



GUNNERSBURY CATHOLIC SCHOOL

CURRICULUM INFORMATION

**Year 11
2020-21**

Dear Parent

This booklet is designed to provide you with information to help you this year; it details what your son will study in each of his subjects.

Gunnersbury provides its pupils with a rich and diverse curriculum. Our teachers are experts in and passionate about their subject specialisms and learning (both inside and outside the classroom) ventures beyond the examination specifications. At Gunnersbury, we aim to inspire in our pupils a love for learning and discovery. We regularly review and self-evaluate to provide learning opportunities that meet the needs and interests of all learners, to develop each pupil's knowledge, experience, imagination and intercultural understanding, at the same time fostering an awareness of moral values and a capacity for enjoyment which will enable him to be an active participant in a global society.

We advocate an innovative approach to learning at Gunnersbury and the school has been nationally recognised as at the forefront of educational practice. This drive for outstanding learning is reflected not only in pupils' outstanding academic success at GCSE and in the Sixth Form, but also by the recognition from OFSTED that ***'extremely well-planned lessons and innovative teaching methods challenge all groups of students equally.'*** Our curriculum and our understanding of how boys best learn has been acknowledged and praised by the Specialist Schools and Academies Trust (SSAT). Sue Williams, Chief Executive of SSAT said that ***'Gunnersbury School has proved itself to be one of the best schools in the country and there is plenty that other schools could learn from Gunnersbury's successes. Their results are testament to the commitment and hard work of pupils, teachers and the leadership team and are a vindication of the school's belief in high expectations, good teaching and ambition for every young person.'***



In designing this curriculum, we aim that every one of our pupils is a confident, independent young person; responsible and sensitive to the world around them and in possession of the skills to be a successful young adult in our ever changing society.

Thank you for your support and I wish your son a successful Year 11.

With kind regards.

Kevin S Burke, Headteacher

English

ENGLISH LANGUAGE AQA

The ability to communicate is necessary for almost any career or aspect of adult life. Studying English teaches you how to write and speak, read and listen clearly and effectively. Our curriculum teaches many of the so-called 'transferable skills' that are sought after by employers and universities. GCSE English (and GCSE English Literature in Year 11) are highly regarded by universities, employers and society in general and the subjects are invaluable in many careers including journalism, law, teaching, management and in the business sector. Pupils in Fountains, Malmsbury, Sherbourne, Lindisfarne and Evesham have 4 lessons per week. Pupils in Tewkesbury, Claire and Hailes have 8 lessons per week.

There are two exam papers taken at the end of the course:

Paper 1: Explorations in Creative Reading and Writing 50% of the English Language GCSE.

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form

Paper 2: Writers' Viewpoints and Perspectives 50% of the English Language GCSE

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Spoken Language- Non-examination assessment with a separate endorsement.

The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade. Pupils will be awarded a Pass, Merit or Distinction.

ENGLISH LITERATURE AQA

There are two exam papers taken at the end of the course:

Paper 1: Shakespeare and the 19th Century Novel 40% of the final GCSE

Section A Shakespeare *Macbeth*: Pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel *A Christmas Carol*: Pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry 60% of the final GCSE

Section A Modern texts *An Inspector Calls*: Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry Power and Conflict cluster: Pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Exam texts : *Macbeth*, *A Christmas Carol* and *An Inspector Calls*

Poetry : Power and conflict cluster from the Anthology

Enrichment activities include: Trinity Guildhall Speech and Drama Exam, Rotary Club Public Speaking, Jack Petchey Public Speaking, theatre trips.

Mathematics

In year 11, the mathematics department continues from year 10 with the 9-1 GCSE course.

Areas of knowledge include

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

Our comprehensive textbooks ensure detailed coverage of the Edexcel syllabus with worked examples, exercises and supporting homework books as well as additional revision materials such as practice exam papers and exam question workbooks.

Assessment is ongoing throughout years 9, 10 and 11 in preparation for the GCSE which is offered at Foundation (grades 5-1) and Higher (grades 9-4). Entry is dependent on pupil progress. There are three formal exams at the end of year 11.

Pupils also compete in the Intermediate Mathematics Challenge.

Topics covered in year 11 are:

- Angles
- Transformations, constructions and loci
- Algebraic manipulation
- Length, area and volume
- Linear graphs
- Right angled triangles
- Similarity
- Sampling
- Circle theorems
- Variation
- Triangles
- Graphs
- Algebraic fractions and functions
- Vectors

RE

EDEXCEL. Religious Studies Specification A

GCSE Religious Studies builds on Key Stage 3 provision and encourages students to develop their knowledge, skills and understanding of religion by exploring the significance, impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. Religious Studies can lead to a wide range of university degrees and career success in law, journalism, social work, pastoral work, probation work, the police and much more.

The Religious Studies department recognises that any examination syllabus can be narrow in its content, but we believe the units that we teach lend themselves to further and wider exploration of our Catholic traditions.

Assessment is in the form of 100% final examination at the end of Year 11, students sit 3 papers; Catholic Christianity, Judaism and Philosophy & Ethics.

Pupils have 3 lessons per week and study the following:

- Philosophy and Ethics: unit 1 Arguments for the existence of God (Arguments for God' existence including miracles, religious experience, design argument and the cosmological argument. Arguments against including the existence of suffering)
- Philosophy and Ethics unit 2: Religious Teachings on Relationships and Families in the 21st Century. (Examination of: marriage, sexual relationships, family life, family planning, divorce and gender equality)

Science

SCIENCE (AQA) – GCSE

Science is an essential core subject in the National Curriculum our curriculum offers pupils a course in science which includes Biology, Chemistry and Physics. The subject incorporates both investigative skills and problem solving, numeracy and application of understanding and knowledge, all within a contemporary context.

Pupils have 6-7 lessons per week and study the following:

Biology: Genetics and evolution, adaptations, interdependence and competition, biodiversity and ecosystems.

Chemistry: chemical calculations, electrolysis, chemical analysis, the Earth's resources, using our resources.

Physics: Wave properties, electromagnetic waves, light, electromagnetism, space.

Enrichment activities include : RSC Chemistry Challenge, Biology Society Biology Challenge, intervention support and stretch sessions (twilight, Saturday and half-term)

Art

ART AND DESIGN (AQA)

Year 11 is aimed at developing personal themes and approaches to making art work. A large part of the course involves detailed critical and analytical skills also in response to the work of other artists, craftspeople and designers. Projects are designed to explore a variety of art, craft and design based approaches to making. These include drawing, painting, printmaking, mixed-media, sculpture, installation, photography and Photoshop.

GCSE Art provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design in ways that are personally relevant and truly developmental in nature. This is a broad course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and new media and technologies.

Projects: Cultural Identity and Externally Set Assignment (set by AQA)

Enrichment activities include: A range of opportunities which allow pupils to work with artists and designers, visits to Kew Gardens and Turners House as well as additional weekly lessons.

Business Studies

GCSE WJEC/EDUQAS

GCSE Business Studies is designed to widen student understanding of the way in which businesses operate in a dynamic, changing and competitive environment. This understanding is rooted in current business theory and practice and reflects the integrated nature of organisations and their decision-making processes.

The following six topics are studied throughout the two years:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

The subject content enables pupils to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Pupils will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity. Pupils should also investigate the real business world to develop an understanding of contemporary business opportunities and issues

The GCSE Business Studies course is linear and therefore all assessment takes place at the end of Year 11 with 2 separate examinations. Both examinations assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

Under the new GCSE's, qualifications are reported on a nine point scale from 1 to 9, where 9 is the highest grade.

A good standard of English is required for GCSE Business Studies as pupils are required to write reports, letters and other business documents. Pupils must also be aware that there is a substantial element of mathematics in the course, requiring a good grasp of mathematics.

BTEC Tech Award in ENTERPRISE

The BTEC Tech Award in Enterprise covers 3 distinct themes.

Unit 1 Exploring Enterprises (Internal Written Assignment)

In this component, you will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. You will understand the importance of having a clear focus on the customer and the importance of meeting their needs. This component will give you an understanding of the factors that contribute to a successful enterprise. You will develop transferable skills, such as research and data analysis, which will support your progression to Level 2 or 3 vocational or academic qualifications.

Unit 2 Planning for and Pitching an Enterprise Activity (Internal Written Assignment)

In this component, you will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. You will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. You will need to take responsibility for creating and then delivering a pitch for your developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component you will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on your plan, your pitch and the skills you demonstrated when pitching

Component 3: Promotion and Finance for Enterprise (External Synoptic Written Exam)

In this component, you will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. You will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to

improve them. You will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future.

PE

All of year 11 have a double period in Games where they take part in a variety of sports throughout the year including; Rugby, football (at Boston Manor playing field full size pitches and at 'Goals' in Osterley), table tennis, badminton, fitness / weight training, basketball and tennis.

AQA GCSE PE

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It aims to give pupils exciting opportunities to be involved in a number of different physical activities, both team and individual, promoting an active and healthy lifestyle. The GCSE Physical Education specification will inspire the students learning. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies.

Pupils have 3 lessons per week and study the following:

Theory Paper 1 - The human body and movement in physical activity and sport: 30 %

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data

Theory Paper 2 - Socio-cultural influences and well-being in physical activity and sport: 30%

1. Sports psychology
2. Socio-cultural influences
3. Health, fitness and well-being
4. Use of data

Non-exam assessment - Practical performance in physical activity and sport: 40%

1. Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
2. Analysis and evaluation of performance to bring about improvement in one activity.

For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity

Activities covered: basketball, badminton, football, rugby, rock climbing and athletics. Students may take part in other sports which they may be able to be assessed in. A more extensive list of activities can be found at:

<http://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Enrichment activities include: teams and extra-curricular clubs in badminton, rugby, football, athletics, basketball, handball, fitness clubs and cricket. There are a range of borough and regional competitions and fixtures.

BTEC FIRST IN SPORT (Level 2)

EDEXCEL

The course gives learners both a hands-on approach to sport and physical well-being and applied learning through a series of coursework assignments.

Unit 1 is assessed by an examination, set and marked by the exam board. Units 2, 3 and 4 are assessed by written assignments, designed internally.

Pupils have 2 lessons per week and study the following:

Unit 1 (CORE): Fitness for sport and exercise

Unit 2 (CORE): Practical sports performance

Unit 3: The sports performer in action

Unit 4: Training for personal fitness

Year 11

BTEC FIRST IN SPORT (Level 2)

EDEXCEL

Pupils have 2 lessons per week and study the following:

Unit 1 (CORE): Fitness for sport and exercise

Unit 2 (CORE): Practical sports performance

Unit 5: The sports performer in action

Unit 4: Training for personal fitness

Unit 1 is assessed by an examination, set and marked by the exam board. Units 2 and 4 are assessed by written assignments, designed internally.

Computing

At KS4 we follow the national curriculum for Computing, which states that all pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

All pupils should be taught to:

- develop their capability, creativity and knowledge in computer science, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

For those students who elect to study Computing at GCSE, we prepare our pupils to take the OCR exam in Computer Science ([Link](#)). This is widely recognised as being a highly thoughtful, comprehensive and relevant syllabus, and we believe this gives our student the best foundation to pursue further study in Computing or a career in the industry.

The structure of the assessment is described below:

Component	Marks	Duration	Weighting	Note
Computer Systems (01)	80	1 hour 30 mins	50%	Calculators not allowed
Computational Thinking, Algorithms and Programming (02)	80	1 hour 30 mins	50%	Calculators not allowed

Component 01: Computer Systems

Introduces students to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational Thinking, Algorithms and Programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. The programming task(s) must allow them to develop skills within the following areas when programming – Design, Write, Test and Refine. Students may draw on some of the content in both components when engaged in Practical Programming. Practical Programming skills will be assessed in Component 2 of the qualification

It is a requirement for all centres to complete and submit a Practical Programming Statement for each year in which students are entered for a GCSE (9–1) in Computer Science. By signing the statement, the centre is confirming that it has given all students the opportunity to undertake a programming task or tasks during their course of study.

Design Technology

GCSE RESISTANT MATERIALS: AQA

During Y11 pupils will complete the making of their GCSE coursework project. Preparation, in the form of research and revision, forms the basis of the Year 11 mock examination. In the spring term of Year 11, pupils complete the making of their product including evaluation

and testing and move onto a number of short practical tasks. These are designed to reinforce their knowledge of materials and processes and, together with specific examination technique revision, pupils prepare for the GCSE written exam. Pupils have 3 lessons per week.

Music

EDEXCEL

Component 1: Solo and ensemble performance coursework recordings.

Component 2: Composition coursework completion.

Component 3: Study of set works.

Areas of Study & set works:

(Areas of Study 1 to 3 already covered in Year 10)

4. Fusions

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Revision of set works from all four Areas of Study (covered in Year 10 and 11) and wider listening of related genres and styles.

Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen, Fusions.

Enrichment activities include:

Instrumental / vocal tuition, Concert Choir, Tenors & Basses, Adoremus Choir, Concert Orchestra, Jazz Band, Annual Music Festival, concerts and music workshops

Pupils are also offered a range of performance opportunities:

St Cecilia Concert, Carol Service, Spring Concert, summer production, instrumental recitals, performing in the wider community (local parishes, primary schools, Westminster Cathedral).

History

History at GCSE follows the Edexcel 9-1 syllabus and the course covers a wide range of historical events and aims to build upon and extend the skills acquired at Key Stage 3 History. The course is divided into four modular units and pupils cover two modules in Year 10 and two in Year 11. The topics covered at GCSE level are: Crime and Punishment since c.1000 to today, Henry VIII and his ministers, Life in Germany in the years 1919 - 1939 and The Cold War.

Geography

Year 11 - EDEXCEL SPECIFICATION

Geography tackles the really big issues facing modern society - environmental responsibility, our global interdependence, cultural understanding and tolerance, commerce, trade and industry. The world in which we live is likely to change more in the next 50 years than it has ever done before. Our Geography curriculum helps pupils to understand why, and supports them in preparing for those changes.

Pupils have 3 lessons per week and study the following:

Hazardous Earth; Development Dynamics and Challenges of an urbanising world.

MFL

FRENCH EDEXCEL GCSE

The benefits of learning a language are numerous. Firstly, you will be able to communicate with people from all over the world. Learning a language broadens our outlook and gives us an insight into how other people live. We live in a multi-cultural and multi-lingual world; in a future career or daily life, we will be meeting and working with people who speak a variety of languages.

The aims of the course are:

- To develop your ability to use the language effectively for purposes or practical communication.
- To form a sound base of the skills, language and attitude required for further study, work and leisure.
- To offer insights into the cultures and civilisations of French speaking countries.
- To develop an awareness of the nature of language and language learning.
- To provide enjoyment and intellectual stimulation.
- To encourage positive attitudes to foreign language learning
- To encourage a sympathetic approach to other cultures and civilisations
- To promote transferable learning skills, useful in a wide variety of situations

There are 5 themes (divided into 8 modules) studied over this 2-year course:

1. Theme 1: Identity and culture- modules 1, 2 and 3
2. Theme 2: Local area, holiday and travel- modules 4 and 5
3. Theme 3: School- module 6
4. Theme 4: Future Aspirations, study and work- module 7
5. Theme 5: International and global dimension- module 8

The formal GCSE exams, which take place towards the end of Yr 11, cover the topic areas listed above based around the 4 distinct skills of listening, reading, speaking and writing. Each of these 4 skills is worth 25% of the final GCSE grade. The French GCSE is offered at Foundation (Grades 5-1) and Higher (Grades 9-4). Entry is dependent on pupil progress.