Year 11 Curriculum Evening Presentations, September 2019

Interpreting reports

Sample of report

PLATANOS COLLEGE

Clapham Road, London, SW9 0AL
Tel: 020 7733 6156   Fax: 020 7738 6196

Year 11: Autumn Term Report 2019-2020

Student's Name   **Class**

KS2 English Level: 4.01	KS2 Maths Level: 4.20	KS2 Science Level: 4
Attendance: 100.0%	Achievement Points: 135	Behaviour Points: 20

Subject	Current Grade[1]	End of KS4 Target[2]	End of KS4 Projection[3]	Progress Measure[4]	CHABOP Progress Points[5]	Curriculum Target[6]	Classwork[7]	Homework	Attendance	Behaviour	Organisation	Punctuality	CHABOP Assessment points[8]
English	3	6	4	Developing	0	Revise the structure of your paragraphs. Consider how you might develop your points.	A	A	A	A	A	A	120
English Literature	4	6	5	Developing	0								
History	3	6	4	Developing	0	It is vitally important that revision is meaningful - reading through notes is not revision. Mind maps and flash cards are useful in terms of recalling knowledge. In addition, you must learn the success criteria for each question - especially when needing to analyse the utility and reliability of a source.	B	A	A	A	A	A	110
Mathematic	4	6	5	Developing	0	Problem-solving with number properties. Reasoning with powers.	B	B	B	B	B	A	70
Religious Studies	7	6	8	Extending	20	Learn the focus of each question, including the exam technique and which religious teachings to include from Islam and Christianity.	A	A	A	A	A	A	120
Science Combined	4	6	5	Developing	0	Explain in detail how adaptations of alveoli result in efficient gas exchange. Explain the differences between the composition of	A	A	A	A	A	A	120

Prior data, attendance and CHABOP

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Current grade

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[1]Current grade –

The attainment grade pupils are currently working at, based on pupils' most recent formal examination grade.
Grades range from 9 (the highest) to 1 (the lowest). Grade U means 'ungraded' or 'fail'.

End of KS4 Target

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[2]**End of KS4 Target** –

Pupils' end of Key Stage 4 (end of Year 11) target based on pupils' Key Stage 2 (end of Year 6) SATs results in Reading and Maths.

End of KS4 Projection

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[3]End of KS4 Projection –

The likely grade pupils will attain at the end of Key Stage 4 (end of Year 11) if pupils continue to work at a similar rate as they do currently.

Progress Measure

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[4]**Progress Measure** –

The difference between pupils' current grade[1] and pupils' end of KS4 target[2]. There are three descriptions for the progress measure:
- Extending
- Secure
- Developing

CHABOP Progress Points

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[5]CHABOP Progress Points –

The CHABOP points pupils would receive based on pupils' progress:
- Extending –20 CHABOP points.
- Secure –10 CHABOP points.
- Developing –5 or 0 CHABOP points, depending on pupils' attainment.

Curriculum Target

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[6]Curriculum Target –

Individualised subject specific targets will be entered by pupils' class teachers, based on pupils' gaps in learning.

CHABOP

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[7]Classwork, Homework, Attendance, Behaviour, Organisation and **Punctuality** –

Pupils' effort and behaviour for learning in the lessons within the term, in the various CHABOP categories.

Grades range from A (the highest, excellent effort) to E (the lowest, cause for concern).

CHABOP Assessment points

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[8]CHABOP Assessment points –

The total CHABOP points pupils receive from the effort grades in **[7]CHABOP**.
A – 20 CHABOP points.
B –10 CHABOP points.
C –5 CHABOP points.
D – 0 CHABOP points.
E – 5 negative CHABOP points.

Summary

- Pupils' current grades should be less than 1 grade away from pupils' end of KS4 target in Autumn.

- Focus on curriculum targets from teachers to improve pupils' current grade.

- CHABOP should all be grade A.

Year 11 English
2 GCSEs

AQA English Language/ Edexcel English Literature

- English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others.

- Reading also enables pupils both to acquire knowledge and to build on what they already know.

- All the skills of language are essential to participating fully as a member of society.

GCSE English Language – AQA
GCSE English Literature – Edexcel

There is no coursework.

Pupils will sit four exams and will study two GCSEs in English.

Both the Language and Literature GCSEs are examination only.

AQA English Language: 2 Papers. Both papers - 1 hour and 45 minutes.

Paper 1	Section A	Reading	
Q1	4 marks	List	AO1
Q2	8 marks	Language	AO2
Q3	8 marks	Structure	AO2
Q4	20 marks	Evaluate	AO4

Paper 2	Section A	Reading	
Q1	4 marks	True False	AO1
Q2	8 marks	Summary	AO1
Q3	12 marks	Language	AO2
Q4	16 marks	Compare	AO3

Paper 1	Section B Writing	
Q5	40 marks	Describe Narrate

Paper 2	Section B Writing	
Q5	40 marks	Speech Letter
		Article Leaflet
		Essay

Both the Language and Literature GCSEs are examination only; **there is no coursework**

Edexcel English Literature: 2 Papers

Paper 1: Shakespeare and Post-1914 Literature
1 hour 45 minutes

Macbeth
Q1a: How does Shakespeare present…. In this extract…

Q1b Explain the importance of … elsewhere in the play.

An Inspector Calls
A choice of two questions about the importance of a character or theme in the play as a whole

Paper 2: 19th Century novel and Poetry since 1789
2 hours and 15 minutes

Jekyll and Hyde
Q1a: How does Stevenson present…. In this extract…
Q1b Explain the importance of … elsewhere in the novel.

Poetry Anthology
Compare how … is presented in this poem and another poem of your choice

Unseen Poetry
Compare how the writers present… in the two poems.

Pupils will study key skills

- Explaining inferences in detail, using relevant quotations.
- Analysing vocabulary and language devices.
- Understanding the relationship between text and context.
- Comparing texts.
- Spelling, punctuation and grammar.
- Structural analysis.
- Adapting the structure of their own writing for effect.
- Adapting and selecting appropriate language devices for a range of audiences, text types and purposes.

Pupils will be examined on the following texts in their GCSE Examinations.
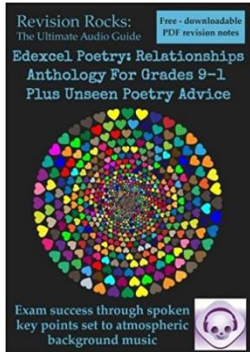
- Shakespeare's 'Macbeth'

- J. B. Priestley's 'An Inspector Calls'

- Edexcel Poetry Anthology

- Non-Fiction texts from 20th and 19th Centuries

*In year 11, students will complete their study of Stevenson's 'Jekyll and Hyde'
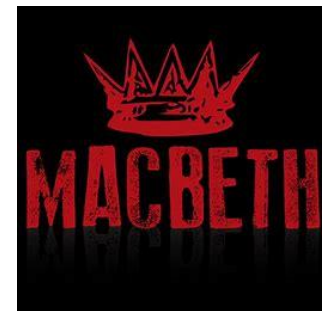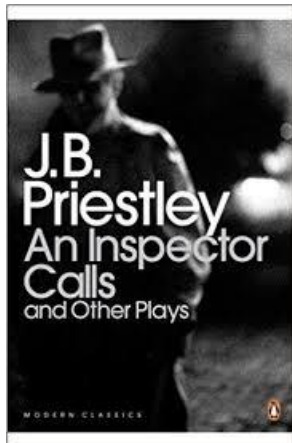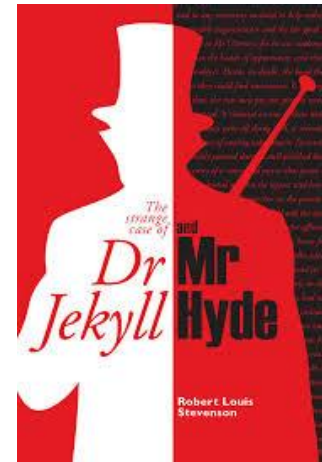
Critical Theorists

- Karl Marx

- Carl Jung

- Simone de Beauvoir

- Sigmund Freud

- Aristotle

- John Locke
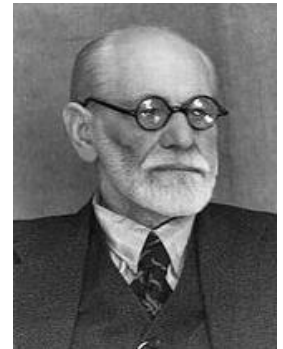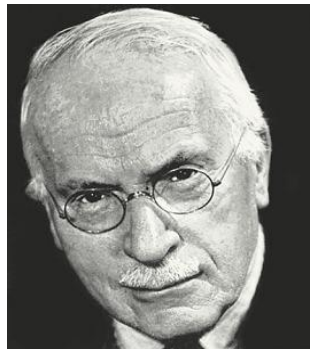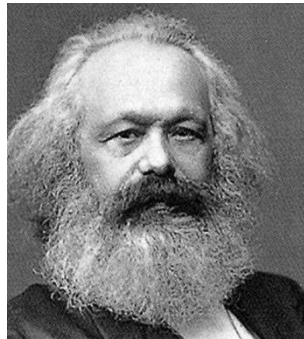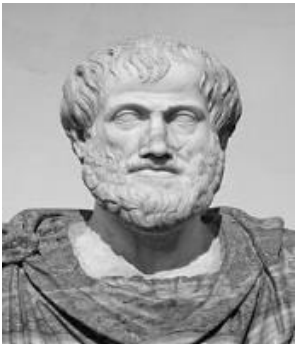
Revision (Exam board guidance)

" It is imperative that students regularly read, if they are to meet the demands of the new exams."

Challenging content:
"Man is not truly one, but truly two. I say two, because the state of my own knowledge does not pass beyond the point… and I hazard a guess that man will ultimately be known for the mere polity of multifarious, incongruous, and independent denizens." *Jekyll and Hyde – chapter 10*
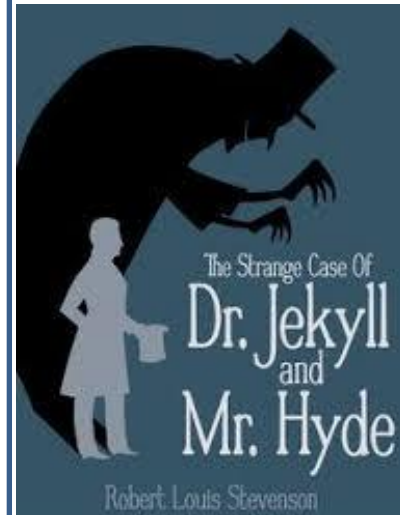
Reading and vocabulary

- Pupils must read regularly.
- 20 minutes three times a week.
- Actively build vocabulary. If pupils encounter new vocabulary they must find the definitions and use these in their own writing.
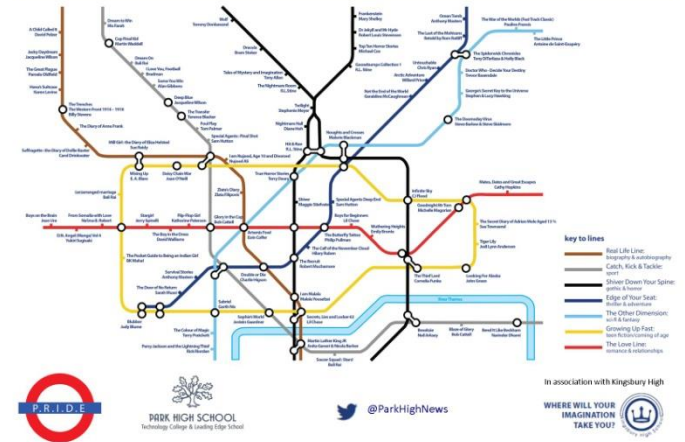
How can you help?

- Help them choose their reading books and encourage them to challenge themselves
- Listen to them read
- Read to them
- Discuss what their reading and discuss newspaper articles with them
- Talk about and introduce them to new vocabulary

Becoming an expert in English!

https://getrevising.co.uk/revision-notes/gcse-english-language

https://www.aqa.org.uk/news/aqa-create-exam-and-revision-tips-for-the-student-room-website

https://www.teachwire.net/news/
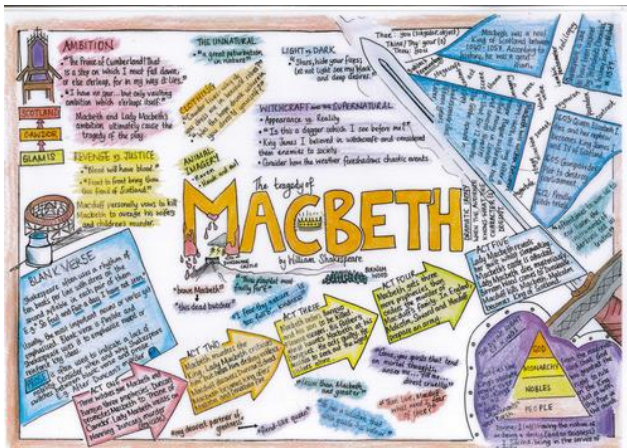
https://genius.com (Macbeth/An Inspector Calls/Jekyll and Hyde)
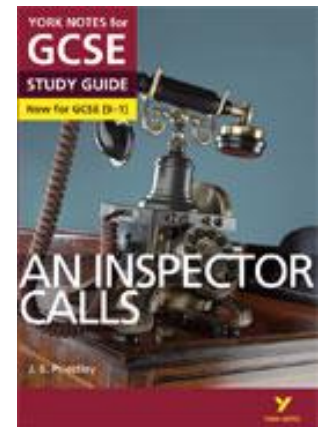
Platanos College
Mathematics Department

GCSE Maths

Higher (grades 4-9)	**Paper 1** Non-calculator	**Paper 2** Calculator	**Paper 3** Calculator
	33.3% weighting	33.3% weighting	33.3% weighting
	1 hour and 30 minutes — 80 marks	1 hour and 30 minutes — 80 marks	1 hour and 30 minutes — 80 marks

Foundation (grades 1-5)	**Paper 1** Non-calculator	**Paper 2** Calculator	**Paper 3** Calculator
	33.3% weighting	33.3% weighting	33.3% weighting
	1 hour and 30 minutes — 80 marks	1 hour and 30 minutes — 80 marks	1 hour and 30 minutes — 80 marks

AO1 is about using and **applying standard techniques,** similar to the current AO1

**50% foundation
40% higher**

AO2 has a different focus. It's about **reasoning, interpreting and communicating** mathematically

**25% foundation
30% higher**

AO3 is about solving problems with a much greater focus on **solving non-routine problems** in mathematical and non-mathematical contexts.

**25% foundation
30% higher**

In 2015 there is less AO1 at Higher and roughly the same at Foundation compared to 2010.

Quality of written communication (QWC) is also now included as part of AO2.

Higher

Geometry & Measures 20%
Number 15%
Ratio, Proportion and Rates of Change 20%
Statistics & Probability 15%
Algebra 30%

These will be tested less than in 2010
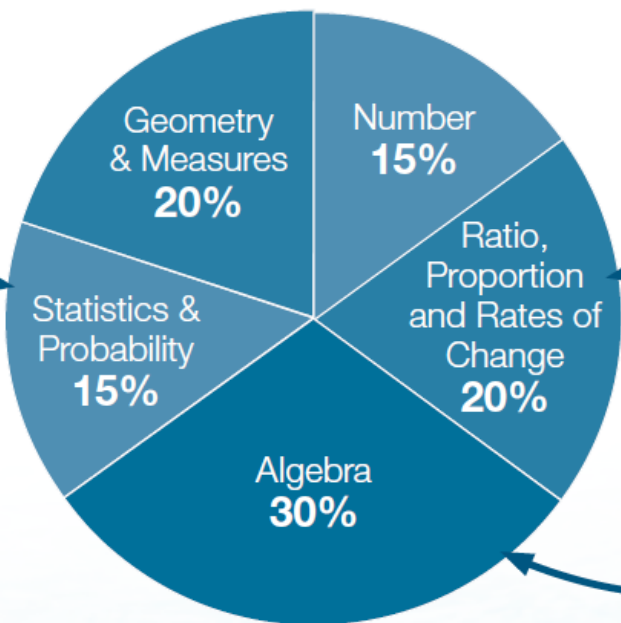
This is a now a standalone area of content

This will be tested more than in 2010

Foundation

Geometry & Measures 15%
Number 25%
Statistics & Probability 15%
Ratio, Proportion and Rates of Change 25%
Algebra 20%

These will be tested less than in 2010
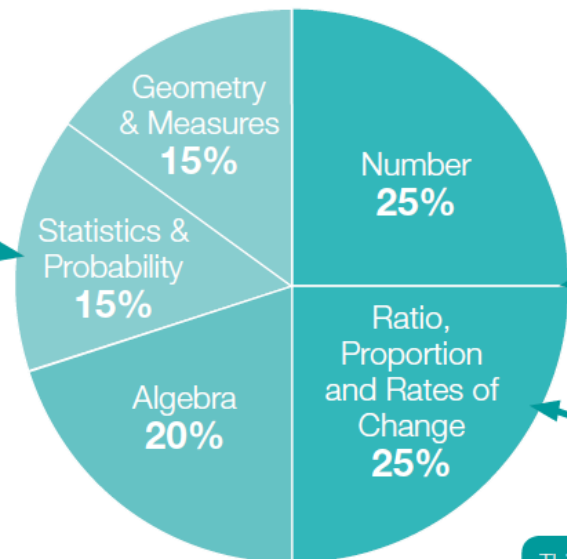
Half the marks at foundation tier will be testing **Number** and **Ratio, proportion and change**

This is a now a standalone area of content

**From
A level**

**From
Higher**

Current A Level

GCSE (9-1) 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 nth term of quadratic sequences

- Quadratic inequalities

- Calculate and interpret conditional probabilities through representation using expected frequencies with Venn diagrams

Current GCSE Higher

GCSE (9-1) Foundation tier

(previously Higher tier only in 2010)

- 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

- 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

- Congruence and similarity

Core features of the new curriculum:

Fluency

- Pupils become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time.

$$2.5 \times 16 \times 125$$

$$2.5 \times 4 \times 4 \times 125$$

$$10 \quad \times \quad 600$$

Core features of the new curriculum:

Mathematical reasoning

- Pupils reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
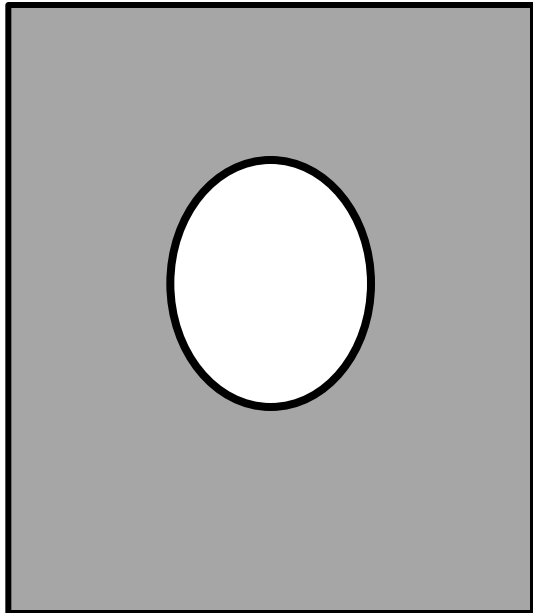
If the area of the circle is increased, what happens to the shaded area?

If the radius of the circle is doubled, will the shaded area be halved?

Core features of the new curriculum:

Problem solving

- Pupils can solve problems by applying their mathematics to a variety of routine and non-routine problems

2m

3m
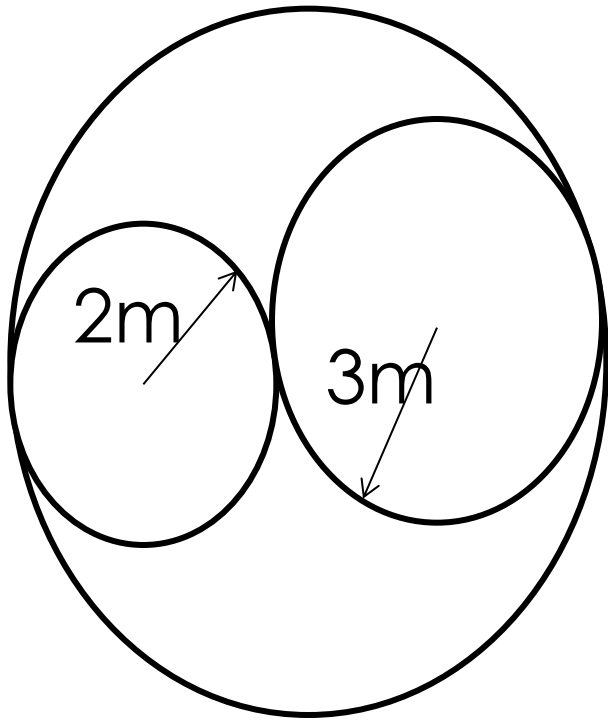
The diagram shows a circular garden with 2 circular ponds. If each pond is as deep as it is wide, how much water is needed to fill the ponds?

The importance of revision

GCSE Maths - Curriculum Map

Higher:

Number
1.1 Number problems and reasoning, 1.2 Place value and estimating, 1.3 HCF and LCM, 1.4 Calculating with powers (indices), 1.5 Zero, negative and fractional indices, 1.6 Powers of 10 and standard form, 1.7 Surds
Algebra
2.1 Algebraic indices, 2.2 Expanding and factorising, 2.3 Equations, 2.4 Formulae, 2.5 Linear sequences, 2.6 Non-linear sequences, 2.7 More expanding and factorising
Interpreting and representing data
3.1 Statistical diagrams 1, 3.2 Time series, 3.3 Scatter graphs, 3.4 Line of best fit,
3.5 Averages and range, 3.6 Statistical diagrams 2
Fractions, ratio and percentages
4.1 Fractions, 4.2 Ratios, 4.3 Ratio and proportion, 4.4 Percentages, 4.5 Fractions, decimals and percentages
Angles and trigonometry
5.1 Angle properties of triangles and quadrilaterals, 5.2 Interior angles of a polygon,
5.3 Exterior angles of a polygon, 5.4 Pythagoras' theorem 1, 5.5 Pythagoras' theorem 2,
5.6 Trigonometry 1, 5.7 Trigonometry 2
Graphs
6.1 Linear graphs, 6.2 More linear graphs, 6.3 Graphing rates of change, 6.4 Real-life graphs, 6.5 Line segments, 6.6 Quadratic graphs, 6.7 Cubic and reciprocal graphs, 6.8 More graphs
Area and volume
7.1 Perimeter and area, 7.2 Units and accuracy, 7.3 Prisms, 7.4 Circles, 7.5 Sectors of circles, 7.6 Cylinders and spheres, 7.7 Pyramids and cones
Transformations and constructions
8.1 3D solids, 8.2 Reflection and rotation, 8.3 Enlargement, 8.4 Transformations and combinations of transformations, 8.5 Bearings and scale drawings, 8.6 Constructions 1,
8.7 Constructions 2, 8.8 Loci
Equations and inequalities
9.1 Solving quadratic equations 1, 9.2 Solving quadratic equations 2, 9.3 Completing the square, 9.4 Solving simple simultaneous equations, 9.5 More simultaneous equations,
9.6 Solving linear and quadratic simultaneous equations, 9.7 Solving linear inequalities
Probability
10.1 Combined events, 10.2 Mutually exclusive events, 10.3 Experimental probability,
10.4 Independent events and tree diagrams, 10.5 Conditional probability,
10.6 Venn diagrams and set notation
Multiplicative reasoning
11.1 Growth and decay, 11.2 Compound measures, 11.3 More compound measures,
11.4 Ratio and proportion
Similarity and congruence
12.1 Congruence, 12.2 Geometric proof and congruence, 12.3 Similarity,
12.4 More similarity, 12.5 Similarity in 3D solids
More trigonometry
13.1 Accuracy, 13.2 Graph of the sine function, 13.3 Graph of the cosine function, 13.4 The tangent function, 13.5 Calculating areas and the sine rule, 13.6 The cosine rule and 2D trigonometric problems, 13.7 Solving problems in 3D, 13.8 Transforming trigonometric graphs 1, 13.9 Transforming trigonometric graphs 2
Further statistics
14.1 Sampling, 14.2 Cumulative frequency, 14.3 Box plots, 14.4 Drawing histograms,
14.5 Interpreting histograms, 14.6 Comparing and describing populations
Equations and graphs
15.1 Solving simultaneous equations graphically, 15.2 Representing inequalities graphically, 15.3 Graphs of quadratic functions, 15.4 Solving quadratic equations graphically,
15.5 Graphs of cubic functions
Circle theorems
16.1 Radii and chords, 16.2 Tangents, 16.3 Angles in circles 1, 16.4 Angles in circles 2,
16.5 Applying circle theorems
More algebra
17.1 Rearranging formulae, 17.2 Algebraic fractions, 17.3 Simplifying algebraic fractions,
17.4 More algebraic fractions, 17.5 Surds, 17.6 Solving algebraic fraction equations,
17.7 Functions, 17.8 Proof
Vectors and geometric proof
18 Vectors and geometric proof, 18.2 Vector arithmetic, 18.3 More vector arithmetic,
18.4 Parallel vectors and collinear points, 18.5 Solving geometric problems
Proportion and graphs
19.1 Direct proportion, 19.2 More direct proportion, 19.3 Inverse proportion,
19.4 Exponential functions, 19.5 Non-linear graphs, 19.6 Translating graphs of functions,
19.7 Reflecting and stretching graphs of functions

Foundation:

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1.1 Calculations, 1.2 Decimal numbers, 1.3 Place value, 1.4 Factors and multiples,
1.5 Squares, cubes and roots, 1.6 Index notation, 1.7 Prime factors
Algebra
2.1 Algebraic expressions, 2.2 Simplifying expressions, 2.3 Substitution, 2.4 Formulae,
2.5 Expanding brackets, 2.6 Factorising, 2.7 Using expressions and formulae
Graphs, tables and charts
3.1 Frequency tables, 3.2 Two-way tables, 3.3 Representing data, 3.4 Time series,
3.5 Stem and leaf diagrams, 3.6 Pie charts, 3.7 Scatter graphs, 3.8 Line of best fit
Fractions and percentages
4.1 Working with fractions, 4.2 Operations with fractions, 4.3 Multiplying fractions, 4.4 Dividing fractions, 4.5 Fractions and decimals, 4.6 Fractions and percentages,
4.7 Calculating percentages 1, 4.8 Calculating percentages 2**Equations, inequalities and sequences**
5.1 Solving equations 1, 5.2 Solving equations 2, 5.3 Solving equations with brackets, 5.4 Introducing inequalities, 5.5 More inequalities, 5.6 More formulae, 5.7 Generating sequences, 5.8 Using the nth term of a sequence
Angles
6.1 Properties of shapes, 6.2 Angles in parallel lines, 6.3 Angles in triangles, 6.4 Exterior and interior angles, 6.5 More exterior and interior angles, 6.6 Geometrical patterns
Averages and range
7.1 Mean and range, 7.2 Mode, median and range, 7.3 Types of average, 7.4 Estimating the mean, 7.5 Sampling
Perimeter, area and volume 1
8.1 Rectangles, parallelograms and triangles, 8.2 Trapezia and changing units, 8.3 Area of compound shapes, 8.4 Surface area of 3D solids, 8.5 Volume of prisms, 8.6 More volume and surface area
Graphs
9.1 Coordinates, 9.2 Linear graphs, 9.3 Gradient, 9.4 y = mx + c, 9.5 Real-life graphs, 9.6 Distance-time graphs, 9.7 More real-life graphs
Transformations
10.1 Translation, 10.2 Reflection, 10.3 Rotation, 10.4 Enlargement,
10.5 Describing enlargements, 10.6 Combining transformations
Ratio and proportion
11.1 Writing ratios, 11.2 Using ratios 1, 11.3 Ratios and measures, 11.4 Using ratios 2,
11.5 Comparing using ratios, 11.6 Using proportion, 11.7 Proportion and graphs,
11.8 Proportion problems
Right-angled triangles
12.1 Pythagoras' theorem 1, 12.2 Pythagoras' theorem 2, 12.3 Trigonometry: the sine ratio 1, 12.4 Trigonometry: the sine ratio 2, 12.5 Trigonometry: the cosine ratio, 12.6 Trigonometry: the tangent ratio, 12.7 Finding lengths and angles using trigonometry
Probability
13.1 Calculating probability, 13.2 Two events, 13.3 Experimental probability,
13.4 Venn diagrams, 13.5 Tree diagrams, 13.6 More tree diagrams
Multiplicative reasoning
14.1 Percentages, 14.2 Growth and decay, 14.3 Compound measures,
14.4 Distance, speed and time, 14.5 Direct and inverse proportion
Constructions, loci and bearings
15.1 3D solids, 15.2 Plans and elevations, 15.3 Accurate drawings 1, 15.4 Scale drawings and maps, 15.5 Accurate drawings 2, 15.6 Constructions, 15.7 Loci and regions, 15.8 Bearings
Quadratic equations and graphs
16.1 Expanding double brackets, 16.2 Plotting quadratic graphs, 16.3 Using quadratic graphs, 16.4 Factorising quadratic expressions, 16.5 Solving quadratic equations algebraically
Perimeter, area and volume 2
17.1 Circumference of a circle 1, 17.2 Circumference of a circle 2, 17.3 Area of a circle,
17.4 Semicircles and sectors, 17.5 Composite 2D shapes and cylinders,
17.6 Pyramids and cones, 17.7 Spheres and composite solids
Fractions, indices and standard form
18.1 Multiplying and dividing fractions, 18.2 The laws of indices, 18.3 Writing large numbers in standard form, 18.4 Writing small numbers in standard form, 18.5 Calculating with standard form
Congruence, similarity and vectors
19.1 Similarity and enlargement, 19.2 More similarity, 19.3 Using similarity, 19.4 Congruence 1, 19.5 Congruence 2,
19.6 Vectors 1, 19.7 Vectors 2
More algebra
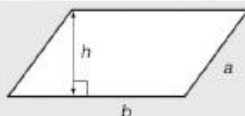20.1 Graphs of cubic and reciprocal functions, 20.2 Non-linear graphs, 20.3 Solving simultaneous equations graphically, 20.4 Solving simultaneous equations algebraically, 20.5 Rearranging formulae, 20.6 Proof
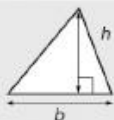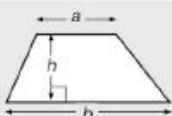
Areas

Rectangle $= l \times w$

Parallelogram $= b \times h$

Triangle $= \frac{1}{2} b \times h$
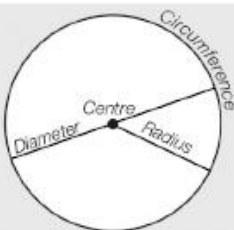
Trapezium $= \frac{1}{2}(a + b)h$

Volumes

Cuboid $= l \times w \times h$

Prism = area of cross section $\times$ length

Cylinder $= \pi r^2 h$

Pyramid $= \frac{1}{3} \times$ area of base $\times h$

Circles

Circumference $= \pi \times$ diameter, $C = \pi d$
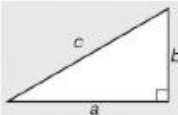
Circumference $= 2 \times \pi \times$ radius, $C = 2\pi r$

Area of a circle $= \pi \times$ radius squared, $A = \pi r^2$

Compound measures

Speed

$$\text{speed} = \frac{\text{distance}}{\text{time}}$$

Density

$$\text{density} = \frac{\text{mass}}{\text{volume}}$$

Pressure

$$\text{pressure} = \frac{\text{force}}{\text{area}}$$

Pythagoras

Pythagoras' Theorem

For a right-angled triangle,
$a^2 + b^2 = c^2$

Trigonometric ratios (*new to F*)

$\sin x° = \dfrac{\text{opp}}{\text{hyp}}$, $\cos x° = \dfrac{\text{adj}}{\text{hyp}}$, $\tan x° = \dfrac{\text{opp}}{\text{adj}}$

Trigonometric formulae

Sine Rule $\dfrac{a}{\sin A} = \dfrac{b}{\sin B} = \dfrac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

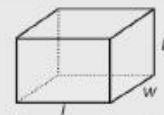Area of triangle $= \frac{1}{2} ab \sin C$
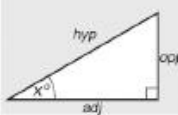
Quadratic equations

The Quadratic Equation
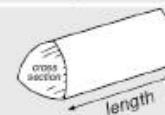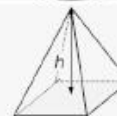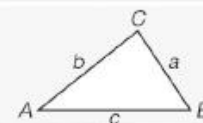
The solutions of $ax^2 + bx + c = 0$,
where $a \neq 0$, are given by $x = \dfrac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

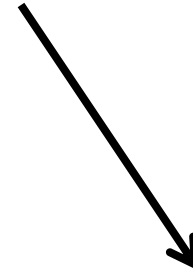**Year 10 - Solving simultaneous equations**
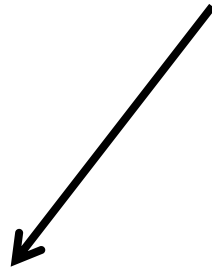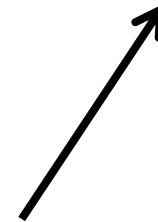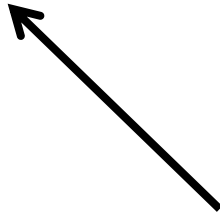
Year 9 – Linear graphs

Year 9 – Quadratic graphs

Solving simultaneous equations graphically

Year 8 – Substitution

Year 8/9 – Linear Equations

Year 8/9 – Rearranging formulae

GCSE Maths - Curriculum Map

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3.5 Averages and range, 3.6 Statistical diagrams 2
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5.3 Exterior angles of a polygon, 5.4 Pythagoras' theorem 1, 5.5 Pythagoras' theorem 2,
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Graphs
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Area and volume
7.1 Perimeter and area, 7.2 Units and accuracy, 7.3 Prisms, 7.4 Circles, 7.5 Sectors of circles, 7.6 Cylinders and spheres, 7.7 Pyramids and cones
Transformations and constructions
8.1 3D solids, 8.2 Reflection and rotation, 8.3 Enlargement, 8.4 Transformations and combinations of transformations, 8.5 Bearings and scale drawings, 8.6 Constructions 1,
8.7 Constructions 2, 8.8 Loci
Equations and inequalities
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Multiplicative reasoning
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Equations and graphs
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Circle theorems
16.1 Radii and chords, 16.2 Tangents, 16.3 Angles in circles 1, 16.4 Angles in circles 2,
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More algebra
17.1 Rearranging formulae, 17.2 Algebraic fractions, 17.3 Simplifying algebraic fractions,
17.4 More algebraic fractions, 17.5 Surds, 17.6 Solving algebraic fraction equations,
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Fractions and percentages
4.1 Working with fractions, 4.2 Operations with fractions, 4.3 Multiplying fractions, 4.4 Dividing fractions, 4.5 Fractions and decimals, 4.6 Fractions and percentages,
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14.1 Percentages, 14.2 Growth and decay, 14.3 Compound measures,
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Quadratic equations and graphs
16.1 Expanding double brackets, 16.2 Plotting quadratic graphs, 16.3 Using quadratic graphs, 16.4 Factorising quadratic expressions, 16.5 Solving quadratic equations algebraically
Perimeter, area and volume 2
17.1 Circumference of a circle 1, 17.2 Circumference of a circle 2, 17.3 Area of a circle,
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17.6 Pyramids and cones, 17.7 Spheres and composite solids
Fractions, indices and standard form
18.1 Multiplying and dividing fractions, 18.2 The laws of indices, 18.3 Writing large numbers in standard form, 18.4 Writing small numbers in standard form, 18.5 Calculating with standard form
Congruence, similarity and vectors
19.1 Similarity and enlargement, 19.2 More similarity, 19.3 Using similarity, 19.4 Congruence 1, 19.5 Congruence 2,
19.6 Vectors 1, 19.7 Vectors 2
More algebra
20.1 Graphs of cubic and reciprocal functions, 20.2 Non-linear graphs, 20.3 Solving simultaneous equations graphically,
20.4 Solving simultaneous equations algebraically, 20.5 Rearranging formulae, 20.6 Proof

Year 11 Science Curriculum

Combine Science Trilogy and Biology

Biology paper 1	Biology paper 2
1 Cells and organisation/2 Disease and bioenergetics	**3 Biological responses 4 Genetics and reproduction B5 Ecology**
B1 Cell structure and transport	B10 The human nervous system
B2 Cell division	B11 Hormonal coordination
B3 Organisation and the digestive system	B12 Homeostasis in action
B4 Organising animals and plants	B13 Reproduction
B5 Communicable diseases	B14 Variation and evolution
B6 Preventing and treating disease	B15 Genetics and evolution
B7 Non-communicable diseases	B16 Adaptations, interdependence, and competition
B8 Photosynthesis	B17 Organising and ecosystem
B9 Respiration	B18 Biodiversity and ecosystems

Combine Science Trilogy and Chemistry

Chemistry paper 1		Chemistry paper 2	
1 Atoms, bonding, and moles and energy changes	**2 Chemical reactions**	**3 Rates, equilibrium and organic chemistry Analysis and the Earth's resources**	**4**
C1 Atomic structure		C8 Rates and equilibrium	
C2 The periodic table		C9 Crude oil and fuels	
C3 Structure and bonding		C10 Organic reaction	
C4 Chemical calculations		*C11 Polymers(Triple science only)*	
C5 Chemical changes		C12 Chemical analysis	
C6 Electrolysis		C13 The Earth's atmosphere	
C7 Energy changes		C14 The Earth's resources	
		C15 Using our resources (Triple science only)	

Combine Science Trilogy and Physics

Physics paper 1	Physics paper 2
1 Energy and energy resources 2 Particles at work	**3 Forces in action/4 Waves, electromagnetism, and space**
P1 Conservation and dissipation of energy	P8 Forces in balance
P2 Energy transfer by heating	P9 Motion
P3 Energy resources	P10 Force and motion
P4 Electric circuits	P11 Force and pressure
P5 Electricity in the home	P12 Wave properties
P6 Molecules and matter	P13 Electromagnetic waves
P7 Radioactivity	P14 Light (Triple science only)
	P15 Electromagnetism
	P16 Space (Triple science only)

The exams will measure how students have achieved the following assessment objectives.

• AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and
procedures.

• AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and
procedures.

• AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Assessment objectives (AOs)	Component weightings (approx. %)		Overall weighting (approx. %)
	Paper 1	Paper 2	
AO1	37 – 43	37 – 43	40
AO2	37 – 43	37 – 43	40
AO3	17 – 23	17 – 23	20
Overall weighting	50	50	100

Nature of new GCSE science curriculum

Practical and mathematical skills will be taught during the course and will be assessed in the GCSE Exam.

Focus :Math Skills

Math skills

- Recognise and use expressions in decimal form
- Recognise and use expressions in standard form
- Use ratios, fractions and percentages
- Make estimates of the results of simple calculations
- Understand and use the symbols: $=, <, <<, >>, >, \propto, \sim$
- Change the subject of an equation
- Substitute numerical values into algebraic equations using appropriate units for physical quantities.

Equations that you must be able to recall and apply in your exam:

1 weight = mass × gravitational field strength $\qquad\qquad$ $W = m\,g$

2 work done = force × distance along the line of action of the force $\quad$ $W = F\,s$

3 force applied to a spring = spring constant × extension $\qquad\qquad$ $F = k\,e$

4 moment of a force = force × distance normal to direction of force $\quad$ $M = F\,d$

5 pressure = <u>force normal to a surface</u>
$\qquad\qquad\qquad$ area of that surface $\qquad\qquad\qquad\qquad\qquad$ $p = F/A$

6 distance travelled = speed × time $\qquad\qquad\qquad\qquad\qquad$ $s = v\,t$

Required practical

- There are **10** required practical for biology, including the three needed for the standalone GCSE Biology qualification

- There are **8** required practical for chemistry, including the two needed for the standalone GCSE Chemistry qualification

- There are **10** required practical for physics, including the two needed for the standalone GCSE Physics qualification.

Biology Paper 1: Using a microscope, Effect of salt or sugar solution on mass of plant tissue, Food tests, Effect of pH on reaction of amylase enzyme, Effect of light intensity on rate of photosynthesis, *Effect of antiseptic or antibiotics on bacterial growth (Triple Science only).*

Biology Paper 2: Effect of a factor on human reaction time, Measure the population of a common species, *Effect of light or gravity on newly germinated seedlings (Triple Science only), Effect of temperature on the rate of decay of fresh milk (Triple Science only).*

Chemistry paper 1: Prepare a salt from an insoluble metal carbonate or oxide, Electrolysis of a solution, Investigating temperature changes, *Titration (Triple Science only).*

Chemistry paper 2: Effect of concentration on rate of reaction, Calculate R_f values, Purify and test water, Use chemical test to identify unknown compounds (Triple Science only)

Physics Paper 1: Specific heat capacity, Thermal insulators, Investigating resistance, Electrical components, calculating densities.

Physics Paper 2: Relationship between force and extension of a spring, relationship between force and acceleration, Investigating plane waves in a ripple tank and waves in a solid, , Investigating infrared radiation, *Reflection and refraction of light (Triple Science only).*

Structure of exam: Triple Science

Biology:

Paper 1:

Topics 1–4: Cell biology; Organisation; Infection and response; and Bioenergetics.

Paper 2:

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology

Written exam: 1 hour 45 minutes
Foundation and Higher Tier
100 marks
50% of GCSE

Type of Questions
Multiple choice, structured, closed short answer and open response

Structure of exam: Triple Science

Chemistry*:*

Paper 1

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes.

Paper 2:

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources.

Written exam: 1 hour 45 minutes
Foundation and Higher Tier
100 marks
50% of GCSE

Types of Questions
Multiple choice, structured, closed short answer and open response

Structure of exam: Triple Science

Physics:

Paper 1:

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2:

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Written exam: 1 hour 45 minutes

Foundation and Higher Tier

100 marks

50% of GCSE

Types of Questions

Multiple choice, structured, closed short answer and open response

Structure of exam: Combined science: Trilogy

Biology

Paper 1:

Topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

Paper 2:

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Written exam: *1 hour 15 minutes*

Foundation and Higher Tier

70 marks

16.7% of GCSE

Types of Questions

Multiple choice, structured, closed short answer and open response

Structure of exam: Combined science: Trilogy

Chemistry

Paper 1:

Topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.

Paper 2:

Topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Written exam: *1 hour 15 minutes*

Foundation and Higher Tier

70 marks

16.7% of GCSE

Types of Questions

Multiple choice, structured, closed short answer and open response

Structure of exam: Combined science: Trilogy

Physics

Paper 1:

 Topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2:

Topics 22–24: Forces; Waves; and Magnetism and electromagnetism

 Written exam: *1 hour 15 minutes*

Foundation and Higher Tier

70 marks

16.7% of GCSE

Types of Questions

Multiple choice, structured, closed short answer and open response

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History GCSE

Key information

Exam board: Eduqas (WJEC).

Units:

- Germany 1919-1939 - A written exam of 1 hour worth 25% of the GCSE qualification.

- Elizabeth I 1558-1603 - A written exam of 1 hour worth 25% of the GCSE qualification.

- Crime and Punishment c.500 to Present Day - A written exam of 1 hour and 15 minutes worth 30% of the GCSE qualification.

- USA 1929-2000 - A written exam of 45 minutes worth 20% of the GCSE qualification.

Germany 1919-1939

Key topics:

- Impact of WW1 on Germany
- The recovery and demise of the Weimar government
- How Hitler became the Fuhrer
- Nazi economic, social, racial and foreign policies
- Nazi terror and persuasion

Germany 1919-1939

Questions:
Q1) Inference

Study the source below and then answer the question which follows.

Source A

[A photograph of SA members at a parade in Berlin, early 1932]

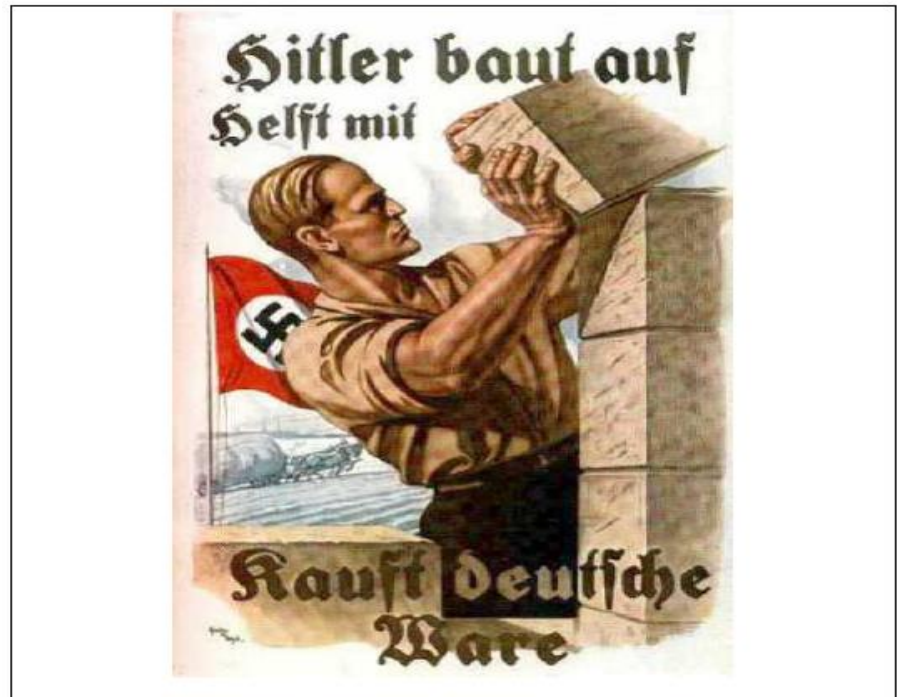Use Source A and your own knowledge to describe the role of the SA.   [5]

Germany 1919-1939

Questions:
Q2) Purpose

QUESTION 2

Study the source below and then answer the question which follows.

Source B

[A Nazi poster from the mid - 1930s. The caption says 'Hitler is building.
Help him. Buy German goods']

What was the purpose of Source B?   [8]

[Use details from Source B and your own knowledge and understanding of the historical context to answer the question.]

Germany 1919-1939

Questions:
Q3) Interpretations

QUESTION 3

Study the interpretations below and then answer the question which follows.

Interpretation 1

To the end Hitler maintained clear war aims. To him, from 1920 to 1945, the purpose of Nazism was always the same: it was to create an empire, to take the great area of Russia from the Russians. Even after defeat he did not try to deny it. The day before his death his last message said 'the aim must still be to win territory in the East for the German people.'

[The historian Hugh Trevor-Roper, writing in an article for an academic magazine in 1960. The article was called *Hitler's War Aims*]

Interpretation 2

Hitler wanted to free Germany from the restrictions of the Versailles Peace Treaty; to restore the German army and then to make Germany the greatest power in Europe which she naturally was. Maybe his ambitions were only to take land in the East. Maybe he would have taken Western Europe after that. However, no one can tell.

[The historian Alan Taylor writing in his book *The Origins of the Second World War,* published in 1961]

Do the interpretations support the view that Hitler's main foreign policy aim was to conquer land to the east of Germany? [10]

Germany 1919-1939

Questions:
Q4) How useful

QUESTION 4

Study the sources below and then answer the question that follows.

Source C

Three million people lack work. The government work to conceal the misery. They speak of silver linings. Things are getting better for them and worse for us. Only the complete collapse of our people can follow from these irresponsible policies.

[Joseph Goebbels, a member of the Nazi Party writing in a pamphlet called
We Demand, published in 1927]

Source D

The economic position is only flourishing on the surface. Germany is in fact dancing on a volcano. If the short-term loans are called in by America, a large section of our economy would collapse.

[Gustav Stresemann, the German Foreign Minister, in a speech given to
the League of Nations (September 1929)]

Which of the sources is more useful to an historian studying the economic recovery of Weimar?   [11]

Germany 1919-1939

Questions:

Q5) How far do you agree with this interpretation?

QUESTION 5

Read the interpretation provided below and answer the question which follows.

"Visitors to Germany in the 1930s saw a happy, healthy, friendly people united under Hitler.'

[William L. Shirer, an American journalist who worked in Germany between 1934 and 1940, writing in his book *The Rise and Fall of the Third Reich*, published in 1960.]

To what extent do you agree with this interpretation? [16]

[In your answer you should refer to how and why interpretations of this issue differ. Use your own knowledge and understanding of the wider historical debate over this issue to reach a well-supported judgement.]

Marks for spelling, punctuation and the accurate use of grammar and specialist terms are allocated to this question. [3]

USA 1929-2000

Key topics:

- US economy 1929-50
- Civil Rights 1940-70
- Political and Social change 1950-2000
- Cold War rivalry
- The search for world peace since 1970

USA 1929-2000

Questions:
Q1) Describe

QUESTION 1

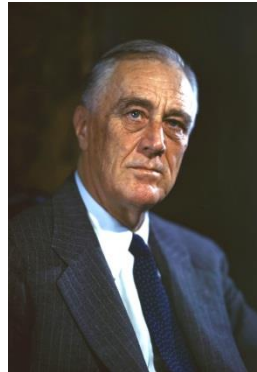Describe President Kennedy`s domestic policies. [5]

USA 1929-2000

Questions:

Q2) Explain how an event led to change

QUESTION 2

How far did President Roosevelt's policies change the economic situation in the USA between 1933 and 1939? [6]

USA 1929-2000

Questions:
Q3) Ranking of factors depending on significance

QUESTION 3

The lives of many young Americans in the 1950s and 1960s were influenced by developments such as:

- Films and the media
- New musical styles
- Literature

Arrange the developments in order of their significance in influencing the lives of young Americans. Explain your choices. [9]

USA 1929-2000

Questions:
Q4) Explain why change happens

QUESTION 4

Explain why relations between the USA and the USSR changed after 1973. [8]

USA 1929-2000

Questions:
Q5) Analysing the importance of events

QUESTION 5

How important was the Montgomery Bus Boycott in the struggle for Civil Rights in the USA between 1941 and 1970? [12]
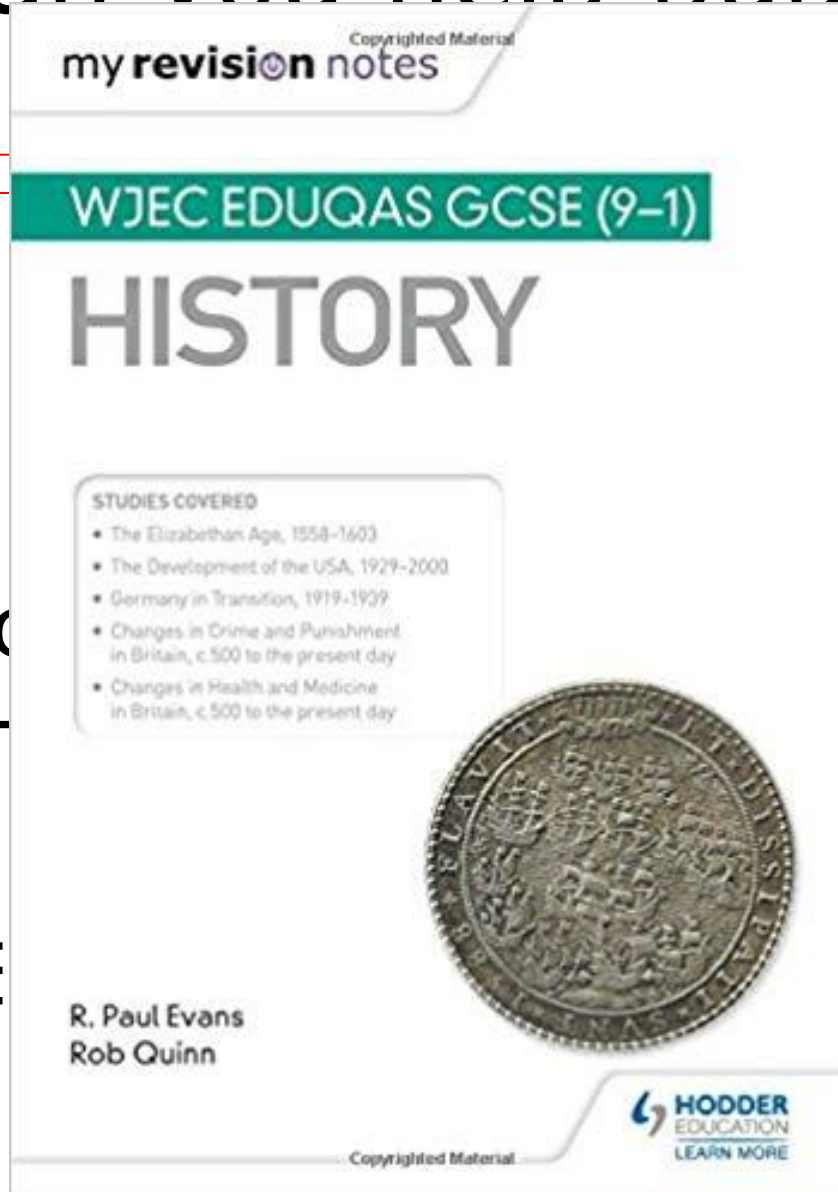
How can you help pupils in

- Make use ... urces

- Watch doc... ased on relevant H...

- Buy the E... on guide

How can you help pupils in History?

- Time pupils when they complete exam questions.

- Discuss how authors of newspapers, books, websites today have their own biases.

LIVERPOOL ECHO

Sport ▸ Football ▸ Blood Red podcast

The Man City problem Pep Guardiola won't solve and Liverpool will never have

Spanish GCSE

Foreign Language study creates more positive attitudes and less prejudice towards people who are different and leads to an appreciation of cultural diversity

Spanish GCSE 2019-2020

The exam board for the Spanish GCSE is Edexcel.

There will be four exams at the end of Year 11 divided in two different tiers: **Higher and Foundation.**

Each of the exams makes up 25 % of the final GCSE grade:
1. Paper 1. **Speaking in Spanish. .**
2. Paper 2. **Listening and understanding in Spanish.**
3. Paper 3. **Reading and understanding in Spanish.**
4. Paper 4. **Writing in Spanish.**

Paper 1:
Speaking in Spanish

Taken at school between April and May 2020

25% of the GCSE
70 marks available

Task 1 – role play based on one topic

Task 2 – questions based on a picture on one topic

Task 3 – conversation based on two themes; one theme selected by the pupil and one selected by the examiner

Foundation
7-9 mins with 12 minutes preparation time

Higher
10-12 minutes with 12 minutes preparation time

Paper 2:
Listening and understanding in Spanish

1SP01F/H

Taken in exam period in Year 11

25% of the GCSE
50 marks available

Foundation
- 35 mins plus 5 mins reading time
- Section A = English
- Section B = Spanish

Higher
- 45 mins plus 5 mins reading time
- Section A = Spanish
- Section B = English

Paper 3:
Reading and Understanding in Spanish

1SP03F/H

Taken in exam period in Year 11

25% of the GCSE
Texts will be in Spanish

Section A – is answered in English with questions in English
Section B – is answered in Spanish with questions in Spanish
Section C – translation from Spanish into English with instructions in English

Foundation
45 minutes

Higher
1 hour

Paper 4:
Writing in Spanish

1SP04F/H

Taken in exam period in Year 11

25% of your GCSE
60 marks available

Assessed on ability to write for different purposes and audiences
Will need to express a variety of different ideas and opinions
Instructions are in Spanish
Word Counts provided for each question

Foundation
1 hour and 10 minutes
Three open responses
1 translation into Spanish

Higher
1 hour and 20 minutes
Two open responses
1 translation into Spanish

Topics

Topic 1: Identity and culture

-**Who am I?** relationships, friends and family, interests, role models

-**Daily life:** food, shopping, social media and technology

-**Cultural life:** celebrations and festivals, music, sport reading, TV

Topic 2: Local area, holiday and travel

-**Holidays:** preferences and experiences

-**Travel and being a tourist:** directions, accommodation, asking for help

-**Town, region and country:** weather, places to see, things to do

Topic 3: School

-**What school is like:** school types, school day, school subjects, rules and pressure, success.

-**School activities:** events, trips and exchanges

Topic 4: Future aspirations, study and work

-**Languages outside the classroom**

-**Ambitions:** further study, volunteering, training

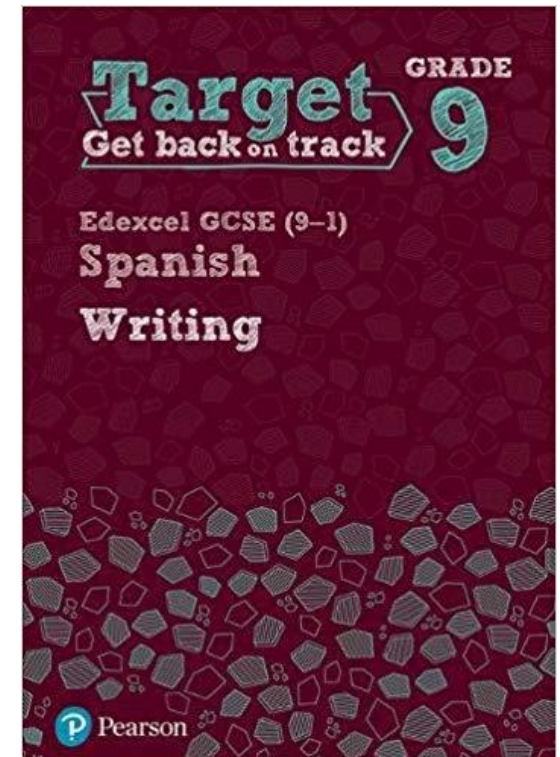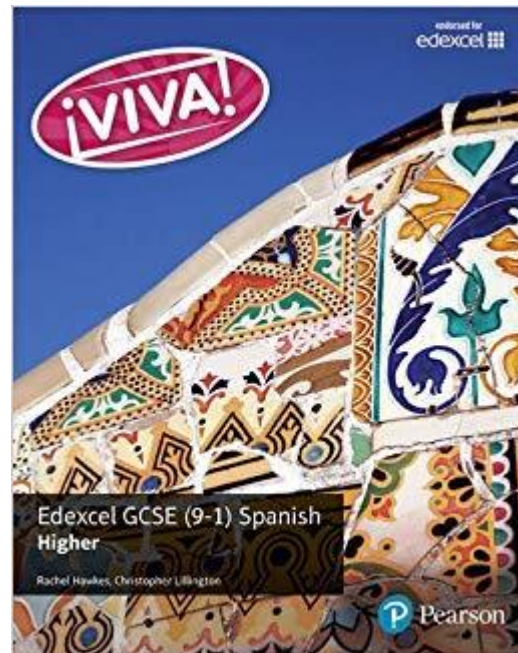-**Work:** jobs, careers, professions,

Topic 5: International and global dimension

-**Bringing the world together:** sporting events, music events, campaigns and good causes

-**Environment:** being 'green', access to natural resources

What can your child do to prepare for the exam?

Use the resources already mentioned in the Spanish exam outline.

Speaking and Writing interventions:

-Pupils will benefit from a one to one intervention that will take place on specific Saturdays.

-There will be a homework club on Mondays from October.

Community languages project

Native speakers only

Does your child speak another language at home apart from English?

The **Community Languages Project at Platanos College** it is a non-profit project and is aimed at those children who want to obtain a qualification in their native language.

What languages do we offer in the Community Language project?

Platanos College offers qualification in all languages offered by the UK government:
Arabic, Modern Greek, French, Italian, German, Chinese Mandarin, Punjabi, Polish, Portuguese, Turkish and Urdu.

Is my child eligible?

To join the Community Languages project pupils need to be able to speak, write, read and listen in this language. The specifications of all the languages are different however pupils need to be able to interact in the four skills mentioned previously.

For more information you can speak to me at the end of the presentation.