Swimming</li> <li>• LA Fitness</li> <li>• Health related fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety in PE</li> <li>• Swimming</li> <li>• LA Fitness</li> <li>• Health related fitness</li> </ul>	Study Leave
<b>MUSIC</b> <b>Exam Board: Edexcel</b>  <b>BTEC Level 1/Level 2 First Award</b>	<b><u>Unit 3: Introducing Live Sound</u></b> <ul style="list-style-type: none"> <li>• Plan for a live music event. Demonstrate understanding of health and safety</li> <li>• Set up and use live music systems.</li> <li>• Plan for a live music event</li> <li>• Demonstrate understanding of health and safety</li> <li>• Examine Health and safety Considerations</li> <li>• Set up and use live music systems</li> </ul>	<b><u>Unit 3: Introducing Live Sound and Unit 4: Introducing Music Recording</u></b> <ul style="list-style-type: none"> <li>• In this unit you will:</li> <li>• A plan a recording session</li> <li>• B use recording equipment safely to produce multi-track recordings.</li> <li>• Use recording equipment safely to produce multi-track recordings</li> <li>• Mixing multiple tracks together to create a finished product: <ul style="list-style-type: none"> <li>• audio editing, e.g. trimming, take selection</li> <li>• levels</li> <li>• stereo field</li> <li>• EQ</li> <li>• effects, e.g. reverb, compression</li> <li>• bouncing down to stereo.</li> </ul> </li> </ul>	<b><u>Unit 4: Introducing Music Recording</u></b> <ul style="list-style-type: none"> <li>• In this unit you will:</li> <li>• A plan a recording session</li> <li>• B use recording equipment safely to produce multi-track recordings.</li> <li>• Use recording equipment safely to produce multi-track recordings</li> <li>• Mixing multiple tracks together to create a finished product: <ul style="list-style-type: none"> <li>• audio editing, e.g. trimming, take selection</li> <li>• levels</li> <li>• stereo field</li> <li>• EQ</li> <li>• effects, e.g. reverb, compression</li> </ul> </li> <li>• bouncing down to stereo.</li> </ul>
<b>RE</b>  <b>Exam Board: OCR</b> <b>World Religions J620 and J621</b>	Christianity 1 <ul style="list-style-type: none"> <li>• Beliefs, Special Days, Divisions and Interpretations</li> <li>• Students develop an understanding of Christianity as a World Faith. Students study the specified texts: the Apostles' Creed, Exodus 20: 1-17, Matthew 5–7 and Mark 12:28-34</li> <li>• Candidates should be familiar with the religious</li> </ul>	Christianity 1 & 2 Beliefs, Special Days, Divisions and Interpretations <ul style="list-style-type: none"> <li>• Students should know the kinds of stories and teachings that the Bible contains, and</li> <li>• should be aware of the reasons why these texts are particularly valued within Christianity.</li> <li>• Candidates should aim to</li> </ul>	Christianity 2 Worship, Community and Family, Sacred Writings <ul style="list-style-type: none"> <li>• Students will study the Places and forms of worship within the Christian tradition and examine different denominations practices.</li> <li>• Students will examine the design, symbols, artefacts and features of places of worship including:</li> </ul>

	terms given in the specification and should be able to use them accurately.	show understanding of the ways in which holding Christian beliefs might affect people's everyday lives, for example in their choice of job or their moral attitudes	<ul style="list-style-type: none"> <li>- altar or Communion Table</li> <li>- Font</li> <li>- Baptistry</li> <li>- Pulpit</li> <li>- Lectern</li> <li>- Stations of the Cross</li> <li>- Iconostasis.</li> </ul>
<b>PDLR</b>	<ul style="list-style-type: none"> <li>• Understanding beliefs, values and teachings that contribute to a diverse society within core British values, especially tolerance, freedom and respect</li> <li>• How personal finances can affect oneself and others and about rights and responsibilities as consumers</li> </ul>	<ul style="list-style-type: none"> <li>• The role and influence of media on lifestyle</li> <li>• Transition and managing change – moving on to college</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy relationships and taking responsibility for my own sexual health</li> </ul>
<b>Edexcel Level 1 BTEC Certificate in Introduction to the Travel and Tourism Industry (QCF)</b>  <b>Year 11</b>	<b>Edexcel Level 1 BTEC Certificate in Introduction to the Travel and Tourism Industry (QCF)</b>  <b>AIMS</b> <ul style="list-style-type: none"> <li>• To provide students with an insight into the various aspects of the UK and Worldwide Travel and Tourism industry, gaining practical skills in and developing knowledge and understanding of this sector.</li> <li>• To support the use of English, Mathematical and ICT skills through assignments based on real life situations.</li> <li>• To explore the diverse opportunities offered by a growing employment sector.</li> </ul> <b>What does learning look like in Travel and Tourism?</b> <ul style="list-style-type: none"> <li>• Written</li> <li>• Mathematical</li> </ul>		

- Atlas and Map use
- Drama and Role play
- Information Posters and Leaflets
- Off-site visits
- ICT based research
- Creative practical sessions
- Discussion and Debate

### Planning Overview

The following units will be delivered:

**Units 1,2,3 and 4** in GROUP A are mandatory and worth a total of 11 credits.

**Units 6,7,9, 10 and 13** in GROUP B are optional and worth a total of 16 credits.

Students will also complete work in **Units 8, 12 and 14** when all other units are finished for an additional 10 credits.

Unit number	Unit title	Credits	
<b>MANDATORY GROUP A</b>		<b>11 REQ</b>	
<b>1</b>	<b>The UK Travel Industry</b>	<b>4</b>	
<b>2</b>	<b>The UK Tourism Industry</b>	<b>3</b>	

3	Customer Service in Travel and Tourism	3	
4	Locational Geography	1	
OPTIONAL GROUP B		13 REQ	
6	UK Travel and Tourism Destinations	4	
7	Recommending Holidays to Suit Customers' Needs	4	
8	Worldwide Travel and Tourism Destinations	4	
9	The Role of Overseas Resort Representatives	2	
10	Travel and Tourism Itineraries	3	
12	Promotional Materials for Travel and Tourism	4	
13	Planning for and Taking Part in a Visit	3	
14	Providing Information on a Tourist Destination	2	

Planning for travel and tourism follows 'Themes' which meet learning objectives in different interrelated units.

Theme 1: Introduction to Travel and Tourism, allows students to gain an insights into different aspects of the travel and tourism industry. **(Includes tasks from Units 1, 2, 3, 4 and 12)**



Theme 2 : Customers, allows students to identify different types and needs of customers and the relationships between customers and the travel and tourism industry. Looks at the importance of the customer and how staff in the industry interact with their customers. **(Includes tasks from Units 1, 2, 3, 6, 7, 9 and 10)**

Theme 3 : Places, allows students to consider the importance of geographical features of different places and how these places may be accessed. Students to investigate what the appeal of a place might be, and how this

	<i><b>Autumn</b></i>	<i><b>Spring</b></i>	<i><b>Summer</b></i>
<i><b>Year 10</b></i>	<i><b>Introduction to Travel</b></i>	<i><b>Customers</b></i>	<i><b>Places</b></i>

is managed by the tourism industry. **(Includes tasks from Units 1, 2, 4, 6, 7, 8, 9, 10, 13 and 14)**

Theme 4 : Employment, allows students to learn about jobs within the travel and tourism sector and complete tasks that give an insight into working in the travel industry. **(Includes tasks from Units 1, 2, 3, 7, 9, 10, 12, 13 and 14)**

	<i>and Tourism</i>		
<b>Year 11</b>	<b>Employment</b>	<b>Marketing and Promotion</b>	

Theme 5 : Marketing and Promotion, allows students to research and creatively promote travel and tourism destinations, alongside employment opportunities. Students to investigate the impact of marketing within the tourism industry. **(Includes revision tasks from all Units)**

**UPDATE – This is the final year that the Edexcel Level 1 BTEC Certificate in Introduction to the Travel and Tourism Industry (QCF) course is running. Year 10 students will instead be accessing the BTEC Level 1 introductory Certificate in Hospitality and Tourism.**

**GCSE  
PHOTOGRAPHY**  
  
Year 10 and Year 11



**The Course (Key Areas)**

- To develop a technical understanding of using a digital camera with creative controls.
- To explore a variety of photographic and artistic genre through creative development.
- To use digital manipulation software to further explore creative ideas.
- To critique the photographic images of other artists and to apply these ideas to their own work.
- Use drawings to show ideas, planning and developments.
- To critique the photographic images of other artists and to apply these ideas to their own work.
- To plan and carry out photo assignments and experiments using a combination of digital and chemical photography.
- To maintain a portfolio of work showing clear links between ideas from other artists and their own.
- Show a clear link between initial ideas, the technical and creative process and the final result.

### **Student Portfolios**

Students will produce a Coursework Portfolio that shows a clear and consistent understanding of practical and contextual work from one or more of the following genres:

- portraiture
- landscape
- still-life
- experimental imagery

- documentary photography.

Coursework will consist of one extended topic and one or two shorter coursework topics.

### **How the GCSE is graded**

The Coursework Portfolio is worth **60%** of the overall grade. Students will complete FOUR coursework projects

### **Final Examination**

- Students will have preparation time for their exam and ten-hours in which to complete their final pieces.
- The final examination is worth 40% of the overall GCSE Photography grade.

### **YEAR 10 Overview**

- Introduction to basic camera handling and photographic technique
- How to research the works of others
- Creating a basic sketch plan
- Basic editing skills and software
- 1<sup>st</sup> Coursework topic (Short topic)
- Presenting a piece of work

- Advanced camera settings
- 2<sup>nd</sup> Coursework topic (Extended)

#### **YEAR 11 Overview**

- Completion of 2<sup>nd</sup> Coursework topic (started in Year 10)
- Mounting and displaying work pieces
- Other photographic equipment
- Intermediate editing skills
- 3<sup>rd</sup> Coursework topic (short topic)
- Exam Preparation
- Final Exam

**The BTEC Level 1  
introductory  
Certificate in  
Hospitality and  
Tourism  
Year 11**

**The BTEC Level 1 introductory Certificate in Hospitality and Tourism aims to introduce learners to the Hospitality and Tourism industry. The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment.**

**Students will complete practical learning tasks which develop and build skills in:**

- **Communication**

**STARTS 2018/2019**

- Working with others
- Problem solving
- Managing information

**Learners will complete two Group A core units:**

- Being Organised
- Developing a Personal Progression

**Learners will also complete a minimum of three Group B sector units:**

- Preparing and Cooking Food
- Serving Food and Drink
- Exploring Local Visitor Attractions
- Exploring Travel and Tourism in the UK

#### **Assessment**

**Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.**

#### **Year 11 Themes of study**

**Group A: Developing a Personal Progression - Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.**

**Group B: Exploring local visitor attractions – Students will identify, explore and give feedback on local visitor attractions.**

**Group B: Exploring Travel and Tourism in the UK – Students will identify what methods of travel are available in the UK, where are the major UK Travel and Tourism destinations, why do people visit these places and what are the appeal of these places.**