

# Year 11 GCSE Art and Design

Spring Term		
What we are studying? (Our enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Students have 3 lessons of Art each week.</p> <p>GCSE Art and Design comprises 2 components.</p> <p>Component 1 (portfolio) Natural Form and Identity projects are completed.</p> <p>Component 2 – externally set assignment (ESA)</p> <p>How do we select a theme and develop ideas ?</p> <p>How do we refine our work?</p> <p>How do we record ideas, observations and insights relevant to our intentions?</p> <p>How do we present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> <p><i>Students need to respond to their project or theme and explicitly address the requirements of all four assessment objectives (AOs).</i></p>	<p><b>In which ways are you developing your project theme?</b></p> <p><b>How does the study of the artists you've chosen inspire your responses to your theme?</b></p> <p><b>Which other ways could you develop your research of ideas for the project?</b></p> <p><b>What are the reasons you need to annotate everything presented in your sketchbook?</b></p> <p><b>What is the purpose of exploring a range of different media, evidenced in your sketchbook?</b></p>	<p>Encourage your child to practice observation drawing and recording relevant to their theme using different medium: for example using a pencil; ballpoint pen; fineliner pen; charcoal etc.</p> <p>These should be practiced or drawn in the back of the sketchbook, or on separate paper, and later will be included in relevant order.</p> <p>Check that every page in your child's sketchbook has been annotated to explain their research and personal responses.</p> <p>If you want to support your child with extra work:</p> <p>Research Art and Design using BBC Bitesize:</p>

	<p><b>How will your personal response to your project (for AO4) make connections to the evidence, as demonstrated through the 4 Assessment Objectives, in your sketchbook?</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/7">https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/7</a></p> <p>Interventions and support is available in Art after school on Tuesday and Thursday. Appointments for additional times can be made. If you have any questions specific to your child's work please email to: <a href="mailto:hwilley@arkacton.org">hwilley@arkacton.org</a></p>
--	--	--

# Year 11 Business Studies

<b>Autumn Term</b>		
<b>What we are studying</b>	<b>What questions can you ask to support your child and stretch their thinking?</b>	<b>What do I do if my child was absent, or I want them to do extra work?</b>
<p><b><u>Half Term 1</u></b></p> <p><b>Business growth</b></p> <ul style="list-style-type: none"> <li>- Methods of business growth</li> <li>- Internal Vs External growth</li> <li>- Sources of finance for growth</li> <li>- Aims and objectives</li> <li>- Business change</li> <li>- Globalisation</li> <li>- Barriers to trade</li> <li>- International competition</li> <li>- Marketing mix in practice</li> </ul>	<ol style="list-style-type: none"> <li>1) <b>What are the three different methods of business growth?</b></li> <li>2) <b>What are the methods of internal growth?</b></li> <li>3) <b>What are the methods of external growth?</b></li> <li>4) <b>Why does a business want to grow?</b></li> <li>5) <b>What are the different sources of finance?</b></li> <li>6) <b>What are the benefits and drawbacks of each method?</b></li> <li>7) <b>What is the difference between financial and non-financial aims.</b></li> <li>8) <b>How does a business change their aims?</b></li> </ol>	<p>Seneca learning modules</p> <p>GCSE Bitesize</p> <p>Youtube – Bizconsesh channel</p>

<p><b><u>Half Term 2</u></b></p> <p>Impact of ethics, the environment and business</p> <ul style="list-style-type: none"> <li>- Ethical considerations</li> <li>- Sustainability</li> <li>- Marketing for the environment</li> <li>- Pressure groups</li> <li>- Unethical pressure groups</li> </ul>	<ol style="list-style-type: none"> <li>9) <b>Why does a business change its aims?</b></li> <li>10) <b>What does globalisation mean?</b></li> <li>11) <b>What are the main barriers of international trade?</b></li> <li>12) <b>What is the impact of BOT to smaller businesses?</b></li> </ol> <ol style="list-style-type: none"> <li>1) <b>What is the definition of an 'ethical business?'</b></li> <li>2) <b>Can you justify the trade off between ethics and profit?</b></li> <li>3) <b>How can ethics be used as an effective marketing tool?</b></li> <li>4) <b>What is sustainable growth?</b></li> <li>5) <b>Why don't all businesses want to benefit from sustainable growth?</b></li> <li>6) <b>What are pressure groups?</b></li> <li>7) <b>What are the impact of pressure groups?</b></li> <li>8) <b>Can you explain the negatives pressure groups can cause?</b></li> </ol>	
--	--	--

# Year 11 GCSE English Literature

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Revision of all literature texts:</p> <p><i>A Christmas Carol</i> by Charles Dickens</p> <p><i>Macbeth</i> by William Shakespeare</p> <p><i>An Inspector Calls</i> by J B Priestley</p> <p>15 Power and Conflict poems.</p> <p>Unseen poetry</p>	<ol style="list-style-type: none"> <li>1. Tell me three quotations from each literature text.</li> <li>2. Ask your child to match the poet with the 15 poems.</li> <li>3. Which is your favourite literature text and why?</li> </ol>	<p>Students should work until they have completed 100% of this revision course on Century Tech:</p> <p><a href="https://app.century.tech/learn/my-courses/study-groups/b6315936-4c2f-4b9f-b4c7-c2ca8937ec97">https://app.century.tech/learn/my-courses/study-groups/b6315936-4c2f-4b9f-b4c7-c2ca8937ec97</a></p>

# Year 11 French

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><b><u>Half Term 1</u></b></p> <p><b><u>Content:</u></b></p> <p><b>This unit will give students the opportunity to talk about their town and the social and environmental problems present in their town.</b></p> <p><b>We will work on giving different detailed opinions, as well as getting confident using several tenses in a paragraph.</b></p> <p><i>Ou habites-tu ?</i></p> <p><i>Dans quel genre de région habites-tu ?</i></p> <p><i>Quels sont les problèmes rencontres dans ta vile ?</i></p> <p><i>Comment protéger environnement?</i></p> <p><i>Es-tu intéresser par un projet communautaire ou du volontariat ?</i></p> <p><i>D'où vient ton tee-shirt ?</i></p>	<p><b>Where do you live ?</b></p> <p><b>What can you find in your region?</b></p> <p><b>What are the problems you encounter in your town?</b></p> <p><b>How can we help protect the environment?</b></p> <p><b>Would you like to volunteer?</b></p>	<p><b>Log in to <a href="http://languagenut.com">languagenut.com</a></b></p> <p><b>Work related to the topics will be set up.</b></p>

**Half Term 2**

**Content:**

**This half term, we will focus on school and future plans.**

**Consolidating key structures, tenses and vocabulary and reflecting on what we would like our life to look like.**

*Qu'étudies-tu cette année et que vas-tu étudier à l'avenir ?*

*As-tu fait un stage ou un petit boulot ?*

*Etudier une langue est-il important ?*

*Quelle est ta carrière idéale ?*

*Décris ta vie de rêve.*

*C'est quoi réussir pour toi ?*

**What do you think about ethical shopping?**

**What do you study this year and what will you study next?**

**Have you done a work placement? Do you have a part-time job?**

**What is your ideal career?**

**What does your dream life look like?**

**What does success mean to you?**

# Year 11 Geography

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><b><u>Half-term 1 and 2</u></b></p> <p><b>Changing Economic World</b></p> <p>When geographers discuss a country or region's economy, we are referring to its trade, income, economic activities, and employment. We will identify general trends when comparing the economies of countries with different levels of wealth. We discover how China quickly changed from an agricultural to a manufacturing nation. We will also find out how the UK – once the centre of global manufacturing – has dealt with the decline of industry. Although each country has its own economy, each country is also connected to the economies of countries across the world. Students will learn that this happens mainly via trade. These interconnections are known as the global economy.</p>	<p><b>Global Economy</b></p> <ol style="list-style-type: none"> <li>1. What is the Economy?</li> <li>2. What is Development?</li> <li>3. What are development indicators?</li> <li>4. What is the Demographic Transition Model?</li> <li>5. What are population Pyramids?</li> <li>6. What are the main sectors in the UK economy?</li> <li>7. What is manufacturing?</li> <li>8. Why was the UK able to develop in the 1800's?</li> </ol>	<p><b>Students should complete online work based on Seneca.</b></p> <p><b>On Seneca, KS4 Geography</b></p> <p><b>Changing Economic World</b></p> <div style="background-color: #f2f2f2; padding: 5px;"> <p>4 Development</p> <p><input type="checkbox"/> 4.1 Development</p> <p><input type="checkbox"/> 4.2 Uneven Development</p> </div> <div style="background-color: #f2f2f2; padding: 5px;"> <p>16 Life in an Emerging Country</p> <p><input type="checkbox"/> 16.1 Case Studies</p> <p><input type="checkbox"/> 16.1.1 Mumbai: Opportunities <a href="#">Preview</a></p> <p><input type="checkbox"/> 16.1.2 Mumbai: Challenges <a href="#">Preview</a></p> </div> <div style="background-color: #f2f2f2; padding: 5px;"> <p>18 Analysis of India</p> <p><input type="checkbox"/> 18.1 India - Physical Geography</p> <p><input type="checkbox"/> 18.2 India - Human Geography</p> </div>



# Year 11 History

Autumn Term		
What are we studying? (Our Enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><b>Edexcel GCSE</b></p> <p><b>Paper 2: Period study</b></p> <p><b>Option P4: Superpower relations and the Cold War, 1941–91</b></p> <p><b>Our Enquiries:</b></p> <ol style="list-style-type: none"> <li>1. What were the origins of the Cold War?</li> <li>2. Why did tensions escalate between East and West from 1941-58?</li> <li>3. Why did the Cold War intensify after 1958?</li> <li>4. What drove the Cold War to end in 1991?</li> </ol>	<p><b>Enquiry: What were the origins of the Cold War?</b></p> <ol style="list-style-type: none"> <li>1. What was the Cold War?</li> <li>2. How did Soviet/US relations change 1945-1946?</li> <li>3. How do I explain the consequences of historical events?</li> </ol> <p><b>Enquiry: Why did tensions escalate between East and West from 1941-58?</b></p> <ol style="list-style-type: none"> <li>1. What was the impact of the Marshall Plan and the Truman doctrine?</li> <li>2. What was the impact of the 1948-1949 Berlin Crisis?</li> <li>3. How do I write a narrative account?</li> <li>4. How did the Cold War develop in the 1950s?</li> <li>5. What were the consequences of the 1956 Hungarian Uprising?</li> </ol>	<p>If your child is absent:</p> <ol style="list-style-type: none"> <li>1. Test your child using the knowledge booklet</li> <li>2. Use the booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities</li> <li>3. Use Seneca to go through the assigned course 'History: Edexcel GCSE Cold War- Hyperlearning'</li> </ol> <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> <li>4. <a href="https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1</a></li> <li>5. <a href="https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1">https://www.bbc.co.uk/bitesize/guides/z8fwhv4/revision/1</a></li> <li>6. Use the additional Knowledge Organisers and Model Answer documents to</li> </ol>

	<p>6. How do I explain the importance of historical events?</p> <p><b>Enquiry: Why did the Cold War intensify after 1958?</b></p> <ol style="list-style-type: none"><li>1. Why was the Berlin Wall built and what were the consequences?</li><li>2. Why did the USA try to invade Cuba at the Bay of Pigs?</li><li>3. What were the consequences of the Cuban Missile Crisis?</li><li>4. Why did the Prague Spring happen in 1968?</li><li>5. What were the consequences of events in Czechoslovakia in 1968?</li></ol> <p><b>Enquiry: What drove the Cold War to end in 1991?</b></p> <ol style="list-style-type: none"><li>1. Why and how did tensions reduce in the 1970s?</li><li>2. How did the Soviet invasion of Afghanistan in 1979 change the Cold War?</li><li>3. How did Reagan's 'Second Cold War' and Gorbachev's 'new thinking' impact the Cold War?</li></ol>	<p>help with exam questions</p>
--	--	---------------------------------

	<ol style="list-style-type: none"><li>4. How did Gorbachev's 'new thinking' affect Soviet control of Eastern Europe?</li><li>5. How did Gorbachev's new thinking bring about an end to the Cold War?</li></ol>	
--	--	--

# Year 11 Music GCSE

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking/ what can you do at home to assist them?	What do I do if my child was absent, or I want them to do extra work?
<p>Beethoven – Sonata Pathetique</p> <p><b><u>Listening and Appraising</u></b></p> <p>All listening and appraising is focused on the Beethoven Sonata relating to the following features:</p> <ul style="list-style-type: none"> <li>• Melody</li> <li>• Articulation</li> <li>• Dynamics</li> <li>• Texture</li> <li>• Structure</li> <li>• Harmony and Tonality</li> <li>• Instrumentation</li> <li>• Rhythm</li> <li>• Tempo</li> </ul> <p><b><u>Practical skills</u></b></p> <ul style="list-style-type: none"> <li>• Solo instrumental lessons practise</li> <li>• Building up to an ensemble performance of 1:30</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the knowledge organiser for the topic and quiz them regularly on the definitions of the keywords</li> <li>• Ask them about the music they are listening to – ask them to describe any of the MAD T SHIRT musical elements.</li> <li>• Listen to music at home</li> <li>• Ask your child about the Beethoven Sonata – what key is it in? Which instrument was it written for?</li> <li>• Ask your child to name keywords from each of the musical elements (e.g. Melody – ascending/ descending)</li> <li>• Sign and check in with your child’s practise diary each week (ask to hear them sing/ play!)</li> </ul>	<p><a href="https://arkschools-my.sharepoint.com/:x:/g/personal/a_johnstone_arkacton_org/EQ8JhAh_TIKumQ1P-IQUZgBUSd5wpPWoqNU5VIVFSoVcg?e=GO1boO">https://arkschools-my.sharepoint.com/:x:/g/personal/a_johnstone_arkacton_org/EQ8JhAh_TIKumQ1P-IQUZgBUSd5wpPWoqNU5VIVFSoVcg?e=GO1boO</a></p> <p><a href="https://www.musictheory.net/">https://www.musictheory.net/</a> (this is useful to work on musicianship)</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/z6chkmn">https://www.bbc.co.uk/bitesize/examspecs/z6chkmn</a></p>

**Composition**

- Composing a song using Garageband (this should be 1:30 in length)

# RE – Year 11 AQA Themes:

## Religion, Peace & Conflict

In Autumn we focused our theological skills toward Islam. Islam was revealed on the Night of Power and what did it truly mean to see God as indivisible. We partook in deep discussion about how a omnipotent God and predestination can co-exist. The five pillars and the ten obligatory acts were our guide through Islamic practices and ways worship, including festivals.

In Spring, we will complete a course content for the GCSE by completing religion, crime and punishment and religion, peace and conflict. How do Christians and Muslims respond to events that go against God or the law, or when is it acceptable to break the laws of the land or God are key questions that we will explore in these units for AQA GCSE Themes units in paper 2.

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><b>Year 11: <i>What do religions teach us about religion, peace and conflict?</i></b></p> <p><b>Content:</b></p> <ol style="list-style-type: none"> <li>Is war ever the answer?</li> <li>Can war ever be justified?</li> <li>Is violence ever the answer?</li> </ol>	<p>Questions based on the specification for AQA GCSE Paper 2: Themes: Religion, Peace &amp; Conflict</p> <ol style="list-style-type: none"> <li>What does anti-war mean?</li> <li>What does civil war mean?</li> <li>What does conflict mean?</li> <li>What does conventional warfare mean?</li> <li>What does forgiveness mean?</li> <li>What does genocide mean?</li> <li>What does guerrilla warfare mean?</li> <li>What does holy war mean?</li> <li>What is a humanitarian organisation?</li> <li>What does justice mean?</li> <li>What is a just war?</li> <li>What are nuclear weapons/war?</li> <li>What does pacifism mean?</li> <li>What does peace mean?</li> <li>What does protest mean?</li> <li>What does reconciliation mean?</li> <li>What does retaliation mean?</li> <li>What does terrorism mean?</li> <li>What does war mean?</li> <li>What are weapons of mass destruction?</li> <li>What does violence mean?</li> </ol>	<p>If your child is absent:</p> <ol style="list-style-type: none"> <li>Test your child using the knowledge booklet</li> <li>Test your child using reference to scripture section of the course companion</li> </ol> <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> <li>Research conflict using <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance</a></li> </ol>

	<ul style="list-style-type: none"><li>22. What does protest mean?</li><li>23. What does greed mean?</li><li>24. What does self-defence mean?</li><li>25. What does pacifism mean?</li><li>26. What is a quote against nuclear weapons?</li><li>27. What is a concept against war?</li><li>28. What concept shows the value of life?</li><li>29. What is a quote against retaliation?</li><li>30. What is a quote in favour of retaliation?</li></ul>	
--	--	--

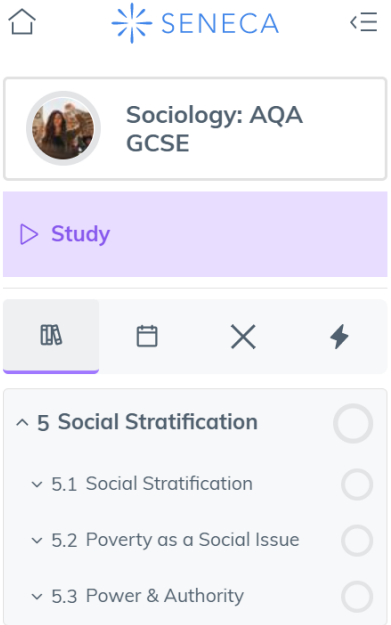
# Year 11 Science

What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?	How will my child be assessed this term?
<p>Biology</p> <p>Genetics</p> <p>Students will learn about DNA, selective breeding, genetic engineering and natural selection as well as about fossils and</p> <p>Ecology</p> <p>Students will learn about ecosystems and biodiversity, the factors which affect ecosystems</p> <p>Chemistry</p> <p>Rates of reaction</p> <p>Students will be learning about the factors that affect the rate of a reaction as well as about reversible reactions and</p>	<p>What causes variation?</p> <p>What are the steps in selective breeding and genetic engineering and natural selection?</p> <p>What can fossils tell us about evolution?</p> <p>Name biotic and abiotic factors</p> <p>What are the five factors that affect rate?</p> <p>How do you calculate rate?</p>	<p><b>BBC KS4 Science-Biology</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/znyycdm">https://www.bbc.co.uk/bitesize/topics/znyycdm</a></p> <p><b>BBC KS4 Science-Chemistry</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z9r4jxs">https://www.bbc.co.uk/bitesize/topics/z9r4jxs</a></p> <p><b>BBC KS4 Science-Physics</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z4brd2p">https://www.bbc.co.uk/bitesize/topics/z4brd2p</a></p> <p><a href="http://Oaknationalacademy.com">Oaknationalacademy.com</a></p> <p><a href="https://www.thenational.academy/">https://www.thenational.academy/</a></p> <p><a href="#">YouTube – MyGCSEScience</a></p>	<p>All students will have six mock papers, two biology, two chemistry and two physics.</p> <p>Combined science – each exam is 70 minutes long</p> <p>Triple science – each exam is 105 minutes long.</p>



<p>industrial processes</p> <p>Triple will also study fertilisers</p> <p>Earth and atmosphere</p> <p>Students will study the atmosphere composition, as well as how we are impacting the atmosphere with human activities that contribute to Climate change</p> <p>Physics</p> <p>Magnetism</p> <p>Students will learn about non-contact forces, permanent and induced magnets and the Earth's magnetic field.</p>	<p>What is dynamic equilibrium?</p> <p>Which elements are in fertilisers?</p> <p>Describe the composition of the atmosphere</p> <p>What are the products of combustion of alkanes?</p> <p>What is a magnetic field?</p> <p>What is a permanent magnet? What is an induced magnet?</p> <p>Describe the Motor effect?</p> <p>What is Fleming's left hand rule?</p>	<p><a href="#"><u>BBC Bitesize – GCSE Science</u></a></p> <p><a href="#"><u>Seneca – Students are using this for homework already</u></a></p> <p><a href="#"><u>Physics and maths tutor – exam practice</u></a></p>	
--	--	---	--

# Year 11 Sociology

Spring Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><b><u>Half-term 1 and 2</u></b></p> <p><b>Social Stratification</b></p> <p>This unit will allow students to explore how society is divided up into different groups with different life chances. Students will investigate at how divisions occur through differences in wealth and income, social class, sex and gender and ethnicity.</p>	<ol style="list-style-type: none"> <li>1) What do sociologists mean when they talk about an open system of social stratification?</li> <li>2) Why do some sociologists believe it is wrong to see the working class as exclusively manual workers?</li> <li>3) What did Marx mean when he used the term, ‘class conflict’?</li> <li>4) What did Weber mean by the term, ‘market situation’?</li> <li>5) How have governments attempted to alleviate poverty and unemployment?</li> <li>6) How do Functionalists, Marxists and Feminists differ in their views on poverty?</li> <li>7) What percentage of households did Townsend consider to be in poverty?</li> <li>8) Why are migrant workers particularly prone to poverty?</li> <li>9) What was the consensus view of the</li> </ol>	<p><b>Students should complete online work based on Seneca. On Seneca, the social stratification content is unit 5.</b></p> 

	welfare state during the 1950s and 1960s? 10) Where did the idea of democracy have its roots?	
--	---	--