



Broughton Hall Catholic High School



Year 11 Curriculum Booklet



Term Dates

Autumn Term 2018

Monday, 3rd September 2018 (No Pupils)

Friday, 19th October 2018 (No Pupils)

There will be a holiday on Friday 21st September to celebrate the feast of our Lady of Mercy.

Term Commences: Monday, 3rd September (Inset Day no pupils)

Pupils Return - Tuesday, 4th September 2018

Term Ends: Friday, 21st December 2018

October Half Term: Monday 22nd to Friday, 26th October 2018

Spring 2019

Inset Day: Friday, 4th January 2019 (Staff Only)

Term Commences: Friday, 4th January 2019 (Inset Day no pupils)

Pupils Return - Monday, 7th January 2019

Term Ends: Friday, 5th April 2019

February Half Term: Monday 18th – Friday 22nd February 2019

Bank Holiday: Good Friday: 19th April 2019

Bank Holiday: Easter Monday: 22nd April 2019

Summer 2019

Inset Day: Monday, 22nd July (Staff Only)

Inset Day: Tuesday, 23rd July (Staff Only)

Term Commences: Tuesday, 23rd April – All pupils and staff return

End of Term for All Pupils: Friday 19th July 2019

May Half Term: Monday, 27th May – Friday, 31st May 2019

Bank Holiday: Monday, 2nd May 2019

Bank Holiday: Monday, 27th May 2019



Our School Day

All pupils in school by 08:35am			
Pupils in form classes by 08:45am			
Registration	8:45 – 9:05		
Period 1	9:05 – 10:05		
Period 2	10:05 – 11:05		
Break	11:05 – 11:25		
Period 3	11:25 – 12:25		
Period 4	12:25 – 13:55		
Period 4 Timings	12:25 – 12:55	12:55 -13:25	13:25 – 13:55
Year 7	Lesson	Lunch	Lesson
Year 8 & 9	Lunch	Lesson	
Year 10 - 11	Lesson		Lunch
Period 5	13:55 – 14:55		

Homework

Year 11 homework may experience different levels of homework workload throughout the year due to exam preparation or controlled assessment deadlines. All pupils should be completing revision as part of on going work throughout the year.

HOMEWORK Key Stage 4	
Subject	Time Per Week
English	45-70 mins
Maths	45-70 mins
Science	45-70 mins
MFL, RE Option Subjects will have minimum 45 minutes per week per subject as appropriate.	
Typically 90-150 minutes per day	

All pupils are provided with planners to record homework set and parents are asked to check these each week.

Year 11 Guide

Year 11 Pupils will continue to study for a range of external qualifications known as GCSEs vocational and academic courses are provided for, as in Entry Level Certification. Year 11 is also the time to start thinking about the future. The school provides career guidance.

Although the system is constantly changing, your involvement during this crucial year can make an enormous difference—the difference between success and failure or between poor grades and A to C passes.

DEMANDS ON YOUR DAUGHTER ARE LIKELY TO INCLUDE:

Being more self motivated and taking more responsibility for her own learning

Asking when she doesn't understand overcoming difficulties with challenging work and finding ways of coping under pressure.

Organising herself, notes, information and hand-outs on many different subjects

Completing more work at home, independently.

Organising and planning her time over longer periods e.g. Coursework.

Understanding exam structure and the importance each piece of work has towards the final grade.

Planning and completing revision. Perfecting examination technique. Balancing time spent in study with outside interests which may need to be sacrificed for long term success.

PARENTS CAN SUPPORT THEIR DAUGHTERS BY:

Attending review meetings and Parents' Evenings

Working with staff to ensure your daughter is completing her work and meeting deadlines

Finding out about course structure and requirements e.g. coursework, exams being taken by your daughter.

Discussing work with your daughter, helping with any problems.

Providing a comfortable work area at home

Setting Guidelines for homework to be done each evening.

Ensure your daughter gets enough rest, sleep, exercise, good diet etc.

Attendance & Punctuality

Regular attendance at school is vital 97% being the minimum required attendance - even this means nearly 2 weeks or 30 lessons have been missed. Pupils learn best and receive most from school when they are actually there! This issue is highlighted regularly in letters home and is featured in the Home School Agreement. Parents are asked to avoid taking pupils on holidays during term time; all holidays are counted as an unauthorised absence. The school also requests that as far as possible medical and dental appointments are made out of school hours.

Registers are marked daily both morning and afternoon in accordance with the instructions given by the Department for Education. Notes are retained and any absences without a parental note are recorded as unauthorised by the school. On the first day of a pupil's absence parents are asked to telephone school by 10am. If no contact has been made, enquires will be made by school staff, by text message in the first instance.

This could be followed up by letter or in exceptional circumstances through the Educational Welfare/Attendance Officer. Parents are asked to provide a written explanation for each and every absence upon a pupil's return to school, even if a telephone call has been made. In any case of suspected truancy parents will be informed of the school's concern at the earliest possible opportunity. Should your daughter's contact details, emergency names, telephone numbers, or parental salutation (i.e. Mrs Hill or Mr and Mrs Jones) change during the year please inform your Head of Year or the school office. As the school number is 'withheld' please leave a mobile number where you may be contacted in case of sickness or an emergency.

Appointments during the school day

Please note that students are not allowed to leave the premises at any time during the school day without the permission of their Progress Manager or a Senior Member of Staff. Appointments should ideally be arranged outside of school hours or during holidays. If an appointment is unavoidable the school should be informed in writing and the note countersigned by the Progress Manager. Your daughter will then be issued with an absence pass authorising her absence from school and must be collected in person from the school office. In accordance with HSE guidelines no girl will be allowed to meet parents outside school.

Punctuality

If a pupil is late this means not only does she miss registration or assembly, when important information is given out, but she will not be able to get to her locker for the books and equipment she needs for lessons 1&2. Being late for school means being late or not equipped for lessons and causes disruption to other pupils. Please encourage your daughter to be in school by 8.30 in order to organise herself. It is a good idea to check bus routes, stops and fares during the summer holidays, so that your daughter feels happy and secure about travelling to school. If your child is eligible for a bus pass please apply to the LEA as early as possible.

Progress manager's detention

If your daughter is late without a very good cause or late twice in one week she will be required to do late detention with her Progress Manager. This is held weekly on a Wednesday evening and lasts for 1 hour. Parents are notified 24 hours in advance of their daughters' detention. Please note this detention is not negotiable.

GCSE Examinations

For all year 11 students, this school year is very important.

In May you will start your final GCSE examinations. The results that you gain in these may have a big effect on your future.

Nearly all your GCSE's are assessed partly by practical examinations and controlled tests and partly by written examination. It is important that the same commitment is given to all aspects of your GCSE to achieve the best grades possible.

Controlled Assessments

Controlled Assessments have replaced the Coursework elements of Examinations. They are done using the same concept of Coursework but within a Controlled environment. These will be planned sessions organised within the school day, when work will be done and saved in school, this work will be assessed by the teacher and moderated by the Examination boards. Follow the link on [Broughtonhall.com/examinations/controlled assessments](http://Broughtonhall.com/examinations/controlled-assessments)

Revision

Remember that the examinations in most subjects will test you on any topics that you have covered in the previous two years. It is essential that you revise all work thoroughly. You should organise your revision beforehand and make a start well before the examinations begin. Some time spent on revision at this stage could be well rewarded in your future.

Your teachers will be able to help you with specific advice about revision in particular subjects.

Art and Design



No of lessons per two week timetable : 6

Portfolio of Work : 60%

Practical Examination: 40%

Exam board : AQA

All students follow a course which focuses on:

- Development of creative ideas by looking at a variety of ideas and artists work.
- Experimentation, using different materials, techniques and ways of working.
- Development an understanding of artists work from different eras.
- Pupils will produce a cohesive body of work, creating something unique and personal.

What happens in GCSE Art & Design

Unit 1 - Art and Design portfolio 60%

Pupils will produce a personal portfolio of work developed from a the starting point.

This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

Unit 2 - Externally assessed practical exam 40%

Pupils will formulate a personal response to one question chosen from an early release paper. Pupils will be given unlimited preparation time to develop ideas. There will then be a 10 hour examination to produce final outcome/s.

This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

GCSE Art & Design portfolio — December

GCSE Externally assessed practical research start date — January

GCSE Externally assessed practical exam, 10 hour exam—March/ April

Extra Curricular Provision

- Lunchtimes and after school by arrangement with subject teacher

PROGRESSION

A level Art & Design

A Level Photography

Business Studies

Year 9, 10 and 11. The business studies course that pupils start in Year 9 will take will depend on their KS3 results and predicted grades for GCSE. Details of both courses are as follows:-



GCSE Business Studies

Outline of the course The GCSE is a modular course that comprises two units. In Year 9 students will complete the first unit and in Year 10 they will complete the second unit. Year 11 will be a year focusing on exam techniques and developing detailed analysis and evaluation skills.

About Business—Learners will be introduced to the world of business and will look at what makes someone a successful business person. Learners will find out how to develop an idea and spot an opportunity. Learners will understand how to make a business effective and manage money well. They will also see how the world around them affects businesses and all the people involved.

Unit One — Externally assessed unit at the end of year 11

Unit Two—Externally assessed unit at the end of Year 11

BTEC Technical award in Enterprise

In Y9 students will aim to complete one of the three components that make up the course and in Y10 and Y11 they will complete the other two components.

Component One will provide learners with knowledge and understanding of what makes businesses successful. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, and understanding the different objectives businesses may have.

Component Two is an externally assessed unit. The unit focuses on the financial aspects of running a business. It will provide learners with knowledge and understanding of businesses costs, calculating profit, and the importance of monitoring cash flow.

Component Three will provide learners with the opportunity to run their own enterprise and reflect on its success/failure.

Percentage weighing for exams and coursework

Unit 1 (50%): Introduction to Small Business
Externally assessed (unseen examination)
Unit 2 (50%): Building a Business
Externally assessed (unseen examination)

60% of assessment is by portfolio

40% of assessment is by external exam

Extra curricular support: Catch up sessions are provided after school for pupils who are behind with portfolio work or having difficulties with class or homework. There is an open-door policy within the business studies department and pupils are encouraged to come and speak with staff either before school, during the lunch hour or after school. As the GCSE exams approach, revision sessions will be held for pupils.

Websites to visit: Pupils have access to revision material via Moodle.

A few additional websites that pupils can use to help revise are:

Bized: www.bized.ac.uk

GCSE Bitesize: <http://www.bbc.co.uk/schools/gcsebitesize/business/>

Dance

COURSE NAME: AQA GCSE DANCE

COURSE OVERVIEW & ASSESSMENT

Component 1– Performance & Choreography



Performance

Two set phrases provided by AQA will be performed as a solo (1 minute in duration).

Duet/ Trio Performance (3—5 minutes in duration)

Choreography

A solo or group choreography . A solo (2-2.30 minutes) or a group dance for 2 to 5 dancers (3-3.30 minutes).

How is component 1 assessed?

Internally marked and externally moderated

Performance 30% of GCSE (40 marks)

Choreography 30% of GCSE (40 marks)

Component 2– Dance Appreciation

What is assessed?

Knowledge and understanding of choreographic processes and performing skills.

Critical appreciation of own work.

Critical appreciation of professional works.

How is component 2 assessed?

40% of GCSE

Written exam– 1hour 30 minutes

80 marks

HOMEWORK: You should be doing at least 2 hours a week homework for each GCSE you do.

Performance: Rehearsal regularly to improve physical, expressive and technical skills.

Choreography: Understanding different types of choreography , through practical engagement within lessons and research outside of class.

Dance Appreciation: Written work will be provided every week to extend on your in class learning.

GENERAL INFORMATION

Commitment, positivity and good time management are key to success, in this subject and in life! It is essential students consistently follow staff advice & manage their time effectively to achieve the best possible results.

USEFUL RESOURCES; AQA GCSE Dance specification, YouTube’ AQA GGCSE Dance set works.

A Level Product Design

FOOD & CATERING - Level 1/2 Certificate in

Hospitality and Catering

No of lessons per two week timetable 6

Examination board – WJEC

Unit 1 - Coursework: 60%

Unit 2 - Written examination: 40%



The new Level 1/2 Certificate in Hospitality and catering gives pupils a hands-on introduction to life and work in the catering industry.

Pupils will develop, practice and demonstrate key food preparation skills, making a variety of food products.

Assessment

Unit 1: The Hospitality and Catering Industry online written exam

Duration: 90 minutes

Weighting: 40%

Areas of content:

1. Understand the environment in which hospitality and catering provider.
2. Understand how hospitality and catering provisions operate.
3. Understand how hospitality and catering provision meets health and safety requirements.
4. Know how food can cause ill health.
5. Be able to propose a hospitality and catering provision to meet specific requirements.

Unit 2: Hospitality and Catering in Action is internally assessed: Pupils will undertake an extended project that showcases their skill.

Duration: 9 hours with a 3 hour exam

Weighting: 60%

1. The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes.
2. Propose four nutritional dishes for The Western Deli and Coffee Shop
3. Plan for the production of two dishes that could be included on the menu
4. Prepare, cook and present the two dishes that the apprentice will prepare and cook.

Overall grading is: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

GCSE Food and Nutrition

The WJEC Eduqas GCSE in Food Preparation and Nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the

principles of food science, nutrition and healthy eating. It encourages pupils to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Job opportunities:

Education—primary, secondary, childcare

Public health-dieticians, nurse, midwifery, occupational therapy

Sports & nutrition, personal trainer, sports science

Hospitality industry– Catering Manager, Hotel & Catering, food Service Management, Beverage industry

Food Retailing-Retail Management, Brand Management, Marketing

Unit 1—Written Exam paper completed in Year 11

Weighting: 50%

Time: 1 hour 45 mins

Section A - Question based on stimulus materials

Section B – Questions to assess knowledge of food and Nutrition

Unit 2: Assessment 1: Food science investigation.

Weighting: 15% . Time: 8 hours,

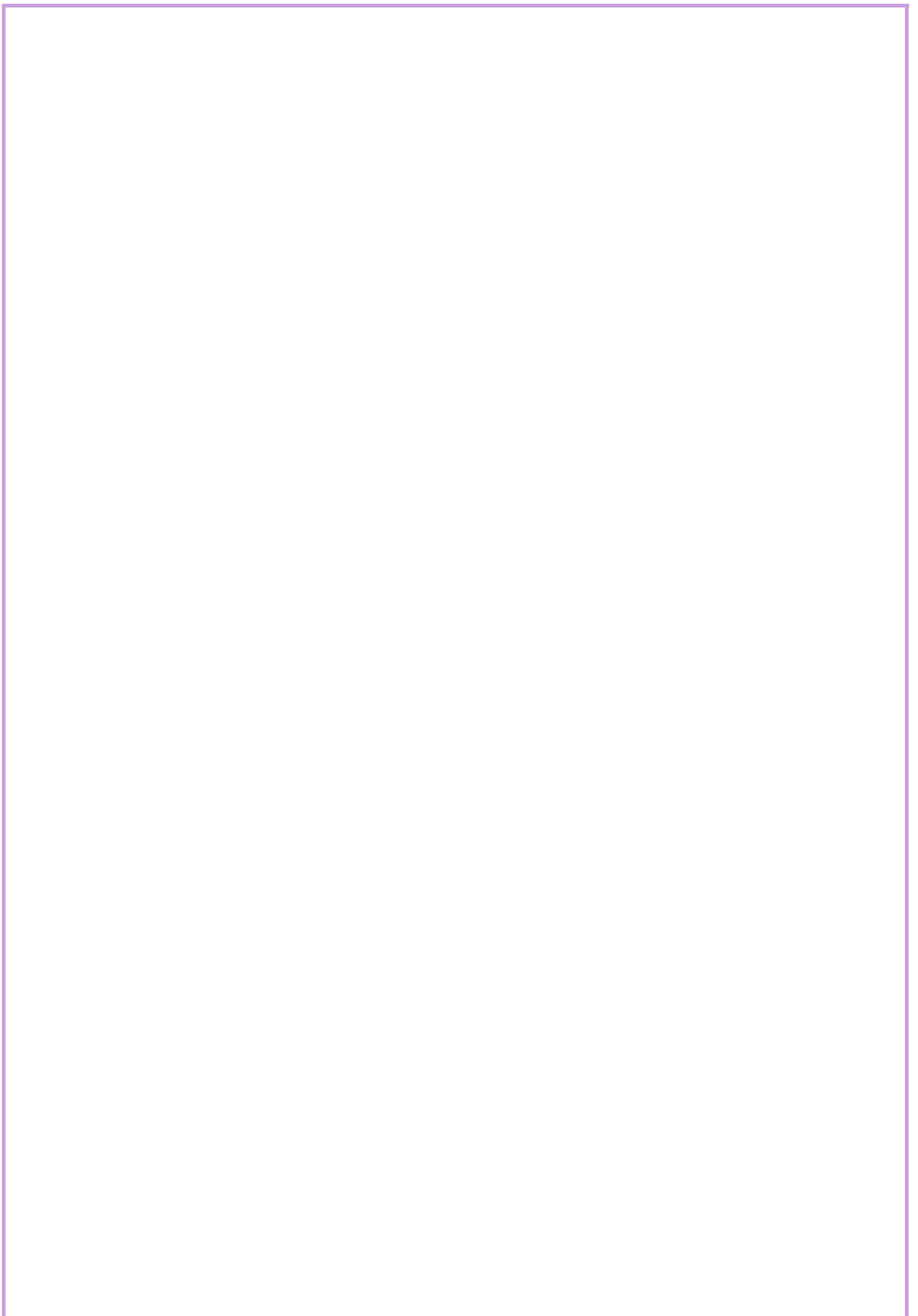
Report Size between 2,000 and 2,500 words

Unit 2: Assessment 2: Food preparation assessment

Weighting: 35%. Time: 12 hours (3 Hours Practical)

Pupils plan, prepare, cook and serve 3 dishes with appropriate accompaniments. Portfolio of evidence maximum of 15 pages A4 to include all photo's, charts and graphs





Design Technology GCSE

Textiles

Exam board AQA

No of lessons per two week timetable: 6

Examination Written Paper: 50%

Non-exam assessment: 50%

AQA GCSE Design Technology is made up of two components:

Component 1

Examination Written Paper 2 hour exam 50%

Core technical principles,

- All aspects of Design & Technology
- Multiple choice questions

Specialist technical principles,

- Questions that link to your chosen product route – Textiles
- Designing and making principles
- Questions linked to Textiles and general design technology

Component 2

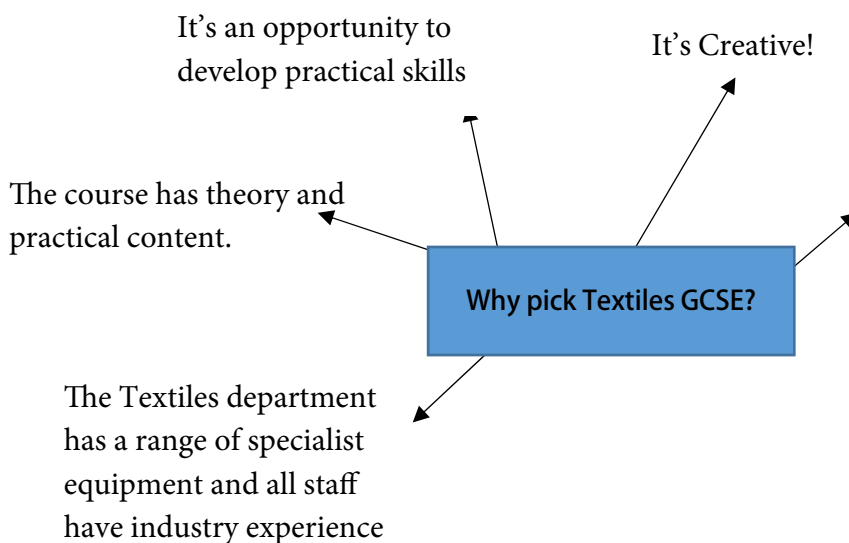
NEA

Non-exam assessment Portfolio of 30-35 hours 50%

During the final year of the course students will produce Textiles coursework that meets the design briefs set by the exam board.

Progression.

Art & Design Textiles



The fashion industry's contribution to the British economy is an estimated £26bn - that's twice the size of the car industry's and nearly as big as the contribution from housing, according to the British Fashion Council ... In other words it's a good qualification to have!

English Language

EXAM BOARD : AQA
EXAMINATION : 100%

Grades Available 1-9



Written Examination	Two exams
	Paper 1 1hr 45 minutes
	Explorations in Creative Reading and Writing 50%
	Paper 2 1hr 45 minutes
	Writers' Viewpoints and Perspectives 50%

Students will also produce a short presentation to fulfil the Spoken Language element of the course. Assessment of this is compulsory but does not affect their overall grade.

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts.

In Paper 1, pupils will read and respond to a literature fiction text in section A and complete a descriptive or narrative writing task in section B. Its genre will be prose fiction and will include extracts from novels and short stories. Preparation for the exam will focus on openings, endings, narrative perspectives, character, descriptive passages and atmospheric descriptions.

In Paper 2, pupils will read and compare two texts, one of which will be a non fiction text and one literary non-fiction text. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

This is a demanding yet fulfilling course as pupils will be taught how to analyse language in high quality texts and develop critical thinking skills.

English Literature

EXAM BOARD: AQA

EXAMINATION: 100%

Grades Available 1-9



Written Examinations

Paper 1 1hr 45 minutes: Shakespeare and the 19th century novel 40%

Paper 2 2hr 15 minutes: Modern texts and poetry 60%

COURSE DESCRIPTION

Pupils will study a whole Shakespeare play and in the exam will be required to write in detail about an extract and then to write about the play as a whole. Pupils will study either Romeo and Juliet, Macbeth or The Merchant of Venice.

They will also study a 19th century novel and answer a question about a specific extract and show an understanding of the novel as a whole. The choice of texts is extensive and challenging and includes classics such as Pride and Prejudice, Jane Eyre, A Christmas Carol and The Sign of Four.

Pupils will study a selection of poems from a poetry anthology based on the themes of either Conflict or Relationships. In the exam, pupils will be required to write about two of these poems in detail, commenting on language, structure and thematic links. Pupils will also be required to respond to two unseen poems.

Pupils will also study a modern text, for example An Inspector Calls. In the exam pupils will answer one question based on the themes, characters and ideas explored in the play.

This literature course provides ample opportunities for pupils to engage with a range of demanding texts and will develop and refine their comprehension and critical reading skills.

For further information on either English qualifications please contact:

Mr D Jones - Director of Subject

Geography

AQA Geography New Specification

UNIT 1 Living with the Physical Environment

Written Paper 1 hour 30mins

UNIT 2 Challenges of the Human Environment

Written Paper 1 hour 30mins

UNIT 3 Geographical Applications

Written Paper: 1 hour 15 minutes.



The new GCSE Specification is an exciting curriculum which allows students to engage in a wide range of topics, including human and physical geography. There is an increased focus on geographical skills, so students will develop their analysis, interpretation and evaluation skills throughout the course.

Unit 1: Living with the Physical Environment

Students will sit a 1.5hr exam at the end of year 11 on the following topics:

The Challenge of Natural Hazards: Tectonic hazards, tropical storms, extreme weather in the UK and climate change.

The Living World: Local Ecosystems, tropical rainforests, hot deserts.

Physical Landscapes in the UK: Coastal and river environments will be covered.

Unit 2: Challenges in the Human Environment

Students will sit a 1.5hr exam at the end of year 11 on the following topics:

Urban Challenges: Global patterns, two contrasting cities, sustainable urban futures.

The Changing Economic World: Global Patterns, Closing the development gap and contrasting studies of economic development.

The Challenge of Resource Management: Overview of resources in the UK and global resource security on energy around the world.

Unit 2: Geographical Applications

Students will sit a 1hr 15 minute exam at the end of year 11 on the following topics:

Issue Evaluation: Students will be provided with a pre-release material which they must study extensively leading up to the exam. The questions will rely on students being able to interpret data effectively.

Fieldwork: Students MUST attend two fieldwork enquiries and answer questions on them in the exam. One fieldwork must be in a human environment and the other must be in a physical environment.

History

Content and assessment overview

Edexcel GCSE (9–1) in History

Consists of three externally examined papers. The total qualification mark is 168, of which 8 marks are for spelling, punctuation, grammar and use of specialist terminology (SPaG). Examinations will take place in May/June of Year 11.

Term 1: PAPER 2.

- ✓ Claimants to throne in 1066.
- ✓ The Norman Conquest and the Consolidation of Power. William I in power: securing the kingdom, 1066–87. The feudal system and the Church, Norman government, Norman aristocracy, William I and his sons.

Term 2: PAPER 1. Crime and Punishment, 1000-1700. To include:

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of the Church, the Gunpowder Plot and Witch Trials in the 17th Century.

Term 3: PAPER 1. Crime and Punishment, 1700-Present day.

1. Nature and changing definitions of criminal activity
2. The nature of law enforcement and punishment
3. A case study of Pentonville prison in the mid nineteenth century: reasons for its construction; the strengths and weaknesses of the separate system in operation. Key individual: Robert Peel – his contribution to penal reform and to the development of the Metropolitan Police Force, the treatment of conscientious objectors in the First and Second World Wars, the Derek Bentley case: its significance for the abolition of the death penalty.

ICT

OCR CAMBRIDGE NATIONAL (Certificate) in Information Technologies (LEVEL 2)

Are you interesting in Technology? Solving problems?
Understanding how technology works in the world of work?
Having fun and enjoyment whilst learning? This may be the
course for you!

Qualification Structure

Students will be entered for the full OCR Cambridge
Nationals in Information Technologies. To achieve this, students must complete 2 units.

Content

The teaching content is not separated into separate units of teaching. Instead there is a holistic
delivery approach and synoptic assessment.

In Unit RO12 students will sit an exam that assesses their knowledge
and understanding of different hardware and software applications, and
tools used to access and develop information. The exam will also assess
the different phases of the project life cycle. In the exam, students will
need to understand the risks of using and handling data, and how legal
and ethical issues have an impact on organisations.



Unit RO13 is an assignment that will focus on how students will use their skills to develop a
technological solution. Students will process data and communicate information for a client.
Students will follow the project life cycle during the project, as well as developing GANTT charts,
online surveys and presenting data, whilst iteratively reviewing progress. The solution that students
will created will be an integrated solution using a variety of Microsoft Applications.

Assessment

Unit RO12 is the external examination for the specification, which is weighted at 50% of the final
grade. Unit RO13 is the internally set coursework that is assessed internally and moderated externally.
Grades awarded are Distinction* Level 2, Merit Level 2, Pass Level 2, Distinction Level 1, Merit Level 1
and Pass Level 1.

Progression Routes

Progression into employment: These qualifications are designed to enable candidates to enter
employment at operative or trainee level within a wide range of business environment. Such
candidates would normally enter employment through a work related training programme.

Progression to further qualifications: This course will provide a basis for progression to other
qualifications at Level 3 of the National Qualifications Framework.

For further information on this qualification please contact: Mr T Wilkinson.



BTEC Tech Award in Health & Social Care

Qualification Structure

In year 11 Students will complete the full Pearson Technical Award in Health & Social Care Level 2. Students will be examined in February of their final year of study. To achieve the technical award, students must have completed all 3 of the mandatory units.

Mandatory Units

Each unit is identified as a Component. These Components are inter-related and by the end of the course you should have completed 145 hours of study.

Component 1 – Human Lifespan and development – In this section of the course you will have investigated how human development is affected by different factors. You will have used case studies based on real life situations, and find out how people deal with different life events. This will be assessed by internal coursework.

Component 2 – Health and Social care services and values - explores how people access and use care services. It examines issues to do with the standards of care people should expect to be treated with when using services i.e with politeness and respect for their dignity. It also looks at our responsibilities for “safeguarding” those people who need care. This will be assessed by internal coursework.

Component 3 – Health and Well-being – involves studying the factors that affect an individuals’ physiological and psychological well-being and how lifestyle factors such as obesity, lack of exercise, smoking, alcohol, drugs and economic factors can impact physical and mental health. You will also need to be able to show you can create a realistic plan to help a person improve their health and well-being. This component is tested by a set task set and marked by the exam board. It will be completed over 3 hours under supervised conditions.

Assessment

Component 1 comprises 30% of the qualification weighting.

Component 2 comprises 30% of the qualification weighting.

Component 3 comprises 40% of the qualification weighting.

Final grade awarded is from:

Level 2 Distinction,

Level 2 Merit,

Level 2 Pass,

Level 1 Distinction, Level 1 Merit, Level 1 Pass.



Mathematics

KS4 Mathematics GCSE (1-9)

4 maths lessons per week

100% examination

Examination at the end of Year 11

3 exams consisting of one non calculator paper and two calculator papers each lasting 90 minutes.

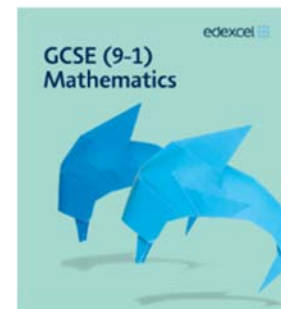
Exam board Edexcel

Foundation Tier

Covers grades 1, 2, 3, 4 and 5

Topics that are new to foundation are:

- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (except geometric problems/proofs)
- Density
- Tree diagrams



Higher Tier

Covers levels 3, 4, 5, 6, 7, 8 and 9

Topics that are new to higher tier:

- Expand the products of more than two binomials
- Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (not including calculus)
 - Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the n th term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams

Topics new to BOTH tiers include:

- Use inequality notation to specify simple error intervals
- Identify and interpret roots, intercepts, turning points of quadratic functions graphically; deduce roots algebraically
- Fibonacci type sequences, quadratic sequences, geometric progressions
- Relate ratios to linear functions
- Interpret the gradient of a straight line graph as a rate of change
- Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°

Extra support

Intervention put on for Year 11 pupils

After school revision every Thursday for Year 11 pupils

Pupils subscription to www.mymaths.co.uk pupils can get the username and password from their class teacher

Media Studies

Media Studies is being reformed and the information below is from the new specification. The GCSE will now be assessed through two external examinations worth 70% of the overall GCSE and a controlled assessment worth 30% :

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes

40% of qualification

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are two questions in this section: one question assessing media language in relation to one set product (reference to relevant contexts may be required)

one two-part question assessing representation in relation to one set product and one unseen resource in the same media form. Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses two of the following media forms: film, newspapers, radio, video games.

It includes:

one stepped question on media industries

one stepped question on audiences.



Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes

30% of qualification

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts

Component 3: Creating Media Products

Non-exam assessment

30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

For further information see Mrs Hudson, Mrs Hayward or Mrs Antrobus

Modern Foreign Languages



Broughton Hall High School MFL Department is a faculty consisting of nine members of staff: Mrs Little, Mrs Caygill, Mrs Cebro, Mrs Davies, Mrs Guy, and Ms Parry led by Mrs Lockett, Director of Learning of MFL and duly assisted by Mr Kassimi, second in department. We also employ a Spanish Assistant to assist pupils in their speaking and enhance their cultural awareness. The main language taught is Spanish. Some students in Year 8 study French as well as Spanish and many continue with both languages to GCSE level.

Our primary purpose is to deliver a consistently high standard of challenging lessons with the aim of stimulating a lasting interest and enjoyment in the subject, helping pupils to realise their full potential. Ultimately we want our pupils to become independent learners in preparation for further study and the world of work. Our pupils' achievement in Spanish is Outstanding, as highlighted in our recent Ofsted report (5-6 November 2013). Ofsted commented on a Year 9 lesson which they observed: "Pupils demonstrated attainment well in advance of their ability group and their years".

The department is well resourced and members of staff are encouraged to use new technologies in their teaching including Promethean Interactive White Boards, mini laptops, Apps on iPad and Apple TV. We are a forward thinking department with a well-established and supportive team of experienced teachers, including a Spanish assistant who is deployed to boost pupils' speaking skills across all key stages. Our language lessons focus on communication skills at the early stages and, as courses continue, we give equal weight to the four skills of reading, writing, speaking and listening.

Course materials are up-to-date, with colourful textbooks and audio-visual/ICT resources. Our students have access to various resources on ActiveLearn and This Is Language and pupils are encouraged to use activities on www.quizlet.com to promote fun-based learning both at home and in lessons. Our students also take part in various events to encourage and promote language learning such as visits to local universities, Spelling Bee competitions as well as conferences and language enrichments events to boost their linguistic skills. Furthermore, we participate in trips abroad to France and Spain, with students travelling to local countries on an annual basis.

Key Stage 3

All pupils are given the opportunity to study one MFL in order to prepare them for the challenges of work in a global community. All pupils in KS3 study Spanish. Year 7 pupils study Spanish 3 periods a week and in addition should spend 20 minutes per week on homework. Pupils in Year 8 continue with Spanish. They have 3 lessons per week. The following textbooks are used at KS3 Spanish: ¡Viva! 1, ¡Viva! 2, ¡Viva! 3 – Rojo and Verde.

Assessments are based on the most recent module covered, in line with the Scheme of Work. Each skill area is assessed over the course of the year under test conditions. However, Assessment for learning activities (AFL) as well as vocabulary and grammar tests also allow for assessment opportunities. Data analysis is used on a regular basis to ensure all pupils make expected or better than expected progress.

Some students in Year 8 receive 2 lessons per week of Spanish and 1 lesson of French. We use the Studio range of resources and text books for the teaching of French.

Key Stage 4

Pupils study GCSE Spanish in Years 9, 10 and 11. We are following the new GCSE specification with all four skills, listening, speaking, reading and writing being assessed at the end of Year 11 (25% each skill). The Edexcel Specification is followed by all pupils. In KS4 pupils study 3 lessons per week of Spanish. All KS4 pupils are expected to spend up to 45 minutes per week on homework.. Pupils are individually tracked in order to achieve the correct level of progress and study in sets across each band.

The progress of all pupils is closely monitored on a regular basis and, if required, intervention sessions are offered to raise attainment and help pupils achieve their target grades. Assessment Overview: Unit 1 Listening Examination. Foundation Tier: 30 mins + 5 mins reading time. Higher Tier: 50 mins + 5 mins reading time. It represents 25%. Unit 2 Speaking represents 25%. It is internally conducted but externally assessed. Unit 3 Reading Examination: Foundation Tier: 45 minutes and Higher Tier: 60 minutes. It represents 25%. Unit 4 Writing. The exam is externally marked. Unit 4 represents 25%. The textbook used is GCSE ¡Viva! For Spanish and GCSE Studio for French. Online homework and self-study is available as part of the package for both French and Spanish.

Key Stage 5

In the Sixth Form, we offer A level Spanish. For Spanish we currently follow the Edexcel Board Specification. All modules are linear and examinations are taken at the end of Year 13. Students have 5 lessons per week and are normally taught by more than one teacher.

Key stage 5 studies are delivered by fully qualified Spanish specialists as well as by native speakers. Students also receive an extra session of tuition with the language assistant and they are expected to spend five hours a week on set homework or researching the topics studied. In order to enhance cultural awareness and linguistic ability. Key stage 5 students are always encouraged to take part in trips to Spain.

The MFL course will develop language skills, cultural, international understanding, verbal and written communication coupled with analytical and research skills which can be applied at work or for leisure purposes.

Course content: A level courses enable students to gain an in-depth knowledge and understanding of Spanish- speaking society through the study of a range of contemporary issues. In Year 12, students will study themes such as: The Evolution of Spanish society and the Culture of the Spanish speaking world. In Y13, the focus is on immigration and multiculturalism and a period of time in Spanish history, alongside the study of a film and/or a piece of literature.

Extra-Curricular Activities

Extra support is provided for pupils across all year groups from 7 to 13. This is monitored by class teachers and based on results from regular Data analysis. The department also provides support on a less formal basis for each key stage. Extra French and Spanish Booster sessions are offered after school as well as before school. The aim of these sessions is to support students in preparation for the requirements of GCSE examination and to help build their confidence and self-esteem. The department has run many school trips to France and Spain.

Music

COURSE NAME: EDEXCEL GCSE 1-9 in Music

ALL GCSE STUDENTS attend Band/Celebration Group (instrumental) or Vocal Group (singers) one hour per week, as well as school performances. This is compulsory, as you do not have as much written homework as other subjects & need the performance experience for the 30% performance component.

COURSE OVERVIEW & ASSESSMENT

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Areas of Study:	1.	Instrumental Music 1700-1820
	2.	Vocal Music
	3.	Music for Stage and Screen
	4.	World Music

Examination: Listening (40%) 1 3/4 hours written paper: 12 questions based on Areas of Study, musical dictation and unseen elements.

Controlled Assessment: Performance (30%) Perform 2 pieces (one solo, one ensemble) on chosen instrument/voice (15% each). NB: If the piece is less than Grade 4 standard, the board deducts marks.

Controlled Assessment: Composition (30%) 2 compositions, each written to a brief and based on two **Areas of Study** (15% each). The exam board sets the second brief.

CONTROLLED ASSESSMENT DATES

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Composition:	CA1 (10 hours)	Year 10	May/June/July
Composition:	CA2 (10 hours)	Year 11	October/November/December
Performance:	Solo	Year 11	Before October Half Term
Performance:	Ensemble	Year 11	Before Christmas Holidays

HOMEWORK: *You should be doing at least 2 hours a week homework for each GCSE you do.*

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Performance: REHEARSE instrument/voice 4 times a week, 15 minutes a day.

Attend Celebration Group/Band/Vocal Group one hour each week.

Composition: 40 mins a week at composition times (before/after school) preparing your composition for GCSE marking. (This can increase if you don't use class time wisely!)

Listening: Revise for a mock exam question once a half term.

You should spend *at least* 1 hour revising for the mock exam questions, by using the set work scores, learning vocabulary/information and listening to examples. Obviously for the end of year exams and the final exam you will want to revise a **lot** more!

If you have a good reason to not submit homework or attend an activity please provide a note explaining this. If you fail to do this you will have:

- a 10 minute detention that day;
- a further 30 minute detention if you fail to submit the homework/note the next day.

GENERAL INFORMATION

Commitment, positivity and good time management are key to success, in this subject and in life! It is essential students consistently follow staff advice & manage their time effectively to achieve the best possible results.

USEFUL RESOURCES **CGP Books:** GCSE Music 1-9: Edexcel Specification and CGP GCSE Music: Core Content; **BBC Bitesize (Music); YouTube:** Edexcel set works.

P.E

· Exam board - Persons

· BTEC Level 2 Sport



Year 11 Core PE

- One Lesson per week
- Pupils will select a programme of activities involving a variety of games, dance and fitness activities.
- Pupils will be given the opportunity to take leadership awards.
- No examination. Continuous assessment
- There will be a variety of clubs available for students to attend after school. A programme will be available at the beginning of each term.

Year 11 BTEC Sport

- Three lessons a week
 - Unit 1: Fitness for Sport and Exercise: You will learn the components of fitness and understand the principles of training. You will explore different training methods and investigate different fitness tests.
 - Unit 2: Practical Sports Performance: You will participate in Badminton and Rounders and learn the rules, regulations and scoring systems for both. You will develop your own skill in these sports and develop analysis skills.
 - Unit 5: Training for personal fitness: You will design a six week personal exercise programme.
 - Unit 6: Leading Sports Activities: You will know the attributes associated with successful sports leadership and be able to plan and lead a sporting activities.
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- Assessment dates
 - Unit 1: December 2018
 - Unit 2: December 2019
 - Unit 5: March 2019
 - Unit 6 May 2019

Websites

www.edexcel.com

www.bbcbitessize.co.uk

Www.brainmac.co.uk

Others will be given during the course

Photography

No of lessons per two week timetable 6
(depending on option block)

Examination board – AQA

Coursework 60%

Practical examination 40%



All students follow a course which focuses on:

- Pupils will develop creative ideas by looking at a variety of ideas and artists work.
- Pupils will experiment using different materials, techniques and ways of working.
- Pupils will show an understanding of artists work from different eras.
- Pupils will produce a cohesive body of work, creating something unique and personal.

The GCSE Art and Design (Photography) award is made up of two units :-

Unit 1 - Art and Design portfolio 60%

Pupils will produce a personal portfolio of work developed from a theme/starting point.

This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

Pupils will use a wide variety of media such as stitch, print, photography and Photoshop

Unit 2 - Set Task – Examination 40% - Start date January 2019

Pupils will formulate a personal response to one question chosen from an early release paper. Pupils will be given unlimited preparation time to develop ideas. There will then be a 10 hour examination to produce final outcome/s. This will be done via sketchbooks/journals, artist research pages, idea pages for final pieces and final outcomes.

The exam will take place April 2019

Extra Curricular Provision

Lunchtimes and afterschool by arrangement with subject teacher

Please Note

It is essential that students attend after school and lunch time practical sessions to give themselves the best possible chance of achieving a top grade.

PROGRESSION

A Level Art & Design

A Level Photography

PSHE and Citizenship

All pupils take PSHE and Citizenship. It is a non-examination course. PSHE and Citizenship education deals with real life issues (including financial management) affecting young people, families and communities. It is concerned with the social, health and economic realities of their lives.

PSHE and Citizenship provides the knowledge, skills and understanding that students need to become confident, healthy, informed and responsible members of society. PSHE and Citizenship education helps all children and young people to achieve their fullest potential.

Careers Education and Work Related Learning is part of the PSHE and Citizenship programme and equips students to make informed choices about the world of work and their future career pathways. Partnerships have been developed with a range of local and national employers e.g DWF and PwC who contribute to students learning about the world of work and enabling them to have meaningful encounters with employers. An annual careers fair is held for Y11 students and their parents.

PSHE and Citizenship education enables school to promote the well-being of students, provide advice and guidance on a variety of issues from relationships, healthy lifestyles and keeping safe to preparing them to play a full and active role in society as responsible citizens.

Y11 pupils' study programme includes managing emotions, careers and financial capability, drugs education, extremism and stereotyping (including hate crime).

R.E

Religious Education at Broughton Hall has been recognised for its quality of teaching and learning of RE by the Quality Mark award, when it received Gold in 2016. The Religious Studies Department is dedicated to the most basic of subject objectives, and seeks to explore the religious dimension of life and to give pupils a chance to be aware of the nature and effect of religious experience. We are a thriving successful department, and our teaching conforms to the doctrines of the Roman Catholic Church. In the light of our mission statement we endeavour to interpret human knowledge and experience in the light of Gospel values. In November 2013 Ofsted rated us 'good' with outstanding leadership and management and in 2016 the Section 48 Report the school was judged as 'outstanding' in developing the Catholic Life of the school.

The department is a hard working forward thinking team. Our success as a department is rooted in good challenging person centred relationships between staff and students, as well as our determination to continually incorporate and develop new techniques to enhance our work.

In year 11 students study the third module of Themes – Relationships and family and peace and Conflict.

Religious Education is an important part of the spiritual and moral development of your daughter.

Self-awareness in religious studies includes pupils:

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious studies includes pupils:

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings and ideas of others.

Open-mindedness in religious studies includes pupils:

- Being willing to learn and gain new understanding
- Engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- Being willing to go beyond surface impressions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious studies includes pupils:

- Developing their imagination and curiosity;
- Recognising that knowledge is bounded by mystery;
- Appreciating the sense of wonder at the world in which they live;
- Developing their capacity to respond to questions of meaning and purpose.

A final examination consisting of 3 exam papers takes place at the end of year 11.

For further information on this qualification please contact: **Mrs J Spike.**

Science

Two possible courses:

1) GCSE Combined Science : Trilogy (2 yr course)

A double GCSE qualification

Board AQA Course code 8464

4.5 Lessons per week

2 tiers: Foundation = 11 – 55 grades Higher = 44 - 99 grades



Assessment

External Exams Biology papers 1 and 2 (33%)

Taken in May/June of year 11 (2 x 75mins)

Topics covered

Paper 1— Cell Biology; organization; infection and response; and Bioenergetics.

Paper 2— Homeostasis and response; Inheritance, variation and evolution; and Ecology.

External Exam Chemistry papers 1 and 2 (33%)

Taken in May/June of year 11 (2 x 75mins)

Topics covered

Paper 1— Atomic structure and Periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2— Chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

External Exams Physics papers 1 and 2 (33%)

Taken in May/June of year 11 (2 x 75mins)

Topics covered

Paper 1— Energy; Electricity; particle model of matter; and Atomic structure.

Paper 2— Forces; Waves; and Magnetism and electromagnetism.

Science

Triple Science Option

2) Separate Science 3 x GCSE's (2 year course)

Option 3 extra lessons per week

Board AQA Course code 8461 – Biology GCSE

Course code 8462 - Chemistry GCSE

Course code 8463 - Physics GCSE

tiers: Foundation = 1 – 5 grades Higher = 4– 9 grades

Assessment

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External Exams Biology papers 1 and 2 (50% each)

Taken in May/June of year 11 (2 x 105mins)

Topics covered

Paper 1— Cell Biology; organization; infection and response; and Bioenergetics.

Paper 2— Homeostasis and response; Inheritance, variation and evolution; and Ecology.

External Exam Chemistry papers 1 and 2 (50% each)

Taken in May/June of year 11 (2 x 105mins)

Topics covered

Paper 1— Atomic structure and Periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2— Chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources

External Exams Physics papers 1 and 2 (50% each)

Taken in May/June of year 11 (2 x 105mins)

Topics covered

Paper 1— Energy; Electricity; particle model of matter; and Atomic structure.

Paper 2— Forces; Waves; and Magnetism and electromagnetism; and Space physics

