

# New Horizons: The Year 11 Curriculum

<p><b>English Lang.</b></p> 	<p><b>EXAM BOARD: AQA</b>                  Paper Two: 'Writers' Viewpoints and Perspectives.                  Q1: Read 8 statements and shade in the four that are true.                  Q2: Compare, using like for like, whilst also making inferences.                  Q3: Read a piece of text and explore the writer's language choices.                  Q4. Compare how two writers present their viewpoints on their topics, referring to linguistic and structural choices.                  Q5. Produce a piece of non-fiction writing in response to a statement. This will often be a letter, speech or article.</p>	<p><b>English Lit.</b></p> 	<p><b>EXAM BOARD: AQA</b>                  'An Inspector Calls' by J.B. Priestley.                  Revisit 1900s England and explore how far society has changed since Charles Dickens' 'A Christmas Carol.' You will build on your understanding of class structure, socialism and capitalism.                   'Macbeth' by William Shakespeare.                  Transfer your knowledge from studying 'The Tempest' and 'Romeo and Juliet' to one of Shakespeare's darkest, tragedy plays. Discover how kings were chosen in Scotland and what happens when the ambition to be king becomes a corrupting force.</p>	<p><b>Maths</b></p> 	<p><b>EXAM BOARD: EDEXCEL</b>                   Both tiers Foundation and Higher will 'work towards the exam'. The SOW will be completed (if it has not been completed in year 10). Students will work on 'gaps' from their year 10 mock. The sections of work where there are gaps will be re-visited. Students will work on consolidating their previous knowledge and on become very familiar and confident with their forthcoming GCSE Maths exam</p>
<p><b>Science</b></p> 	<p><b>EXAM BOARD: AQA</b>                  In Year 11 students continue their combined or separate science course and we finalise if they will sit the higher or foundation exam paper.                   Biology: Genetics, Variation and Evolution, Ecology in action                   Chemistry: Chemical analysis, Chemistry of the Atmosphere, Using Chemistry                   Physics: Waves, Electromagnetism, Space (separate science only)</p>	<p><b>Animal Care</b></p> 	<p><b>EXAM BOARD: EDEXCEL</b>                  All year 11 pupils will study a further two units                  Unit 3: Animal welfare; gain an understanding of the different roles of animals and animal-related organisations in society. Understand animal welfare and legislation and the responsibilities involved in caring for animals.                  Unit 5: Principles of animal behaviour; you will learn what indicates behaviour patterns in animals. Develop an understand the influence of enrichment on animal behaviour and monitor and record the behaviour of a range of animals.                  All of year 11 is based on internal assessments made up of coursework.</p>	<p><b>Art</b></p> 	<p><b>EXAM BOARD OCR</b>                   All year 11 pupils will have the opportunity to study 4 key areas through the chosen topic.  <ul style="list-style-type: none"> <li>• Development</li> <li>• Explore</li> <li>• Record</li> <li>• Present</li> </ul> <b>Autumn Term will focus on AO2 and AO4.</b></p>
<p><b>Business Studies</b></p> 	<p><b>EXAM BOARD: EDUQAS (GCSE Business)</b>                  Business Operations – looking into the efficient management of the key functions and resources within a business to maximise profit. Businesses will organise their operations in different ways, depending on their size and type of good and service.                  Human Resources – students will understand that this focuses on the people within the business looking at recruitment, training, motivation, organisation.                  Influences on a business – this develops the need to understand that all businesses operate in an external environment and there are a number of external influences that will impact business activity. The success and failure of a business will often depend on its willingness and ability to recognise and anticipate these external factors.</p>	<p><b>Computer Science</b></p> 	<p><b>EXAM BOARD: OCR</b>   <b>Unit 1</b> - Computer systems – this topic covers the internal components of a computer, memory and storage, networking, cyber security and the ethical, environmental, cultural and legal issues of technology.   <b>Unit 2</b> - Computational thinking, algorithms and programming. - this topic covers how algorithms can be built from problems and then programmed using a high level language (Python), we also look at specific search and sort algorithms.</p>	<p><b>Drama</b></p> 	<p><b>EXAM BOARD: AQA (GCSE Drama)</b>  <b>Term 1:</b> Students will study <b>Component 1 - Understanding Drama</b> (Section C). Section C- Live Theatre. We will watch some live theatre and explore it ready for students to analyse it in their exam. Students will also Recap their knowledge of Section A and B.  <b>Term 2:</b> Students will have a visiting examiner in March and complete their <b>Component 3 - Texts in Practice</b> Performing exam. Students choose 2 extracts from a play that is not in component 1 and either act or design (lighting, sound, costume, puppetry, set) .  <b>Term 3:</b> Revision for <b>Component 1 - Understanding Drama</b> exam.</p>
<p><b>D.T</b></p> 	<p><b>EXAM BOARD: AQA</b>  <ul style="list-style-type: none"> <li>• Core technical principles: New and emerging technologies; Energy generation and storage; Developments in new materials; Systems approach to designing; Mechanical devices; Materials and their working properties.</li> <li>• Specialist technical principles: Selection of materials or components; Forces and stresses; Ecological and social footprint; Sources and origins; Using and working with materials; Stock forms, types and sizes; Scales of production; Specialist techniques and processes; Surface treatments and finishes.</li> <li>• Designing and making principles: Investigation, development, testing, production.</li> </ul> </p>	<p><b>French</b></p> 	<p><b>EXAM BOARD: AQA</b>                  In the second year of study we start by looking into a typical day at school and discussing what our plans are for the future, in terms of further study or employment. We then look at the world around us and explore social and global issues, such as poverty and environmental damage. After that we revise everything from day 1 of Year 10 and get you ready for your exams. Key skills are speaking, listening, reading, writing and translation.</p>	<p><b>Geography</b></p> 	<p><b>EXAM BOARD: AQA</b>  <b>Paper 1: The living world</b> - develop an understanding of the biological processes and features in different environments; tropical rainforest and hot deserts, and the need for management strategies.  <b>Paper 2: The Changing economic world</b> – develop an understanding of the variation in development globally and how economic activities contribute to development. How and why the UK economy has changed overtime. <b>The challenge of resource management</b> –examine the consumption of resources and consider how to sustainably use resources to meet the needs of a growing global population.  <b>Paper 3: Issue evaluation (12 weeks before exam)</b> - This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue. <b>Fieldwork</b> - Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Students' understanding of the enquiry process will be assessed in Paper 3 exam.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">German</p> 	<p><b>EXAM BOARD AQA</b></p> <p>In the second year of study we start by looking into a typical day at school and discussing what our plans are for the future, in terms of further study or employment. We then look at the world around us and explore social and global issues, such as poverty and environmental damage. After that we revise everything from day 1 of Year 10 and get you ready for your exams. Key skills are speaking, listening, reading, writing and translation.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Health &amp; Social</p>  <p><b>EXAM BOARD: OCR</b></p> <p>Unit R032: Principles of care in health care setting – this investigates further the rights of service users in health and social care settings. The benefits to service users' health and wellbeing when their rights are maintained. Person-centred values and how they are applied by service providers. Benefits of applying the person-centred values. Effects on service users' health and wellbeing if person-centred values are not applied. The importance of effective communication in health and social care settings</p> <ul style="list-style-type: none"> <li>R033: Supporting individuals through life events. We learn the various life stages and development factors. Various life events and the impact of these. We explore the sources of support available to people.</li> <li>R035: Health Promotions Campaign this unit looks at current public health issues and the impact on society. We also investigate the current health promotion campaigns and their benefits, in addition we also look at the factors influencing health and wellbeing.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>  <p><b>EXAM BOARD EDEXCEL</b></p> <ul style="list-style-type: none"> <li><b>Paper 1. <u>Medicine Through Time 1250 – Present day:</u></b> We study the core themes linked to the understanding of the cause of illness, treatment available and prevention within specific time periods. The key focus is on change and continuity..</li> <li><b><u>Medicine on the Western Front:</u></b> A focus on the medical advances and provision during the First World War years.</li> <li><b>Paper 2. <u>Elizabethan England 1558 – 1588:</u></b> The challenges and developments during the Elizabethan period.</li> <li><b>Paper 3. <u>Weimar Germany, 1918 – 1922:</u></b> A study of the origins and problems of the Weimar republic</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hospitality &amp; Catering</p> 	<p><b>EXAM BOARD EDUQAS</b></p> <p>The Hospitality Sector; nutrition and food safety; food preparation and cooking skills.</p> <ul style="list-style-type: none"> <li>All students will develop transferrable skills of problem solving, organisation, and time management, planning and communication.</li> <li>Learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.</li> </ul> <p>identify, investigate and analyses information which clearly reflects the needs, wants and values of potential users.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Media Studies</p>  <p><b>EXAM BOARD EDUQAS</b></p> <p>In Year 11, we will develop our understanding of the four key concepts (Media Language, Representation, Audiences and Industries) in relation to the newspaper Industry as well as the <b>Component 2</b> exam – where we will be analysing TV programmes, music videos and websites.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">R.S and Core R.E.</p>  <p><b>EXAM BOARD EDUQAS</b></p> <p>Building on RS in Year 10, we explore good and evil before revising for the final exams. The exams will be:</p> <ul style="list-style-type: none"> <li><b>Component 1:</b> Religious, Philosophical and Ethical Studies in the Modern World</li> <li><b>Component 2:</b> Christianity</li> <li><b>Component 3:</b> Buddhism</li> </ul> <p>Everyone will explore the question of what makes the "right" life in Core RE. We'll apply our moral codes to key issues such as fake news, propaganda and Islamophobia, as well as considering how we know things and whether God exists.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p> 	<p><b>EXAM BOARD: OCR (GCSE Music)</b></p> <p><b>Term 1:</b> Students prepare for their mock exam in November by revising the elements of music and their Areas of Study- as. <b>Conventions of Pop, Rhythms of the World, Film &amp; Game music.</b> and <b>The Concerto through time. Students will start their second composition-</b> composing to a set brief by the exam board.</p> <p><b>Term 2:</b> Students will finalise all their coursework- 2 compositions and 2 performances (once ensemble and one solo). The deadline for submission is the beginning of March.</p> <p><b>Term 3:</b> Revision for the exam- going over all Areas of Study and the Musical elements.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">P.D.</p>  <p>Living in the wider world-Post 16 Options-what is available to them covering the 3 routes of Vocational, Academic and Apprenticeship, with providers coming into lessons. Preparation for applications including CV's letters of applications, application forms and Interview technique, mock Interviews and Careers guidance appointments for all students. In additional financial education focusing on risk and looking specifically at gambling as well as Independent living.</p> <p>Health and Well-being-Managing stress focusing specifically on exam stress, personal safety and first Aid as well as positivity and happiness.</p> <p>Relationships-CSE recap, sexual misconduct and how to seek support and different stages of relationships focusing on break ups and the impact.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sports Studies</p>  <p><b>EXAM BOARD: OCR CAMBRIDGE NATIONAL</b></p> <p>Year 11 students complete the outdoor and adventurous activities (OAA) unit and a developing sport skills unit. Both units they have a range of written and practical assignments. The assignments include as:</p> <ul style="list-style-type: none"> <li>- <b>Written reports on the types and benefits of OAA</b></li> <li>- <b>How to plan for OAA.</b></li> <li>- <b>Written report on practices to improve performance</b></li> <li>- <b>performance in a team, individual and OAA</b></li> <li>- <b>Performance as on official</b></li> </ul>