

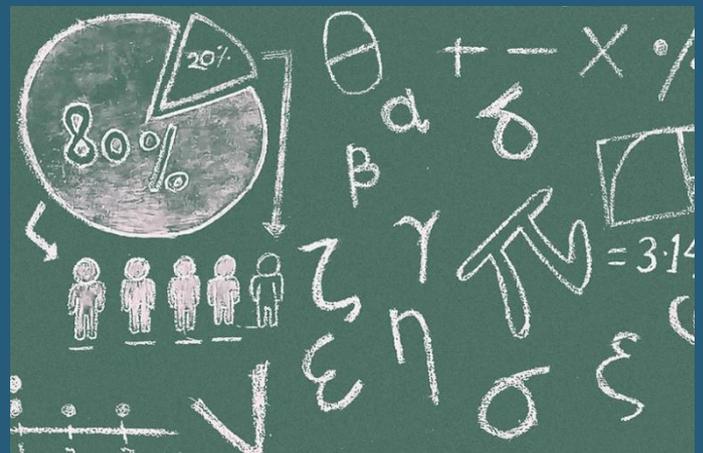
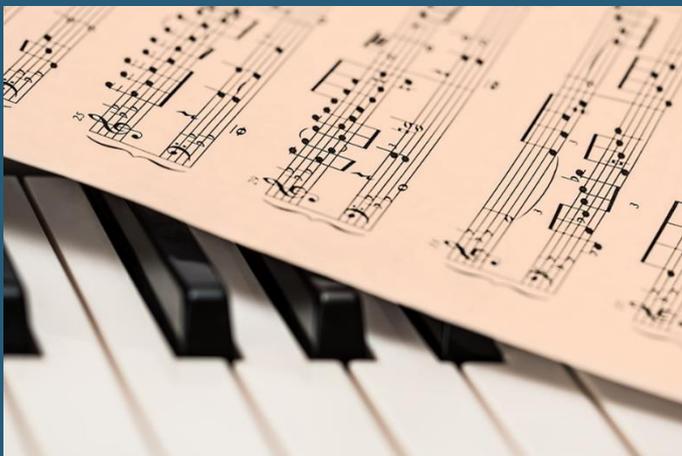


ST BERNARD'S HIGH SCHOOL

Year 11

Curriculum Newsletter

Autumn 2019



Welcome to our Autumn Term Curriculum Newsletter. The departments that teach your daughter have contributed to the newsletter to give you information about what you can expect her to be studying this term at St Bernard's High School.

RE

During the Autumn Term, students will be studying Judaism, focusing on the key beliefs and teachings of this religion. This includes the nature of God, the covenants with Abraham and Moses and their importance on Jewish life today and the key moral principles in Judaism. Students will also study beliefs around life after death in Judaism, the role of the Messiah and the sanctity of life.

English

Autumn

Speaking and Listening preparation:

Speaking and Listening Day - individual persuasive speech (prompts allowed)

Year 11 S&L Day – Persuasive speeches – Friday 8th November 2019

GCSE English Literature Component 2: A Christmas Carol

Exam practice: two-part question (extract and extended essay)

Exam practice: Imaginative writing using text as stimulus

Spring

English Language Paper 1 & 2 preparation

Summer

Alternate lessons of examination technique and timed practice

Maths

In Year 11, a wide range of topics will be studied within the six areas of the GCSE Mathematics specification: number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. Students will be working towards completing the GCSE Mathematics course as well as revising some of the topics learnt previously, in preparation for their GCSE examinations.

In order to help students revise effectively, past papers and topic revision booklets will be given regularly as homework.

The topics studied by sets 1 and 2 include: simultaneous equations, inequalities, trigonometry, algebraic fractions, rearranging formulae, functions, fractions, decimals and percentages, sequences and graphs (including linear, quadratic and other graphs). In addition, students in set 1 will also study iteration.

The topics studied by set 3 include: number properties, probability (including combined events), powers and standard form, Pythagoras' Theorem, trigonometry, equations and formulae, solving linear equations, simultaneous equations, linear inequalities, transformations, constructions and loci.

The topics studied by set 4 include: number properties, probability (including combined events), Pythagoras' Theorem, expressions and formulae, solving linear equations, linear inequalities, constructions and loci. In addition, students in set 4 will be using the "Numeracy Ninjas" booklets as starter activities in lessons to help them develop their numeracy skills which are required in all areas of mathematics as well as in other subjects.

All students have login details for MyMaths. This may be used to set homework, but it is also a useful revision tool.

Students are tested each term on all topics using full GCSE style examination papers.

Combined Science or Biology, Chemistry and Physics.

During the Autumn Term, students will study units of work from the following sections of the **OCR "Twenty-First Century Science"** specifications:

GCSE Combined Science: "The Human Body: staying alive"; "Living Together: food and ecosystems"; "Material Choices"; "Using Electricity"; "Explaining Motion"

or

GCSE Biology: "The Human Body: staying alive"; "Living Together: food and ecosystems";
GCSE Chemistry: "Material Choices", **GCSE Physics GCSE:** "Using Electricity"; "Explaining Motion"

Practice Examinations will be in the second half of the term.

Homework

Students are expected to complete a daily homework task for approximately 15min using the **Tassomai** application. Other tasks will be set as required to support learning for a lesson.

Resources: Your daughter can find copies of worksheets and presentations used in class on the Sciences site of the VLE (<https://stbernardshighschool.sharepoint.com/sites/subjects/Sc/>) and/or in her online class notebook, which she can find via her class team on the VLE. All resources are organised by unit title.

Revision material and practice examination questions are available on the school VLE and from the OCR (examination board) web site.

The **GCSE Combined Science (OCR B)** revision guide and the separate revision guides for **GCSE Biology (OCR B)**, **GCSE Chemistry (OCR B)** and **GCSE Physics (OCR B)** can be obtained from the school shop.

MFL – French

Module 5: Talking about an ideal holiday, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs and talking about holiday disasters.
Grammar: using the conditional, reflexive verbs in the perfect tense, "en" and the present participle, "avant de" and infinitive, demonstrative adjectives and pronouns and plus-que-parfait tense.

Module 6: Talking about your school, comparing school in the UK and French-speaking countries, discussing school rules, talking about getting the best out of school, talking about school exchanges.
Grammar: using the pronouns "il, ils, elle, elles" , using "il faut" and "il est interdit de", using the imperative, using past, present and future time frames.

Assessment: Y11 Mock exams.

MFL – Spanish

Unit 7: Jobs: This covers talking about different jobs, how you earn money, talking about work experience, talking about the importance of learning languages, applying for a summer job, discussing gap years and plans for the future.

Transcription and translations from and into English

Grammar: using 'sober' in the imperfect tense, using verbs in different forms, using alternatives to 'and', using the present and present continuous tense, using indirect object pronouns, revising the conditional tense and using the subjunctive with 'cuando'

Unit 8 A better world: This will cover talking about the environment, talking about healthy eating and diet-related problems, considering global issues, talking about local actions, discussing healthy lifestyles, talking about international sporting events and talking about natural disasters.

Transcription and translations from and into English

Grammar: using the present subjunctive, using the subjunctive in commands, understanding different tenses, using the pluperfect tense, using the imperfect continuous tense and using grammar knowledge in translation.

Assessment: Year 11 Mock Exams

MFL –Italian

Unit 13: Future aspirations, study and work: This covers talking about employers and employees, job descriptions, dream jobs, reasons for learning languages, using languages beyond school, writing a CV, job applications, interview techniques.

Grammar: the conditional tense.

Unit 14: Identity and Culture, Local Area, Holiday and Travel: This covers making arrangements to go out, accepting and declining invitations, inviting someone to work/go on holiday abroad, describing your favourite kind of film/book, expressing complex opinions.

Grammar: Verbs followed by an infinitive with and without a preposition, adverbs.

Assessment: Year 11 Mock Exams

PE Compulsory

The focus of the Year 11 Physical Education curriculum is 'Making active lifestyle choices and balance'. During lessons, students will be participating in an activity of their own choosing. These activities include Competitive Games or Fitness. Alongside the development of skills and tactics in each of the sports, emphasis will also be placed on the importance of physical activity and sport when students leave school and to maintain a balanced approach to sport and study. The GCSE PE students will continue to use this time to prepare for the practical aspect of the course.

Furthermore, there is a wide range of extra-curricular clubs available to pupils so that they can further develop their skills in these sports. There are a number of exciting sporting competitions happening this term that through hard work in lessons and regular attendance to extra-curricular clubs, pupils might be selected to attend.

OPTION SUBJECTS:

Art

Year 11 will be completing their coursework this term. Students are currently working on the theme of I, Me, Mine. The aim of this project is to get students to work in a way that expresses themselves. Students will be learning more about portraiture, as well as other ways to represent their identity. Students will investigate artists that study the theme of Identity and experiment with a wide range of materials to explore their methods of working.

Information Technologies

This term, students are covering both theory and practical aspects of Information Technologies. They have covered all of the theory and need to focus on revising all of the topic areas ready for their examination in January.

Students have also covered all of the practical skills required for the course and are now developing their knowledge of choosing the correct skills, applying them in different situations and meeting the brief they are given. In order to prepare for their practical assessment, which will begin in January, they are being taken through a practice assessment.

All of the resources students need to access are on their Team site and further resources can be accessed on the Dynamic Learning website which all have been given login details for. If a student is absent from a lesson they should catch-up with the work that they miss otherwise they will have gaps in their knowledge or skills that are required for the assessment/examination.

Dance

Appreciation

Compare and contrast Emancipation of Expressionism and Artificial Things.

Exam style questions on own experience of performance.

Compare and contrast Shadows and A Linha Curva.

Model writing a programme note for duet/trio performance.

Start work on choreographic journal.

Choreography

Focus on learning the set phrases Breathe and Shift- analysis of A/S/D content and link to understanding of transitions; highlights; climax and phrasing.

Understanding the importance of choreographic intent.

Revisit importance of ASDR.

Work with students to develop content of two set phrases- Flux and Scoop. Develop student input and model choices for aural setting.

By end of term, choose a stimulus from AQA set task list and begin research process.

Performance

Assessment task: Solo Performance

Re-cap safe execution in regard to the set phrases.

Understand the importance of: movement memory; commitment; concentration; confidence; systematic repetition; mental rehearsal; response to feedback; capacity to improve and planning of rehearsals.

Practice to camera and teacher assessment of live performance.

Assessment task: Duet/Trio Performance

Re-cap warm up.

Focus on: musicality; sensitivity to other dancers and communication of choreographic content, plus the importance of safe execution and challenging movement material.

Peer/teacher feedback on technical, physical and expressive skills.

Teacher assessment of live performance.

Drama

For the first half of this term, Year 11 GCSE Drama students will be focussing on preparing for Section B of the written examination where they are required to study and practically explore a set text. Until half term, students will be studying the play 'The 39 Steps' by John Buchan and Patrick Barlow, exploring and examining areas such as style, genre and time period. Students will explore specific scenes from the play; a focus will be on how they use their acting skills to communicate key themes, characteristics and relationships in various parts of the play and how they are able to explain this in writing.

During the second half of the term, students will be put into groups for their scripted performance project. With guidance from their teacher, each group will select scenes from a published play to perform. Students will be required to attend one Saturday rehearsal at the beginning of the process (around the beginning of November) in order to get a solid start on their performance. Lessons will then be spent continuing to explore the text and experimenting with techniques they have learnt over the course and applying them to their chosen text. The final assessment for this component will take place before the Christmas holidays and will be marked by an external examiner from AQA. Students will still have one written theory lesson every fortnight to continue to focus on preparing for the written examination.

Food Preparation and Nutrition

The main focus for this term is the completion of the Examined Unit Task 1: Food Investigation, worth 15% of the GCSE.

Geography

Pupils will continue with their study of Challenges of an Urbanising World topic, which includes a case study of Mumbai in India. They will then move onto studying component (paper 2) 2 of their GCSE examination, which will start with the topic the UK's evolving physical landscape. Within this topic, students will study coastal change and conflict, and river processes and pressures.

History

Year 11 have started with Early Elizabethan England. Later this term they will move on to the American West. Both of these topics are examined in Paper 2 in June.

Music

Students continue to develop performance skills, playing to the class and using the assessment criteria to look at how they can improve their work. Students are encouraged to work closely with their individual music teacher, rehearsing and refining their performance skills. Students need to start organising their solo and ensemble performances ready to record in February 2018. They have information in their music folders giving assessment criteria and the expected standard.

Students will be finishing their first composition and starting work on their second composition. Their second composition will need to be based on a different Area of Study to their first. Both pieces must be finished by the end of term.

Students continue to develop their listening and appraising skills by using the elements of music to analyse and evaluate pieces of music. They use specific music vocabulary associated with a particular style or genre and relate this to the set works that they study this term. They will analyse the two pieces of Fusion music 'Release' by Afro Celt Sound System and 'Samba Em Preludio' by Esperanza Spalding. They will also continue analysing vocal Music focusing on 'Music for a While' by Purcell.

PE

During the Autumn Term Year 11 GCSE students will be continuing work on Chapter 1 – Applied Anatomy and Physiology – the Cardio-Respiratory system and the Musculoskeletal system. They will also review their Year 10 examination. In practical lessons, students are completing their controlled assessment part of the course. For this, they must plan, perform and evaluate a six-week Personal Exercise Programme. Students also need to attend extra-curricular clubs as there will be limited time in lessons to recap sports. It is vital they attend every lesson and clubs in order to get the support they need to achieve the best mark possible.

PSHE

A key focus in Year 11 is on preparing students for Sixth Form expectations and later University life, as well as the world of employment. The aim is to enable our students to make informed decisions which affect their futures.

Students will also explore the negative aspects of social media and focus on the barriers to learning as well as reflecting on the legal and social aspects to posting material on social media sites. The emphasis on being safe is continued with an internet on life safety session run by the Local Authority which will take place in form groups. Additionally, there will be an external speaker who will be speaking about the legal issues around drugs and the key facts and fictions on drugs.

Graphic Communication

Graphic Communication is the art and practice of planning and projecting ideas and experiences with visual and textual content. Year 11 is the second year of a two-year GCSE course. This qualification is linear, meaning that students will submit their portfolio elements, including Component 1 and 2 and their Externally Set Assignment at the end of the course in Year 11.

Students are required to work in various areas of graphic communication including: communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.

This year students expand their skills and finalise their portfolio. The objective is to explicitly cover and evidence all of the four assessment criteria as specified by AQA.

Component 1 /8203C: Portfolio/60% of GCSE/ Non-Exam Assessment

A portfolio that evidences explicit coverage of the four assessment objectives. It also includes a sustained project showcasing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the course.

Component 2 /8203x: Externally Set Assignment/40% of GCSE

Students respond to an externally set assignment paper in Year 11. All work will be monitored and assessed against AQA assessment criteria.

Textiles Technology

Students are undertaking a short study this term on 'Coastal Stories' which will result in a finished art piece after 10 hours of work in the classroom, this will ensure the students are mindful of the time allocated for examination.

The students will use colour, line, form, tone and texture, shape and pattern to explore a variety of natural forms. They will explore methods of drawing and painting and learn how to

develop their ideas using a variety of textiles printing and embellishment methods. They will investigate both artists and textiles designers who use natural forms in their work and will develop their ideas for a response to their investigations, which may be Art Textiles, Costume, fashion or soft furnishings for an interior.

The teacher will use assessment for learning to help students improve in all areas of their study of textiles and to monitor their progress against AQA assessment criteria. Both written and practical skills will be assessed throughout the course.

If you have any concerns or queries regarding the curriculum at St Bernard's High School, please do not hesitate to contact Mrs Bennett, Assistant Head Teacher.