

Year 11 Curriculum Information

October 2022

Aims

- To outline our vision
- To provide up to date information about this year & Sixth Form
- To provide tips for learning
- Core leaders to provide specific advice and guidance and supporting your child this year

Vision

- Our aim is to ensure that students are well prepared for future success in all aspects of their lives. Our school is committed to developing a learning environment which is safe, purposeful, challenging and fosters mutual respect between all of its members, where individuals will be supported to ensure their success at GCSE and beyond.
- The world of work changes rapidly, as do the routes that lead to training and employment, therefore, we aim to give each student help with understanding the opportunities that are available to them Post 16 so that they are well informed to make those important next steps choices.

Success for life

Careers advice

- Our Sixth Form open evening will introduce students to the possibility of staying on at Denefield and following a wide range of Level 3 courses from A Level to BTEC Vocational qualifications.
- Our investment in careers advice ensures that the guidance we provide is current, impartial and relevant for the young people soon to be embarking upon their chosen courses and professions.
- Uni-Frog is our career platform which students will all have logins for, so that they are all set up to explore the range of options available to them Post 16.
- Students will also gain valuable careers advice during our success for life lessons.

Emotional wellbeing

- The emotional wellbeing of your child is paramount this year as it is clear stress levels do rise due to the importance of the final examinations.
- In school support can be provided by talking to Liv (Head Girl) or Harriet (Deputy Head Girl) as they are both ready to listen and refer you to the most appropriate member of staff.
- Alternatively, there are wellbeing suggestions on our website in the parent and student area and then student wellbeing where individuals access a range of internal and external support available–The links shown below can be accessed on our school website:
 - <https://youngminds.org.uk/>
 - <https://www.place2be.org.uk/>
 - <https://www.kooth.com/>

Assessment and Intervention

- The vast majority of students completed PPE assessments in Year 10 for all of their GCSE subjects.
- All teachers have the results of these assessments and have already used this information to establish the gaps in knowledge and skills in order to provide targeted intervention this year.
- Students will have their first Core PPEs soon and it is essential that your child takes on board the support, advice and guidance of their teachers to make at least expected progress so that they are able to make the most of their lessons and prepare well for these examinations.

Success for life

Changes to the curriculum for Year 11

- The most recent information from the DfE (29 September 2022) is as follows:

'DfE and Ofqual confirm plans for summer 2023 Thursday 29 Sep 2022 Grading in 2023 GCSE, AS, and A-level exams in England will largely return to pre-pandemic arrangements next summer as young people continue to recover from the pandemic. In line with the plans set out last September, Ofqual has confirmed a return to pre-pandemic grading in 2023.'

'To protect students against the disruption of recent years, and in case students' performance is slightly lower than before the pandemic, senior examiners will use the grades achieved by previous cohorts of pupils, along with prior attainment data, to inform their decisions about where to set grade boundaries.'

'The government has also confirmed that there will be no advance information in summer 2023, but students should still get support in GCSE mathematics, physics and combined science with formulae and equation sheets.'

What does this mean for your child?

- This means that all of your child's teachers will be informed that there are no changes to be made to the curriculum for each subject – Students will have to learn all of the work and be well prepared for the final examinations.
- This also means that all subjects with non-examined content will go back to normal – for example GCSE Fine Art will go back to 2 units – One completed as controlled assessment and one examination unit completed as a 10-hour practical.
- Therefore, it is now more important than ever for students to consolidate their learning and prepare well for any PPEs and the final examinations this year.





Core Faculty revision tips & Support



Mrs S Tarrant – Head of English Faculty

English at GCSE

- Examination Board – AQA
- Two qualifications:
- English Language and English Literature
- Assessed by:
- Terminal examination

GCSE English Language

Assessment

- Two exam papers 100%
- No controlled assessment
- Compulsory speaking and listening assessment which is separately Endorsed by AQA.
- No tiered entry

GCSE English Language

Paper one – 50%

1 hour and 45 minutes

Explorations in Creative Reading and Writing

Section A: reading

One literary fiction text from the 20th or 21st century

4 questions (40 marks)

Section B: writing

One descriptive or narrative writing task

(40 marks: Content 24, SPaG 16)

GCSE English Language

Paper two – 50%

One hour and 45 minutes

Writers' Viewpoints and Perspectives

Section A: reading

Two linked non fiction texts, one literary, one non-literary, one from the 19th century, one from either the 20th or 21st century - Four questions (40 marks)

Section B: writing

Writing to present a viewpoint

(40 marks: Content 24, SPaG 16)

GCSE English Literature

Assessment

Two exam papers 100%

No Tiered entry



GCSE English Literature

Assessment

Two exam papers 100%

Paper one: Shakespeare and 19th Century Novel
choose two options: One hour and 45 minutes

Macbeth and A Christmas Carol

Paper two: Modern Drama, Anthology of poetry and Unseen Poetry (60%)

Two hours and 15 minutes

An Inspector Calls, Love and Relationships AQA Anthology and unseen poetry



Supporting students

How will we help students to be successful in English Language and English Literature?

- Regular knowledge recall quizzing in lessons and via Educake and Satchel quizzing
- Regular deliberate practice in class of exam questions
- Assessments with individual formal feedback
- Class feedback sessions with chances to improve responses
- PPE feedback
- Targeted intervention sessions
- Aim High extra curricular club

Supporting students

How can students help themselves and parents/carers support them in their English revision?

1. Learning factual Information:

- Use the knowledge organisers

Characters		Plot	
Inspector	Priestley's mouthpiece; advocates social justice	Act 1	Sheila and Gerald's engagement is celebrated
Mr Birling	Businessman, capitalist, against social equality	Act 1	Birling says there will be no war; references Titanic
Mrs Birling	Husband's social superior; believes in personal responsibility	Act 1	Inspector arrives; a young girl has committed suicide
Sheila	Young girl; comes to change views and plies Eva; feels regret	Act 1	Birling threw her out after strike; Sheila had her fired for laughing
Eric	Young man; drinks too much; takes advantage of Eva; regrets actions	Act 2	Gerald had an affair with Daisy Renton
Gerald	Businessman; engaged to Sheila; politically closest to Birling	Act 2	Mrs Birling refused to give charity to Eva; blames father
Eva	Unseen in play; comes to stand for victims of social injustice	Act 3	Eric's involvement revealed; possible rape hinted at
Key quotes		Act 3	Inspector leaves; Gerald returns; met policeman; no Inspector Goole
Birling's confidence	'We're in for a time of steadily increasing prosperity'	Act 3	Telephone rings; an inspector is coming
Birling on society	'the way some of these cranks talk and write now, you'd think everybody has to look after everybody else'	Dramatic Devices	
Sheila's recognition	'but these girls aren't cheap labour – they're people'	Dramatic Irony	the audience knows what the characters don't
Sheila's regret	'it's the only time I've ever done anything like that, and I'll never, never do it again to anybody'	Stage Directions	Instructions for the actors; often revealing
Sheila on the Inspector	'we all started like that – so confident, so pleased with ourselves until he began asking us questions'	Setting	Constant throughout but subtle changes e.g. lighting
Sheila on Eric	'he's been steadily drinking too much for the last two years'	Tension	Suspense builds up throughout the play
Inspector on guilt	'I think you did something terribly wrong – and that you're going to spend the rest of your life regretting it'	Cliff-hanger	The ending allows the audience to make up their minds
Mrs Birling defends herself	'she was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position'	Context and Themes	
Eric explains	'I'm not very clear about it, but afterwards she told me she didn't want me to go in but that – well, I was in that state when a chap easily turns nasty – and I threatened to make a row'	1912	Play is set here; just before WWI and sinking of the Titanic
The Inspector says	'but each of you helped to kill her. Remember that'	1945	Priestley wrote the play then; start of the welfare state and ideals of social equality made real
Inspector's message	'there are millions and millions and millions of Eva Smiths and John Smiths still left with us, with their lives, their hopes and fears, their suffering, and chance of happiness, all intermeshed with our lives, with what we think and say and do. We don't live alone.'	Social responsibility	Or socialism; we must all look after each other
Birling's confidence	'the famous younger generation who know it all'	Capitalism	Business should make money no matter the human cost; we are all responsible only for ourselves
		Class	Upper and lower social classes are segregated
		Age	Old vs young; new and old ideas juxtaposed; young offer hope for the future
		Attitudes to Women	Patriarchal leading to misogyny; rich men using poor women

AN INSPECTOR CALLS BY J B
PRIESTLEY
KNOWLEDGE ORGANISER

Success for life

Quizzing:

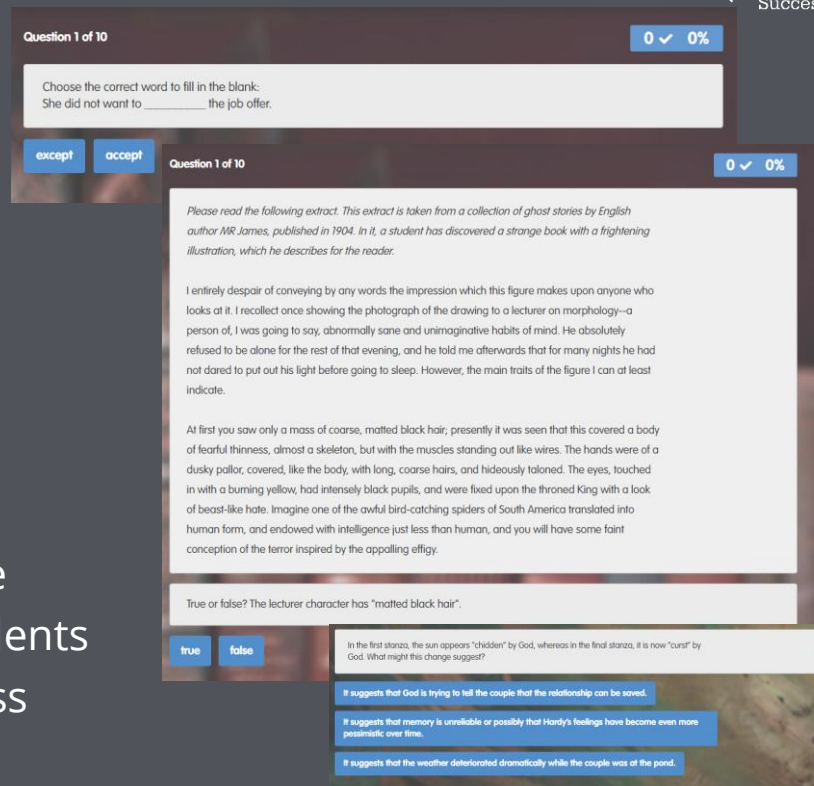
- Write flashcards with questions based on the knowledge organiser on the front and answers on the back

'the way some of these _____ talk and write now, you'd think everybody has to look after everybody else'	'but these girls aren't cheap labour – they're _____'	'We're in for a time of steadily increasing _____'
'it's the only time I've ever done anything like that, and I'll _____, _____ do it again to anybody'	'she was claiming elaborate fine feelings and scruples that were simply _____ in a girl in her position'	'I was in that state when a chap easily turns _____ – and I threatened to make a row'

- Self testing or parent/carer testing

Use Educake

- Educake is brilliant for retrieval and skills practice
- Students will be set regular quizzes on Educake
- They will also be able to choose their own quizzes for revision purposes - this is especially helpful for English Literature
- The questions are auto-marked so students get immediate feedback on their progress

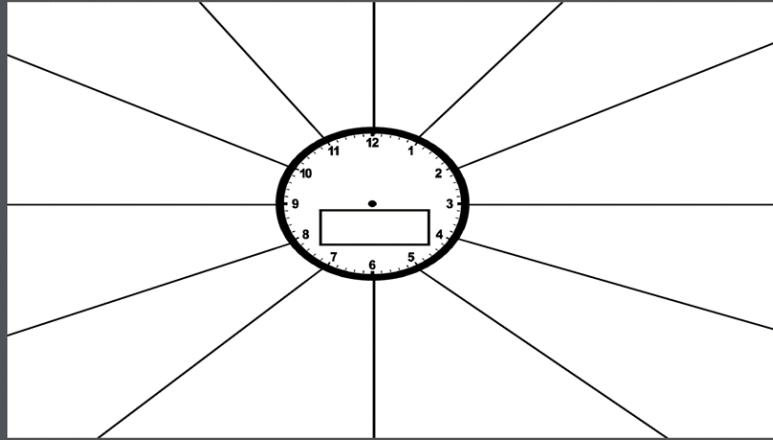


The screenshot displays the Educake quiz interface. At the top right, the Denefield logo is visible. The main area shows two questions. The first question is a fill-in-the-blank: "Choose the correct word to fill in the blank: She did not want to _____ the job offer." Below the question are two buttons: "except" and "accept". The second question is a reading comprehension passage followed by a true/false question. The passage is an extract from "The Hound of the Baskin Family" by M.R. James, describing a terrifying figure. The question asks: "True or false? The lecturer character has 'matted black hair'." Below the question are two buttons: "true" and "false". At the bottom, there are three blue buttons with text: "It suggests that God is trying to tell the couple that the relationship can be saved.", "It suggests that memory is unreliable or possibly that Hardy's feelings have become even more pessimistic over time.", and "It suggests that the weather deteriorated dramatically while the couple was at the pond."

Success for life

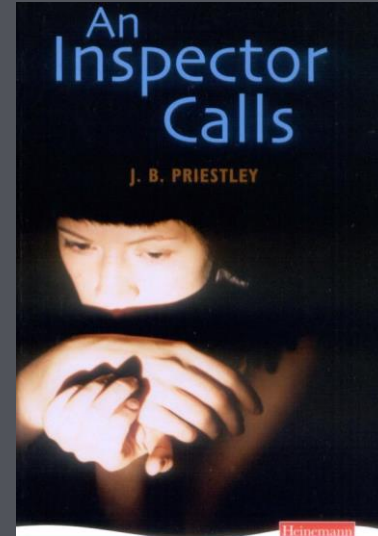
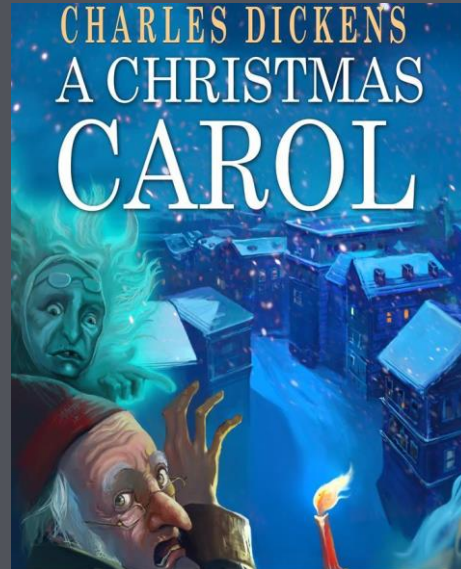
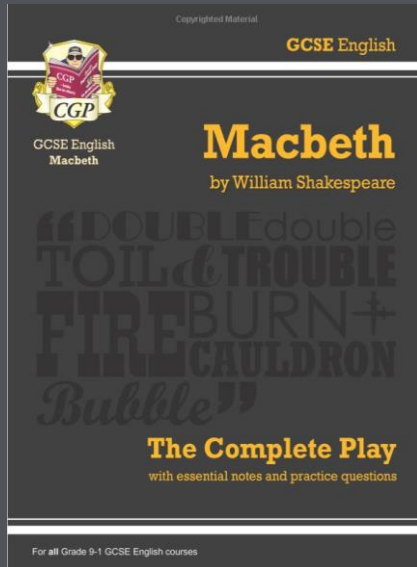
Other ways of testing factual knowledge

- Convert the information into a mind map
- Transfer information onto a blank copy of the knowledge organiser
- Revision clocks



2. Reread literature texts

Or read along with an unbridged audio version of the book



Success for life

3. Complete practice questions and self mark using PLCs



- (personal learning checklists)

Q4. Focus this part of your answer on the second part of the Source from **line 19 to the end**.

A student, having read this section of the text, said: 'The writer makes the reader feel sympathetic for the narrator.'

To what extent do you agree?

In your response, you could:

- write about your own impressions of the narrator
- evaluate how the writer has created these impressions
- support your opinions with references to the text

[20 marks]

PLC Paper 1 Question 4

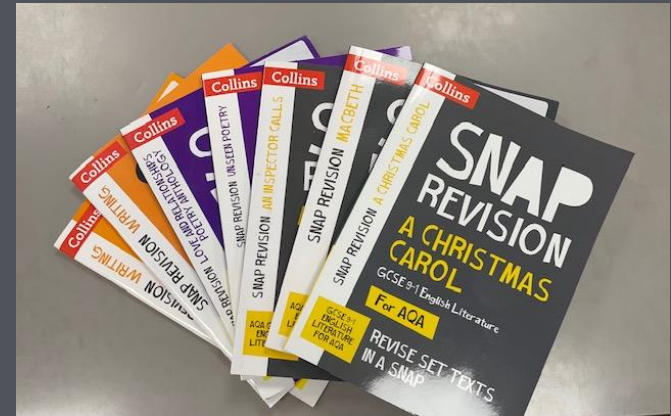
Checklist Criteria	RAG
Have you focused your answer on the correct part of the extract?	
Have you wholly or mainly agreed with the statement?	
Have you completed 4 PEE/PETER paragraphs in the time?	
Do you mention at least one technique used by the writer in each paragraph?	
Are your quotations relevant and well-chosen?	
Have you discussed the effect of the quotation?	
Have you explored a range of details from across the extract?	
Have you developed a convincing argument to support the statement given?	

Success for life

4. English Revision Guides

Revision guides

These can be purchased through the department at a discounted price of £10 for seven Collins Snap Revision Guides covering all the set texts for English Literature and two English Language guides on Reading and Writing skills



Success for life



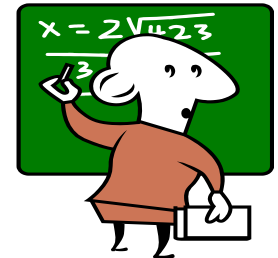
Contact
Mrs S Tarrant – Email: stt@denefield.org.uk



Mrs D Gibson – Standards Leader Maths

Mathematics at GCSE

- Examining board – AQA
- Three year linear course
- Assessed by – Terminal examination at the end of Year 11



Mathematics at GCSE

Assessment

- Three papers, equal weighting
- One non calculator paper and two calculator papers



- Download syllabus from – <http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>



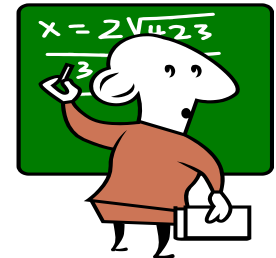
Mathematics at GCSE

Tiers of entry

Students will be entered for:

- Foundation tier – grades 1 to 5 available
- Higher tier – grades 4 to 9 available

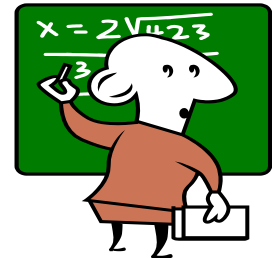
Decisions on tier of entry will be made in Year 10 on an individual basis



Mathematics at GCSE

Six strands:

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

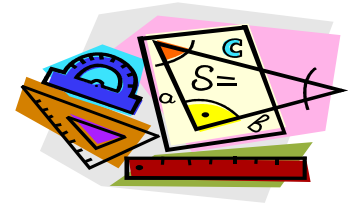


Mathematics at GCSE

No controlled assessment

Students are taught these topics from Year 7
GCSE makes the content more explicit

$$x^2 = y^2 + 4$$



Mathematics at GCSE

How to support your child

Use Mymaths which is an online package that Denefield subscribes to www.mymaths.co.uk

Log in: Denefield

Password: rhombus

Use Mathswatch as a tool to get exam practice

Encourage your child to work on topics of weakness identified from their assessments

Provide a calm environment for homework, revision and exam practice



Mathematics at GCSE

How to support your child

Your child will be getting regular exam paper practice – these will be set as homework

Encourage your child NOT to use the mark scheme to complete these papers!

Your child will be given a ring-binder to store their exam papers

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____

GCSE
MATHEMATICS

Higher Tier Paper 1 Non-Calculator

Thursday 25 May 2017 Morning Time allowed: 1 hour 30 minutes


Materials
For this paper you must have:
• mathematical instruments.
You must **not** use a calculator.

Instructions
• Use black ink or black ball-point pen. Draw diagrams in pencil.
• Answer **all** questions.
• You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
• Do all rough work in this book. Cross through any work you do not want to be marked.

Information
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 80.
• You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

Advice
• In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Pages	Mark
2-3	
4-5	
6-7	
8-9	
10-11	
12-13	
14-15	
16-17	
18-19	
20-21	
22-23	
24-25	
TOTAL	

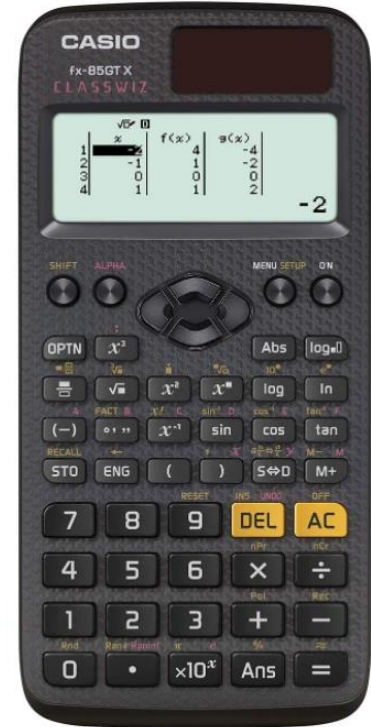

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Mathematics at GCSE

Please ensure that students are fully equipped for mathematics lessons and have a scientific calculator as well as the usual stationery items

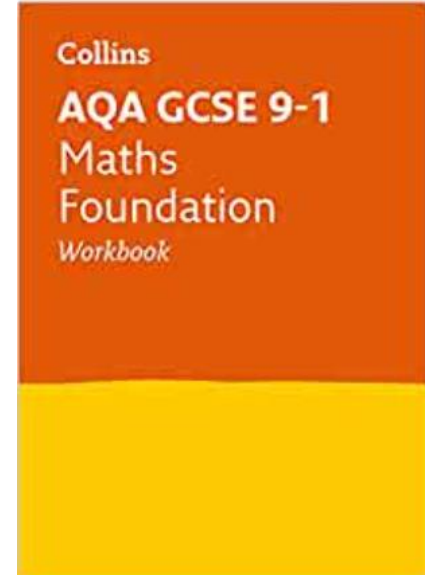
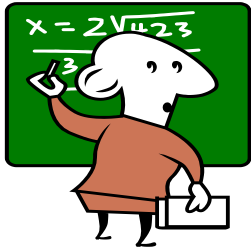
We recommend the Casio fx-85GT plus –
Approximately £10



Mathematics at GCSE

Revision guides:

Can be purchased through the department
At a discounted price or for £10.00 rrp





Contact: Mrs D Gibson
Email: dgn@denefield.org.uk



Mr Crossley – Head of Science faculty

Science – What should our students know

Assessment objectives:

AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. (40%)

AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. (40%)

AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. (20%)



Knowledge recall and practice within school

Knowledge recall

1. Fact recall starter questions
2. Knowledge organisers
3. Regular quizzing
4. Teacher questioning

Deliberate practice

1. See/Try/Apply/*Secure (8-11 repetitions)
2. Practical activities



What can be done and how can you support

The most effective three strategies:

AO1

1. Knowledge organisers
2. Educake (homework)

AO2/AO3

1. Exam paper questions



6. Domestic Uses & Safety

- DC: direct current – always flows the same way around a circuit
- AC: alternating current – continually swapping the direction it flows around a circuit
- UK mains: AC frequency is 50 Hz, potential difference is 230 V
- Most devices have three-core cable
 - Live wire: PD= 230 V - carries alternating PD from supply – can be dangerous even if switched off
 - Neutral wire: PD= 0 V - completes the circuit
 - Earth wire: PD= 0 V - safety wire – stops appliance becoming live
- It is dangerous to make any connection between the live wire and earth.

7. Power

$$P = VI$$

power PD current

Step 1

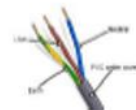
+ Box key terms

+ Circle descriptive

(Alternatively two different coloured highlighters)

6. Domestic Uses & Safety

- DC: **direct current** – always flows the same way around a circuit
- AC: alternating current – continually swapping the direction it flows around a circuit
- UK mains: AC frequency is 50 Hz, potential difference is 230 V
- Most devices have three-core cable
 - **Live wire:** PD= 230 V - carries alternating PD from supply – can be dangerous even if switched off
 - Neutral wire: PD= 0 V - completes the circuit
 - Earth wire: PD= 0 V - safety wire – stops appliance becoming live – only carries current if there is a fault
- It is dangerous to make any connection between the live wire and earth.




Knowledge organisers

6. Domestic Uses & Safety

- DC: current – always flows the way around a circuit
- AC: current – continually swapping the it flows around a circuit
- UK mains: AC frequency is Hz, potential is V
- Most devices have three-core cable
 - wire: PD= V - carries alternating PD from supply – can be even if switched
 - wire: PD= V - completes the
 - wire: PD= V - wire – stops appliance becoming live –
- It is dangerous to make any connection between the wire and

7. Power

- 

```

      graph TD
      A[.....] --> B[.....]
      A --> C[.....]
      A --> D[.....]
      
```

power (.....) (V) (A)

Step 2 & 3

+ **Fill in** blank box+ **Self assess** in red pen (tick/cross/improve)

(Repeat process with the next box)

6. Domestic Uses & Safety

- DC: *direct* ✓ current – always flows the *same* ✓ way around a circuit
- AC: current – continually swapping the it flows around a circuit
- UK mains: AC frequency is Hz, potential is V
- Most devices have three-core cable
 - wire: PD= V - carries alternating PD from supply – can be even if switched
 - wire: PD= V - completes the
 - wire: PD= V - wire – stops appliance becoming live – only carries if there is a
- It is dangerous to make any connection between the wire and

9. The National Grid

-: a system of & linking transferring power
- **Step-up**: increase the from p
- **transformers**: to a much lower value
- Reason: for a given power, pd reduces current, which in the transmission cables.

10. Static Charge (TRIPLE ONLY)

- Rubbing certain together → become electrically
- Negative rubbed off one material on to the other.
- Material electrons → negatively charged.
- Material losing electrons → equal charge.
- Greater charge on isolated object → greater between object &
- If pd high enough, may jump across gap between object & ar
- Two charged objects brought close together → on each other
- Two objects carrying same charge Two objects carrying different examples of force).

Guided practice

Extended learning at Denefield and rationale




What needs to be done:

1. **Educake** quiz x 3 disciplines per week (spaced learnt for retrieval) and challenge packs for HT and Sep groups

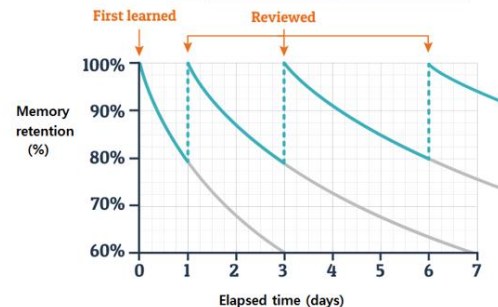
- Mr Pritchard will set one, Satchel One post on with all your EL in

Rationale

- Approx. 40% of exam is quizzing = Educake!
- Approx. 40% application of these facts = exam questions!
- Doing your EL may enable you to access 80% of a HT paper. That would easily be a grade 9!
- Spaced learnt so you don't forget your good learning!



7	Atomic Structure Part 1 (1st)
8	KS3 Particle Model
9	KS3 Periodic Table
10	Atomic Structure Part 1 (2nd)
11	KS3 Reactivity
12	KS3 Environmental
13	KS3 Acids and Bases
14	Atomic Structure Part 2 (1st)
15	HSW Skills
16	KS3 Particle Model
17	Atomic Structure Part 2 (2nd)
18	KS3 Periodic Table
19	Atomic Structure Part 1 (3rd)
20	Energy (1st)



Atomic Structure part 1 revisits – Weeks: 7 → 10 → 19 → 35 → 61 → 96

Gap 3 9 16 26 35

AO1 in summary



Knowledge organisers

- Box keywords and circle descriptive (filled in KO).
- A box at a time, fill in blank knowledge organiser.
- Self assess (tick/cross/improve).
- Repeat for next box

Educake

- Educake quiz x 3 disciplines per week (spaced learnt for retrieval) and challenge packs for HT and Sep groups
- All in one post on Stachel One from Mr Pritchard



it's a matter of
FACTS

AO2/AO3 – exam paper questions – in summary

1. Use **knowledge organisers** to support EL and additional questions
2. Students **complete**
3. Use the **mark scheme to self assess** and **make improvements** (RED)

Available on the Satchel One and
AQA website – groups 2 to 4 5 (Trilogy FT) 5 to 7 combined
(Trilogy FT)

Group 1 (Separate HT)

Or

Ask discipline teacher

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>





Denefield Sixth Form

Proud to be a school-based, destinations-focused Sixth Form

A background photograph of several students in school uniforms walking up a set of outdoor stone stairs. The students are carrying bags and books, and the scene is set outdoors with trees and a fence in the background.

Culture and
ethos

Academic
excellence

Expert guidance

Destinations



Key information

Open evening:
Thursday 24 November
2022

<http://www.denefield.org.uk/Join-Us/Sixth-Form>

Contact:
Mr M Peacock
Head of Sixth Form
mpk@denefield.org.uk

Key dates

•Year 11 Core PPEs	07/11/22-09/11/22
•Sixth Form Open Evening	24/11/2022
•Sixth Form application deadline	20/01/2023
•Year 11 Fine Art PPE	06/12/22 & 08/12/22
•Year 11 Option PPEs	04/01/23-05/01/23
•Year 11 Parents Evening	02/02/2023
•Year 11 Core PPEs	20/02/23-22/02/23
•Sixth Form offers	TBC
•Level 2 examinations start (Main season)	15/05/2023
•Year 11 Prom	27/06/2023
•Level 2 exam results day	24/08/2023