

# Year 11 Course Outline 2018-2021

## Required Evidence

### For Final Grading



## Contents

<b>Course Name: English Literature</b> .....	3
<b>Course Name: English Language</b> .....	4
<b>Course Name: Maths Higher Tier</b> .....	5
<b>Course Name: Maths Foundation Tier</b> .....	6
<b>Course Name: GCSE Combined Science</b> .....	7
<b>Course Name: GCSE Triple Science</b> .....	8
<b>Course Name: AQA GCSE Art and Design, Fine Art</b> .....	9
<b>Course Name: Drama</b> .....	10
<b>Course Name: AQA GCSE Design Technology</b> .....	11
<b>Course Name: OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing J819</b> .....	12
<b>Course Name: Food Preparation and Nutrition</b> .....	14
<b>Course Name: Geography</b> .....	19
<b>Course Name: GCSE HISTORY</b> .....	20
<b>Course Name: Cambridge Nationals Level 1 &amp; 2 in Information Technology</b> .....	21
<b>Course Name: GCSE Computer Science</b> .....	22
<b>Course Name: EDUQAS GCSE Media Studies</b> .....	24
<b>Course Name: EDUQAS French GCSE</b> .....	26
<b>Course Name: GCSE Music</b> .....	28
<b>Course Name: OCR Level 1/2 Cambridge National Certificate in in Sport Science</b> .....	29

Course Name: English Literature

<b>Non-exam assessment:</b>
None
<b>Assessment objectives:</b>
<b>AO1: Demonstrate an understanding of the text.</b>
<b>AO2: Analyse the language, form and structure used by a writer.</b>
<b>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</b>
<b>AO4: Accurate spelling and punctuation.</b>

<b>What topics/unit have my class completed (student checklist):</b>
A Christmas Carol An Inspector Calls Macbeth Unseen Poetry

<b>What do I need to learn this Term?</b>
You need to revise the content (plot, character, themes), context, and memorise quotations. You will NOT need to revise the Love and Relationships Poetry Anthology.

<b>What evidence do I need to produce?</b>
You will be assessed in the Summer term in two examinations. Paper 1 will be on Macbeth and Unseen Poetry, and Paper 2, which will be on An Inspector Calls and A Christmas Carol.

<b>What will I be assessed on at school (Internal Exam Papers)</b>
You will complete two papers. The first will be on Macbeth and Unseen Poetry, and the second on An Inspector Calls and A Christmas Carol.

Course Name: English Language

<b>Non-exam assessment:</b>	
Speaking and Listening	
<b>Assessment objectives:</b>	
<b>SECTION A: READING – Assessment Objectives</b>	<b>SECTION B: WRITING – Assessment Objectives</b>
AO1 • Comprehension • Summary and Inference AO2 • Analysis of Language and Structure. AO3 • Compare writers’ ideas and perspectives AO4 • Evaluation	AO5 • Communicate clearly, effectively and imaginatively. • Organise information and ideas AO6 • Use a range of vocabulary and sentence structures for clarity, purpose and effect. • Accurate spelling and punctuation.

<b>What topics/unit have my class completed (student checklist):</b>
Language Paper 1 Language Paper 2

<b>What do I need to learn this Term?</b>
You need to revise Language Paper 1 and Language Paper 2

<b>What evidence do I need to produce?</b>
You will be assessed in the Summer term in two examinations: Paper 1, which will focus on Fiction and Creative writing; and Paper 2, which will focus on Non-fiction and Persuasive writing.

<b>What will I be assessed on at school (Internal Exam Papers)</b>
Language Paper 1 and Language Paper 2

Course Name: Maths Higher Tier

<b>Non-exam assessment:</b>
<b>Homework records &amp; end of unit tests</b>
<b>Assessment objectives:</b>
AO1: <b>use and apply standard techniques</b> , accurately recall facts, terminology and definitions, use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions.
AO2: <b>Reason, interpret and communicate mathematically</b> , make deductions, inferences and draw conclusion from mathematical information, interpret and communicate information accurately, present argument and proofs.
AO3: <b>Solve problems with in mathematics and in other contexts</b> , translate problems in mathematical and non-mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, interpret results in the context of given problem, evaluate methods used and results obtained.

<b>What topics/unit have my class completed (student checklist):</b>
Students individual check list

<b>What do I need to learn this Term?</b>
Spring-2 SOWs & revision

<b>What evidence do I need to produce?</b>
Homework & in school assessments

<b>What will I be assessed on at school (Internal Exam Papers)</b>
Numbers, algebra, shapes & measures, Handling data

Course Name: Maths Foundation Tier

<b>Non-exam assessment:</b>
<b>Homework records &amp; End of unit assessments</b>
<b>Assessment objectives:</b>
AO1: <b>use and apply standard techniques</b> , accurately recall facts, terminology and definitions, use and interpret notation correctly. Accurately carry out routine procedures or set tasks requiring multi-step solutions.
AO2: <b>Reason, interpret and communicate mathematically</b> , make deductions, inferences and draw conclusion from mathematical information, interpret and communicate information accurately, present argument and proofs.
AO3: <b>Solve problems with in mathematics and in other contexts</b> , translate problems in mathematical and non-mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, interpret results in the context of given problem, evaluate methods used and results obtained.
<b>What topics/unit have my class completed (student checklist):</b>
Individual Check list
<b>What do I need to learn this Term?</b>
Numbers, algebra, SSM, Handling data, revision of exams
<b>What evidence do I need to produce?</b>
Homework & in school assessments
<b>What will I be assessed on at school (Internal Exam Papers)</b>
Numbers, algebra, SSM, ratios & proportion. Handling data

Course Name: GCSE Combined Science

<b>Non-exam assessment:</b>
-----------------------------

N/A
-----

<b>Assessment objectives:</b>
-------------------------------

AO1: Show knowledge and understanding of science, and how it works, and apply it where appropriate. Students should be able to: recall scientific facts and apply scientific ideas.
---

AO2: Demonstrate the ability to design an investigation, take measurements, present data and identify patterns and relationships.
---

AO3: Analyse information and ideas to: interpret, evaluate, make judgements, draw conclusions, develop experimental procedures, improve experimental procedures.
--

<b>What topics/units have my class completed (student checklist):</b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li>• Biology 1</li><li>• Biology 2</li><li>• Chemistry 1</li><li>• Chemistry 2</li><li>• Physics 1</li></ul> |
|---|

<b>What do I need to learn this Term?</b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li>• Biology 2 and Chemistry 2</li></ul> |
|---|

<b>What evidence do I need to produce?</b>
--

Complete mock exams in B2 AND C2
----------------------------------

<b>What will I be assessed on at school (Internal Exam Papers)</b>
--

Complete two exams in B2 AND C2
---------------------------------

Course Name: GCSE Triple Science

<b>Non-exam assessment:</b>
<ul style="list-style-type: none"><li>• N/A</li></ul>
<b>Assessment objectives:</b>
AO1: Show knowledge and understanding of science, and how it works, and apply it where appropriate. Students should be able to: recall scientific facts and apply scientific ideas.
AO2: Demonstrate the ability to design an investigation, take measurements, present data and identify patterns and relationships.
AO3: Analyse information and ideas to: interpret, evaluate, make judgements, draw conclusions, develop experimental procedures, improve experimental procedures.

<b>What topics/units have my class completed (student checklist):</b>
<ul style="list-style-type: none"><li>• Biology 1</li><li>• Biology 2</li><li>• Chemistry 1</li><li>• Chemistry 2</li><li>• Physics 1</li></ul>

<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"><li>• Biology 2, Chemistry 2 and Physics 1</li></ul>

<b>What evidence do I need to produce?</b>
Complete three exams in P1, B2 AND C2

<b>What will I be assessed on at school (Internal Exam Papers)</b>
Complete two exams in P1, B2 AND C2



Course Name: AQA GCSE Art and Design, Fine Art

**Non-exam assessment:**

60 % coursework 40% exam **but** this year 100% coursework determines your final grade.

**Assessment objectives:**

During the fine **art** GCSE, all pupils are expected to **do** drawing, painting, sculpting, printmaking, photography, installation and other lens or light-based media and mixed media **art** as part of your design portfolio. Each topic has to show HOW they have met the 4 objectives visually.

AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 - Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3 - Record ideas, observations, and insights relevant to intentions as work progresses

AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

**What topics/unit have my class completed (student checklist):**

Topic 1 – Identity. A tracking sheet is used in both topics

Topic 2 – Part complete - Street Art/ Messages; pupils yet to complete final responses to artists

This is the same for every artist studied:

- Artist introduction (mood board/analysis/relevant imagery)
- experiments with materials/refining selected visual information
- idea development/observational drawings
- Final response/presenting work linked to artist

**What do I need to learn this Term?**

Learn how to create and produce at least 2 relevant final responses for Street/ Message's project using a range of materials and 1 piece for Identity project.

**What evidence do I need to produce?**

Portfolio of completed artwork - 2 Sketchbooks (minimum).

For every artist studied, pupils need:

- Visual research,
- analysis of artist,
- experimentations,
- ideas developed using style
- final response.

Documented work in digital/video form from portfolio.

**What will I be assessed on at school (Internal Exam Papers)**

All sketchbooks and artwork produced for both topics and all final pieces for AO4.

Course Name: Drama

<b>Non-exam assessment:</b>
<ul style="list-style-type: none"><li>• Devising Portfolio</li><li>• Performance of Text</li><li>• Exam style questions</li></ul>
<b>Assessment objectives:</b>
AO1 Create and develop ideas to communicate meaning for theatrical performance AO2 Apply theatrical skills to realise artistic intentions in live performance AO3 Demonstrate knowledge and understanding of how drama and theatre is developed and performed AO4 Analyse and evaluate their own work and the work of others.
<b>What topics/unit have my class completed (student checklist):</b>
<ul style="list-style-type: none"><li>• Devising <b>need to do the formal performance?</b></li><li>• Component 3 practice <b>Finished? Is there enough evidence?</b></li></ul>
<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"><li>• Vocal skills</li><li>• Physical skills</li><li>• Contextual study of DNA script</li><li>• Monologue for performance</li></ul>
<b>What evidence do I need to produce?</b>
<ul style="list-style-type: none"><li>• Devising Portfolio</li><li>• Performance of a monologue</li><li>• Completed exam style test paper</li></ul>
<b>What will I be assessed on at school (Internal Exam Papers)</b>
<ul style="list-style-type: none"><li>• Devising Portfolio</li><li>• Performance of a monologue</li><li>• Exam style questions</li></ul>

**Non-exam assessment:**

NEA (will remain 50% of the overall GCSE grade) Section A-C will remain the same for 2021.

Changes to the 'Realising design ideas' section and the 'Analysing and evaluating' sections.

Changes in detail; -

**Realising design ideas: reduced from 20 to 10 marks.**

- Required to show their '**intentions of prototypes**' and demonstrate their understanding of the processes involved in making.
- Assessment no longer requires students to make a final prototype and can show understanding of the processes involved in making by writing about them but where possible, practical making is encouraged.

**Analysing and evaluating: reduced from 20 to 15 marks.**

- Analysis and evaluation throughout the design process can take place in relation to prototype ideas and models.
- No expectation to test a final made prototype, but prototype designs testing is encouraged.

**Assessment objectives:**

**AO1: Identify, investigate and outline design possibilities to address needs and wants.** *Addressed in NEA and partly Section C of the written paper.*

**AO2: Design and make prototypes that are fit for purpose.** *Addressed in NEA and is a basis for Section C questions of the written paper.*

**AO3: Analyse and evaluate:** *addressed in NEA and Section C of the written paper.*

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology.

**AO4: Demonstrate and apply knowledge and understanding of:** *addressed in NEA (investigation, Realising Design Idea and manufacturing specification) and in the written paper.*

- technical principles
- designing and making principles.

**What topics/unit have my class completed (student checklist):**

[NEA Checklist 2021](#)

[Topics Table](#)

**What do I need to learn this Term?**

- Focus on completing NEA fully
- Use GCSE Pod and E-textbook for revision

**What evidence do I need to produce?**

**Written Assessment:**

- FORMs assessment
- PPE
- End of topic assessment

**NEA portfolio and end product (3D prototype)**

**What will I be assessed on at school (Internal Exam Papers)**

NEA (50%)





Written Assessment (50%)

Course Name: OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing J819

**Non-exam assessment: R065 Design a business proposal and R066 - Market and pitch a business proposal**

- Assessment objectives:**
- Learning Outcome 1: Be able to develop a brand identity and promotional plan to target a customer profile
  - Learning Outcome 2: Be able to plan a pitch for a proposal
  - Learning Outcome 3: Be able to pitch a proposal to an audience
  - Learning Outcome 4: Be able to review the strengths and weaknesses of a proposal and pitch

**What topics/unit have my class completed (student checklist):**

Topic	Level of Understanding (Where am I now?)			
				
<b>1. Understand how to target a market</b>				
The need for customer segmentation				
Types of market segmentation				
Benefits of market segmentation				
Purpose of market research				
Primary market research methods and their benefits				
Secondary market research methods and their benefits				
Types of customer feedback techniques available to business start-ups				
<b>2. Understand what makes a product or service financially viable</b>				
Cost of producing the product or service				
Revenue generated by sales of product or service				
Use of break-even as an aid to decision making				
Profit level				
<b>3. Understand product development</b>				
The product lifecycle				
Extension strategies for products in the product lifecycle and the appropriateness of each				
How to create product differentiation				

The impact of external factors on product development				
<b>4. Understand how to attract and retain customers</b>				
Factors to consider when pricing products to retain customers				
Types of pricing strategies appropriateness of each				
Types of advertising methods to retain customers and the appropriateness of each				
Sales promotion techniques to attract and retain customers and appropriateness of each				
How customer service is used to attract and retain customers				
<b>5. Understand factors for consideration when starting up a business</b>				
Appropriate forms of ownership for a start-up business				
Source(s) of capital for business start-ups				
The importance of a business plan				
<b>6. Understand different functional activities needed to support a business start-up</b>				
Purpose of main functional activities in a new business				
The main activities of each functional area				

#### What do I need to learn this term?

- Be able to develop a brand identity and promotional plan to target a customer profile
- Be able to plan a pitch for a proposal
- Be able to pitch a proposal to an audience
- Be able to review the strengths and weaknesses of a proposal and pitch

#### What evidence do I need to produce?

NEA - Unit R066: Market and pitch a business proposal

#### What will I be assessed on at school (Internal Exam Papers)

Unit R064: Enterprise and marketing concepts – Written exam -1 hr 30min -worth 80 marks

#### Grade Descriptors:

**Maximum marks 240**

**R064 = 80 marks (120 UMS)**

**R065 = 60 marks (60 UMS)**

**R066 = 60 marks (60 UMS)**

**\*UMS (Unit Uniform Mark)**

<b>Grade 2 Pass Level 1</b>	<b>Grade 5 Pass Level 2</b>	<b>Grade 8 Distinction Level 2</b>
<b>UMS-72</b>	<b>UMS-168</b>	<b>UMS-216</b>

## Course Name: Food Preparation and Nutrition

### Non-exam assessment:

#### Assessment 2: The Food Preparation Assessment

Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

- (i) (a) investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)  
 (b) prepare, cook and present a **menu of two dishes (amended for this year)** within a single session.  
 (c) evaluate the selection, preparation, cooking and presentation of the three dishes
- (ii) produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes

#### Assessment objectives:

**AO1** Demonstrate knowledge and understanding of nutrition, food, cooking and preparation

**AO2** Apply knowledge and understanding of nutrition, food, cooking and preparation

**AO3** Plan, prepare, cook and present dishes, combining appropriate techniques

**AO4** Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others

### What topics/unit have my class completed (student checklist):

- Food commodities
- Principles of nutrition – macronutrients & micronutrients
- Diet and good health – energy requirements of individuals, plan balanced diets, calculate energy and nutritional values of recipes meals and diets
- The science of food – the effect of cooking on food, food spoilage
- Where food comes from – food provenance, food manufacturing
- Cooking and food preparation – factors affecting food choice, preparation and cooking techniques, developing recipes and meals

### What do I need to learn this Term?

NEA	<ul style="list-style-type: none"> <li>• Complete Section A &amp; B written components</li> <li>• Practical session (2 dishes in 3 hours)</li> <li>• Section C (evaluation)</li> </ul>
Exam	<ul style="list-style-type: none"> <li>• Revision for internal exam - exam practice</li> </ul>

### What evidence do I need to produce?

- NEA 2 (Section A, B & C)
- Final written assessment

### What will I be assessed on at school (Internal Exam Papers)

Food commodities	<ul style="list-style-type: none"> <li>• bread, cereals, flour, oats, rice, potatoes, pasta</li> <li>• fruit and vegetables (fresh, frozen, dried, canned and juiced)</li> <li>• milk, cheese and yoghurt</li> <li>• meat, fish, poultry, eggs</li> <li>• soya, tofu, beans, nuts, seeds</li> </ul>
------------------	---

<b>What will I be assessed on at school (Internal Exam Papers)</b>	
	<ul style="list-style-type: none"> <li>• butter, oils, margarine, sugar and syrup</li> </ul>
For each food commodity	<ul style="list-style-type: none"> <li>• the value of the commodity within in the diet</li> <li>• features and characteristics of each commodity with reference to their correct</li> <li>• storage to avoid food contamination</li> <li>• the working characteristics of each commodity</li> <li>• the origins of each commodity</li> <li>• experiment with the commodity to explore physical and chemical changes that occur as a result of given actions</li> <li>• consider complementary actions of a commodity in a recipe</li> </ul>
<b>Principles of nutrition</b>	
Macronutrients and micronutrients	<ul style="list-style-type: none"> <li>• the definition of macronutrients and micronutrients in relation to human nutrition</li> <li>• the role of macronutrients and micronutrients in human nutrition</li> </ul>
For each nutrient	<ul style="list-style-type: none"> <li>• the specific function</li> <li>• the main sources</li> <li>• dietary reference values</li> <li>• the consequences of malnutrition (over and under)</li> <li>• complementary actions of the nutrients</li> </ul>
Understand the dietary value of:	<ul style="list-style-type: none"> <li>• Water</li> <li>• dietary fibre (NSP)</li> </ul>
<b>Diet and good health</b>	
Energy requirements of individuals	<ul style="list-style-type: none"> <li>• the RDI and the percentage energy values of protein, fat and carbohydrates: monosaccharides (sugars) polysaccharides (starch) and non-soluble polysaccharides (dietary fibre) vitamins and minerals, for: <ul style="list-style-type: none"> <li>i. a range of life-stages: toddlers, teenagers, early, middle and late adulthood</li> <li>ii. Individuals with specific dietary needs or nutritional deficiencies</li> <li>iii. individuals with specific lifestyle needs</li> </ul> </li> <li>• how nutrients work together in the body, e.g. complementary actions</li> <li>• basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements</li> </ul>
Plan balanced diets	<ul style="list-style-type: none"> <li>• recommend guidelines for a healthy diet</li> <li>• identify how nutritional needs change due to age, life style</li> <li>• choices and state of health</li> <li>• plan a balanced diet for: <ul style="list-style-type: none"> <li>i. a range of life-stages: toddlers, teenagers, early, middle and late adulthood</li> <li>ii. Individuals with specific dietary needs or nutritional deficiencies</li> <li>iii. individuals with specific lifestyle needs</li> </ul> </li> </ul>

**What will I be assessed on at school (Internal Exam Papers)**

<p>Calculate energy and nutritional values of recipes, meals and diets</p>	<ul style="list-style-type: none"> <li>• Calculate the energy and main macronutrients and micronutrients and use nutritional information/data to determine why, when and how to make changes to:               <ul style="list-style-type: none"> <li>(i) a recipe</li> <li>(ii) a meal</li> <li>(iii) an individual’s existing diet over a period of time</li> </ul> </li> <li>• show how an understanding of energy balance can be used to maintain a healthy body weight throughout life</li> </ul>
<p><b>The science of food</b></p>	
<p>The effect of cooking on food</p>	<ul style="list-style-type: none"> <li>• why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination</li> <li>• how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than one method of heat transference</li> <li>• how selection of appropriate cooking methods can:               <ul style="list-style-type: none"> <li>(i) conserve or modify nutritive value, e.g. steaming of green vegetables</li> <li>(ii) improve palatability e.g. physical denaturation of protein</li> </ul> </li> <li>• the positive use of micro-organisms such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo and fermentation of sugar in drinks</li> <li>• Understand the working characteristics, functional and chemical properties of ingredients to achieve a particular result:               <ul style="list-style-type: none"> <li>(i) carbohydrates – gelatinisation, dextrinization</li> <li>(ii) fats/oils – shortening, aeration, plasticity and emulsification</li> <li>(iii) protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid)</li> <li>(iv) fruit/vegetables – enzymic browning, oxidisation</li> </ul> </li> <li>• reasons why particular results may not always be achieved, e.g. a sponge cake sinks, a sauce goes lumpy how to remedy situations when desired results may not be achieved in the first instance</li> </ul>
<p><b>Food Spoilage</b></p>	<ul style="list-style-type: none"> <li>• how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods</li> <li>• the importance of date-marks, labelling of food products to identify storage and preparation</li> <li>• the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production</li> <li>• the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria</li> <li>• the role of temperature, pH, moisture and time in the control of bacteria</li> <li>• the types of bacterial cross-contamination and their prevention</li> <li>• preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing</li> <li>• Understand the signs, symptoms, risks and consequences of inadequate/unacceptable food hygiene practices. To include: signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus</li> </ul>



<b>What will I be assessed on at school (Internal Exam Papers)</b>	
	<ul style="list-style-type: none"> <li>• Understand the consequences of mishandling of food on: food wastage: including the effect on the environment and the financial implications of waste</li> </ul>
<b>Where food comes from</b>	
Food provenance	<ul style="list-style-type: none"> <li>• food origins to include where and how foods are grown, reared, or caught</li> <li>• food miles, impact on the carbon footprint, buying foods locally</li> <li>• impact of packaging on the environment versus the value of packaging</li> <li>• sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty</li> <li>• food security: access to safe sufficient food for all (World Health)</li> </ul>
Understanding of the development of culinary traditions in British and international cuisine	<ul style="list-style-type: none"> <li>• the distinctive features, characteristics and eating patterns of different cuisines. Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques.</li> <li>• traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment</li> <li>• meal structures: presentation of menus within different cultures</li> </ul>
Food manufacturing	<ul style="list-style-type: none"> <li>• primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. bags of fruit.</li> <li>• secondary stages of processing and production to include how</li> <li>• how processing affects the sensory and nutritional properties of ingredients e.g. cured meat products</li> <li>• technological developments that claim to support better health and food production including fortification and modified foods</li> <li>• the positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers</li> <li>• the ability of additives to produce the desired effect</li> </ul>
<b>Cooking and food preparation</b>	
Factors affecting food choice	<ul style="list-style-type: none"> <li>• how sensory perception guides the choices that people make, how taste receptors and olfactory systems work</li> <li>• the sensory qualities of a range of foods and combinations and how to set up tasting panels for preference testing</li> <li>• the range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture</li> <li>• the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices</li> <li>• how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs</li> <li>• how information about food is available to the consumer, including food labelling and marketing and how this influences food choice</li> </ul>

## What will I be assessed on at school (Internal Exam Papers)

### Developing recipes and meals

consider the influence of lifestyle and consumer choice when adapting or developing meals and recipes, to include:

- (i) adaptations to recipes to address current dietary advice
- (ii) adaptations due to lifestyle patterns e.g. working parents needing dishes that are quick to prepare and cook
- consider nutritional needs and food choices when selecting recipes, including when making decisions about the ingredients, processes, cooking methods, and portion sizes e.g. vegetarian alternatives
- develop the ability to review and make improvements to recipes by amending them to include the most appropriate ingredients, processes cooking methods, and portion sizes, e.g. low calorie diets
- manage the time and cost of recipes effectively
- use their testing and sensory evaluation skills, adjusting where needed, to improve the recipe during the preparation and cooking process, e.g. adjusting seasoning
- explain, justify and present their ideas about their chosen recipes and cooking methods to others
- make decisions about which techniques are appropriate in order to achieve their intended outcome, e.g. steaming instead of boiling

Course Name: Geography

<b>Non-exam assessment:</b> N/A
<b>Assessment objectives:</b>
<ul style="list-style-type: none"><li>• AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).</li><li>• AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).</li><li>• AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).</li><li>• AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).</li></ul>

<b>What topics/units have my class completed (student checklist):</b>
<ul style="list-style-type: none"><li>• <b>The challenge of natural hazards</b> (earthquakes, tropical storms, climate change and extreme weather in the UK)</li><li>• <b>The living world</b> (ecosystems, the tropical rainforest and hot deserts)</li><li>• <b>Physical landscapes in the UK</b> (coasts and rivers)</li><li>• <b>Urban issues and challenges</b> (urban change, push and pull factors, a case study of Rio, UK population distribution and major cities and a case study of a major city in the UK)</li><li>• <b>The development gap</b> (HIC's, NEE's and LIC's. The Human Development Index (HDI), the Demographic Transition Model (DMT), causes and consequences of uneven development and aid).</li><li>• <b>Nigeria</b> (social, economic and environmental structures, TNC's and aid)</li><li>• <b>The changing UK economy</b> (post-industrialisation, economic sectors, counter-urbanisation, changing transport infrastructure, HS2, the north/south divide and UK links with the EU and the Commonwealth).</li></ul>

<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"><li>• The challenge of resource management</li></ul>

<b>What evidence do I need to produce?</b>
<ul style="list-style-type: none"><li>• Complete quizzes set in class</li><li>• Complete timed questions set in class every 2/3 weeks</li><li>• Complete a formal assessment that will have questions from both paper 1 and paper 2</li></ul>

<b>What will I be assessed on at school (Internal Exam Papers)</b>
<ul style="list-style-type: none"><li>• All the completed units of work</li></ul>

Course Name: GCSE HISTORY

<b>Non-exam assessment:</b> N/A
<b>Assessment objectives:</b>
AO1 – Knowledge AO2 – Understanding AO3/4 – Interpretation / Evaluation
<b>What topics/unit have my class completed (student checklist):</b>
P1 – C&P P2 – HVIII OR Cold War P3: Germany 1918-39
<b>What do I need to learn this Term?</b>
Identify gaps in knowledge from student checklist Gain a clear idea of requirements for each paper you are choosing with the departmental evidence map Collate a list of evidence on your own knowledge f
<b>What evidence do I need to produce?</b>
<ul style="list-style-type: none"><li>• Get assessed! As many assessments for each paper you are choosing as possible. We will help guide you through this. No assessment means no evidence – something is better than nothing, right?</li></ul>
<b>What will I be assessed on at school (Internal Exam Papers)</b>
<ul style="list-style-type: none"><li>• 2 exam papers</li></ul>

Course Name: Cambridge Nationals Level 1 & 2 in Information Technology

**Non-exam assessment:** Coursework weighted at 50%

- Focus on the use of skills to develop a creative technological solution to a real-world problem.
- Follow a project life cycle and demonstrate skills such as SWOT analysis, GANTT charts, data collection and presenting data.
- Use hardware and software to create an integrated technological solution for data processing and communication of information.

**Assessment objectives:** Exam weighted at 50%

- Knowledge of hardware and software applications.
- Data Manipulation tools and techniques.
- Project Life Cycle – phases, interaction, inputs and outputs.
- Risks, legal moral, ethical and security issues.

**What topics/unit have my class completed (student checklist):**

- Progress Creative Cakes coursework
- Project Life Cycle
- Knowledge of hardware and software applications.

**What do I need to learn this Term?**

- Data manipulation tools and techniques
- Risks, legal, moral, ethical and security issues

**What evidence do I need to produce?**

- Answers to exam practice questions
- End of topic assessments
- PPE exam

**What will I be assessed on at school (Internal Exam Papers)**

- Knowledge of hardware and software applications.
- Data Manipulation tools and techniques.
- Project Life Cycle – phases, interaction, inputs and outputs.
- Risks, legal moral, ethical and security issues.

Course Name: GCSE Computer Science

<b>Non-exam assessment:</b> completed
<b>Assessment objectives:</b>
AO1: Demonstrate knowledge and understanding of the key concepts and principles of Computer Science. AO2: Apply knowledge and understanding of key concepts and principles of Computer Science. AO3: Analyse problems in computational terms: <ul style="list-style-type: none"><li>• to make reasoned judgements</li><li>• to design, program, evaluate and refine solutions.</li></ul>
<b>What topics/unit have my class completed (student checklist):</b>
System architecture <ul style="list-style-type: none"><li>2. Memory</li><li>3. Storage</li><li>4. Wired and wireless networks</li><li>5. Network topologies, protocols and layers</li><li>6. System security</li><li>7. Systems software</li><li>8. Ethical, legal, cultural and environmental concerns</li></ul> 2.1 Algorithms 2.2 Programming techniques 2.3 Producing robust programs 2.4 Computational logic 2.5 Translators and facilities of languages 2.6 Data representation
<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"><li>• 1.4 Wired and wireless networks</li><li>• 1.5 Network topologies, protocols and layers</li><li>• 1.8 Ethical, legal, cultural and environmental concerns</li><li>• 2.1 Algorithms</li><li>• 2.6 Data representation</li></ul>
<b>What evidence do I need to produce?</b>
<ul style="list-style-type: none"><li>• 6 a day question</li><li>• PPEs</li><li>• Formal assessments</li></ul>
<b>What will I be assessed on at school (Internal Exam Papers)</b>
<ul style="list-style-type: none"><li>• October PPEs</li><li>• Programming NEA</li><li>• Formal assessments</li><li>• 6 a day question</li><li>• PPEs / Online assessments</li></ul>



## Course Name: EDUQAS GCSE Media Studies

### Non-exam assessment:

#### PERMITTED TYPES OF ASSESSMENT EVIDENCE FOR 2021

Eduqas will accept the following types of assessment evidence for 2021 (note: detail on the requirements of specific briefs is provided later in this document).

Type of Assessment Evidence	Explanation	Permitted Briefs and Options
(a) A completed production	Candidates have been able to access technology and resources throughout their completion of the NEA and have therefore been able to create a media product in full, as detailed in the briefs. As a result, the media product will be fully realised.  Supporting evidence (e.g. annotation) may be provided to demonstrate how the candidate would have realised the plans outlined in the Statement of Aims if they had completed the product under normal circumstances, for example, if they have been unable to achieve a particular intention, such as filming in a specific location, because of public health requirements.	<b>Television (1):</b> Option a) Audio-visual; Option b) Online  <b>Magazines (2):</b> Option a) Print; Option b) Online  <b>Film Marketing (3):</b> Print  <b>Music Marketing (4):</b> Option a) Audio-visual; Option b) Online
(b) A 'prototype'	Candidates have only been able to create some parts of the media product, as detailed in the briefs, due to inconsistent access to technology and resources during their completion of the NEA. As a result, the media product will be partially realised and must be accompanied by either a storyboard or shooting script (audio-visual options) or draft designs (print and online options) to address the missing parts of the product where candidates have not been able to fully realise the production.  Supporting evidence (e.g. annotation) may be provided to demonstrate how the candidate would have realised the plans outlined in the Statement of Aims if they had completed the product under normal circumstances, for example, if they have been unable to achieve a particular intention, such as filming in a specific location, because of public health requirements.	<b>Television (1):</b> Option a) Audio-visual; Option b) Online  <b>Magazines (2):</b> Option a) Print; Option b) Online  <b>Film Marketing (3):</b> Print  <b>Music Marketing (4):</b> Option a) Audio-visual; Option b) Online
(c) A 'mock-up'	Candidates have not been able to create a media product, as detailed in the briefs, as they have been unable to access the necessary technology and resources during their completion of the NEA. As a result, the media product will not be realised and instead a 'mock-up' must be submitted: either a storyboard or shooting script or animatic (audio-visual options) or draft designs (print options).  Supporting evidence (e.g. annotation) may be provided to demonstrate how the candidate would have realised the plans outlined in the Statement of Aims if they had completed the product under normal circumstances, for example, if they have been unable to achieve a particular intention, such as filming in a specific location, because of public health requirements.	<b>Television (1):</b> Option a) Audio-visual  <b>Magazines (2):</b> Option a) Print  <b>Film Marketing (3):</b> Print  <b>Music Marketing (4):</b> Option a) Audio-visual

- Candidates must ensure that they complete all of the minimum requirements of the brief in their completed production, prototype or mock-up.
- Whichever type of assessment evidence is submitted, learners must ensure that they demonstrate their knowledge and understanding of the theoretical framework.
- Produce a statement of aims (Students to discuss their aims for the production itself (as usual), not for a 'prototype', 'mock-up' etc.) to create a media product for an intended audience
- Create a media product that meets the requirements of the set brief, including suitability for the specified form, genre and audience
- Create a media product which uses media language to communicate meanings and construct representations.

### Assessment objectives:

#### AO1 Demonstrate knowledge and understanding of:

- the theoretical framework of media
- contexts of media and their influence on media products and processes.

**AO2 Analyse media products** using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

**AO3 Create media products for an intended audience**, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

### What topics/unit have my class completed (student checklist):



**Component 1 Checklist:**

<b>Resources</b>	<b>RAG</b>
Print Advertisements: Quality Street and This Girl Can Magazines (Section A)	Green
Film Posters: The Man with a Golden Gun Magazines (Section A)	Green
Film Posters: Spectre (Section A +B)	Yellow
Magazines (Section A)	Yellow
Newspaper: The Sun (Section A +B)	Red
Newspaper: Guardian	Red
Video Game: Fortnite (Section B)	Red
Radio: Archer (Section B)	Green

**What do I need to learn this Term?**

- Component 1: Magazines
- NEA: complete making the print magazine task

**What evidence do I need to produce?**

- Component 1: Magazines (revision notes> using revision template; assessment: using practise exam questions)
- NEA: complete making the print magazine task (printed copy of the front cover and double page spread; completed statement of aims/ cover page); [NEA Checklist](#)

**What will I be assessed on at school (Internal Exam Papers)**

Component 1: magazines; film posters; radio; print advertisements

Component 2: sitcom; music videos

Component 3: teacher marking and in school moderation

Course Name: EDUQAS French GCSE

**Non-exam assessment:** Not applicable.

**Assessment objectives:**

- AO1 Listening: understand and respond to different types of spoken language
- AO2 Speaking: communicate and interact effectively in speech.
- AO3 Reading: understand and respond to different types of written language.
- AO4 Writing: communicate in writing.

**What topics/unit have my class completed (student checklist):**

- To introduce and describe myself and use a range of adjectives with correct adjective agreement
- To describe family relationships, jobs members of my family do and their opinions on them
- To make plans for social events and make excuses using modal verbs
- To describe where I live in detail and what there is to do there
- To give a range of advantages and disadvantages of living in different regions with justification
- To accurately ask for and give directions and describe locations using prepositions of place
- To make orders, bookings and arrangements and use the 24-hour clock
- To express and justify my opinions on school subjects
- To describe my daily routine using a range of reflexive verbs
- To describe my plans for the future using near future tense
- To explain what I have done in the past to earn money using past perfect tense
- 
- To describe the weather using past imperfect, present and future tenses
- To describe where I went and what I did on a past holiday using imperfect and perfect tenses
- To describe plans for a future holiday using simple future tense
- To explain how to live a healthy lifestyle using 'il faut'
- To describe what I do and what I should do to stay in shape
- To describe how I use technology and use negative structures
- To discuss advantages and disadvantages of modern technology
- To discuss environmental issues and give and justify my opinions on them
- To discuss social issues around the world and use comparative/superlative structures
- To practice listening skills through francophone music
- To describe my routine at school using present tense and adverbs
- To discuss and express my opinion about my favourite festivals, customs and traditions and describe future plans to go to a festival
- To use a range of complex structures in my writing
- To talk about chores and part-time jobs I have done in the past using past perfect and imperfect tenses
- To write an application letter for a job using direct object pronouns
- To prepare for exams by identifying keywords in writing and speaking and practicing translation skills.

**What do I need to learn this Term?**

- Week 1: Work, jobs, work experience, and future careers.
- Week 2: Environmental issues

<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"> <li>• Week 3: Holidays/ Travel including the weather.</li> <li>• Week 4: PPE Reading assessment.</li> </ul>

<b>What evidence do I need to produce?</b>
<ul style="list-style-type: none"> <li>• Complete the various controlled PPE assessments that will be set during the course of this term.</li> </ul>

<b>What will I be assessed on at school (Internal Exam Papers)</b>
<ul style="list-style-type: none"> <li>• Reading, Listening, Writing, PPE's.</li> <li>• Speaking incorporated into in class speaking activities.</li> <li>• See the above topics and vocabulary you will need to study</li> </ul>

<b>Grade Descriptors</b>		
<b>Grade 2 Pass Level 1</b>	<b>Grade 5 Pass Level 2</b>	<b>Grade 8 Distinction Level 2</b>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• respond to basic and familiar spoken language, identifying key points, and some details</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• participate in conversations expressing simple opinions and using a limited range of language with some accuracy</li> <li>• use mainly understandable pronunciation and intonation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• respond to familiar language in straightforward texts, identifying key points and some details</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• convey meaning and express simple opinions in familiar contexts using a limited range of language with some accuracy</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• respond appropriately to spoken language including some more extended passages, identifying overall messages, key points, details and opinions</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• develop conversations manipulating language with reasonable accuracy, expressing opinions and responding appropriately to unpredictable questions</li> <li>• use generally accurate pronunciation and intonation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• respond appropriately to written language including some more extended texts, identifying overall messages, key points, details and opinions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• write clearly for different purposes, expressing ideas and opinions and manipulating vocabulary and grammar with reasonable accuracy</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions</li> <li>• use mostly accurate pronunciation and intonation</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning</li> </ul> <p><b>Writing</b></p> <p>write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately</p>

Course Name: GCSE Music

<b>Non-exam assessment:</b>
<ul style="list-style-type: none"><li>• 1 composition</li><li>• 1 solo performance</li></ul>
<b>Assessment objectives:</b>
<ul style="list-style-type: none"><li>• I will Perform/Sing 1 piece of music with technical control and expression</li><li>• I will Compose 1 piece of music - develop musical ideas within a structure.</li><li>• I will answer listening questions about the set works studied, using the key musical vocabulary learnt.</li><li>• I will identify, describe, evaluate, and compare musical elements in music I have studied and some unfamiliar music.</li></ul>
<b>What topics/unit have my class completed (student checklist):</b>
<ul style="list-style-type: none"><li>• Melody, Harmony, Texture, Structure, and Orchestration Rhythm, Tempo, Dynamics, and Metre in the 8 Set works,</li><li>• Composition</li><li>• Performance</li></ul>
<b>What do I need to learn this Term?</b>
<ul style="list-style-type: none"><li>• More Listening Question practice – focus on identified key vocabulary from my ppe and command words (also check how many points in questions)</li><li>• Develop and record further my solo piece</li><li>• Develop and record further my composition</li></ul>
<b>What evidence do I need to produce?</b>
Complete as much of my solo performance and composition as I am able to
Complete more Listening tests set in lessons
<b>What will I be assessed on at school (Internal Exam Papers)?</b>
<ul style="list-style-type: none"><li>• Listening questions about the set works and some unfamiliar music</li><li>• As much of the Solo Performance and Composition as I can complete to my best standard.</li></ul>

**Non-exam assessment:**

- **R042: Applying principles of training** - Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.
- **R045: Sports nutrition** - Students explore the role that diet plays in different sports and activities and the importance of a healthy, balanced diet that includes essential nutrients in the correct quantities. They use the knowledge they gain to produce an appropriate, effective diet plan for a performer.
- **R046: Technology in sport** - Students consider how various technologies are used in sport to enhance performance and the experience of sport both for performers and for spectators, as well as the career opportunities that the use of technology presents. They also explore arguments both for and against the increasing use of technology in sport.

**Assessment objectives:**

- R041: Learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions
- R042: learners will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.
- R045: learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.
- R046: learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the counter-arguments regarding the increasing use of technology in sport.

**What topics/unit have my class completed (student checklist):**

R041

- Learning Outcome 1: Understand different factors which influence the risk of injury
- Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury
- Learning Outcome 3: Know how to respond to injuries within a sporting context
- Learning Outcome 4: Know how to respond to common medical conditions

R042

- Learning Outcome 1: Know the principles of training in a sporting context
- Learning Outcome 2: Know how training methods target different fitness components
- Learning Outcome 3: Be able to conduct fitness tests
- Learning Outcome 4: Be able to develop fitness training programmes

R045

- Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet
- Learning Outcome 2: Understand the importance of nutrition in sport
- Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation
- Learning Outcome 4: Be able to develop diet plans for performers

**What topics/unit have my class completed (student checklist):****R046**

- Learning Outcome 1: Know how technology is used in sport
- Learning Outcome 2: Understand the positive effects of sports technology
- Learning Outcome 3: Understand the negative effects of sports technology
- Learning Outcome 4: Be able to evaluate the impact of technology in sport

**What do I need to learn this Term?**

- This term you must ensure all learning objectives have the required evidence for NEA's
- This term we will recap and revise R041 to prepare for an Internal Assessment

**What evidence do I need to produce?**

- R041 – Mock test result/ Internal Exam results
- R042 – Coursework for each Learning Objective
- R046 – Coursework for each Learning Objective

**What will I be assessed on at school (Internal Exam Papers)****R041**

- Learning Outcome 1: Understand different factors which influence the risk of injury
- Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury
- Learning Outcome 3: Know how to respond to injuries within a sporting context
- Learning Outcome 4: Know how to respond to common medical conditions