

NSH/DJM/CCH

17 September 2020

Dear Parent/Carer

**YEAR 11 INTERNAL ASSESSMENTS WEEK  
MONDAY 21 SEPTEMBER – FRIDAY 25 SEPTEMBER**

It has been lovely to see our Year 11 students back in school after school closure due to 'lockdown' and our summer break. It was also fabulous to see many of our Year 11 students in the summer term during the Form Tutor and subject tutorials.

We are sure that you will be aware that amongst our planning for all of our students to return to school, we have been planning to ensure that our Year 11 students are supported to 'catch up' and further progress with their GCSE and vocational studies. We have a variety of support planned over the coming months and we will write to you with further details when appropriate. For now, our priority has been to ensure the safe return to school of all of our students and their safety and wellbeing.

Having said that, we do need to have formal systems in place of measuring our students' progress and identifying gaps in knowledge and understanding to ensure that we are correctly planning our intervention strategies and targeted support. We are holding formal Year 11 internal assessments in all of our subjects starting on Monday 21 September. Your child's teacher will tell your child on which day the assessment is taking place.

We spoke to all of our Year 11 students about this last week and our Year 11 teachers have been talking to students in lessons. We will publish a grade card at the end of October, which will detail your child's end of Key Stage Four Target Grade and End of Key Stage Four Progress assessment grade for each subject. The End of Key Stage Four Progress assessment grade will be based upon your child's teacher's estimates of their expected outcomes in Year 11, based on their current effort and progress. This can obviously change as your child progresses throughout the year.

There will be a number of other formal assessments taking place throughout Year 11 (including the Year 11 mocks in January) all of which will continue to contribute to the overall End of Key Stage Four progress assessment.

**Continued overleaf**

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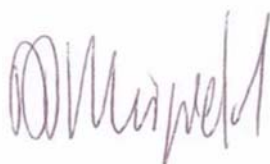
In order for you to support your child in preparing for the internal assessments next week, we have included a revision list detailing all of the topics that are being assessed. In addition to their exercise books, your child should still have all of their KS4 revision guides which we distributed back in the early spring term of Year 10.

Whilst we stress the importance of your child taking these assessments seriously, preparing for them as best as they can and striving to achieve their best, we have equally stressed the importance of health and wellbeing. We are fully committed to supporting all of our students, particularly our students who are sitting public examinations this year, in ensuring that we support and prepare them as best we can for the challenge of GCSEs next summer.

Yours faithfully



Mr N Holmes  
Director of Student Progress



Mr D Merrifield  
Directory of Key Stage Four

## YEAR 11 ASSESSMENT WEEK REVISION TOPICS: SEPTEMBER 2020

SUBJECT	<u>REVISION TOPICS</u>
<b>ART</b>	<ul style="list-style-type: none"> <li>• Students will produce a short research response to an Art History source</li> <li>• Students will produce an original composition in response to their coursework preparation study</li> </ul>
<b>BUSINESS GCSE</b>	<p><b>Theme 1 – Investigating Small Business</b></p> <p><b>1.5 Topic External Influences</b></p> <ul style="list-style-type: none"> <li>• Stakeholders</li> <li>• External influences</li> <li>• Technology in business</li> <li>• Legislation</li> <li>• The Economy</li> </ul>
<b>COMPUTING</b>	<ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Algorithms</li> <li>• Wired &amp; Wireless Networks</li> <li>• Network topologies, protocols &amp; layers</li> <li>• System Software</li> <li>• Ethical, legal, cultural and environmental concerns</li> <li>• Computational Logic</li> <li>• Data Representation</li> </ul>
<b>DESIGN TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Categorising Materials:               <ol style="list-style-type: none"> <li>1. Woods</li> <li>2. Metals</li> <li>3. Plastics</li> </ol> </li> <li>• Be able to name the categories of each material and give an example for each.</li> <li>• Selecting appropriate materials for a specific purpose.</li> </ul>
<b>DRAMA</b>	Students will complete the written paper as the assessment task. This will allow us to identify the gaps in knowledge as it covers the work that should have been completed in lockdown. The marks from this will be combined with the practical work completed in Year 10 to give an overall mark/grade.
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• An Inspector Calls</li> <li>• Macbeth</li> <li>• A Christmas Carol</li> <li>• Power and Conflict</li> </ul>
<b>FOOD</b>	<ul style="list-style-type: none"> <li>• Food Commodities - nutritional value, micro nutrients, macro nutrients, working characteristics, origins, physical and chemical changes when cooking, how to prepare and cook</li> <li>• Diet and good health - recommended dietary guidelines, changes to diet through life stages, special dietary needs.</li> <li>• The science of food - use and control of micro-organisms, safe storage of food, conditions for bacterial growth, food poisoning</li> <li>• Cooking and food preparation - sensory qualities, selection and preparation of ingredients, application of food safety and hygiene</li> </ul>

## YEAR 11 ASSESSMENT WEEK REVISION TOPICS: SEPTEMBER 2020

SUBJECT	<u>REVISION TOPICS</u>																				
<b>FRENCH</b>	Unit 1 – Me, Family and Friends Unit 2 – Technology Unit 3 – Free Time Activities Unit 4 – Customs and Festivals Unit 5 – Home, town and region																				
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• Physical Landscapes in the UK</li> <li>• Coastal landscapes (Processes, landforms of erosion, landforms of deposition, coastal management, case studies)</li> <li>• Rivers (Processes, landforms of erosion, landforms of deposition, river management, case studies)</li> </ul>																				
<b>HEALTH</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Health and wellbeing</td> <td style="width: 25%;">Genetic inheritance</td> <td style="width: 25%;">Ill health</td> <td style="width: 25%;">Accident and injury</td> </tr> <tr> <td>Balanced diet</td> <td>Exercise</td> <td>Personal hygiene</td> <td>Alcohol</td> </tr> <tr> <td>Smoking and nicotine use</td> <td>Drugs</td> <td>Social interaction</td> <td>Relationships</td> </tr> <tr> <td>Stress</td> <td>Factors</td> <td>Life events</td> <td>Pulse</td> </tr> <tr> <td>Blood pressure</td> <td>Peak flow</td> <td>BMI</td> <td>Care values</td> </tr> </table>	Health and wellbeing	Genetic inheritance	Ill health	Accident and injury	Balanced diet	Exercise	Personal hygiene	Alcohol	Smoking and nicotine use	Drugs	Social interaction	Relationships	Stress	Factors	Life events	Pulse	Blood pressure	Peak flow	BMI	Care values
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<b>HISTORY</b>	Paper 1 – Work completed last year <ul style="list-style-type: none"> <li>• USA 1919-1973                          American government; Immigration; The Red Scare; Sacco and Vanzetti; Republican policies; The 'Boom'; Henry Ford; Women in the 1920s; 1920s Entertainment; Prohibition; Criminals and the police; Racial tension: Black Americans; Racial tension: The KKK; Outsiders to the 'Boom'; Stock Market Boom</li> <li>Segregation laws; Civil Rights: peaceful protests; Civil Rights: campaigners; Civil Rights: Violence and Race riots; Civil Right Acts; America and the 'Great Society'; Feminist movements 1960s- 1970s</li> </ul>																				

## YEAR 11 ASSESSMENT WEEK REVISION TOPICS: SEPTEMBER 2020

MATHS	Y11 FOUNDATION P3      CALC		HIGHER    CALCULATOR    P3	
	NUMBER	Corbett Maths Video	NUMBER	Corbett Maths Video
	Simplify ratio	269	Compound Interest	236
	Ratio 1:n	271c	Using a calculator	222a
	Bidmas	211	Proportion	254
	Percentage of an amount	234/235	Percentage Interest	233-
	Multiples	220	Standard Form	300-303
	LCM	218	Upper / Lower bounds	377
	Number Problem/Conversion	347=349		
	Proportion / Direct Proportion	254		
	Standard Form	301/302		
	Ordering numbers/Standard Form	301/302		
	Ratio/Probability problem	271e		
	<b>ALGEBRA</b>		<b>ALGEBRA</b>	
	Draw line $x=$	193	Angles in polygons	32
	Substitution	20	Indices	17&172-175
	Sequences	286/287/288	Quadratic Sequences	388
	Solving equations	110-	Recognising graphs	344-346
	Indices	174	Expanding triple brackets	15
	<b>DATA HANDLING</b>		<b>DATA HANDLING</b>	
	Co-ordinates	84	Venn Diagrams	380
	Pie Charts	163-	Median from a frequency table	52-
	Frequency Trees	376	Frequency Polygon	155-156
	Probability	244-251	Misleading graphs (Time graph)	
	Misleading Time Graph			
	Probability/Number problem	244-251		
	<b>SHAPE &amp; SPACE</b>		<b>SHAPE &amp; SPACE</b>	
	Naming Angles	38	Volume of cylinder problem	357
	Measuring Angles	31	Pythagoras Theorem	257
	Perimeter	241-242	Enlargement	104/105
	Lines of Symmetry	316	Density	384

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SUBJECT	REVISION TOPICS	
	Average Speed	299
	3D shapes - Plan/FrontView/Side	3-4-5.
	<b>Extension</b>	
	Perpendicular bisector from a point	78/79/80
	Pythagoras Theorem	257
	Area of a triangle	257/37
	Equation of a line through a point	194
	Similar Triangles	292/293/294
	Error Intervals	183/377
	Solve by factorising	266
	<b>Extension</b>	
	Further Trig Area of a triangle	337
	Transformation of graphs	323
	Solving harder inequalities	176-182 378 367
	Solving Linear to Quadratic Simultaneous Equations	298
	Histograms	157-159
	Tangent to a circle problem	372
	Bearings - further trigonometry	335/336
<b>MEDIA GCSE</b>	<p><b>Component 1 Section A: Exploring Media Language and Representations in Print products</b></p> <ul style="list-style-type: none"> <li>• Media Language-visual and technical codes, genre and narrative and how these elements communicate meaning</li> <li>• Representations such as age, gender, ethnicity, issues and events, stereotypes</li> <li>• Audiences- specific target audiences of the products, gender, ethnicity etc.</li> <li>• Contexts of the set products and how they use media language and the construction of representations</li> <li>• Code and conventions of the print product- technical design, layout, images, typography (fonts) language (words), language techniques (alliteration, emotive, imperatives...) mode of address correct, terminology to name the sections of the text</li> </ul>	
<b>MUSIC</b>	<p>Listening test and an essay question based on the set works studied so far, including work covered in lockdown. This assessment task mirrors the written exam paper.</p> <p>The marks from this assessment task will be put with the practical and composition work completed last year to identify the current grade students are working at.</p>	
<b>PE</b>	<p>Students will sit a test based upon all of the work they completed in Year 10. This work is for Component 1: Fitness and Body Systems:</p> <ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Movement analysis</li> <li>• Topic 3: Physical training</li> <li>• Topic 4: Use of data</li> </ul> <p>Assessment overview: the assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.</p>	

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SUBJECT	REVISION TOPICS		
PSYCHOLOGY	<p>The year 11 assessment will cover topics from Paper 1 Development and Research Methods. For Development students will need to know</p> <ul style="list-style-type: none"> <li>• Early brain development</li> <li>• Piaget's stage theory and the development of intelligence</li> <li>• The role of Piaget's theory in education</li> </ul> <p>Research Methods will not be a separate section but will be incorporated into Development. Students need to know how to design a study including the formation of a hypothesis and ethical considerations.</p>		
SCIENCE: BIOLOGY	<p><b><u>BIOLOGY PAPER 2</u></b> Homeostasis and response Inheritance, variation and evolution Ecology</p>		
SCIENCE: CHEMISTRY	<p><b><u>CHEMISTRY PAPER 2</u></b> The Rate and Extent of Chemical Change Organic Chemistry Chemical Analysis Chemistry of the Atmosphere Using Resources</p>		
SCIENCE: PHYSICS	<p><b><u>PHYSICS PAPER 2</u></b> Forces Waves Magnetism Electromagnetism</p>		
SCIENCE: TRILOGY SCIENCE	<p><b>BIOLOGY</b></p> <p><b><u>Biology Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> </ul>	<p><b>CHEMISTRY</b></p> <p><b><u>Chemistry Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• The Rate and Extent of Chemical Change</li> <li>• Organic Chemistry</li> <li>• Chemical Analysis</li> <li>• Chemistry of the Atmosphere</li> <li>• Using Resources</li> </ul>	<p><b>PHYSICS</b></p> <p><b><u>Physics Paper 2</u></b></p> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism</li> <li>• Electromagnetism</li> </ul>
SPANISH	<ul style="list-style-type: none"> <li>• Unit 1 – Me, Family and Friends</li> <li>• Unit 4 – Customs and Festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 2 – Technology</li> <li>• Unit 5 – Home, town and region</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3 – Free Time Activities</li> </ul>
SPORT	Students will be assessed in Unit 1 Fitness for Sport and Exercise, This is the external assessment.		