

Year 11 Curriculum Booklet



St Aloysius' College
2022/2023

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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 in the presentation.

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

Ms S Kisten
Assistant Headteacher – Curriculum & Outcomes



Head of Department: Mr L. Northey

Year 11

Edexcel	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. Artist studies 5. Artist studies 6. Development of Art skills 7. Refinement of designs 	<ol style="list-style-type: none"> 1. Personal Project – organisation. 2. Personal Project – work completion. 3. Personal project – work completion. 4. Work evaluation for selection. 5. Final piece preparation. 6. Final piece preparation two. 7. Final piece completion
	Spring 1	Spring 2
Focus/Context for Learning	<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 – Adobe Photoshop 6. Practical prep work – Adobe Photoshop 	<ol style="list-style-type: none"> 1. Practical prep work - experimentation 2. Practical prep work – contextual work on designers 3. Practical prep work – development of designs 4. Practical prep work – development of designs 5. Practical prep work – multimedia experimentation 6. Practical prep work – multimedia experimentation
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Exam prep - 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 5. Course ends

Business Studies



Head of Department: Mr E. Dixon

Year 11

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects businesses and all the people involved.

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<u>2.1 Growing the business</u> 2.1.1 Business growth 2.1.2 Changes in business aims and objectives 2.1.3 Business and globalisation 2.1.4 Ethics, the environment and business <u>2.2 Making marketing decisions</u> 2.2.1 Product	<u>2.2 Making marketing decisions</u> 2.2.2 Price 2.2.3 Promotion 2.2.4 Place 2.2.5 Using the marketing mix to make business decisions <u>2.3 Making product decisions</u> 2.3.1 Business operations 2.3.2 Working with suppliers
	Spring 1	Spring 2
Focus/Context for Learning	<u>2.3 Making product decisions</u> 2.3.3 Managing quality 2.3.4 The sales process <u>2.4 Making financial decisions</u> 2.4.1 Business calculations 2.4.2 Understanding business performance	<u>2.5 Making people decisions</u> 2.5.1 Organisational structures 2.5.2 Effective recruitment 2.5.3 Effective training and development
	Summer 1	Summer 2
Focus/Context for Learning	Exam Practice & Revision Theme 1 & Theme 2	

Computer Science



Lead Teacher: Mr N. Kakou

Year 11

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	<p>A. Revision 1</p> <ul style="list-style-type: none"> • Systems architecture • Memory & storage • Storage Units & Binary • Binary • Binary arithmetic • Hexadecimal • ASCII and Unicode • Images, Sound and Compression <p>B. Past Papers - Programming Project (Python)</p>	<p>A. Revision 2</p> <ul style="list-style-type: none"> • Wired and wireless networks • Network topologies • protocols and layers • System security • Systems software <p>B. Past Papers - Programming Project (Python)</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>A. Revision 3</p> <ul style="list-style-type: none"> • Ethical, legal, cultural and environmental concerns • Computational Thinking • Searching Algorithms • Sorting Algorithms <p>B. Past papers - Programming Project (Python)</p> <ul style="list-style-type: none"> • Producing robust programs 	<p>A. Revision 4</p> <ul style="list-style-type: none"> • Programming Concepts • Sequence and selection • Iteration • Arrays • Procedures and functions • Records and files • Introduction to SQL <p>B. Past papers - Programming Project (Python)</p> <ul style="list-style-type: none"> • Producing robust programs
	Summer 1	Summer 2
Focus/Context for Learning	<p>A. Revision 5</p> <ul style="list-style-type: none"> • Logic diagrams and truth tables • Defensive design • Errors and testing • Translators and facilities of languages <p>B. Past papers - Programming Project (Python)</p>	<p>A. Exam Styled Programming Challenges</p> <p>B. Exam Styled Questions</p>

Design & Technology



Head of Department: Mr J. Harvey

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. Students will have to explore their context, develop a design brief and submit a prototype and folder that provides evidence of the decisions and skills used in investigating, designing, making and evaluating their prototype. Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching; 'learning through doing' practical activities and skills building; maths skills, retrieval practices, questioning and reflective evaluations (self, peer and group assessment opportunities).

Students will revisit, revise and assess on all exam topics in preparation for their final written examination. **Retrieval methods and testing for revision will be taught and encouraged.**

Assessment: 1 Written Exam (2 Hours) - 50% of GCSE and Non-Exam Assessment – 50% of GCSE.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	Assessment Objective (AO1): The NEA 'iterative design and make challenge on the iterative processes of explore, create and evaluate. <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 Assessment: regular test and exam practice questions.	Design and make prototypes: <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 Mock exam 2 Preparation/revision
	Spring 1	Spring 2
Focus/Context for Learning	Assessment Objective (AO3): <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. 	Final Exam Revision & Preparation: <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) 	

English



Head of Department: Ms E. Doorly

Year 11

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 1 & Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LANGUAGE PAPER 2 	<p><u>Revision of Literature Paper 1 & Language Paper 2 :</u></p> <p><u>Literature P1:</u> Romeo and Juliet / The Strange Case of Dr Jekyll and Mr Hyde</p> <p><u>Language P2:</u> Writers' Viewpoints and Perspectives</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1 LANGUAGE PAPER 2
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Revision of Literature Paper 2 & Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 2 LANGUAGE PAPER 1 	<p><u>Revision of Literature Paper 2 & Language Paper 1 :</u></p> <p><u>Literature Paper 2:</u> DNA / POETRY</p> <p><u>Language Paper 1:</u> Explorations in Creative Reading and Writing</p> <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 2 LANGUAGE PAPER 1
	Summer 1	Summer 2
Focus/Context for Learning	EXAMS	EXAMS

Geography



Head of Department: Ms G. Briody

Year 11

“Geography prepares for the world of work - geographers, with their skills of analysis are highly employable!”

- Michael Palin

	Autumn 1	Autumn 2
Focus/Context for Learning	Transition Unit <ul style="list-style-type: none"> Baseline assessment Physical and human geography of the British Isles Location knowledge - continents, oceans and seas Map skills - grid referencing, map symbols, compass direction, scale, latitude and longitude 	Africa <ul style="list-style-type: none"> Physical geography of Africa - climate, biomes and key features Historical context - Scramble for Africa and European colonisation Climate graphs Desert biome Plant and animal desert adaptations Desertification - causes, impacts, management
	Spring 1	Spring 2
Focus/Context for Learning	Africa <ul style="list-style-type: none"> Population - distribution and density Development across the continent Urbanisation and squatter settlements The Horn of Africa as a region study - physical landscapes, industry, development 	Rivers <ul style="list-style-type: none"> Physical landscape of the UK Hydrological Cycle River processes Landforms of erosion and deposition Flooding - causes and effects Flood management - hard and soft engineering strategies to reduce the risk
	Summer 1	Summer 2
Focus/Context for Learning	Asia <ul style="list-style-type: none"> Physical geography of Asia including climate, biomes and key features Contrasting levels of development in China, India and Russia as part of the emerging BRIC economies China's One Child Policy Growth of manufacturing and trading links between Asia and the wider world 	Extreme Environments <ul style="list-style-type: none"> UK during the last Ice Age Glaciers - location and formation Glaciation processes Landforms of erosion and deposition UK glaciated landscape - the Lake District Extreme tourism Antarctica

Graphics



Head of Department: Mr L. Northey

Year 11

Edexcel	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 –Adobe Photoshop 	<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
	Spring 1	Spring 2
Focus/Context for Learning	<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 – Adobe Photoshop 6. Practical prep work – Adobe Photoshop 	<ol style="list-style-type: none"> 1. Practical prep work - experimentation 2. Practical prep work – contextual work on designers 3. Practical prep work – development of designs 4. Practical prep work – development of designs 5. Practical prep work – multimedia experimentation 6. Practical prep work – multimedia experimentation
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Exam prep - 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 5. Course ends

History



Head of Department: Mrs G. Rimmer

Year 11

AQA		Autumn 1	Autumn 2
Focus/Context for Learning		Power and the People : Reform and Reformers: Peterloo, Chartism, Trade Unionism, The Great Reform Act, Slavery and Social Reform. The Women's Suffrage Movement , The General Strike and Minority Rights 1945-1981	Conflict and Tension in Asia 1950-1975 The Korean War : Korea and the Cold War, Th United Nations at War, China enters the War, Stalemate. Analysis of the importance of the Korean war. The Vietnam War : War in Asia, Civil war in Vietnam, Who were the Vietcong.
		Spring 1	Spring 2
Focus/Context for Learning		Conflict and Tension in Asia 1950-1975 War in Vietnam : Us involvement in Vietnam , The Gulf of Tonkin, The Vietcong and the US Army: comparison of fighting and techniques. Key turning points : My Lai, Tet Offensive, Role of Nixon and the end of the War	King Edward I : The Governments and Rights of King and People : Life in Medieval England : Edward I's military campaigns in wales and Scotland . Medieval site : London under Edward I
		Summer 1	Summer 2
Focus/Context for Learning		Revision and exam practice	Examinations and exam practice

Mathematics



Head of Department: Ms A. Toprak

Year 11

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.

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> • Standard form, indices, surds, bounds • Simultaneous equations, quadratics, Parallel and perpendicular lines. • Transformation of graphs • Circle theorems, Vectors • Histograms, capture and recapture • Recurring decimals, percentages, triple brackets <p>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</p>	<ul style="list-style-type: none"> • Probability, proportion, algebraic fractions, trig graphs, functions • Reversed percentages, standard form, quadratics • Surface area, volume, frequency tables, speed • Quadratic Simultaneous equations, transforming graphs, completing the square, Quadratic sequences and inequalities, velocity time <p>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs. Mock 2</p>
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> • Iteration, Trigonometry, 3D Pythagoras, similarity, congruence, histograms • Vectors, venn diagrams • Practice papers <p>Assessment: Class test, MCQs, Sparx, retrieval practice, deliberate practice, FARs.</p>	<p>Practice papers</p> <p>Mock 3</p>
	Summer 1	Summer 2
Focus/Context for Learning	Paper 1: Non calculator	<p>Paper 2: Calculator</p> <p>Paper 3: Calculator</p>

MFL: French



Head of Department: Ms C. Mauris-Blanc

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Module 7: Bon travail! – Future aspirations, study and work</u> <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 	<u>Module 7: Bon travail! – Future aspirations, study and work</u> <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>
	Spring 1	Spring 2
Focus/Context for Learning	<u>Module 8: Un oeil sur le mode – International and global dimension</u> <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 	<u>Module 8: Un oeil sur le mode – International and global dimension</u> <ul style="list-style-type: none"> Discussing ethical shopping using Using the passive Talking about volunteering Using indirect object pronouns Discussing big events Giving arguments for and against
	Summer 1	Summer 2
Focus/Context for Learning	Revisions and preparation for the final exams	Revisions and preparation for the final exams

MFL: Spanish



Head of Department: Ms C. Mauris-Blanc

Year 11

Edexcel	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Módulo 7: A currar – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> • Talking about different jobs • Discussing job preferences • Talking about how to earn money • Talking about work experience • Using the preterite and imperfect • Talking about the importance of learning languages • Applying for a summer job 	<p><u>Módulo 7: A currar – Future aspirations, study and work</u></p> <ul style="list-style-type: none"> • Using indirect object pronoun • Writing a formal letter • Discussing gap years • Revising the conditional • Using the 24-hour-clock • Discussing plans for the future • Using the subjunctive with <i>cuando</i> • Express future plans
	<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 • Talking about healthy eating • Discussing diet-related problems • Considering global issues • Using the present subjunctive 	<p><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></p> <ul style="list-style-type: none"> • Talking about local actions • Discussing healthy lifestyles • Talking about international events • Using the pluperfect • Talking about natural disasters
	Spring 1	Spring 2
Focus/Context for Learning	<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 • Talking about healthy eating • Discussing diet-related problems • Considering global issues • Using the present subjunctive 	<p><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></p> <ul style="list-style-type: none"> • Talking about local actions • Discussing healthy lifestyles • Talking about international events • Using the pluperfect • Talking about natural disasters
	<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 • Talking about healthy eating • Discussing diet-related problems • Considering global issues • Using the present subjunctive 	<p><u>Módulo 8: Hacia un mundo mejor – International and global dimension</u></p> <ul style="list-style-type: none"> • Talking about local actions • Discussing healthy lifestyles • Talking about international events • Using the pluperfect • Talking about natural disasters
	Summer 1	Summer 2
Focus/Context for Learning	<p>Revisions and preparation for the final exams</p>	<p>Revisions and preparation for the final exams</p>

PE (GCSE)



Head of Department: Mr S. Henderson

Year 11

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.

OCR	Autumn 1	Autumn 2
Focus/Context for Learning	1.1e The effects of exercise and the body systems 2.3 Health fitness and well-being	2.2 Sport psychology GCSE Coursework Focus – practical and theory
	Spring 1	Spring 2
Focus/Context for Learning	GCSE Coursework Focus – practical and theory	Exam preparation and extended question practice.
	Summer 1	Summer 2
Focus/Context for Learning	Exam preparation and extended question practice.	

Sport (BTEC)



Head of Department: Mr S. Henderson

Year 11

In Sport BTEC....

Edexcel	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>	

Religious Education



Head of Department: Ms L. Carter

Year 11

Edexcel	Autumn 1		Autumn 2	
	Autumn 1		Autumn 2	
Focus/Context for Learning	<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.		<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.	
	<u>Revision</u> Every third lesson will be revision for Mock exams.		<u>Revision</u> Every third lesson will be revision for Mock exams.	
Focus/Context for Learning	Spring 1		Spring 2	
	Spring 1		Spring 2	
Focus/Context for Learning	<u>Ethics: Marriage, relationships and Family life</u> This unit examines the Catholic beliefs around marriage and relationship in the 21 st 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.		<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.	
	<u>Revision</u> Every third lesson will be revision for Mock exams.			
Focus/Context for Learning	Summer 1		Summer 2	
	Summer 1		Summer 2	
Focus/Context for Learning	<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.		GCSE Public Exams	

Science



Head of Department: Dr A. Milling

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.

AQA	Autumn 1	Autumn 2
Focus/Context for Learning	<u>Combined Science</u> 1C. Quantitative Chemistry 2B. Inheritance, variation and evolution <u>Separate Science</u> 1C. Quantitative chemistry & Chemical changes (Part 2) 2B. Inheritance, variation & evolution	<u>Combined Science</u> 3P. Waves 4C. The rate and extent of chemical changes <u>Separate Science</u> 3P. Waves
	Spring 1	Spring 2
Focus/Context for Learning	<u>Combined Science</u> 5B. Ecology 6C. Chemical analysis <u>Separate Science</u> 4C The rate and extent of chemical changes & Using resources 5B. Organs 6P. Space	<u>Combined Science</u> 7C. Organic chemistry <u>Separate Science</u> 7C. Chemical analysis 8B. Ecology 9C. Organic Chemistry
	Summer 1	Summer 2
Focus/Context for Learning	<u>Combined Science</u> Revision and Practical skills <u>Separate Science</u> Revision and Practical skills	<u>Combined Science</u> Revision and Practical skills <u>Separate Science</u> Revision and Practical skills

Sociology



Head of Department: Ms K. O'Donoghue

Year 11

AQA	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>3.5 Crime and deviance</u></p> <p>3.5.1 The social construction of crime and deviance The social construction of concepts of crime and deviance and explanations of crime and deviance. The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.</p> <p>3.5.2 Social control Formal and informal methods of social control. The work of Heidensohn on female conformity in male dominated patriarchal societies.</p>	<p><u>3.5 Crime and Deviance</u></p> <p>3.5.3 Criminal and deviant behaviour Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate. The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.</p> <p>3.5.4 Data on crime The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.</p>
	Spring 1	Spring 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>
	Summer 1	Summer 2
Focus/ Context for Learning	<p>Exam prep for external exams.</p>	<p>EXTERNAL EXAMS</p>

Assessments & Revision



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 have completed three mock exams before their final GCSEs:

Mock 1 – These took place at the end of year 10

Mock 2 – 31st October 2022

Mock 3 – 20th February 2023

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.

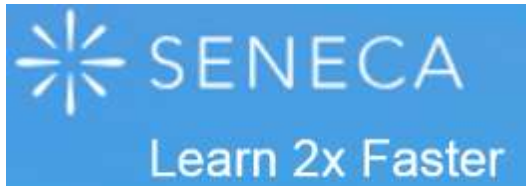
Intervention

1. English, Maths & Science intervention for identified groups in form period.
2. Afterschool revision will begin for selected subjects from week commencing 20th September
3. There will be revision classes timetabled during October half term, 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 from week commencing 12th September. It provides a quiet, supervised study area for pupils to revise in. This is available till 5:00 pm.

Learning Apps



Online Learning Apps



Educake



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
- **Homework** – Homework is set on Go4Schools and can be accessed by both parents and students via the app. Parents and students can easily see what homework has been set, when it is due and parents will also be able to track when the homework has been completed

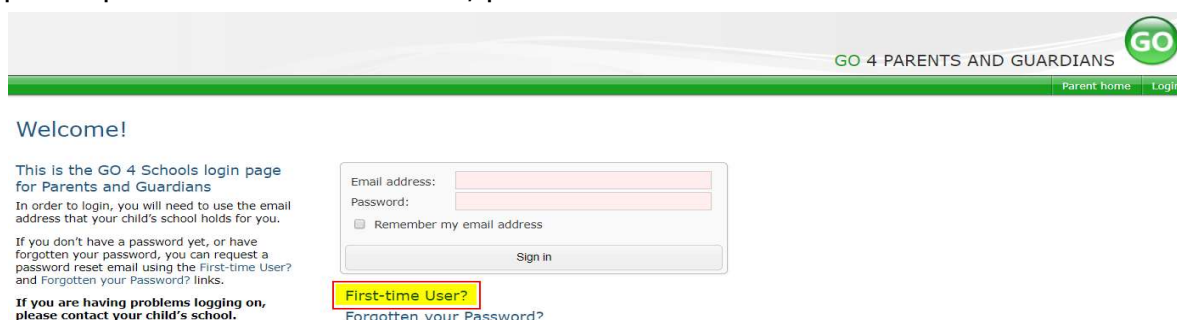
Your child's page is constantly updated, providing you with the latest information.

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>.

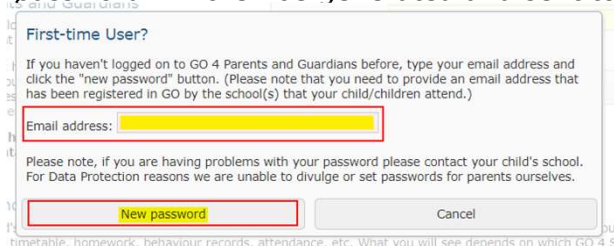
Accessing your Go 4 Schools Account

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.

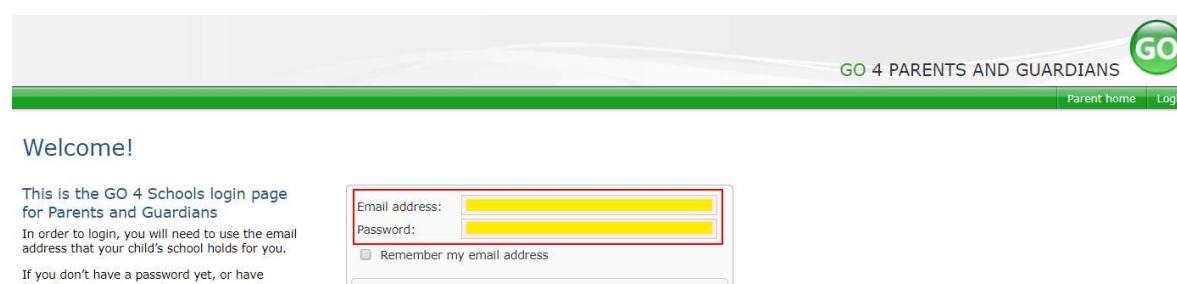
To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



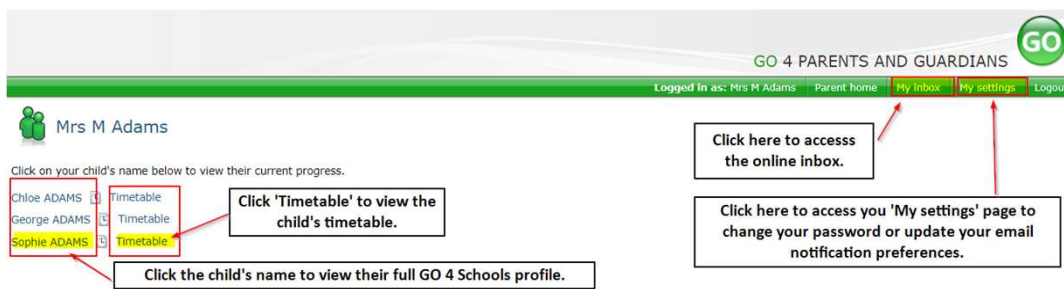
Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



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.



Once logged in, what will you see?



GO 4 PARENTS AND GUARDIANS

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.

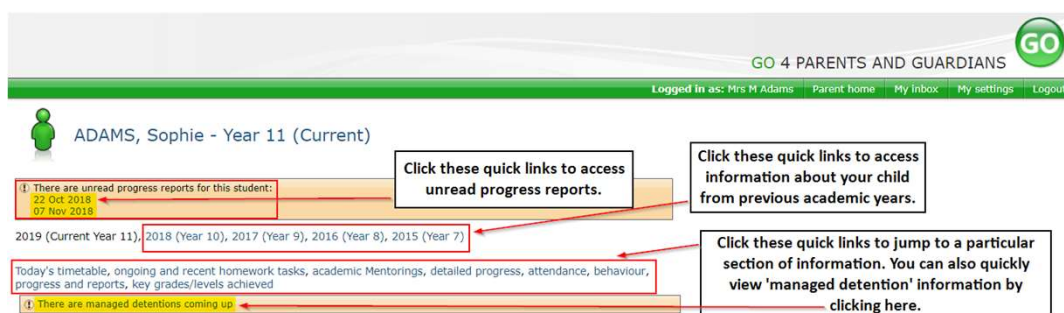
Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access your '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

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.

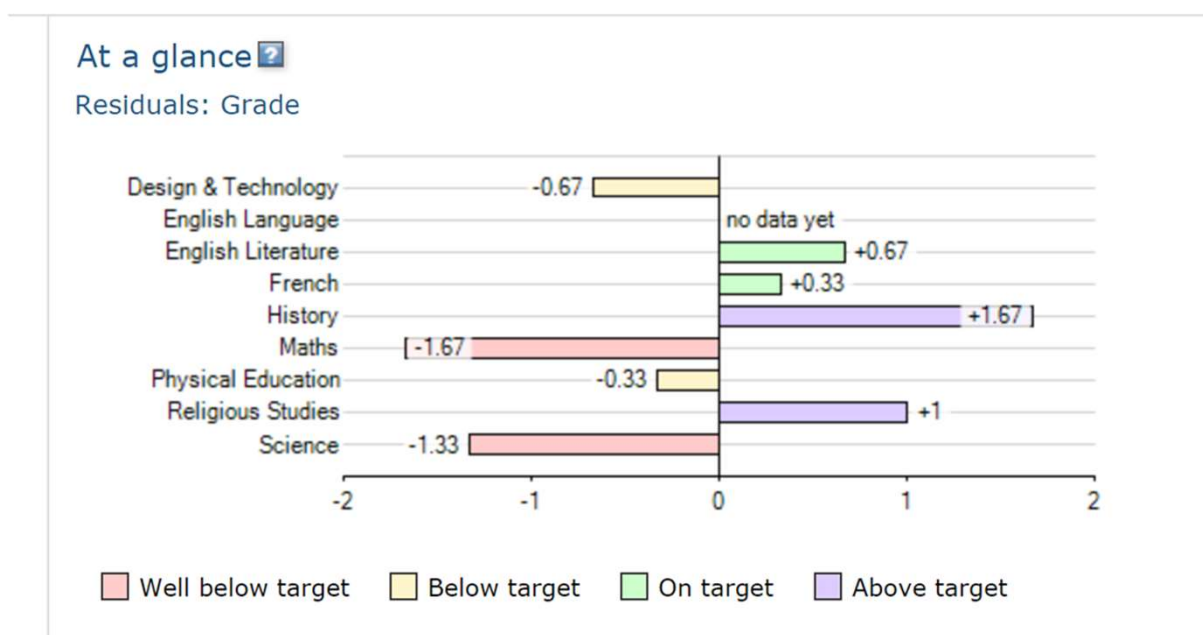
Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

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 Garrib	-	-	-	
Maths Ms K Royston	95	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 points.

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	09:15	10:15	10:15	11:20	11:40	12:40	12:40	14:20	14:20	15:20
	Tutorial 11G/Tu Dr A ARMSBY CONNEL	Mathematics 11n/Ma1 Mrs T TWEEDIE	Biology 11NT/Bi Mr A AL-ADELI			French 11Z/Fr1 Miss A AKANOVA		Geography 11Y/Gg1 Mrs L LALONDE		French 11Z/Fr1 Miss A AKANOVA	

[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 ▼

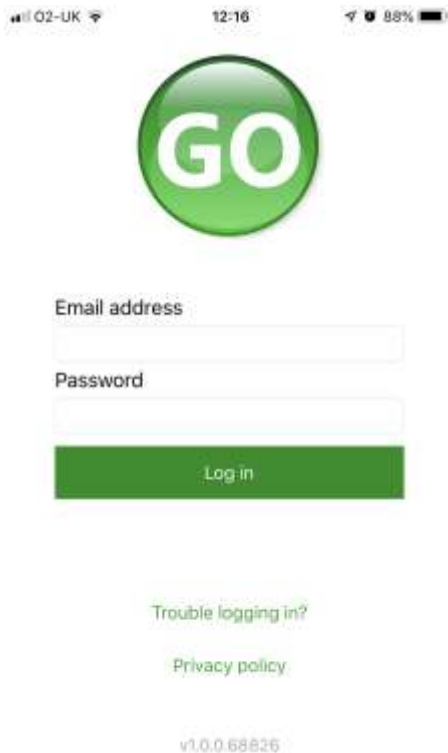
Behaviour update emails

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

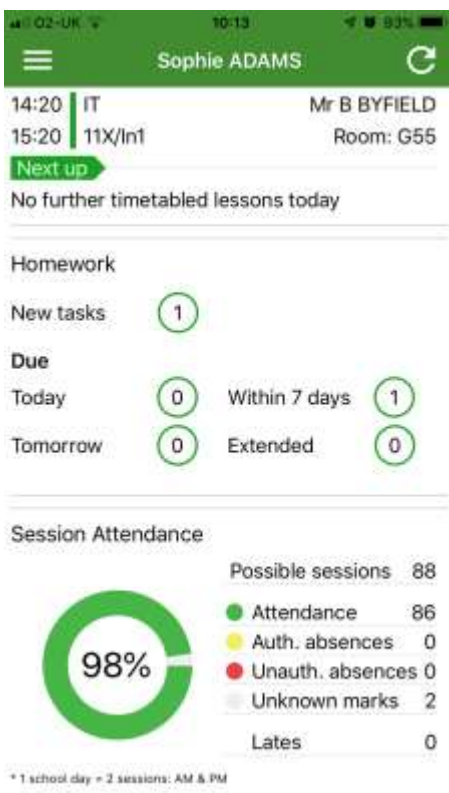
If you do not wish to receive updates about your child's behaviour please contact your child's school.

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

How to log in to the App

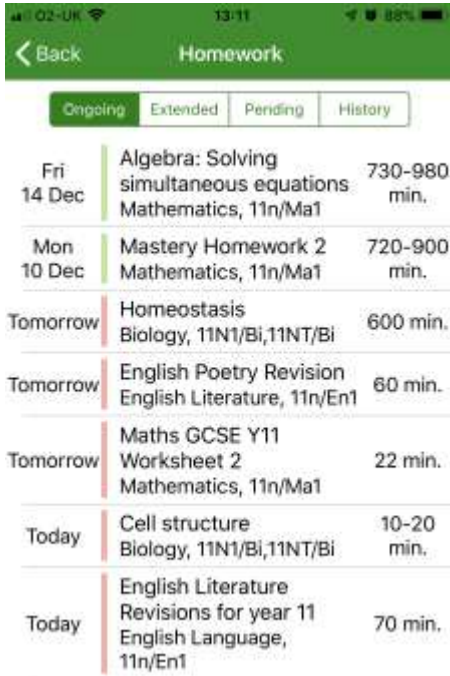


1. Tap on the App to open.
2. Type in your email address and password. *This is the same email address and password you use to log into the Go4Schools website.*
3. Click on "log in". *If you are a first-time user you will need to log into the website first to receive your password.*



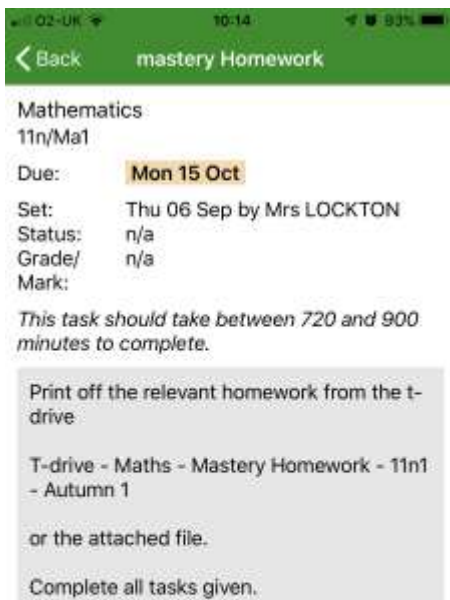
The homepage shows a student's current timetable and overview of the status of their homework. Tap on the timetable or homework to view more information.

How to view your child's homework



Day	Task	Duration
Fri 14 Dec	Algebra: Solving simultaneous equations Mathematics, 11n/Ma1	730-980 min.
Mon 10 Dec	Mastery Homework 2 Mathematics, 11n/Ma1	720-900 min.
Tomorrow	Homeostasis Biology, 11N1/Bi, 11NT/Bi	600 min.
Tomorrow	English Poetry Revision English Literature, 11n/En1	60 min.
Tomorrow	Maths GCSE Y11 Worksheet 2 Mathematics, 11n/Ma1	22 min.
Today	Cell structure Biology, 11N1/Bi, 11NT/Bi	10-20 min.
Today	English Literature Revisions for year 11 English Language, 11n/En1	70 min.

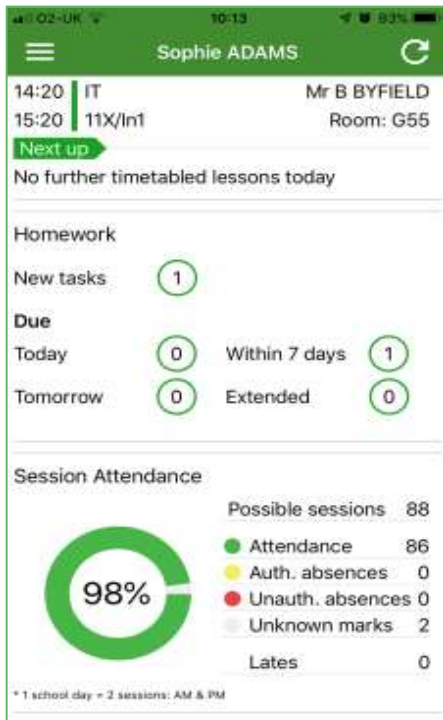
The homework card allows you to filter by ongoing, extended, pending, and homework history.
Tap on the specific homework you wish to view.



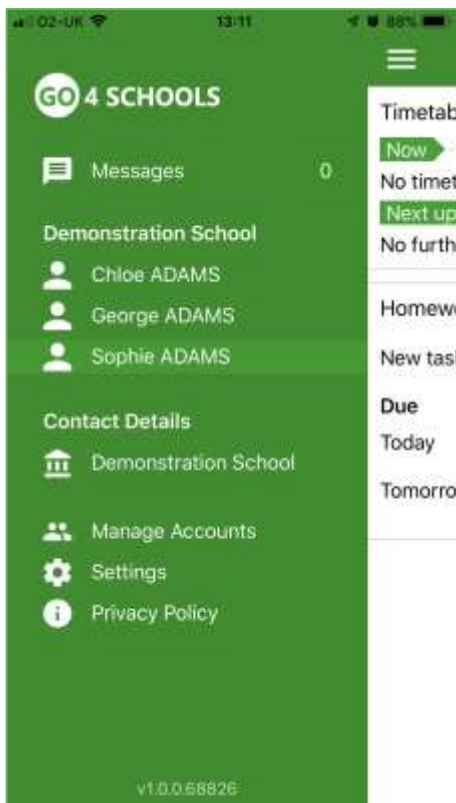
mastery Homework	
Mathematics	11n/Ma1
Due:	Mon 15 Oct
Set:	Thu 06 Sep by Mrs LOCKTON
Status:	n/a
Grade/	n/a
Mark:	
<i>This task should take between 720 and 900 minutes to complete.</i>	
Print off the relevant homework from the t-drive	
T-drive - Maths - Mastery Homework - 11n1 - Autumn 1	
or the attached file.	
Complete all tasks given.	

Detailed homework information is visible with attachments and weblinks. If the school tracks homework you can see when a class teacher has ticked off the completion of Homework tasks or marks if the work has been assessed.

How to view your messages

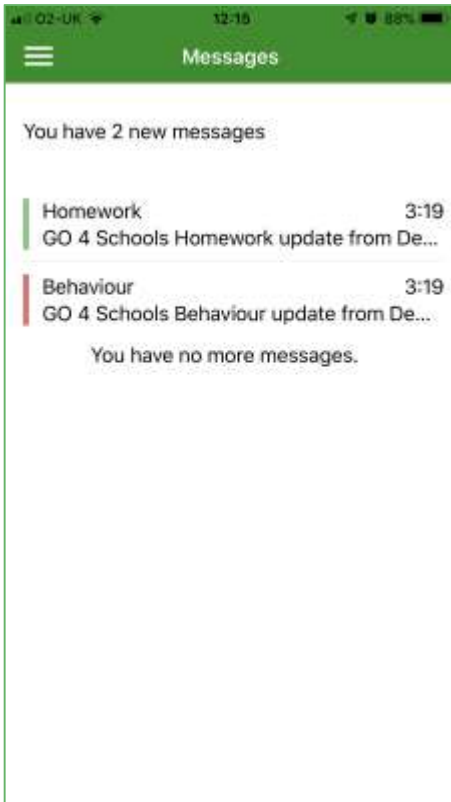


Tap on the menu in the top-left corner to access messages and settings.

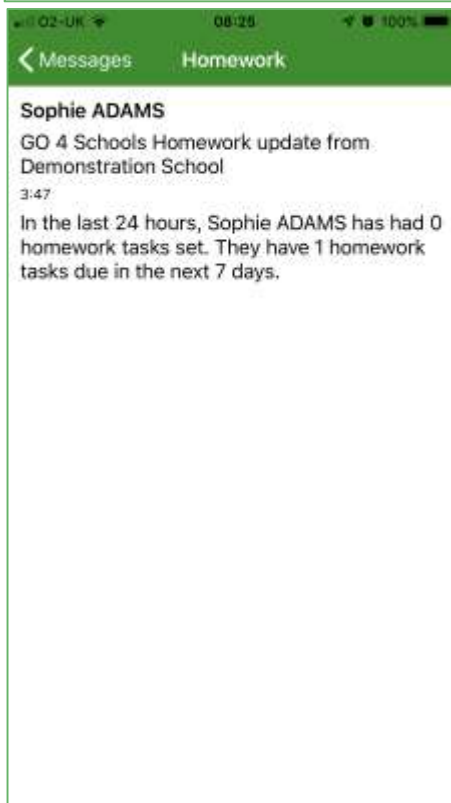


From the menu you can view messages, or swap between schools and select individual students with GO 4 Schools accounts. Your settings can also be accessed from this menu.

How to view your messages

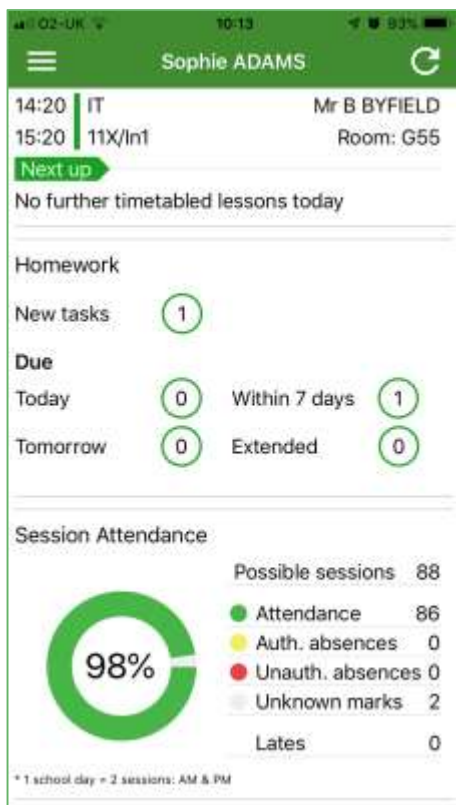


In the message inbox tap on the message for more detail. Your messages will be organised by date order and titled by areas such as Homework and Behaviour.



Tap back on messages and then your child's name to return to the main screen.

How to view your child's attendance



The attendance information is displayed on the main App page and shows the overall percentage attendance as a chart with details for authorised and unauthorised absence including a count of late marks. Where an unknown mark is displayed this may be due to the school waiting for confirmation for the reason of the absence.

Notes

[illegible]

