



**Haywood  
Academy**

Inspiring Creativity & Achievement

# Course Content

*Year 11  
2015-2016*

# Course Content

Year 11



**Haywood  
Academy**

Inspiring Creativity & Achievement

<b>Subject</b>	<b>Course Content</b>
<b>English</b>	<p>IGCSE English develops the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation. They also develop a personal style and an awareness of the audience being addressed. Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.</p> <p>Students are required to complete a written coursework portfolio containing three pieces in different styles and formats. Speaking and Listening coursework in the form of an individual presentation and discussion also contributes to the final overall grade.</p>
<b>Mathematics</b>	<p>Throughout Year 11, students will be developing their mathematics skills in a number of areas including number and algebra, understand and using place value, the decimal number system, relationships between numbers, functional relationships, equations and formulae, solve numerical problems and develop methods of computation.</p> <p>In addition, they will look at shape, space and measures in understanding and using properties of shape, position, movement, transformation and measures. As well as looking at handling data through collection, processing, representing and interpreting data. They will also estimate and calculate the probabilities of events.</p> <p>Finally they will use and apply mathematics by making and monitoring decisions to solve problems, communicate mathematically and develop skills of mathematical reasoning.</p>
<b>Science</b>	<p><b>Triple Science</b></p> <p>The Triple Award is a three year course aimed at students who may wish to continue studying Science at Further Education. Students will attain three separate GCSE grades in Biology, Chemistry and Physics. The course for each of the three subjects is composed of three externally assessed units and a centrally assessed unit. Each unit is worth 25% of the GCSE. Students will sit three papers for each of the subjects in the summer of Year 11.</p> <p><b>Additional Science</b></p> <p>During Year 10 students will have covered the course content for Core GCSE Science and the internal controlled assessment. During Year 11 these students will continue with their studies looking at additional elements of Biology, Chemistry and Physics in more detail. This also includes an additional internally assessed unit. These 4 units are all worth 25% each, in both Core and Additional Science. Students will be examined on all components from Core and Additional Science in the summer.</p>

<b>ICT GCSE</b>	<p>In Year 11 students will study “Living in a Digital World” which has a final examination in the summer and is worth 40% of the overall grade. In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. Students will also learn about current and emerging digital technologies and the issues raised by their use in a range of contexts. They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.</p> <p>Students will also complete a piece of coursework which is worth 60% of the overall grade. To complete this coursework successfully they will have to use the skills they have learnt whilst studying “Living in a Digital World”. Students will work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students will have to reflect critically on their own and others’ use of ICT and to adopt safe, secure and responsible practice.</p>
<b>Design &amp; Technology Product Design, Food and Textiles</b>	<p>The Product Design, Food and Textiles courses have two main components: A theory component, which is worth 40% of the final grade, and coursework, which is worth 60%. Students will complete a final examination in these subjects in the summer.</p> <p>During Year 11 students will:</p> <ol style="list-style-type: none"> <li>1. Collate appropriate research logically, thoroughly and effectively.</li> <li>2. Produce a detailed specification with distinct proposals.</li> <li>3. Develop a detailed and coherent design solution using practical production decisions.</li> <li>4. Use a wide range of communication techniques to select, test, evaluate and modify their work.</li> <li>5. Consider relevant issues such as industrial practices, systems and control.</li> </ol>
<b>History Modern World</b>	<p>In Year 11 students will continue their study of History since 1900 to further develop their understanding of the modern world. They will also study Britain during the Great War including:</p> <ul style="list-style-type: none"> <li>• Votes for women</li> <li>• The Liberal Reforms</li> <li>• The Home Front 1914-1918</li> </ul> <p>Students will complete a piece of coursework on the Russian Revolution, which will be completed by the end of the Autumn term and is worth 25% of the overall grade. For this coursework students should engage in some independent research on events such as the 1905 Revolution, Russia during the Great War and the collapse of Tsarist Russia in 1917, as well as a character study of Tsar Nicholas II.</p> <p>Students will complete two final examinations at the end of year 11 which are worth 75% of the final grade.</p>

<p><b>Geography</b></p>	<p>Students study Units 1 and 2 to build their core knowledge and understanding, this is developed in Units 3 and 4. Each unit is worth 25% of the overall qualification.</p> <p>Units 1 (Dynamic Planet) and Unit 2 (People and the Planet) is based on core areas of human and physical geography.</p> <p>In year eleven students will study:</p> <p>Extreme Environments</p> <ul style="list-style-type: none"> <li>• What are the challenges of extreme environments?</li> <li>• Management &amp; protection of extreme environments.</li> </ul> <p>Water World</p> <ul style="list-style-type: none"> <li>• Why is water important to the health of the planet?</li> <li>• How can water resources be managed sustainably?</li> </ul> <p>Changing settlements in the UK</p> <ul style="list-style-type: none"> <li>• How &amp; why are settlements changing?</li> <li>• Managing the demand for high quality places to live?</li> </ul> <p>The challenges of an Urban World</p> <ul style="list-style-type: none"> <li>• How have cities grown and what challenges do they face?</li> <li>• How far can these challenges be managed?</li> </ul> <p>Unit 3 (Decision Making Exercise) which will be based on an unseen set of materials. This type of assessment encourages students to develop problem-solving techniques and demonstrates their ability to make and explain their decisions. This year students will be practicing and preparing for this activity.</p> <p>The fieldwork element of this qualification is found in the controlled assessment unit. This element should now be complete.</p>
<p><b>Religious Studies/RE</b></p>	<p>The pupils undertake a study of Philosophy and Ethics in Christianity or Islam. The units studied are selected from the following topics:-</p> <ul style="list-style-type: none"> <li>• Good and Evil</li> <li>• Revelation</li> <li>• Religion and Science</li> <li>• Religion, Peace and Justice</li> <li>• Religion and Equality</li> <li>• Religion and the Media</li> </ul> <p>There are four examinations to be completed in the summer each being worth 25% of the overall grade. Students will be examined on their ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the key elements of Christianity or Islam including beliefs, practices, sources of authority and organisation.</li> <li>• Demonstrate knowledge and understanding of the effect of Christianity or Islam on individual or corporate moral behavior, attitudes, social practices and lifestyles.</li> <li>• Produce evidence and arguments to support and evaluate points of view.</li> </ul>

<p><b>PE/SPORT</b></p>	<p><b>GCSE PE</b></p> <p>This course has two main components. A theory component which is worth 40% of the final grade and a practical component which is worth 60% (50% practical assessments and 10% two pieces of practical coursework)</p> <p>The practical requires students to offer four activities (this includes a possible leadership and officiating role). The theory work is made up of three units including:</p> <ul style="list-style-type: none"> <li>• Key concepts in Physical Education</li> <li>• Key Processes in Physical Education</li> <li>• Opportunities, pathways and participation in Physical Education.</li> </ul> <p><b>Core PE</b></p> <p>In year eleven students undertake a programme where they have the opportunity to participate in a variety of activities. These activities include: step aerobics, aerobics, dance, cricket, basketball, football, netball, table tennis, badminton, volleyball, personal fitness, leadership, weight training, spinning and rounder's.</p> <p><b>BTEC Sport</b></p> <p>This course aims to provide opportunities for students to gain a nationally recognised vocationally specific qualification to enter employment in the sport sector, or to progress to further sport related qualifications. It provides opportunities for students to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.</p> <p>The units studied in Year 11 are: Fitness for Sport and Exercise (Exam) and Leading Sports Activities.</p>
<p><b>Art</b></p>	<p>Students will complete two units of work, which are the Art and Design Portfolio and the Art and Design OCR-set task.</p> <p>Art and Design Portfolio – The purpose of coursework is to provide students with an opportunity to demonstrate through the assessment objectives their ability to investigate, explore, modify, develop, and realise ideas to present a personal response whilst making informed connections with the work of others. Pupils will complete two units of coursework and submit their best one for marking.</p> <p>Art and Design OCR-set task – The terminal examination in Art requires students to produce a unit of work from conception to realisation over a period of time. A terminal examination paper containing open-ended starting points will be provided by OCR. Pupils will have preparation time followed by a ten hour examination over two full days in which to complete their response.</p> <p>The combined portfolio marks account for 60% of the final GCSE grade. The combined marks for the set task accounts for 40% of the final GCSE grade.</p>
<p><b>GCSE Music</b></p>	<p>This specification allows students to demonstrate their skills, knowledge and understanding by performing, composing, listening and appraising.</p> <p>Students will need to complete:</p> <ul style="list-style-type: none"> <li>• A piece of coursework that includes one composition (20%).</li> <li>• One solo and one ensemble performance (40%)</li> <li>• One composition and one written appraisal (20%)</li> <li>• One listening &amp; appraising examination (20%)</li> </ul>

<p><b>Photography</b></p>	<p>Students will complete two units of work which are the Photography Portfolio and the Photography OCR-set task.</p> <p>Photography Portfolio – The purpose of coursework is to provide students with an opportunity to demonstrate through the assessment objectives their ability to investigate, explore, modify, develop, and realise ideas to present a personal response whilst making informed connections with the work of others. Students will complete two units of coursework and submit their best one for marking.</p> <p>Photography OCR-set task – The terminal examination in Art requires students to produce a unit of work from conception to realisation over a period of time. A terminal examination paper containing open-ended starting points will be provided by OCR. Students will have preparation time followed by a ten hour examination over two full days in which to complete their response.</p> <p>The combined portfolio marks account for 60% of the final GCSE grade. The combined marks for the set task accounts for 40% of the final GCSE grade.</p>
<p><b>Modern Foreign Languages-Spanish</b></p>	<p>Students continue to build on language skills acquired in Key Stage 3 with the emphasis on being able to communicate effectively both orally and in writing. They learn the language they need to cope with a variety of real-life situations, letter-writing skills and how to ask for and give information and opinions. Grammar issues, such as case, gender and tense, are explored in greater depth.</p> <p>The 4 language skills of Listening, Speaking, Reading and Writing are assessed as follows:</p> <ul style="list-style-type: none"> <li>• Listening – 20% is assessed via examination on all themes covered during the course.</li> <li>• Speaking – 30% is assessed via 2 controlled speaking tests.</li> <li>• Reading – 20% is assessed via examination on all themes covered during the course.</li> <li>• Writing – 30% is assessed via 2 controlled assessment tasks.</li> </ul>
<p><b>Media Studies</b></p>	<p>Four key concepts form the basis of the subject content in Media. These are:</p> <ul style="list-style-type: none"> <li>• Media Language: forms and conventions</li> <li>• Audience</li> <li>• Institutions</li> <li>• Representation</li> </ul> <p>Throughout the course students will study all forms of media, including cinema, radio, television, magazines and newspapers and will analyse how these media institutions influence our everyday lives and become an important part of our culture. During the 2 year course students will produce 3 assignments: Introductory assignment; Cross-Media assignment; Practical Production and Evaluation, these constitute 60% of the final grade. The remaining 40% of the course is assessed under exam conditions and is on the subject of Television News.</p>

<p><b>Business Studies</b></p>	<p>Students build on the knowledge they gained in Year 10 where we looked at small business startup.</p> <p>Students will start Unit 3, where they learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. They learn how businesses manage both their finances and the people who work for them. The topics covered in this unit are:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Meeting Customer Needs</li> <li>• Effective Financial Management</li> <li>• Effective People Management</li> <li>• The Wider World Effecting Business</li> </ul> <p>Students also complete 2 final examinations in the summer:</p> <ul style="list-style-type: none"> <li>• Unit 1 Small Business—a multiple choice and objectives test paper</li> <li>• Unit 3 Building a Business - a written exam. Questions comprise a combination of multiple-choice, short- and extended-answer, data response and scenario-based questions.</li> </ul>
<p><b>BTEC Certificate in Engineering</b></p>	<p>The BTEC Certificate is a modular course. Assessment is a continuous process and students are required to provide evidence for the assessment criteria from the specification. This is achieved by completing practical tasks, written assignments or tests.</p> <p>Three units need to be fully completed in order to achieve a BTEC Certificate. These units are:</p> <p><b>The Engineering World:</b> In this unit students investigate the processes used to manufacture modern products within different engineering sectors. They will also study some of the new developments in materials and engineering technology that have an impact on life today. This unit is assessed through an on-line exam.</p> <p><b>Investigating and Engineered Product:</b> In this unit students will study how products are designed and manufactured. They will also learn about commercial production processes and quality control techniques used in engineering. This unit is assessed through a practical investigation and written assessment.</p> <p><b>Machining Techniques:</b> In this unit students learn to use the workshop machines to manufacture products. They will also learn about the cutting tools and work holding devices used on these machines. This unit is assessed through completion of a practical project and a written assessment.</p>

<p><b>Health and Social Care BTEC First Award</b></p>	<p>This course is a 4 unit qualification consisting of two core units plus two optional units. It offers a qualification that can extend the study and provide vocational emphasis for learners. It can be directly related to their work experience or to an aspect of study that they wish to go into later. It is equivalent to one GCSE. Three units will be assessed internally and one by examination and awarded the following:</p> <ul style="list-style-type: none"> <li>• Level 1 Pass = Grade D-G equivalent.</li> <li>• Pass = Grade C equivalent</li> <li>• Merit = Grade B equivalent</li> <li>• Distinction = Grade A equivalent</li> </ul> <p>Unit 1 is an externally assessed unit and will be an examination but will be awarded the same levels. Coverage includes:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Individual Rights in Health &amp; Social Care</li> <li>• Human Lifespan Development</li> <li>• The Impact of Diet on Health</li> </ul>
<p><b>Dance</b></p>	<p>The GCSE Dance course is a practical course where students are assessed on their level of skill, performance techniques and creative choreography. At the end of the course there is a 1hour written examination which will test their theoretical knowledge of dance appreciation (80% practical assessments and 20% final written exam).</p> <p><b>The practical assessments are split into 4 parts:</b></p> <p><b>Unit 2:</b> Solo performance 1–1½ minutes (30 marks – 20%) The students will learn a set dance which they will rehearse and refine ready for an external assessment. They will be assessed on their technical ability and performance skills.</p> <p><b>Unit 3:</b> Performance 3 – 3½ minutes in length (30 marks – 20%) Teacher led choreography based upon a professional dance work. Students will learn the choreography then aim to capture the style and theme of the piece through their performance.</p> <p><b>Unit 4:</b> Task A solo composition 1–1½ minutes (20 marks – 15%) Task B: Choreography 2-3 minutes solo/duo/group (40 marks – 25%) This is the students own choreography. It must have a theme or narrative and be accompanied by programme notes.</p> <p><b>Theory:</b></p> <p>Unit 1: Written Paper – 1 hour (50 marks – 20%) Students will study two professional works in depth. They will then be questioned on physical setting (lighting, costume, set design and music) movement content (what the dancers are doing and where) and the narrative of the piece.</p>