

Year 11 Curriculum Booklet



St Aloysius' College
2020/2021

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Introduction



Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

Ms S Kisten
Assistant Headteacher – Curriculum & Outcomes



Dear Parent/Carer,

Welcome to Year 11. This year is pivotal in securing the very best outcomes for your son. In nine short months your son will be sitting exams and assessment that will form the foundation on which he will build his future. I look forward to working together this year to ensure your son maximises his potential, and celebrating with you all on GCSE Results Day in August.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 11. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 11 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours sincerely,

Ms A. Garrib

Head of Year 11



	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of work: Present Ideas 2. Presentation Techniques: Portfolios Displays 3 & 4. Sketchbooks displays and Design Development 5. Design Development: Presentation of personal ideas 6. Test/AfL: Peer and self-assessment 7. Enrichment 	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of work: Final Outcome 2. Final Outcome: tutorials 3. Research on appropriate artists/designers 4. Experimentation on appropriate techniques 5. Painting – coursework 6. Painting – coursework. 7. Christmas Exams – AP1
	Spring 1	Spring 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Portfolio of Work: Final outcome 2. and 3 – Portfolio Display 4. Final designs for artwork. 5. Controlled Assessment expectations and themes: group discussions and individual tutorials 6. Discussion of External Assignment 	<p>Week:</p> <ol style="list-style-type: none"> 1. External Assignment: Contextual Studies 2 & 3 – Research on appropriate Artists/Designers 4. Experimentation 5. Select appropriate resources, media, materials, techniques and processes 6. Exam preparation
	Summer 1	Summer 2
Focus/Context for Learning	<p>Week:</p> <ol style="list-style-type: none"> 1. Exam prep: Record 2. Final idead - Proposals 3. Final Ideas – Research 4. Development – Record ideas and development 5. Final piece preparation. 6. Final Exam. 	<p>Week:</p> <ol style="list-style-type: none"> 1. Mounting of work - presentation 2. Internal Moderation 3. External Moderation 4. Enrichment



Head of Department: Mr M. Caceres

Year 11

You will investigate business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Focus Theme 1</u></p> <p>1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice</p> <p>Exam Practice & Revision Theme 1 & Theme 2</p>	<p><u>Focus Theme 1</u></p> <p>Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business</p> <p>Exam Practice & Revision Theme 1 & Theme 2</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Focus Theme 2</u></p> <p>2.1 Growing the business 2.2 Making marketing decisions</p> <p>Exam Practice & Revision Theme 1 & Theme 2</p>	<p><u>Focus Theme 2</u></p> <p>2.3 Making product decisions 2.4 Making financial decisions 2.5 Making people decisions</p> <p>Exam Practice & Revision Theme 1 & Theme 2</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Exam Practice & Revision Theme 1 & Theme 2</p>	<p>Exam Practice & Revision Theme 1 & Theme 2</p>



	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Introduction to SQL B. Python Programming C. Programming Project D. Programming techniques and Producing robust programs E. Analysis, Design, Development, Testing, Evaluation, Conclusions 	<ul style="list-style-type: none"> A. Algorithms B. Iteration C. Boolean Logic D. Data Types and Structures E. Searching & Sorting Algorithms

	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Problem Solving B. Input and Output C. Binary and Hexadecimal D. Binary Representations E. Programming Languages 	<ul style="list-style-type: none"> A. Ethical, Legal, Cultural and Environmental concerns B. Computer Systems Hardware C. Computer Systems Software D. Networks E. Systems Security

	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Data Representation B. Storage Units & Binary C. Binary arithmetic and Hexadecimal D. ASCII and Unicode E. Images, Sound and Compression 	<ul style="list-style-type: none"> A. Exam Styled Programming Challenges B. Exam Styled Questions C. Tutorials D. Revision – Algorithms, Boolean Logic, Data Types & Structures

Head of Department:

Year 11

BTEC Level 2 Tech Award in Digital Information Technology is for learners who want to acquire technical knowledge and technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Characteristics of data and information B. Representing information C. Ensuring data is suitable for processing D. Data collection E. Quality of information and its impact on decision making F. Sectors that use data modelling G. Threats to individuals 	<ul style="list-style-type: none"> A. Data processing methods B. Produce a dashboard C. Drawing conclusions based on the data D. How presentation affects understanding

	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> A. Modern technologies B. Impact of modern technologies C. Threats to data D. Prevention and management of threats to data E. Policy 	<p>The wider implications of digital systems</p> <ul style="list-style-type: none"> A. Responsible use B. Ethical, Legal, Cultural and Environmental concerns C. Computer Systems Hardware

	Summer 1	Summer 2
Focus/Context for Learning	<p>Planning and communication in digital systems</p> <ul style="list-style-type: none"> A. Forms of notation <ul style="list-style-type: none"> data flow diagrams flowcharts system diagrams tables written information. 	<ul style="list-style-type: none"> A. Developing a user interface B. Refining the user interface C. Review



Head of Department: Mr E. Frazer

Year 11

In year 11, students will continue and complete their NEA coursework which will be assessed on their ability to investigate, design, make, analyse and evaluate their contextual challenge.

However, due to the Covid-19 pandemic, the following changes has been made by the exam board for this academic year 2020/21:

All sections of the non-exam assessment (NEA) up to and including 'Developing design ideas' will remain the same for 2021.

Realising design ideas: This section has been reduced from 20 to 10 marks and students will not be assessed on the skill of making but on their understanding of the processes involved in making. Students are not required to make a final prototype. The final testing and evaluation section has also been reduced from 20 to 15 marks. The NEA will still count as 50% of the overall GCSE qualification and there are no planned changes to the written exam which count for the other 50%.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Assessment Objective (AO1): The NEA 'Iterative design and make challenge on the iterative processes of explore, create and evaluate.</p> <ul style="list-style-type: none"> Explore the Contextual Challenges Outline a Design Problem Identify the needs of the End User Investigate Existing Products Research planning Design Brief and Specification Design strategies/Initial Ideas Review and evaluate Initial Ideas <p>Assessment: regular test and exam practice questions.</p>	<p>Design and make prototypes:</p> <ul style="list-style-type: none"> Developing and Refining Design Ideas Modelling ideas – CAD/CAM Final Design Idea Working drawings Manufacturing specification Production of Prototype <p>Mock exam 2 Preparation/revision</p>

	Spring 1	Spring 2
Focus/Context for Learning	<p>Assessment Objective (AO3):</p> <ul style="list-style-type: none"> Working drawings Manufacturing specification and costing DT mathematical skills Manufacturing Modifications for mass production Testing and evaluation of final prototype. 	<p>Final Exam Revision & Preparation:</p> <ul style="list-style-type: none"> Core technical principles Specialist technical principles Designing & making principles Exam practice - Past exam papers and mark schemes. Study & Exam techniques

	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> Revision and exam practice - past exam papers and mark schemes Final written exam (2hr written paper) 	



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 & Language Paper 1 :</u> Shakespeare and the 19th Century Novel Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> Literature Paper 1 Language Paper 1 	<p><u>Revision of Literature Paper 2 & Language Paper 2:</u> Modern Prose and Drama and Unseen Poetry Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> Literature Paper 2 Language Paper 2

	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 and Language Paper 1:</u></p> <p>EXAMINED:</p> <ol style="list-style-type: none"> Literature Paper 1 Language Paper 1 	<p><u>Revision of Literature Paper 2 and Language Paper 2:</u></p> <p>EXAMINED:</p> <ol style="list-style-type: none"> Literature Paper 2 Language Paper 2

	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS



“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.”

- Barack Obama

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Revisiting The Living World unit</p> <p>Preparation for Mock Exams</p>	<p>Physical Landscapes UK : Rivers</p> <ul style="list-style-type: none"> • Fluvial processes • Landforms of erosion and deposition • Hydrographs • Rivers management • Case Study – River Tees

	Spring 1	Spring 2
Focus/Context for Learning	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> • The changing demand and provision of resources in the UK create opportunities and challenges. • Food, Water and Energy in the UK 	<p>The Challenge of Resource Management</p> <ul style="list-style-type: none"> • Food as a resource globally • Food security and insecurity • Global demand and consumption • Food sustainability

	Summer 1	Summer 2
Focus/Context for Learning	<p>Paper 3 and Revision</p> <ul style="list-style-type: none"> • Pre-release – March/April • Geographical skills and unseen fieldwork • Revision 	<p>GCSE Exams</p>



	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Evaluation of progress. Review of Yr. 10 work. 2. Personal Project Development – Brainstorming. 3. Conceptual development in relation to own ideas. 4. Personal design project - 1. 5. Personal design project - 2. 6. Development of design project – Photoshop. 7. Refinement of design -Photoshop 	<ol style="list-style-type: none"> 1. Modification of designs – contextual relationships. 2. Design experimentation. 3. Typography development 1. 4. Typography development 2. 5. Development of work – Photoshop. 6. Development of work – Illustrator. 7. Ap1. Mock Exam.
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Portfolio – organisation. 2. Coursework portfolio – work completion. 3. Coursework portfolio – work completion. 4. Work evaluation for selection. 5. Final piece preparation. 6. Final piece preparation two. 7. Final piece completion. 	<ol style="list-style-type: none"> 1. External assignment – exam paper discussion. 2. Exam preparation – contextual research. 3. Exam preparation – contextual research, designers. 4. Exam preparation – development of ideas. 5. Practical prep work – photo shop. 6. Practical prep work – photo shop.
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Exam prep dash experimentation. 2. Exam prep – contextual work on designers. 3. Exam prep – development of designs. 4. Exam prep – development of designs. 5. Exam prep – multimedia experimentation. 6. Final idea selection /development. 	<ol style="list-style-type: none"> 1. Final GCSE Practical Exam. 2. Mounting of work for presentation. 3. Internal Moderation. 4. External Moderation.



	Autumn 1	Autumn 2
Focus/Context for Learning	Revisiting and revising for AP exam : 1) Power and the People c1170 – present day 2) America 1920-1970 Opportunity and Inequality	Conflict and Tension in Asia 1950-1975
	Spring 1	Spring 2
Focus/Context for Learning	Conflict and Tension in Asia 1950-1975	Revision and exam practice
	Summer 1	Summer 2
Focus/Context for Learning	Revision and exam practice	Examinations and exam practice



Head of Department: Ms A. Toprak

Year 10

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
Focus/Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.	Number Angles Data Transformations Calculations Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework. AP1

	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Proportion and percentages Transformations Graphs and sequences Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.

	Summer 1	Summer 2
Focus/Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Calculations Constructions Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check. AP2



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Component 1B – Radio (Industries and Audience)</u> Analysing the set product <i>The Archers</i> radio show, focusing on Audience and Industries</p> <p><u>Component 1B – Videogame</u> Analysing the set product <i>Fortnite</i>, in terms of Industries and Audience</p>	<p><u>Controlled Assessment Completion</u> First draft deadline early in the half term</p> <p><u>Component 2B – Music Promotion</u> Studying the set products – Taylor Swift <i>Bad Blood</i> music video and Pharrell Williams <i>Freedom</i> music video – in terms of all key concepts</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Component 2B – Music Promotion</u> Continuing study of set products including historical product: TLC <i>Waterfalls</i></p> <p><u>Component 1B – Newspapers</u> Exploring the set product, <i>The Sun</i> newspaper, in terms of industries and audience</p>	<p><u>Component 1B Film Marketing</u> Analysing the set product <i>Spectre</i> in terms of industry – marketing, ownership and regulation</p> <p><u>Component 1 and 2 Revision and Exam Practice</u> Recap of all set products and exam practice</p>
	Summer 1	Summer 2
Focus/Context for Learning	<u>Revision and Exam Practice</u>	<u>Public Exams</u>



Focus/Context for Learning	<p style="text-align: center;">Autumn 1</p> <p><u>Module 7: Bon travail! – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> • Discussing jobs and work experience • Discussing career choices • Saying ‘ better/worst and ‘the best/worst thing’ • Talking about plans, hopes and wishes • Understanding the subjunctive 	<p style="text-align: center;">Autumn 2</p> <p><u>Module 7: Bon travail! – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> • Discussing the importance of languages • Using adverbs • Applying for jobs • Using direct object pronouns in the perfect • Understanding case studies • Using verbs followed by <i>à</i> or <i>de</i>
	Focus/Context for Learning	<p style="text-align: center;">Spring 1</p> <p><u>Module 8: Un oeil sur le mode – International and global dimension</u></p> <ul style="list-style-type: none"> • Talking about what makes you tick • Discussing problems facing the world • Making connections between word types • Talking about protecting the environment • Using modal verbs <i>pouvoir</i> and <i>devoir</i> in the conditional
Focus/Context for Learning		<p style="text-align: center;">Summer 1</p> <p>Revisions and preparation for the final exams</p>



Focus/Context for Learning	<p style="text-align: center;">Autumn 1</p> <p><u>Módulo 5: Ciudades – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about places in town Asking and understanding directions Talking about shops Buying souvenirs Describe the features of a region Using <i>se puede</i> and <i>se pueden</i> Planning what to do Using the future tense Understanding the geography of Spain Shopping for clothes and presents 	<p style="text-align: center;">Autumn 2</p> <p><u>Módulo 5: Ciudades – Local area, holiday and travel</u></p> <ul style="list-style-type: none"> Talking about problems in a town Using the conditional Describing a visit in the past <p><u>Módulo 2: Mi vida en el insti – School</u></p> <ul style="list-style-type: none"> Giving opinions about school subjects Describing school facilities Describing the school uniform and the school day Talking about subjects and teachers
	Focus/Context for Learning	<p style="text-align: center;">Spring 1</p> <p><u>Módulo 2: Mi vida en el insti – School</u></p> <ul style="list-style-type: none"> Using comparatives and superlatives Describing your school Using the negative form Comparing now and then Talking about school rules Talking about a school exchange Using the near future tense Talking about activities and achievements
Focus/Context for Learning		<p style="text-align: center;">Summer 1</p> <p><u>Módulo 7: A currar – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> Writing a formal letter Discussing gap years Discussing plans for the future <p><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></p> <ul style="list-style-type: none"> Describing types of houses Talking about the environment



Head of Department: Mr T. Graham

Year 11

Students will prepare & record their 'Solo Performance' (30%)

Students will prepare & complete their 'Free Composition' (30%)

Students will complete their knowledge of all 8 set works & sit a 1hr 45min exam in the Summer term 2021 (40%)

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>SW2: Sonata No8 – Level 2 detailed analysis</p> <p>SW3: Music for a While – Level 2 detailed analysis</p> <p>Solo Instrument Study:</p> <p>Performance mock exam & feedback</p> <p>Planning the 'Free Composition' & submission of 1st ideas</p>	<p>SW5 Defying Gravity – Level 2 detailed analysis</p> <p>SW8 Samba em Preludio – Level 2 detailed analysis</p> <p>Solo Instrument Study: Final recording / submission</p> <p>'Free Composition' 2nd submission – developing ideas & written intentions for the finished work</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>All SW's 1-8 revision & past paper & practice questions</p> <p>Music dictation, unfamiliar listening & extended writing</p> <p>Solo Instrument Study: Follow up to the 'Winter Concert' submissions</p> <p>'Free Composition' final recording mock exam & feedback</p>	<p>All SW's 1-8 revision & key points, past paper & practice questions</p> <p>Solo Instrument Study: Contingencies / emergency intervention</p> <p>'Free Composition' Contingencies / emergency intervention</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>All SW's 1-8</p> <p>Full mock exams</p> <p>Rhinegold listening tests</p> <p>Analysis of past paper performances & green pen activities</p> <p>Final Appraising Exam</p>	



In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

	Autumn 1	Autumn 2
Focus/Context for Learning	1.1a The structure and function of the skeletal system 1.1b The structure and function of the muscular system 1.1c Movement analysis 1.1d The cardiovascular and respiratory systems 1.1e The effects of exercise and the body systems	1.2a Components of fitness 1.2b Applying the principles of training 1.2c Preventing injury in physical activity and training
	Spring 1	Spring 2
Focus/Context for Learning	2.1a Engagement patterns of different social groups in physical activities and sports 2.1b Commercialisations of physical activity and sport 2.1c Ethical and socio-cultural issues in physical activity and sport	2.2 Sport psychology 2.3 Health fitness and well-being
	Summer 1	Summer 2
Focus/Context for Learning	Exam preparation and extended question practice.	



Head of Department: Mr S. Henderson

Year 11

Physical education is compulsory for all Year 11 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

Focus/Context for Learning	Autumn 1	Autumn 2
	<p>Basketball/Handball: More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.</p>	<p>Badminton: Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity.</p> <p>Table Tennis: More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.</p>
Focus/Context for Learning	Spring 1	Spring 2
	<p>Health Related Fitness: Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.</p>	<p>Rugby: The full sided game of 15 a side rugby forms a large part of this unit. 8 player scrums are taught complemented by a full back line. Position specific duties are taught in greater depth.</p>
Focus/Context for Learning	Summer 1	Summer 2
	<p>Athletics: Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.</p>	<p>Cricket: Pupils are allowed to play the game in the traditional form with overs etc. where time allows. They are able to learn how to umpire at the bowlers end and behind the stumps. More groups will have access to the hard ball game.</p>



"The happiness of your life depends upon the quality of your thoughts."

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>Remote Learning</u> <u>Retrieval/</u> <u>Assessment</u></p> <p><u>Topic 11 –</u> <u>Research Methods</u></p> <p>11.1 Designing Psychological Research</p> <p>11.2 Data analysis</p> <p>11.3 Issues and debates</p>	<p><u>9.1 Sleep and Dreaming</u></p> <p>9.1.1 Understand the functions, features and benefits of sleep, including:</p> <ol style="list-style-type: none"> the four sleep stages REM the sleep cycle <p>9.1.2 Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation:</p> <p>Bodily rhythms, to include</p> <ol style="list-style-type: none"> circadian rhythms ultradian rhythms <p>hormones, to include</p> <ol style="list-style-type: none"> pineal gland melatonin <p>zeitgebers, to include</p> <ol style="list-style-type: none"> light <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>9.2.2 Siffre (1975) Six months alone in a cave</p> <p>9.1.3 Understand symptoms and explanations of sleep disorders, including:</p> <ol style="list-style-type: none"> insomnia narcolepsy <p>9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory:</p> <ol style="list-style-type: none"> manifest content latent content dreamwork <p>9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy</p> <p>9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory:</p> <ol style="list-style-type: none"> manifest content latent content dreamwork <p>9.1.5 Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory:</p> <ol style="list-style-type: none"> random activation sensory blockade movement inhibition <p>Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of:</p> <p>9.2.1 Freud (1909) Little Hans, analysis of a phobia in a five-year- old boy</p>
	Spring 1	Spring 2
Focus/ Context for Learning	Exam prep for external exams.	Exam prep for external exams.
	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS

Religious Education



Head of Department: Ms L. Carter

Year 11

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Arguments for the existence of God</u> Students will examine the importance of revelation, in particular the revelation of Jesus. Students will examine and evaluate how visions, miracles and religious experience can be proof that God exists. Students will examine and evaluate how the Design and Cosmological argument proves that God exists. Students will understand the problem of evil and how Catholics respond to the problem of evil in their lives today.</p>	<p><u>Catholic: Forms of expression and ways of life</u> This unit examines the different ways in which Catholics express their belief through different mediums, and how each different medium can enrich worship and inspire a deeper understanding of belief. Students will look particularly at the use of art, statues, sacred objects, symbols and the internal and external design of a church building.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Ethics: Marriage, relationships and Family life</u> This unit examines the Catholic beliefs around marriage and relationship in the 21st Century and how it contrasts with humanist and non-religious views. Students will examine Christian and non-Christian teaching around: marriage, sexual relationships, families, contraception, divorce and remarriage, equality of men and women, gender prejudice and discrimination.</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past three years, they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>	<p>GCSE Public Exams</p>



Head of Department: Ms H. Clarke

Year 11

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Separate Science</u> 1C. Quantitative chemistry & Chemical changes (Part 2) (Recovery) 2B. Inheritance and Evolution</p> <p><u>Combined Science</u> Quantitative Chemistry (Recovery) 1B. Inheritance</p>	<p><u>Separate Science</u> 3P. Static electricity & Particle model of matter 4C. The rate and extent of chemical changes & Using resources 5B. Organs</p> <p><u>Combined Science</u> 2P. Electricity and the particle model (revision) 3C. The rate and extent of chemical changes 4B. Evolution</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Separate Science</u> 6P. Waves 7C. Chemical analysis 8B. Ecological relationships (Recovery)</p> <p><u>Combined Science</u> 5P. Waves 6C. Organic chemistry 7B. Interdependence</p>	<p><u>Separate Science</u> 9P. Space 10C. Organic chemistry</p> <p><u>Combined Science</u> 8P. Electricity & Electromagnetism (Revision) 9C. Chemical analysis</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Separate Science</u> 11B. Biodiversity and Human interaction</p> <p><u>Combined Science</u> 10B. Biodiversity Revision and Practical skills</p>	<p><u>Separate Science</u> Revision and Practical skills</p> <p><u>Combined Science</u> Revision and Practical skills</p>



	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>3.6 Social stratification</u></p> <p>3.6.1 Functionalist theory of stratification Different views of the functionalist theory of social stratification. The work of Davis and Moore on social stratification from a functionalist perspective.</p> <p>3.6.2 Socio-economic class Different views of socio-economic class. The work of Marx and Weber on socio-economic class.</p> <p>3.6.3 Life chances Different views on factors affecting life chances. The work of Devine revisiting the idea of the affluent worker.</p>	<p><u>3.6 Social Stratification</u></p> <p>3.6.4 Poverty as a social issue Different interpretations of poverty as a social issue. The work of Townsend on relative deprivation and Murray on the underclass.</p> <p>3.6.5 Power and authority Different forms of power and authority. The work of Weber on power and authority.</p> <p>3.6.6 Power relationships Describe and explain different views on factors affecting power relationships. The work of Walby on patriarchy.</p>

	Spring 1	Spring 2
Focus/ Context for Learning	Exam prep for external exams.	Exam prep for external exams.

	Summer 1	Summer 2
Focus/ Context for Learning	Exam prep for external exams.	EXTERNAL EXAMS



In Sport BTEC....

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Unit 3 - A1 - Personal information to aid training programme design.</p> <p>Unit 3 - A2 - Programme design</p>	<p>Unit 3 - B1, B2 - Musculoskeletal system and cardiorespiratory system</p> <p>Unit 3 - C1, C2, C3 - To safely implement a personal fitness training programme and complete a training diary for each session.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Unit 3 - D1 - Review programme</p> <p>Unit 3 - Completion of coursework</p>	<p>Unit 1 - Learning Aim A, B and C revision</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Unit 1 – Exams</p>	



We strive for each and every pupil at St Aloysius to achieve their greatest potential. For that reason there are multiple assessments and revision opportunities in place to ensure that pupils know their projected grades at intervals throughout the year and are supported in improving upon them. Intervention, revisions classes and study zone sessions are pivotal in securing progress.

Year 11 Assessment Schedule

Exact dates for Mock Exams will be confirmed nearer the time. Year 11 pupils will undertake three Mock Exams:

Mock 2 – 28th October 2019

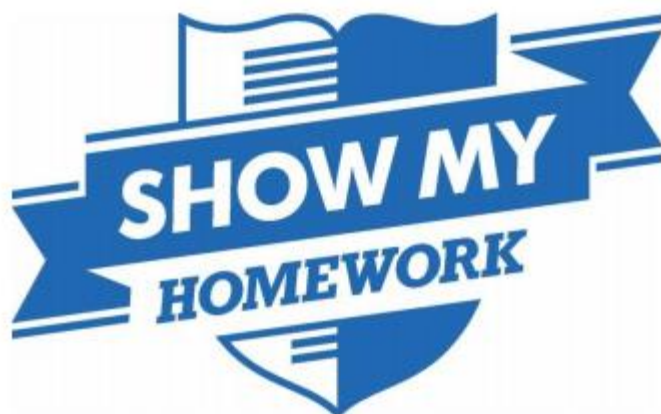
Mock 3 – 27th January 2020

Pupils that underachieved in Mock 1 or Mock 2 will have to attend a meeting with their parents and a senior member of staff to discuss lack of suitable progress. The pupils will be asked to resit another assessment.

Intervention

1. English, Maths & Science intervention for identified groups in form period.
2. Afterschool revision will begin for all core subjects after October half term.
3. There will be revision classes timetable during February half term, Easter holidays and May half term. **It is important that students attend these sessions, so we ask that parents avoid booking holidays during these critical weeks.**
4. Study zone is available after school every day. It provides a quiet, supervised study area for pupils to revise in. This is available till 5:30 pm.

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary



The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

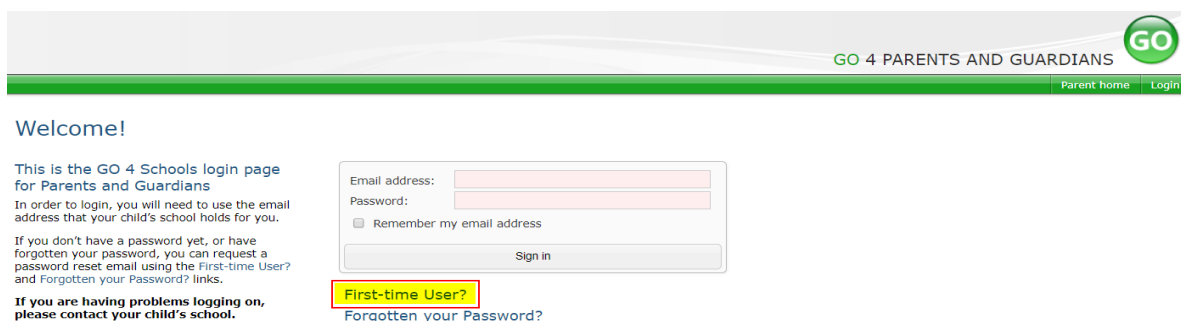
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

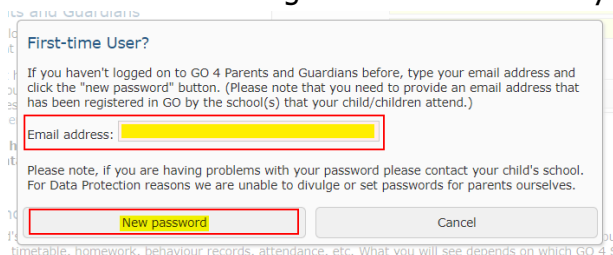
Remember my email address

Sign in

First-time User?

Forgotten your Password?

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



First-time User?

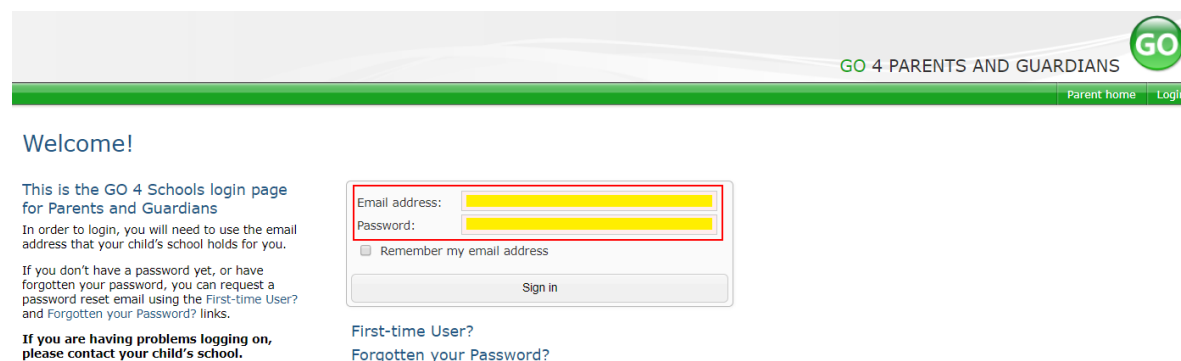
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

New password Cancel

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

Remember my email address

Sign in

First-time User?

Forgotten your Password?

Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS **GO**

Logged in as: Mrs M Adams Parent home **My Inbox** My settings Logout

Mrs M Adams

Click on your child's name below to view their current progress.

- Chloe ADAMS Timetable
- George ADAMS Timetable
- Sophie ADAMS Timetable**

Click 'Timetable' to view the child's timetable.

Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

Parent home view

When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS **GO**

Logged in as: Mrs M Adams Parent home My Inbox My settings Logout

ADAMS, Sophie - Year 11 (Current)

There are unread progress reports for this student: 22 Oct 2018, 07 Nov 2018

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

Today's timetable, ongoing and recent homework tasks, academic Mentoring, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> ■ Attendance ■ Authorised absences ■ Unauthorised absences ■ Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	9B	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

St Aloysius' College



Hornsey Lane,
London, N6 5LY

0207 561 7800



@StAloysiusC