

Colchester County High School for Girls

Year 11 Essential Information

2024-2025



The Year 11 Tutor Team

Mrs Clayton	11C	aclayton@cchsg.com
Mr Glease	11O	eglease@cchsg.com
Mrs Roshen	11L	broshen@cchsg.com
Mrs Jeffries	11H	fjeffries@cchsg.com
Mrs King	11E	mking@cchsg.com
Mme Ollite	11S	kollite@cchsg.com

The first point of contact is the Year 11 Tutor

Contacting us

Mrs Pye	Examinations Officer	exams@cchsg.com
Mrs Ward	Year 11 Pastoral Assistant	jward@cchsg.com
Mrs Daniels	Year Leader Y10 & 11, SENCO & Associate to SLT	kdaniels@cchsg.com
Miss Wright	Pastoral Support, Y10 & 11	swright@cchsg.com
Mrs Frost	Associate Principal - Pastoral	dfrost@cchsg.com
Dr Parrott	Associate Principal - Curriculum	sparrott@cchsg.com

Dates for your diary

September

24	Progress Check 1 sent home
30	Year 11 Mock Examinations start (until 14 October)

October

23	Sixth Form Open Evening
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November

13	Drama NEA Evaluation of Performance
14	Sixth Form Taster Day
18	Mock Examination results sent home

December

5	Year 11 Parent Consultation Evening
13	Sixth Form Application Deadline

February

10	Year 11 Reports sent home
10 – 14	MFL Mock Speaking Assessments

March

17	Progress Check 2 sent home
31	GCSE Art Examination (until 1 April)

April

w/c 28	MFL Speaking Assessments (until 2 May)
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May

8	GCSE Examinations begin
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June

19	Year 11 Celebration Evening
25	JCQ Contingency day for external examinations

August

21	GCSE Results Day (date to be confirmed)
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Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Teamwork with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG introduced an anonymous online reporting system 'Whisper' to enable students to report more freely; This can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL):

Mrs Daniels kdaniels@cchsg.com

Deputy DSL:

Mrs Frost	dfrost@cchsg.com
Dr Parrott	sparrott@cchsg.com
Mrs Hughes	shughes@cchsg.com
Mr Kidby	kkidby@cchsg.com
Mrs Sharp	ksharp@cchsg.com
Mr Snow	ssnow@cchsg.com
Mr Maulkerson	dmaulkerson@cchsg.com
Miss Wright	swright@cchsg.com

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance. The school target for attendance is 97%.
- ▶ We expect students to attend every day that the school is open. There is a direct link between attainment and attendance.
- ▶ Attendance for most students is actually between 98% -100%.
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Email** us as soon as possible to tell us why your child is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf).
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Help your child to catch up with missed work.

Please note that holidays taken in term time cannot be authorised.

Punctuality

Daily lateness adds up:

- | | |
|-------------------|-------------------------------|
| ▶ 5 minutes late | 3 days lost per school year |
| ▶ 10 minutes late | 6.5 days lost per school year |
| ▶ 15 minutes late | 10 days lost per school year |
| ▶ 20 minutes late | 13 days lost per school year |
| ▶ 30 minutes late | 19 days lost per school year |

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with timetabled activities. In addition, students might also miss any announcements of importance to them.

Year 11 Essential Information



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters		Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands		GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)		GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)		Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.		GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.		GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.		GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.		GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.		Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.		Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat		Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.		GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

Wellbeing Support and Early Help

Pastoral Team – Form Tutor, Year Leader and Pastoral Assistant 1:1 meetings and monitoring.

MHST Team (previously WARMS) – Appointments by Year Leader referral. Drop-in sessions are also available.

School Nurse and School Counsellor – Appointments by Year Leader referral and student request

YES – Appointments by Year Leader referral.

e-Safety - Who you can turn to:

All students receive e-Safety guidance both in lessons and assemblies and the school utilises filtering and monitoring software. However, we strongly encourage parents to take an active role in monitoring their child's on-line and social media activity to ensure they are safe. You can find more helpful information on the e-safety section of the CCHSG website or alternatively access the websites below. If you have a specific e-safety concern regarding one of our students then please do not hesitate to contact the school safe-guarding lead, Mrs Daniels, or a member of the pastoral team. There is a weekly e-safety update in the parent and student bulletin and there will be e-safety events taking place during the school year.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Mobile phones must remain turned off during the school day.

External Examinations

If there are any circumstances you feel may affect your child's examination performance or access arrangement requests, please ensure that you have informed Mrs Pye our Examinations Manager. Mrs Pye can be contacted by telephone on 01206 576973 or via email at exams@cchsg.com. If a student is ill on the day of the examination Mrs Pye must be informed that day and a letter from the GP is required for the school to be able to apply for special considerations. Please see the examinations area of the school website for more information.

Year 11 PSHCE Curriculum

The aims of the PSHCE curriculum are:

- To equip young people with knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- To develop young people's capacity to make sound decisions when facing risks
- To support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Key Themes:

Health Education	Relationships and Sex Education (RSE)	Living in the Wider World	Careers
<ul style="list-style-type: none">• Preparing for Exams & alleviating stress• Why do we take risks?• Body Image• Substance misuse• Gambling• CoppaFeel – Breast health awareness• Personal Safety• Self-confidence and relationships	<ul style="list-style-type: none">• FGM• Sex & the Law• STIs and Contraception• Bullying & Body Shaming• Date rape• Miscarriage and unplanned pregnancy	<ul style="list-style-type: none">• Theory of learning, revision and study skills• Internet safety and the dark web• British Values, Extremism and Radicalisation• How prejudices affect our behaviour and managing stereotypes.• Managing finances	<ul style="list-style-type: none">• Post 16 Choices and Opportunities• Revision Techniques• A Level Choices• Introduction to Post 18 Options• Coping with Changes: Leaving Secondary School

Subject Examination Board Specification	Text book	Website
Art & Design Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html http://www.bbc.co.uk/schools/gcsebitesize/art/ http://www.studentartguide.com/ http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/ https://www.tate.org.uk/art/student-resource/exam-help
Biology Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes GCSE Edexcel Biology (for grade 9-1 course) - New version Published by CPG	Website with full specification: https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/gcse-biology-spec.pdf Useful revision sites: http://www.docbrown.info/gcsebiology.htm https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f https://www.physicsandmathstutor.com/biology-revision/ Required practical videos: https://www.youtube.com/watch?v=SX6mow1AExI&list=PLAd0MSIZBSsHv1pioWRdg-pZCWT084cdP (core practicals)
Chemistry Edexcel 1CH0	Chemistry for You by Lawrie Ryan	https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
Computer Science OCR J277	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote Online resources Teach-ICT Username: co33us Password: python1 Seneca Learning ISAAC Computer Science Craig'n'Dave SmartRevise	https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/ https://teach-ict.com/2016/GCSE_Computing/OCR_J277/OCR_J277_home.html https://student.craigndave.org/
Drama WJECeduqas 601/8420/6 C690QS	Not applicable	http://www.eduqas.co.uk/

Subject Examination Board Specification	Text book	Website
English Language AQA 8700	<p>Book1 – AQA GCSE English Language. Developing the skills for learning and assessment. Helen Backhouse and Beverley Emm.</p> <p>Book 2 – AQA GCSE English Language. Assessment preparation for Paper 1 and Paper 2. Jane Branson and Peter Ellison.</p>	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700
English Literature AQA 8702	<p>Not applicable -a range of texts are used: An Inspector Calls Romeo & Juliet Poetry Anthology Pride And Prejudice</p>	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702
French AQA 8658	<p>GCSE French Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.</p> <p>AQA GCSE French Higher Student Book Publisher: Oxford University Press ISBN 978 019 836583 583 9</p>	<p>https://www.aqa.org.uk/subjects/languages/gcse/french-8658 www.tv5.org http://www.languagesonline.org.uk/</p>

Geography AQA 8035	<p>AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922</p> <p>GCSE Geography AQA Student Book 2nd Edition Publisher: Oxford University Press ISBN-13: 9781382029124</p> <p>GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632</p> <p>GCSE Geography AQA Complete Revision & Practice ISBN: 9781782946137</p>	<p>https://www.aqa.org.uk/subjects/geography/gcse/geography-8035 GCSE Geography - AQA - BBC Bitesize Coolgeography - GCSE - Challenge of Natural Hazards</p>
German AQA 8668	<p>GCSE German Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.</p> <p>AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 978 019 836587 7</p>	<p>http://www.aqa.org/ https://www.languagesonline.org.uk/ www.memrise.com/</p>
History AQA 8145	<p>Oxford AQA GCSE History; Germany 1890-1945 AQA GCSE History; Understanding the Modern World AQA GCSE History; Health and the People AQA GCSE History; Elizabethan England c1568-1603 Oxford AQA GCSE History; Thematic Studies c.790-Present Day Oxford AQA GCSE History; Conflict and Tension in Asia 1950-1975</p>	<p>http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources</p>
Latin OCR J282	<p>Own 'in house' course and course booklet 'GCSE Latin' : distributed as a booklet and available electronically on SHAREPOINT</p>	<p>http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/</p>

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Mathematics Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	http://www.edexcel.org.uk/ www.corbettmaths.com www.nrich.maths.org www.bbc.com/education www.mathsgenie.co.uk www.dr frostmaths.com
Music Edexcel 1MU0	WJEC/Eduqas GCSE Music Student Book: Revised Edition. Publisher: Illuminate Publishing. ISBN-13: 978-1912820696 OR GCSE WJEC/EDUQAS Complete Revision and Practice. Publisher Coordination Group Publications Ltd (CGP) ISBN-13: 978-1837740055	https://www.eduqas.co.uk
Physical Education AQA 8582	AQA GCSE (9-1) PE Ross Howitt Mike Murray	www.aqa.org GCSE Physical Education Specification Specification for first teaching in 2016 (aqa.org.uk)
Physics Edexcel 1PH0	Physics for You by Keith Johnson	http://www.edexcel.com/ https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf Useful revision site: http://www.bbc.co.uk/schools/gcsebitesize/science/ https://senecalearning.com/en-GB/ https://www.physicsandmathstutor.com/ https://isaacphysics.org/
Psychology Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain et al Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	https://qualifications.pearson.com/en/qualification-s/edexcel-gcses/psychology-2017.html

Please contact the Head of Department for subject specific queries

Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Ukwatte	mukwatte@cchsg.com
Chemistry	Mr Garland (Acting Head of Department)	jgarland@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Miss Simcock (Acting Head of Department)	asimcock@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page	spage@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Swettenham	mswettenham@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Freeman	lfreeman@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Psychology	Mrs Bridge	sbridge@cchsg.com
Religious Studies	Miss Clark	pclark@cchsg.com
Head of Science	Mrs Clayton	aclayton@cchsg.com

Recording Progress in Year 11 2024-25

Students' attainment and progress will be measured using the GCSE Grades 9 to 1.

In Year 9 each student was issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point, but also took into consideration progress in Years 7 and 8.

Progress Checks and School Reports issued during Year 11 will provide a Working at Measure (GCSE Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE grade** the subject teacher considers the student **will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner**.

School Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 11 Examinations later in the autumn term.

Attitude to Learning

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

<u>Outstanding</u> 1	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
<u>Good</u> 2	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
<u>Requires improvement</u> 3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
<u>Poor</u> 4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

Year 11

Year 11 Curriculum Outline 2024/25

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design (GCSE) Pearson Edexcel 1FA0	TOPIC: THEMATIC COMPONENT THE HUMAN CONDITION (continued) Reconnection with Key Skills: painting/ drawing/ sculpture/ mixed media/ composition <ul style="list-style-type: none"> development of supporting sketchbooks and making clear contextual links extending ideas to fully meet all four assessment objectives exploring new media and techniques reviewing and refining ideas final outcome(s) 	TOPIC: FINAL EXAM PREPARATION (ESA) COURSEWORK PORTFOLIO ASSESSMENT AND REVIEW Key Skills: painting/ drawing/ mixed media/ composition Preparatory planning sheets <ul style="list-style-type: none"> ideas generation examination development/ controlled assessment sketchbook/portfolio presentation preparation studies for examination gallery visit / contextual links 	TOPIC: FINAL PORTFOLIO PREPARATION/ HANGING EXHIBITION Key Skills: critical review and reflection/ selection/ contextual/ cultural development/ assessment <ul style="list-style-type: none"> portfolio completion and selection for marking planning for exhibition preparing for moderation, maximising potential to meet assessment objectives
Biology (GCSE) Pearson Edexcel 1BI0	<ul style="list-style-type: none"> Cell division and genetic modification (cont'd) Nervous system 	<ul style="list-style-type: none"> Evolution and classification Health, disease and development of medicines 	<ul style="list-style-type: none"> Health, disease and development of medicines (cont'd) Revision of all topics
Chemistry (GCSE) Pearson Edexcel 1CH0	<ul style="list-style-type: none"> Quantitative Analysis (Titrations) Organic chemistry 3 (Polymers) Organic chemistry 4 (Alcohols and Carboxylic acids) Mock Exam Revision 	<ul style="list-style-type: none"> Energy Changes Rates of Reaction Reversible reactions and dynamic equilibria 	<ul style="list-style-type: none"> Revision programme
Computer Science (GCSE) OCR J277	<ul style="list-style-type: none"> 1.1 – Revisited 1.2 – Revisited Exam preparation Year 11 Mocks 2.5 – Revisited Programming Practical Lessons 	<ul style="list-style-type: none"> 1.3 – Revisited 2.4 – Revisited 2.1 – Revisited 1.4 – Revisited 1.5 – Revisited Programming Practical Lessons 	<ul style="list-style-type: none"> 2.2 – Revisited 1.6 – Revisited Personalised/targeted revision Exam practice Open revision sessions

Subject	Autumn Term	Spring Term	Summer Term
Drama (GCSE) WJEC Eduqas 3690QS	Final preparation of devised unit Public performance and written evaluation under controlled conditions Revision of set text and launch of performance from a text unit Mock Examination	Preparation and rehearsal of performance from a text practical unit Practical examination of performance from a text unit with visiting examiner	Revision and examination preparation
English (GCSE) Language AQA 8700 Literature AQA 8702	<ul style="list-style-type: none"> Mock – English Language Paper 2 <i>Pride and Prejudice</i> – preparation for Literature Paper 1 	<ul style="list-style-type: none"> Revisiting <i>An Inspector Calls</i> Revisiting English Language Paper 1 Poetry comparison and unseen skills Revisiting <i>Romeo and Juliet</i> Revisiting <i>Pride and Prejudice</i> Revisiting English Language Paper 2 	<ul style="list-style-type: none"> Revision for all units
French (GCSE) AQA 8658	Consolidation of all grammar learnt in KS3 and Year 10 Theme 2: Local, national, international and global interest Unit 6: Social Issues Unit 7: Global Issues Unit 8: Travel and Tourism Vocabulary tests, Translations, Essays, Role Play and Photo card, End of Topic Assessment/Revision of Past Exam Papers Cultural Capital: <ul style="list-style-type: none"> Speaking practice with FLA 	Theme 3: Current and future study and employment Unit 9 : My studies Unit 10: Life at school and college Unit 11: Education post-16 Unit 12: Jobs, careers and ambitions Vocabulary tests, Translations, Essays, Role Play and Photo card, End of Topic Assessment/Revision of Past Exam Papers Cultural Capital: <ul style="list-style-type: none"> Speaking practice with FLA 	Revision of all topics Past Examinations Papers from Exampro Cultural Capital: <ul style="list-style-type: none"> Speaking practice with FLA

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Subject	Autumn Term	Spring Term	Summer Term
Geography (GCSE) AQA 8035	The Changing Economic World <ul style="list-style-type: none"> Globalisation Development Gap Economic futures in the UK 	The Living World <ul style="list-style-type: none"> Ecosystems Tropical Rainforest Hot Desert Environments 	Geographical Issue Evaluation <ul style="list-style-type: none"> Exam Pre-release study Exam revision and preparation
German GCSE AQA German Higher text book OUP Higher pages for all topics AQA 8668H	Writing tasks and Translation Weekly vocabulary tests Development of examination skills Fortnightly preparation of the remaining conversation topic questions for the GCSE Speaking test Theme 1: Identity and Culture Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals Theme 2: Local, national, international and global areas of interest. Topic 5: Home town, neighbourhood and region Topic 6: Social issues. Charity / voluntary work, healthy living Topic 7: Environment, poverty / homelessness GCSE Mock Examinations (Listening, Reading and Writing)	Theme 2: Local, national, international and global areas of interest Topic 6: Social issues. Charity / voluntary work, healthy living (finish) Topic 7: Environment, poverty / homelessness (finish) Topic 8: Holidays and travel, regions of Germany GCSE Mock Speaking Examination (just before February half term) Theme 3: Current and future study and employment Topic 9: Life at school/college Topic 10: Jobs, career choices and ambitions <ul style="list-style-type: none"> continuation of advanced grammar essay writing and translation practice for each topic role play and photo card practice for each topic 	GCSE German Speaking exam – second week back after the Easter holidays. Practice for GCSE Examinations (Listening, Reading and Writing)

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Subject	Autumn Term	Spring Term	Summer Term
History (GCSE) AQA 8145	Britain: Health and the People (Paper Two) <ul style="list-style-type: none"> • Modern medicine <ul style="list-style-type: none"> ○ Modern treatment of disease ○ The impact of war and technology on surgery ○ Modern public health Elizabethan England, 1568-1603 (Paper Two) <ul style="list-style-type: none"> • Elizabeth's court and parliament <ul style="list-style-type: none"> ○ Elizabeth I and her court ○ The difficulties of a female ruler 	Elizabethan England, 1568-1603 (Paper Two) <ul style="list-style-type: none"> • Troubles at home and abroad <ul style="list-style-type: none"> ○ Religious matters ○ Mary, Queen of Scots ○ Conflict with Spain • Life in Elizabethan times <ul style="list-style-type: none"> ○ A 'Golden Age' ○ The poor ○ English sailors ○ Historic Environment 	<ul style="list-style-type: none"> • Revision
Latin (GCSE) OCR J282	<ul style="list-style-type: none"> • Translations using GCSE style and level • Prose Literature set text 	<ul style="list-style-type: none"> • complete grammar revision with focus on translation work • Prose Literature set text 	<ul style="list-style-type: none"> • Revision of all Units
Mathematics GCSE Pearson Edexcel 1MA1	15) Equations and graphs 15.1 Solving simultaneous equations graphically 15.2 Representing inequalities graphically 15.3 Graphs of quadratic functions 15.4 Solving quadratic equations graphically 15.5 Graphs of cubic functions 17) More algebra 17.1 Rearranging formulae 17.2 Algebraic fractions 17.3 Simplifying algebraic fractions 17.4 More algebraic fractions 17.5 Surds 17.6 Solving algebraic fraction equations 17.7 Functions 17.8 Proof 18) Vectors and geometric proof 18.1 Vectors and vector notation 18.2 Vector arithmetic 18.3 More vector arithmetic	19) Proportion and graphs 19.1 Direct proportion 19.2 More direct proportion 19.3 Inverse proportion 19.4 Exponential functions 19.5 Non-linear graphs 19.6 Translating graphs of functions 19.7 Reflecting and stretching graphs of functions REVISION	REVISION

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	18.4 Parallel vectors and collinear points 18.5 Solving geometric problems					
Subject	Autumn Term		Spring Term		Summer Term	
Music (GCSE) EDUQAS C660QS	Component 1: NEA Solo and Ensemble performance Component 2: Completion of free composition		Component 1: NEA Submission deadline Component 2: Completion of brief-based composition and NEA Submission deadline AoS2 Music for Ensemble		Revision and Exam Technique Component 3: Listening and Appraising Examination	
Physical Education (Core)	Options could include: <ul style="list-style-type: none">• Netball• Rounders• Fitness• Badminton• Table Tennis• Handball• Ultimate Frisbee/ Tchoukball• Football/ Rugby• Handball• Swimming• Yoga		Options could include: <ul style="list-style-type: none">• Dance• Fitness• Badminton• Table Tennis• Handball• Ultimate Frisbee/ Tchoukball• Swimming		Options could include: <ul style="list-style-type: none">• Rounders• Tennis• Benchball/ Dodgeball• Walking	
Physical Education (GCSE) AQA 8582	Theory	Practical	Theory	Practical	Theory	Practical
	<ul style="list-style-type: none">• Health and Fitness• Obesity• Somatotypes• Diet	Netball Trampolining Dance Cross County Table Tennis	<ul style="list-style-type: none">• Revision and exam prep	Moderation preparation	<ul style="list-style-type: none">• Revision and exams	Moderation
Physics (GCSE) Pearson Edexcel 1PH0	<ul style="list-style-type: none">• Atomic Structure and Nuclear Radiation		<ul style="list-style-type: none">• Uses and Dangers of Nuclear Radiation• More Forces and Motion		<ul style="list-style-type: none">• Solids, Liquids and Gases• Revision and past papers	

Year 11 Essential Information

Subject	Autumn Term	Spring Term	Summer Term
PSHCE	<ul style="list-style-type: none"> Recovering your emotional and physical health Developing Learning Skills Preparing for Exams and Alleviating Stress A Level Choices Post 16 choices and Opportunities Coppa Feel (Breast Health) Internet Safety Why do we take risks British Values, Extremism & Radicalisation How Prejudices Affect our Behaviour and Managing Stereotypes Substance Misuse 	<ul style="list-style-type: none"> Post 16 Destinations Finance Lesson 1 Finance Lesson 2 FGM Sex and the law Date Rape Presentation on confidence and relationships STIs, Contraception and Going to the Clinic Miscarriage and unplanned pregnancy Bullying and Body Shaming Gambling 	<ul style="list-style-type: none"> Personal Safety Coping with Changes: Leaving Secondary School Revision
Psychology (GCSE) Edexcel 1PS0	<p>Core Topic 3: Psychological problems</p> <ul style="list-style-type: none"> How do they effect on the individual? Two mental health problems unipolar depression and addiction – Plus symptoms and features of these disorders according to the International Classification of Diseases (ICD) How the incidence of mental health problems changes over time How mental health problems affect individuals and society The influence of genes as an explanation The use of cognitive theory as an explanation of depression The use of learning theory as an explanation of addiction <p>Mock Exam - preparation and exams</p>	<p>Core Topic 3: Psychological problems</p> <ul style="list-style-type: none"> How do they effect on the individual? The use of cognitive behavioural therapy (CBT) and drugs as a treatment The key Studies of Caspi et al. (2003) Influence of Life Stress on Depression: Moderation by a Polymorphism in the 5-HTT Gene Addiction and Young (2007) Cognitive Behaviour Therapy with Internet Addicts The nature and nurture debate in relation to Mental health problems <p>Revision of Y9 Content</p> <ul style="list-style-type: none"> Moral development, Reductionism & 9 mark answers <p>Revision of Y10 Content</p> <ul style="list-style-type: none"> Psychology over Time and Social & Cultural issues & 9 mark answers <p>Revision of Y11 Content</p> <ul style="list-style-type: none"> Nature vs Nurture & 9 mark answers 	<p>Revision of Paper 2 Content</p> <ul style="list-style-type: none"> Sleep and Dreaming, Perception - 9 mark answers Research methods – 12 mark answers <p>Exam Preparation and practice exams</p> <p>EXAMS</p>

Year 11 Essential Information

		Paper 1 – Practice and Mock	
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Subject	Autumn Term	Spring Term	Summer Term
Religious Studies delivered through Study Support	An introduction to <ul style="list-style-type: none"> Mesoamerican religious culture. An introduction to Rastafarianism 	<ul style="list-style-type: none"> An introduction to Mormon America An introduction to Tikis and the Strife's of Maui 	<ul style="list-style-type: none"> An introduction to Candomblé and Santeria

Year 11 PE Curriculum Outline 2024-25

Autumn	Spring	Summer
<p>First three weeks: Rounders</p> <p>Following this, options could include:</p> <ul style="list-style-type: none">• Netball• Fitness• Badminton• Table Tennis• Football/ Rugby• Yoga• Benchball/ Denchball	<p>Options include:</p> <ul style="list-style-type: none">• Dance• Fitness• Badminton• Table Tennis• Handball• Ultimate Frisbee/ Tchoukball• Swimming• Benchball/ Denchball	<p>Options include:</p> <ul style="list-style-type: none">• Rounders• Tennis• Benchball/ Dodgeball• Walking

Year 11 Essential Information

Year 11 Homework Timetable 2024-25

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	English (All)	English (All)		Block A Computing (AGU), German (GAR), Drama (MCU), French (SSN), Geography (JKI), History (SSA), Music (FJE), PE (PST), Art (MSA, KCR)	Mathematics (All)
	Block B Computing (AGU), German (SPG), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, MSW), Psychology (KPH)		Mathematics (All)	Block C Computing (CNA), German (GAR), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, MSW), Psychology (SBI)	
AA		Biology	Chemistry		Physics
BB		Physics	Chemistry		Biology
CC		Physics	Biology		Chemistry
DD		Physics	Biology		Chemistry
EE		Chemistry	Biology		Physics
FF		Physics	Biology		Chemistry
GG		Physics	Chemistry	Biology	

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	English (All)	Mathematics (All)	English (All)	Mathematics (All)	
		Block B Computing (AGU), German (SPG), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, MSW), Psychology (KPH)	Block A Computing (AGU), German (GAR), Drama (MCU), French (SSN), Geography (JKI), History (SSA), Music (FJE), PE (PST), Art (MSA, KCR)		Block C Computing (CNA), German (GAR), French (KOL), Geography (NKE), History (IPZ), Latin (SWI, MSW), Psychology (SBI)
AA	Biology			Chemistry	Physics
BB	Biology	Chemistry		Physics	
CC	Biology			Chemistry	Physics
DD	Physics			Biology	Chemistry
EE	Biology			Physics	Chemistry
FF	Physics			Chemistry	Biology
GG	Physics			Biology	Chemistry

PRACTICAL STRESS BUSTERS FOR TEENAGERS

DIET	<p>Eat healthily – make sure you have a balanced diet.</p> <p>Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals).</p> <p>Complex carbohydrates sustain long term energy levels and brain power.</p> <p>Eat breakfast.</p> <p>If you eat late, then eat light – no heavy meals before bed.</p> <p>You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving.</p> <p>Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest.</p> <p>Have a good bedtime routine:</p> <ul style="list-style-type: none">• Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating.• TURN OFF PHONES – don't get distracted just before trying to get to sleep.• Read a book for 10 minutes or listen to quiet music.• Keep bedroom dark and quiet• Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety:</p> <p>Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk.</p> <p>Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles.</p> <p>Take time for yourself – reading, seeing friends, hobbies, etc.</p> <p>Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood.</p> <p>Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none">• Concentrate on your breathing• Breathe deeply but without force• Visualise yourself somewhere peaceful/safe/happy• Allow positive feelings to fill you from within• Use positive affirmation: 'I can' 'I am'• Open your eyes slowly, listening to external sounds, and get up gently.• YOU CAN USE THIS ANYWHERE, ANYTIME.

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Childline www.childline.org.uk Tel: 0800 1111
- Samaritans www.samaritans.org/how-we-can-help-you/contact-us Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiry.service.org/>

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over

Student Pastoral Support

Kooth and Mental Health Essex

Kooth is a free, anonymous, confidential, safe online counselling and wellbeing commissioned by the CCG to support young people in Essex from aged 11 to 19. Counsellors are available 365 days a year, Monday – Friday 12.00 – 22.00 and Saturday and Sunday 18.00 – 22.00, assessable on mobile phone, laptop and tablet via www.kooth.com

Their website also includes discussion boards, Kooth Magazine with help articles, journal and self-help tools.

Inspire Suffolk - Wellbeing Service Supporting Young People aged 16-25 living in Suffolk and Essex

Their wellbeing service can offer weekly 30-minute distance counselling sessions with a BACP Accredited Counsellor; to explore choices within mental health, resilience and confidence within mental health. These sessions will aim to provide young people with the knowledge, tools and coping strategies to deal with their own mental health in a positive way during the coronavirus outbreak, lockdown and life in general. Full details are available on their website:

<https://inspiresuffolk.org.uk/courses/wellbeing-service/>

All information correct at the time of publication. Some information may be subject to change depending on changes to current restrictions and Government guidance.



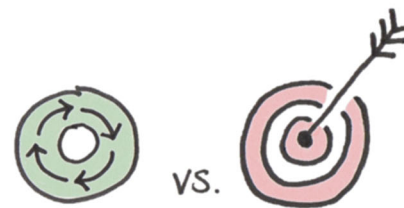
Create an effective revision system

Why create an effective system?

In Atomic Habits, James Clear states that “Goals are good for setting a direction, but systems are best for making progress” but what does he mean?

Whilst it is important to have clear goals for your exam results, having these goals are not enough, it is the systems you set up which enable you to achieve your goals and improve over a lifetime.

Therefore to maximise your chance of success, you need to create an effective revision system, using these tips.



Revision Spaces

We know that your working memory can only hold a small amount of information at once. Therefore in order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed. One way that you can free up space in your working memory is by working in an environment which is free from distractions – therefore creating an effective revision space is essential.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

Put the phone away

Whilst phones are a brilliant invention, research has found they have a negative impact on revision and learning.



Having your phone out reduces concentration, impacting working memory



It impacts on your sleep, especially the bright lights & distractions.



It produces FOMO (Fear of Missing Out) which reduces your motivation to revise



Having revision apps on your phone increases the chance of going on others

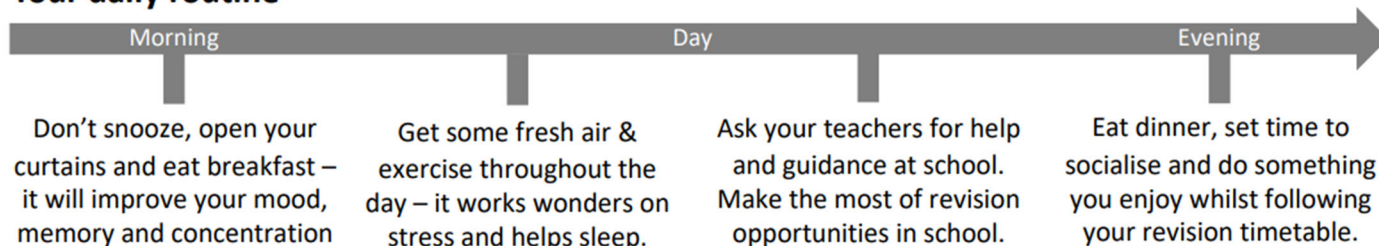
Sleep your way to success.

Whilst we encourage you to work hard before your exams, sleep is equally as important, and it is essential you get enough sleep. Research shows that sleep duration and quality improves memory and recall, helps your concentration, aids creativity, allows you to think clearer and helps your immune system. So it makes sense to prioritise good sleep!



- **Have regular bed time** – This keeps your body clock in a routine, aim for 8-10 hours a night.
- **Help sleep arrive** – Tire yourself out by exercising, put away your phone, stop gaming or watching TV 30 minutes before bed, don't drink coffee/energy drinks in the evening & make your room dark
- **Can't sleep?** – Don't go on your phone but read a book or something that occupies your brain

Your daily routine



'Create an effective revision system' infographic taken from Meols Cop High School Revision Booklet 2022-23