



## ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



# YEAR 11

# CURRICULUM BOOKLET

# 2022-23



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AT ST NICHOLAS' SCHOOL  
EVERYONE IS VALUED, EVERYONE IS SOMEONE

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# INTRODUCTION

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## School Attendance

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this will be equivalent to half a year and could significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve fewer than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will usually be expected to copy up the work and also to try to understand it. She should always ask for help if she has difficulties.

## School Events

There are a number of events that pupils are required to attend. These usually include Open Days throughout the year and the Summer Fair. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, could affect a pupil's chances of becoming a school officer at the end of Year 10.

## Equipment

All pupils should have the following equipment with them every day. All items should be clearly named. Two pencil cases are suggested with the contents divided, such as colouring pencils in one and every day bits and pieces in the other.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Colouring pencils</li><li>▪ Highlighters</li><li>▪ Glue stick</li><li>▪ Pencil sharpener</li><li>▪ Fine liners/felt pens</li><li>▪ Pencils (HB)</li><li>▪ Scissors</li><li>▪ 30cm clear ruler</li><li>▪ Black ink pen or fountain pen and black cartridges</li><li>▪ Back up black pen</li><li>▪ Full mathematics set</li><li>▪ Scientific calculator</li></ul> | <b>Reference books required</b> <ul style="list-style-type: none"><li>▪ Good News Bible</li><li>▪ Oxford or Collins Pocket Dictionary</li><li>▪ Oxford or Collins Pocket Thesaurus</li><li>▪ Dictionaries for the modern languages studied</li></ul> |
|---|--|



# INTRODUCTION

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## The School Planner

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. The planner includes the School Rules which can also be found in the Parent Handbook.

## Office 365

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams pupils will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

## Keeping in Touch

There are several opportunities to meet with your daughter's subject teachers and you will find the dates of parents' evenings on the school calendar. You will receive a combination of reports and grade sheets in 11. If you have any concerns please make use of the planner, as mentioned above, email your daughter's tutor or contact the office.

## Curriculum Support

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help pupils develop strategies to improve their learning. This support is provided by trained staff to meet pupil's individual needs. Pupils may be tutored in small groups, or they may be given additional help within a lesson.

Members of Curriculum Support staff also liaise with subject teachers to ensure that pupils receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning. If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the Curriculum Support department in the first instance [csdept@st-nicholasschool.co.uk](mailto:csdept@st-nicholasschool.co.uk). We will be able to talk with you and your child about their needs and advise you as to your next steps.

JCQ guidelines mean that we cannot accept a privately arranged dyslexia report as evidence for GCSE access arrangements, e.g. 25% extra time. The school must complete a Form 8 before the assessment is begun and use an assessor with whom we have a relationship – we currently refer pupils to Anne Mitchell.



# INTRODUCTION

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## Homework

Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way. Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned, using the planner, so that the teacher is aware, but your daughter may need to be encouraged to work faster. She needs to complete the task, if possible, to demonstrate what she can do and so that she gets sufficient practice in preparation for her GCSEs.

Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter may be asked to do it again. If this happens on several occasions, you will be notified. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment could impact on eventual GCSE grades.

## Assessment

There will be Mock Examinations in the January of Year 11, which will be extremely important as the results will be used to determine the level of entry for GCSE. Mock results may also be used for college applications.



# CURRICULUM OVERVIEW

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The majority of pupils in Year 11 study the following core subjects:

- English Language
- English Literature
- Mathematics
- A Foreign Language
- Biology
- Chemistry
- Physics

Pupils also continue to study their chosen option subjects, making a total of ten GCSE subjects. Some GCSE subjects will be offered at both Foundation and Higher Level.

In addition, all pupils follow courses in General Physical Education, Religious Studies and PSHE. There are no formal assessments for these subjects.

## Pupils who need additional help in the core subjects

Pupils who experience difficulties with mathematics, and for whom extra lessons are appropriate, will be offered a reduced science curriculum. They will work towards the Combined Science GCSE, which covers the majority of the biology, chemistry and physics specifications but with a reduced knowledge base, and which equates to two GCSEs. Pupils will spend one double lesson each week on each of the three sciences and the remaining three periods of science time will be spent on extra help in science and mathematics.

Pupils who need additional help in English should choose Extra English, with Extra French or Curriculum Support as one of their option subjects.

Both of the above choices should be made following discussions with the relevant teachers.



# ART GCSE

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## AQA Art

### Course Content

In the autumn term of Year 11, pupils will complete another extended project based on a task of their choosing from various options given to them by the subject lead. Historically these will be from past exam board tasks but adapted accordingly to be relevant and inspirational (often tailored to the interests of the cohort).

An exhibition visit at the end of Year 10/start of Year 11 will form the basis of pupils' research for this project and is a good catalyst to fuel their imagination.

This project will finish with a mock, late in the autumn/early spring term.

During the spring term, pupils will start their externally set assignment from a choice of tasks set by the exam board.

They will continue this project into the summer term and conclude with a 10 hour/2 day practical exam.

### Assessment Structure

#### ▪ Portfolio: 60%

The portfolio must include both a sustained project, developed in response to a subject, theme or task, from initial engagement with the idea to the realisation of intentions and a selection of further work resulting from activities, such as trials and experiments, gallery or museum visits. Work in sketchbooks (including drawing and written annotation), is a vital element of each project. At the end of the course, this portfolio is assessed by the subject lead and is then subjected to moderation by the exam board.

#### ▪ Externally set assignment: 40%

This involves candidates producing a final piece within a ten-hour exam period, which is split over 2 days. This work will be accompanied by preliminary/supporting studies through their sketchbook and other work carried out during a preparation period of approximately six weeks. AQA will provide seven different tasks, from which pupils must select and respond to one. Work for the externally set assignment includes the same content of development which is required for coursework. This is then also assessed by the subject lead before also being subjected to moderation by the exam board.



# BIOLOGY GCSE

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OCR 21<sup>st</sup> Century Biology

## Course Content

### The human body – staying alive

Circulatory system

Nervous system

Endocrine system

Controlling temperature

Controlling water balance

Hormones in reproduction

Controlling blood sugar

The eye

### Life on Earth – past, present and future

Variation

Evolution by the process of Natural Selection

Evidence for evolution

Sexual and asexual reproduction

Classification

How biodiversity is threatened and how we can protect it

## Assessment Structure

- Topic tests at the end of each chapter
- Mock examination in January – a breadth and depth paper
- GCSE summer examinations



# BUSINESS STUDIES GCSE

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AQA Business Studies

## Course Content

In Year 11, our pupils learn Modules 4, 5 and 6.

▪ **Module 4: Human resources**

- 4.1 Organisational structures
- 4.2 Recruitment and selection of employees
- 4.3 Motivating employees
- 4.4 Training

▪ **Module 5: Marketing**

- 5.1 Identifying and understanding customers
- 5.2 Segmentation
- 5.3 The purpose and methods of market research
- 5.4 Elements of the Marketing Mix
- 5.5 Using the Marketing Mix : Product and Pricing
- 5.6 Promotion and Distribution

▪ **Module 6: Finance**

- 6.1 Sources of finance
- 6.2 Cash flow
- 6.3 Financial terms and calculations
- 6.4 Analysing the financial performance of a business

However, the order of modules may vary slightly from one year to another.

## Assessment Structure

- Throughout the year, Year 11 homework will consist of sets of 10 Quick Questions as well as short or longer case studies.
- All pupils sit January mock examinations.
- At GCSE, there is only one single tier of entry. All pupils will sit two written examination papers each equally weighted, lasting 1 hour 45 minutes and each being worth 90 marks.  
Each paper consists of 3 sections:
  - Section A (20 marks) Multiple choice and short answer questions
  - Section B (35 marks) One case study including data
  - Section C (35 marks) One case study including data



# CHEMISTRY GCSE

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OCR 21<sup>st</sup> Century Chemistry

## Course Content

### Chemical analysis

Chemical calculations

Concentration

Titration

### Making useful chemicals

Products from acids

Controlling rate of reaction

Factors affecting yield

How chemicals are made on an industrial scale

## Assessment Structure

- Topic tests at the end of each chapter
- Mock examination in January – a breadth and depth paper
- GCSE summer examinations



# CLASSICAL CIVILISATION GCSE

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## OCR Classical Civilisation

### Course Content

#### **Myth and Religion:**

##### **▪ The Gods**

Greek and Roman gods, their responsibilities and symbols and how they are typically represented in ancient Greek and Roman art.

##### **▪ The universal hero**

Heracles/Hercules: The myths associated with Heracles (known to the Romans as Hercules) and how he is typically represented.

##### **▪ Religion and the temples**

Temples and their use, including the position of the altar; temple layout; the naos/cella and cult statue; use by worshippers; the roles and responsibilities of priests in worship and sacrifice; the purpose of sacrifice; officials; animals.

##### **▪ Myths and the city; foundation stories**

Ancient Greek and Roman beliefs about how Athens and Rome were founded by their associated heroes, including how and why the myths are depicted as they are; what these myths meant to the city; the role of the hero; the role of the gods.

##### **▪ Festivals**

Greek and Roman festivals, including the origins of the festival; officials; sacrifice; the programme; the participants.

##### **▪ Myths and symbols of power**

Links between myth and portrayal of power, including how and why myth might be presented in art to demonstrate power, and the significance of where it was sited/ displayed.

##### **▪ Death and burial**

**Greece:** the preparation of the body (including prothesis); funerary procession (including ekphora); burial of the body (including use of stelai); festivals for the dead and the ancestors (including Genesia) **Rome:** the preparation of the body (including funeral clubs); funerary procession; burial of the body; festivals for the dead and the ancestors (including Parentalia and Lemuria).

##### **▪ Journeying to the Underworld**

Myths about journeys to the underworld, as told by Greek and Roman authors, including details of the myth and its plot; portrayal of characters; portrayal of the underworld; how the set texts depict and reflect ancient culture.

### Assessment Structure

There are formal mock examinations in January. The pupils take a past paper on the History of Roman City Life and another on Myth and Religion (only on those topics seen so far). The pupils then take the full mock paper on Myth and Religion after they finish the material, usually in March.



# COMBINED SCIENCE GCSE

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AQA Combined Science: Trilogy

## Course Content

### Biology

#### Biological responses

- The human nervous system
- Hormonal coordination
- Homeostasis in action

#### Genetics and Reproduction

- Variation and evolution
- Genetics and evolution
- Evolution

### Ecology

- Adaptations, interdependence and competition
- Organising an ecosystem
- Biodiversity and ecosystems

### Chemistry

#### Rates and equilibrium and organic chemistry

- Rates and equilibrium
- Crude oil and fuels

#### Analysis and the Earth's resources

- Chemical analysis
- The Earth's resources

### Physics

#### Energy transfer

- Heat
- Forces in balance
- Motion
- Force and motion

## Assessment Structure

- Topic tests at the end of each chapter
- Mock examination in January – paper 1 and paper 2
- GCSE examinations



# COMPUTER SCIENCE GCSE

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OCR Computer Science

## Course Content

During Year 11 we will mainly focus on the following topics:

### Paper 02 – Computational thinking, algorithms and programming

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

These will be covered both theoretically in classroom-based lessons and will also be related to practical computer and programming work.

We will also regularly look at exam technique, possible exam questions and past exam papers to develop confidence in applying knowledge in an examination situation.

## Assessment Structure

Pupils will regularly be assessed in various ways throughout the year, including marking of class and homework, tests and quizzes, January exams and the final GCSE exams in June. Each paper is worth 50% of the final grade.



# DRAMA GCSE

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AQA Drama

## Course Content

Year 11 is when the actual NEA performances take place (Components 2 & 3) and the pupils undertake both the Mock GCSE written exams and the actual written papers.

### Component 2 – Devising Drama

This Component will have been started at the end of Year 10, with the stimulus having been given out by the teacher and discussed by the group. A range of stimulus will be used as a starting point for the creation of a piece of drama. A written Drama Log makes up the majority of the assessment, with the final performance also contributing to the overall mark.

This Component is internally marked and externally moderated by AQA.

### Component 3 – Texts in Practice

An additional theatre text is chosen by the teacher at the end of Year 10 and approved by AQA. The pupils then have to choose two extracts to perform from the text, which can be either monologue, duologue or group piece.

This Component is marked by a visiting examiner from AQA.

We will also attend more theatre trips and hope to have visiting professionals and theatre companies into school.

## Assessment Structure

- Autumn Term: Actual Component 2 (Devising Drama) performance/s to invited audience of family, staff and friends (worth 40% of whole GCSE).
- Spring Term: Mock Written Paper (Component 1) and Actual Component 3 (Texts in Practice – worth 20% of whole GCSE) performance/s to visiting AQA examiner, family, staff and friends.
- Summer Term: Actual Written Paper (Component 1 – worth 40% of whole GCSE).



# ENGLISH LANGUAGE GCSE

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AQA English Language

## Course Content

Throughout the autumn term, pupils will revise and practise the skills required for both Paper 1 and Paper 2 of the English Language GCSE. The complexity of the texts will become more varied, and pupils will develop their critical thinking skills. Pupils will be able to demonstrate a confident control of Standard English, using grammatically correct sentences, deploying figurative language, and refining their descriptive, narrative and transactional writing skills.

Once pupils have completed the January mock examinations, the structure and content of revision lessons will be determined by the specific areas of need highlighted from the results and the requests of the pupils.

## Assessment Structure

- As with Year 10, pupils will continue to practise the four key components of the GCSE and increasingly complete them in timed conditions that replicate the circumstances of the mocks and final summer examinations.
- During the January mock examination period, pupils will complete their spoken presentation which will be filmed and assessed in the company of a small group of peers.



# ENGLISH LITERATURE GCSE

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AQA English Literature

## Course Content

In the autumn term of Year 11, pupils will study the final set Literature text: *Romeo and Juliet*. Alongside this they will revise the other three texts and complete practice essays in response to unseen poems.

Once pupils have completed the January mock examinations, the structure and content of revision lessons will be determined by the specific areas of need highlighted from the results and the requests of the pupils.

## Assessment Structure

- As with Year 10, pupils will continue to practise analytical responses for all the literature texts and increasingly complete them in timed conditions that replicate the circumstances of the mocks and final summer examinations.
- In the January mock examinations, all set texts will be assessed.



# FOOD PREPARATION AND NUTRITION GCSE

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## AQA Food Preparation and Nutrition

### Course Content

In Year 11 the GCSE assessment is split across 2 NEA projects (Non Exam Assessments) and 1 written paper.

▪ **NEA1 – Food Science Project**

Investigating Chemical and Functional properties of ingredients  
Presenting data  
Analysing & Evaluating data  
10 hours total project work  
Worth 15% of final mark  
Topics released by exam board in September

▪ **Written paper with some multiple choice and some longer high mark questions**

Worth 50% of final mark  
Exam sat in May/June

▪ **NEA2 – Researching, planning and preparing a final project piece, including a 3 course meal in 3 hours**

20 hours total project work  
Worth 35% of final mark  
Topics released by exam board in November

Year 11s therefore spend most of the year working on their NEA work and completing revision tasks and perfecting GCSE skill requirements. Although practical lessons do decrease slightly, we still use them to enhance theory learning where possible. We will aim to take them on a relevant food based trip to enhance a specific topic knowledge based on a GCSE skill or theory topic.

### Assessment Structure

At the start of the year we will sit a mock NEA1 assessment to get pupils back into the mindset of the Food Science investigations. We then quickly progress through into the actual NEA1 10 hour project piece worth 15% of their final mark. We will then spend a few weeks focussing on addressing any GCSE core practical skills that are not yet perfected. By the end of November we will be starting on our NEA2 20 hour project piece worth 35% of the pupil's final mark, culminating in a 3 hour mock and then final practical assessment by March. In January there will be a written mock past GCSE paper exam. The papers will be marked and gone through with each pupil to then become a study aid to enable increased marks in the future. Any knowledge gaps will be addressed. We will continue to work on exam style questions throughout the spring term in addition to work on the NEA2 project, in preparation for the May/June written paper worth 50% of the final mark.

Their practical skills will be assessed on an ongoing basis with direct feedback given at the time. Photographic evidence of pupils' practical work will be collated throughout the year.



# FRENCH GCSE

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AQA French

## Course Content

In Year 11, pupils learn the following modules:

- **Module 5: Holidays**
- **Module 6: At school**
- **Module 7: The world of work**
- **Module 8: Global issues**

However, the order of modules may vary slightly from one year to another.

## Assessment Structure

All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing. There are regular formal and informal assessments in lessons. They take their GCSE mock examination in January. They will take their GCSE Speaking exam between April to May and do their GCSE exams in May-June. French has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). All four papers must be taken at the same tier.

### **Paper 1: Listening** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

### **Paper 2: Speaking** (25% of the total mark)

This will consist of a role-play, a conversation based on a photo card and general conversation.

It will last about 15 minutes.

### **Paper 3: Reading** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

Section C – translation from French into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

### **Paper 4: Writing** (25% of the total mark)

Foundation Tier – writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into French. Higher Tier – writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into French.



# GEOGRAPHY GCSE

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AQA Geography

## Course Content

In the autumn term of Year 11 we will study Paper 2, Section B (**Economic World**), which includes the case study of Nigeria. We also study Paper 1, Section B (**The Living World**), including the **Hot Deserts** topic.

Following the mocks in the spring, pupils will cover the **Resources** topic (Paper 2, Section C). At the end of this term, 12 weeks before the Paper 3 exam, we will receive the resource booklet for Paper 3, Section A. This will be on a topical issue related to any of the content in Papers 1 and 2. We will prepare for the decision-making task in Paper 3.

In the first few weeks of the summer term before study leave, we will focus on the Issue Evaluation in Paper 3 using the resource booklet, along with some revision.

## Assessment Structure

Homework is set weekly according to the school homework timetable. Tasks will vary, and may include worksheet tasks, short-answer questions from the text book, case study research and practice exam questions

**Geographical Skills** will be taught throughout the year as they are examined across all three papers. These include enquiry skills, cartographic and graphical skills, numeracy and statistics, and literacy. Skills make up 10% of the final grade, while SPaG (spelling, punctuation, grammar and use of specialist terms) is worth 5%.

Pupils will sit a topic test at the end of each topic. Questions will range in structure from multiple-choice questions, short answer or extended prose.



# HISTORY GCSE

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AQA History

## Course Content

### Paper 1

#### Section B: Wider world depth studies

Pupils will continue to study the following option:

- **Conflict and Tension, 1918–1939**

This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers.

### Paper 2

#### Section B: British depth studies including the historic environment

Pupils will study the following option:

- **Elizabethan England, c1568–1603**

This option allows pupils to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

## Assessment Structure

- Pupils will sit mock examinations for both papers.
- GCSE History pupils will take two written examinations of two hours, each worth 50% of the total marks.



# LATIN GCSE

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OCR Latin

## Course Content

### Set vocabulary list

#### Language

Deponent and semi deponent verbs, indirect statements, less common pronouns, the subjunctive (perfect and imperfect), 4th and 5th declensions, purpose clauses, indirect commands, result clauses, verbs of fearing, cum clauses, indirect questions, connecting relative, the gerundive and the use of dum.

#### Literature

Extracts from Virgil Aeneid Book 6.

## Assessment Structure

- Pupils have self-assessments on the vocabulary each week during the lessons.
- There are formal mock examinations in January. The pupils take a Language past paper and a prose paper. The pupils then take the verse past paper after they finish the material, usually at the end of February.



# MANDARIN GCSE

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AQA Chinese (Spoken Mandarin)

## Course Content

The following areas are studied in Year 11:

- **Chinese traditions, festivals, customs**
- **Going online, Internet and social media, advantages and disadvantages**
- **Going to work, career plans, applying for a job, attending an interview**
- **At home, describing rooms in your home, asking about family, getting on with others**
- **Global issues, environment and social issues Unit 18 – Going out, food and cuisine, free time fun activities**
- **Entertainment and media, celebrities, clothing and fashion, inspirational stories**

## Assessment Structure

All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing. There are regular formal and informal assessments in lessons. They take internal exams in December, GCSE mock examinations in January. They will take their GCSE Speaking exam between April to May and do their GCSE exams in May-June. Chinese has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). All four papers must be taken at the same tier.

### **Paper 1: Listening** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Chinese, to be answered in Chinese or non-verbally

### **Paper 2: Speaking** (25% of the total mark)

This will consist of a role-play, a conversation based on a photo card and general conversation. It will last about 15 minutes.

### **Paper 3: Reading** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Chinese, to be answered in Chinese or non-verbally

Section C – translation from Chinese into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

### **Paper 4: Writing** (25% of the total mark)

Foundation Tier – writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Chinese. Higher Tier – writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into Chinese.



# MATHEMATICS GCSE

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OCR Mathematics Level 1 (Foundation) /Level 2 (Higher) GCSE (9–1) in Mathematics

## Course Content

Year 11 pupils will continue their studies of the OCR specification, but the course is linear, so Year 11 focus on consolidating their understanding and embedding examination skills and the course content.

We aim to complete the specification around spring of Year 11 so that we can concentrate on revision, examination practice and create personalised revision checklists for each pupil. However, this is specific to the progress of each class.

## Assessment Structure

- Current Year 11 pupils will sit 3 papers in the summer of Year 11. These are of equal weighting, worth 100 marks each and last 90 minutes. There are two tiers: Foundation Tier Grades 1-5 (grade 3 allowed) and Higher Tier Grades 4-9.
- The content outlined for each tier will be assessed across all three papers and follows a linear syllabus.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- Pupils in set 1 and 2 study the higher tier and set 3 the foundation tier.
- The assessment for each tier of entry consists of three externally-examined papers, all three must be from the same tier of entry. Pupils must complete all three papers in the same assessment series. A grade is awarded based on the total of their 3 scores.



# MUSIC GCSE

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OCR Music

## Course Content

### Area of study 3 (Listening)

Traditional African Drumming

Israeli and Palestinian Folk Music

Calypso and Samba

### Area of Study 4 (Listening)

Music for Film and Video Games

Pop Ballads of the 1970s, 80s and 90s.

### Area of Study 5 (Listening)

Solo Artists from the 1990s to the present day

**Practical Portfolio Composition** to be completed by the end of the spring term

## Assessment Structure

- There will be a Listening and Performing Mock Examination in January. Pupils will need to revise the listening topics that have been taught, as well as preparing both a solo and ensemble performances.
- The final solo and ensemble performances will be recorded in the spring term, for submission to the examination board in May.
- The Integrated Composition and Practical Portfolio Compositions must also be completed by the end of the spring term, ready for submission to the examination board in May.



# PHYSICAL EDUCATION (GCSE)

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## AQA Physical Education

### Course Content

In Year 11 the Paper 2 content will be covered. Topics include:

#### Sports psychology

Skill Classification  
Goal Setting  
Information Processing  
Guidance and Feedback  
Arousal  
Aggression  
Personality  
Motivation

#### Socio-cultural influences

Engagement Patterns  
Commercialisation  
Sponsorship  
Technology  
Performer Conduct & Prohibited Substances  
Spectator Behaviour & Hooliganism

#### Use of Data

Qualitative & Quantitative  
Presenting data  
Analysing & Evaluating data

#### Health, fitness and well-being

Sedentary Lifestyle  
Energy Use, Diet & Hydration

Pupils continue to have one theory and one practical lesson a week but this may vary depending on deadlines for certain elements of the course. Within the practical lessons we will continue to cover a range of activities ready for assessment and moderation preparation. Pupils will complete the written piece of their coursework.

### Assessment Structure

- At the end of each topic pupils will sit a topic test within their lesson. The length and amount of marks available will vary depending on the topic. The papers will then be analysed and evaluated in detail and any gaps in knowledge addressed. This is in addition to pupils' other assessments such as their mocks. The mock papers will follow a very similar layout to the actual GCSE papers in terms of marks available and length. They will include multiple choice questions, short answer questions and extended answer questions as in the real papers.
- The ongoing assessments in various sports will continue along with collating video evidence. The three final sports (including one team and one individual activity) will be chosen and marks will be finalised. These three sports are worth 10% each. The written piece of coursework will be finished and marked ready for moderation. This is worth 10% of the overall grade. Pupils will be given their NEA marks ahead of moderation, totalling 40% of their final grade. They will sit two papers in the summer. They are both 75 minutes long with 78 marks available and worth 30% each.



# PHYSICAL EDUCATION (NON-GCSE)

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## General Physical Education

### Course Content

In Year 11, the pupils have a triple lesson on Friday afternoon. In this final year the pupils have an element of choice. The aim is for pupils to continue to enjoy sport and being active. We want to expose them to a range of positive experiences so that they will continue to be active outside of school and beyond St Nick's. They will be given some options each half term which they will rank in order of preference. One option will include the core sports; one will be an alternative option and the third will be a paid option which may involve a new experience or gaining a qualification. We hope that this will give them something to add to their personal statements and CVs. It should be an enriching experience and a good way to finish the week!

Some examples are listed below.

#### Core sports:

- Netball
- Football
- Hockey
- Basketball
- Alternatives:
- Tag Rugby
- Pop Lacrosse
- Badminton
- Circuits
- Benchball
- Volleyball
- Dodgeball
- Helping with younger year groups

#### Options which would incur a cost:

- Trampolining
- First Aid
- Snorkelling
- Scuba Diving
- Tennis

### Assessment Structure

There is no formal assessment for General Physical Education.



# PHYSICS GCSE

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OCR 21<sup>st</sup> Century Physics

## Course Content

### Matter – models and explanations

Matter and energy

Heating

Stress

Pressure

Big Bang

The pupils will then focus on developing their understanding of exam technique and applying their knowledge to a range of possible contexts.

Pupils will have an opportunity to select topics for class revision. Exam questions practice will be a key aspect of this.

## Assessment Structure

- Topic tests at the end of each chapter
- Mock examination in January – a breadth and depth paper
- GCSE summer examinations



# PSHE (NON-GCSE)

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## General PSHE

### Course Content

The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

The Year 11 course covers:

- Application processes, and skills for further education, employment and career progression
- Self-efficacy, stress management, and future opportunities
- Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.
- Responsible health choices, and safety in independent contexts

### Assessment Structure

There will be no formal assessment, but in class assessment for learning tasks will be completed to inform future lessons.



# RELIGIOUS STUDIES (NON-GCSE)

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## General Religious Studies

### Course Content

Religious Studies is important in helping pupils to think logically and critically, communicate effectively and understand something about how the world works. Religious Studies encourages pupils to think at a higher level, engage in debate, consider the views of people both religious and not, and to understand reasoning and the influence of faith in making ethical decisions.

Understanding community cohesion and the well-being and progress of all in the societies in which we live is more important than ever, and RS contributes to positive and informed debate.

RS at St Nicholas' considers matters relevant to the individual: their spiritual and moral understanding; their place in the local community; questions about one's own thoughts, beliefs and responsibilities. It also broadens knowledge and understanding of global issues, the big questions about life, God, and the practices of religious people and helps pupils to challenge themselves and one another in constructive ways.

In this course, there are usually eight areas of study with one lesson per week throughout Year 11.

#### Areas of study:

- Community Cohesion
- Believing in God
- Marriage and Family
- Crime and Punishment
- Rights and Responsibilities
- Life and Death Issues
- Peace and Conflict
- Environmental and Medical Issues

### Assessment Structure

There will be no formal assessment, but in class assessment for learning tasks will be completed to inform future lessons.



# SPANISH GCSE

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AQA Spanish

## Course Content

In Year 11, pupils learn the following modules:

- **Module 5: Town and countryside**
- **Module 6: Daily routine and festivals**
- **Module 7: The world of work**
- **Module 8: Global issues**

However, the order of modules may vary slightly from one year to another.

## Assessment Structure

All pupils are always assessed on the four skills - Listening, Speaking, Reading, Writing. There are regular formal and informal assessments in lessons. Pupils take their GCSE mock examination in January.

They will take their GCSE Speaking exam between April and May and do their GCSE exams in May-June. Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). All four papers must be taken at the same tier.

### **Paper 1: Listening** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

### **Paper 2: Speaking** (25% of the total mark)

This will consist of a role-play, a conversation based on a photo card and general conversation.

### **Paper 3: Reading** (25% of the total mark)

Section A – questions in English, to be answered in English or non-verbally

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

Section C – translation from Spanish into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

### **Paper 4: Writing** (25% of the total mark)

Foundation Tier – writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Spanish. Higher Tier – writing a detailed passage in response to bullet points, open-ended writing task and translation from English into Spanish.



# TEXTILE DESIGN GCSE

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## AQA Textile Design

### Course Content

In the first term of Year 11, pupils will complete a project based on a task of their choosing from a starting point given to them by the subject lead. Historically these will be from past exam board tasks but adapted accordingly to be relevant and inspirational (often tailored to the interests of the cohort).

An exhibition visit in at the end of Year 10/start of Year 11 will form the basis of their research for this project and is excellent inspiration to fuel their imagination. This project will finish with a mock late in the autumn/early spring term.

During the spring term, pupils will start their externally set assignment from a choice of tasks set by the exam board. They will continue this project into the summer term and conclude with a 10 hour/2 day practical exam.

### Assessment Structure

#### ▪ **Portfolio: 60%**

The portfolio must include both a sustained project, developed in response to a subject, theme or task, from initial engagement with the idea to the realisation of intentions and, a selection of further work resulting from activities, such as trials and experiments, gallery or museum visits. Work in sketchbooks (including drawing and written annotation), is a vital element of each project. At the end of the course, this portfolio is assessed by the subject lead and is then subjected to moderation by the exam board.

#### ▪ **Externally set assignment: 40%**

This involves candidates producing a final piece within a ten-hour exam period, which is split over 2 days. This work will be accompanied by preliminary/supporting studies through their sketchbook and other work carried out during a preparation period of approximately six weeks. AQA will provide seven different tasks, from which pupils must select and respond to one. Work for the externally set assignment includes the same content of development which is required for coursework. This is then also assessed by the subject lead before also being subjected to moderation by the exam board.



## ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS

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