



St Benedict's Catholic School

The Catholic Secondary School for West Suffolk

ORA ET LABORA

END OF TERM MAGAZINE

SEPT-DEC 2021

Welcome to our Ora et Labora end of term magazine, taken from the motto of St Benedict and meaning 'Prayer and Work' this is a termly collection of some of the very best work of our students. It is a chance for us to celebrate all that they have achieved and the diverse and wonderful talents of our students. We look forward to future publications and giving all students a showcase for their best work. This publication also includes an insight into the exciting things that our students will be working on and learning next term.

History



Tuesday 14th September 2021
 Explain how Henry consolidated his position

The most important way in which Henry VII consolidated his power was by ending the wars of the roses. Almost immediately after the battle of Bosworth he married Elizabeth of York. This was significant because it united the two houses (Lancaster and York) which would help to prevent any more fighting. It also meant that the future heir would be descended from both families. Furthermore, in 1457 he defeated the remaining Yorkist forces at the Battle of Stoke. This prevented the house of York from gathering an army together in the future to try to depose Henry VII. Finally, Henry VII successfully with pretenders to the throne, who claimed to be one of the princes in the tower. When Lambert Simnel claimed the throne Henry VII put him in the Royal Kitchens; and when Perkin Warbeck claimed the throne in 1491 Henry VII had him executed. This prevented people from rallying around Perkin Warbeck's claims and also put other people off claiming to be one of the princes in the tower. Overall Henry VII successfully ended the wars of the roses through marriage, military victory and violent punishments.

I think that the second most important way Henry VII consolidated his power is by developing culture and traditions. Some of the ways he did this was by becoming the first king in almost 100 years to pass his crown to his son. This allows his son to pass the crown down and it will start a tradition. He also welcomed support from the pope, this could start culture and traditions because England was a Catholic place and John quarrelled with the pope so it is good for Henry to have a connection with the pope because Henry

Why did the Armada fail?

L.T - ~~Military~~ - Philip was humiliated to be turned down by Elizabeth

M.T - ~~Political~~ - Elizabeth's Condoned actions by her soldiers and many Spanish ships were losing treasure from the new world

L.T - ~~Religious~~ - Philip was a strong Catholic who bitterly opposed protestantism

S.T - ~~Many Queen of Scots~~ - Philip II was outraged at the execution as it was a threat to Catholicism in his eyes

M.T - ~~plots~~ - Philip II was clearly involved in Catholic plots to bring Elizabeth down.

- 1- religion
- 2- plots
- 3- piracy
- 4- many Queen of Scots
- 5- marriage

12 July 1588 - The Spanish Armada set sail

18 July - English saw the Armada arriving

19 July - English chased Spanish up the coast

27 July - Spanish Armada anchored near Calais. English sent burning galleons into the Armada. The Armada's captains panicked and sailed away

28 July - English ships attacked Spanish near Gravelines

The Spanish soldiers were left in the Netherlands

30 July - The Armada tried to sail back to Spain by going north around Scotland

August - Many Spanish ships were wrecked by storms along the west coast of Scotland and Ireland

September - only near half of the Armada returned to Spain

English

Homework

How is the theme of power presented in both "Chainsaw vs the Pampas grass" and "The gun".

Arguably, the most significant presentation of power in both the poems "Chainsaw vs the Pampas grass" and "The gun" is the power struggle between man and nature. As a society, humans constantly seem to be at war with nature most prominently through climate change. In both poems, Armitage and Feaver criticize this fight by the narrator using a man-made object of destruction to create a false sense of security ^{over} power ^{over/nature} in the narrator, reflecting the impotence of humanity. *Interesting premise to open.*

In "Chainsaw vs Pampas grass", Armitage personifies the chainsaw to ^{highlight} present the narrator's deep desire for destruction. The chainsaw with its "bloody desire, its sweet tooth" mirrors the sense of satisfaction the narrator feels at the destruction of the pampas grass. The personification of the chainsaw presents it to be both animalistic through the "bloody desire" but also human through its "sweet tooth". The adverbial "sweet tooth" implies that the narrator craves power and over the pampas grass. ^{This} ~~which~~ contrasts dramatically with the adverb "bloody" which ^{implies} infers a darker desire, through the connotations of violence and war which further reference the power struggle between nature and humanity ~~within~~ the poem. The narrator is not, in reality, gaining power from the man-made object itself but rather the feeling of control and pleasure that derives from destroying the pampas grass. The references to appetite in "Chainsaw vs the pampas grass" ^{favours} ~~works~~ with the domesticated image of cooking presented in the final stanza of "the gun". Feaver, by using a list, ^{primitive} draws out the action of cooking which mirrors the insatiable, ^{primitive} desire the narrator has for power. ~~Also, the change~~

Y12 English A-Level students were asked to make a comparison between two poems from the Forward Anthology of Poems of the Decade, by Simon Armitage and Vicki Feaver.

Year 10 have been working on the skills for GCSE English Language Paper 1. This example shows the skills of evaluating a text, where students are given a statement about an extract of fiction and they have to say whether they agree if the writer has achieved the particular purpose outlined in the statement by analysing the methods used by the writer.

4) I agree that Tibbet's story is better than Mr Fisher expected because before he started reading it, he wasn't fully paying attention to the work he was marking. We see this shown when Mr Fisher is 'trying not to think of the show outside'. This clearly implies he wants to leave and doesn't have the motivation from earlier paragraphs when he describes books as 'giddy'. We also know that Mr Fisher isn't fully convinced that Tibbet has what it takes and subtly dismisses his talents when he claims he ^{is} 'Not a brilliant scholar by any means' and that Tibbet 'had already done part of his work on the book'. This implies Mr Fisher is expecting a shoddy piece of work. However, the change in mood suggests when Mr Fisher begins to read. The writer describes the excitement and surprise Mr Fisher is feeling by calling it a 'strange sensation' which suggests Mr Fisher hadn't felt that way about a book for a long time. This is further suggested when Harris compares

the feeling to 'a long unused muscle that had been brought into action' which tells the reader that the reaction is the sign of hope for books to be good again, because he is starting to feel like he used to. The writer then goes on to describe his reaction in short clauses 'his breathing stopped, he gasped again' to almost mimic the book. Mr Fisher is breathing. This adds to the form of the paragraph and explains the reaction. The extract ends with Mr Fisher 're-reading every word slowly and with meticulous care' use of the phrase 'meticulous care' implies that Mr Fisher isn't always thorough when marking and would rather get things over and done with, as shown at the beginning of the paragraph.

However, I feel that Mr Fisher's reaction wasn't exaggerated because, since at the beginning of the extract we are introduced to Mr Fisher as a passionate lover of books, which ends up becoming a bit hobby because he starts to see everyone as 'potential' and 'boring'. The fact that a student who Mr Fisher didn't have much hope in at first was able to summon such strong emotion from a homework is exciting and good enough for Mr Fisher's reaction to be exaggerated.

Reception: detailed evaluation, with close examples and developed understanding of writer's methods.

Grade 8

Write a story about a time when things turned out unexpectedly.

This second example is a piece of creative writing, which students have to produce based on either a picture prompt or a story title.

She had been forget. Auma looked around wearily at her surroundings. Cold stone walls surrounded her like an oppressive cage. The only source of light came from the silvery moonlight that pooled through the window above. Here there was no way out. This was it. All her life spent running and hiding from those marvellous predators had been for nothing. Because she was nothing. ^{she} had no one.

She thought back the day before. She had been running for her life. Sprinting through the vibrant market, aromas of spices and fruit filling her nostrils. Flashes of colours and patter from the silks ^{on the stalls in her vision} that lay on the streets. It would have been a beautiful place ^{if not for the pain} if not for the soldiers that were ^{surrounding} closing in on her. Her breathing was frantic and her heart was hammered wildly in her chest. The shouts were closer, the footsteps louder. Her sweat had drenched her back as she ran in the blazing heat of the simmering sun. She thought she would make it; she thought she would escape. But just as she ^{passed} past the city walls, her legs gave to way and the world fell into darkness.

Auma sighed ^{heavily} at the ^{long} on the ^{icy} floor ^{beneath} her. She jerked awake on the ^{icy} stone floor below her as she heard harsh footsteps ^{scrambling} inching through the lifeless dungeons. A face had appeared behind her bars. She ^{would} ^{hope} that face anywhere.

"Avery!" she saw respect half laughing from the relief that washed over her. He had come to save her. Here began to swell inside her, a hope she had not dared to feel before now.

French

Year 13 French students study Albert Camus's 'L'étranger' as their A level literature text. The two pieces of work are examples of creative writing whereby students had to imagine being journalists reporting on the murder that takes place on the beach, and

FUSILLADE SUR LA PLAGE



Un homme a été arrêté pour suspicion de meurtre d'un Arabe.

habitants à proximité du lieux du crime disent qu'ils avaient entendu cinq coups de feu et ils ont immédiatement appelé la police. Meursault a été mis en état d'arrestation sur les lieux du crime et il va être jugé pour meurtre.

Après avoir interrogé les voisins et collègues de Meursault, on a trouvé que Meursault aime garder pour lui-même et il n'est pas très sociable. Récemment sa mère est morte à l'asile de vieillards. Meursault a mis sa mère à l'asile de vieillards parce qu'il ne pouvait pas la

souvenir. Meursault a assisté à l'enterrement mais personne ne l'a vu montrer aucune émotion.

On ne sait pas pourquoi cet homme tirerait l'Arabe parce qu'il n'y a pas de lien évident entre eux. Ils n'ont pas travaillé ensemble.

Si vous avez des informations qui pourraient aider à résoudre ce crime, contactez la police. On vous dira plus quand on aura plus d'informations sur cette affaire.

Meursault, un employé de bureau, d'âge moyen, a été arrêté pour suspicion de meurtre. Il habite à Alger et des rapports indiquent que le weekend dernier il séjournait chez des amis dans un chalet à la plage.

Les témoins placent Meursault et deux amis sur les lieux du crime mais trois heures avant la fusillade. Aussi ils disent qu'il y avait une lutte entre les trois hommes et un groupe d'Arabes. Les Arabes ont fui la scène.

Plus tard Meursault a été vu plus loin sur la plage, on ne sait pas s'il était seul ou accompagné. Les



MEURTRE SUR LA PLAGE!

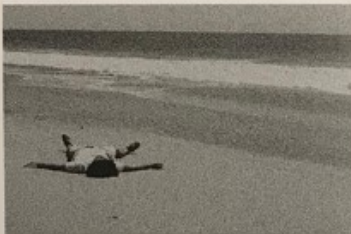
L'HOMME BLANC ASSASSINE UN ARABE ! ★ **LES GENS** mercredi 14 juillet 1942

A 13 heures un dimanche, un homme arabe a été brutalement abattu à 5 reprises par un homme blanc. Un après-midi d'été extrêmement chaud, l'enfer était imminent. Les têtes nues sur la plage frappées par la pleine puissance du soleil. Le sable rouge et le soleil aveuglant par les petites vagues de la mer. Sur une plage populaire, sur la côte d'Alger, un groupe de jeunes adultes patrouillait doucement sur le sable. Parmi eux, un homme étrange nommé Meursault sans records criminelles.

L'HOMME DERRIÈRE LE REVOLVER.

Meursault est un homme singulier, détaché de la société. Les personnes que nous avons interrogées ont affirmé qu'il montrait peu de réaction et d'émotion. Sa mère est décédée quelques jours avant le meurtre, cela pourrait-il être la raison de l'assassinat brutal d'un arabe innocent ?

Il y a beaucoup d'histoires et de rumeurs qui circulent en ce moment sur la raison du meurtre. Certains témoins disent qu'ils ont vu l'arabe plus tôt tenant un grand couteau qui brillait sous le soleil battant. C'était peut-être un acte de défense ? Peut-être a-t-il été volé ? En contradiction, Meursault aurait mis 4 balles dans la carcasse allongée sur le sable.



Nous avons parlé à Meursault quand il faisait emmené par la police. Il dit que "c'est un mélange de soleil et de confusion qui l'a poussé à tirer le pistolet, je ne regrette pas ce que j'ai fait", il était déterminé à ne plus parler.

Le nom de l'arabe n'a pas été dévoilé mais ses frères et amis se tiennent autour de son coffre. Ces hommes ont également été abattus par un groupe d'hommes plus tôt dans la journée. Trop de questions sont restées sans réponse.



Le funéraille d'arab mort sans nom.

Maths Challenges Success



Maths Olympiad for girls (MOG) 2021

The MOG is a challenge aimed at girls and young women across the UK. The challenge consists of 5 high quality problems that challenge students to think mathematically. This year three of our students took part with Andrea Booth and Paula Ratcliffe achieving a certificate of distinction and Fionnghuala Leighton Scott achieving a certificate of merit. Andrea scored very highly and was one mark shy of being among the top 30 students that took part in the challenge across the country. Congratulations to all three of them for taking part.

Senior Maths Challenge (SMC) 2021

The SMC is a 90-minute, multiple-choice competition aimed at high ability Maths students across the UK. It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

We are delighted to announce that students at St Benedict's achieved 4 golds, 9 silvers and 17 bronzes in this year's SMC! To recognise the highest performers in the Challenge, UKMT awarded the top-scoring 60% of participants Bronze, Silver and Gold certificates in the ratio 3:2:1. Please see below for those who secured certificates!

Gold

Joe Leacy, Leonel Jose, Rhian Li, Robin Tuli

Silver

Andrea Booth, Matthew Lopez Clift, Nokutenda Jaji, Adrian Smith-Delgado, Lilli Warn, Matthew Duke, Anna Berry, Benjamin Green and Rosie Hayes

Bronze

Rohan Firat, Liam Swarbrick, William Barrett, Dominik Otto, Clara Saiu-Bell, David Kentzer, Fionnghuala Leighton-Scott, Paula Ratcliffe, William Thai, Matthew Scicluna, Leah Wood, Arvin George, Jakub Wiewjora, Emil Cheriyan, Lorcan Funnel, Thomas Roy and Antony Rettagliati

Following this challenge, UKMT have invited 1000 of the highest performers to take part in the British Mathematical Olympiad Round 1 and Joe Leacy, Leonel Jose and Andrea Booth have qualified. Around 6000 will take part in the Senior Kangaroo, and Rhian Li and Robin Tuli have qualified for this.

Maths

Applications of integration Topic Assessment 19/11/21

1. $y = 3x - x^2$ $y' = (3x - x^2)(3x - x^2) = x^4 - 6x^3 + 9x^2$
 $\int_0^3 x^4 - 6x^3 + 9x^2 = \pi \left[\frac{x^5}{5} - \frac{3}{2}x^4 + 3x^3 \right]_0^3$
 $= \pi \left[\left(\frac{243}{5} - 243 + 27 \right) - \left(0 - \frac{27}{2} + 27 \right) \right]$
excellent solution $\pi \left(\frac{243}{5} + \frac{27}{2} - 3 \right) = 4.7\pi$ cubed units (5)

2. i) $\int_0^1 x^2 dx = \frac{1}{3} [x^3]_0^1 = \frac{1}{3}$ (3)
 ii) $\int_{-2}^2 x^2 dx = \frac{1}{3} [x^3]_{-2}^2 = \frac{1}{3} (8 - (-8)) = \frac{16}{3}$ (2)
equal area so one = the other = 0

3. $v = x^3 - 2x^2 = 0$ when $x=0$ and $x=2$
 $\int_0^2 (x^3 - 2x^2) dx = \left[\frac{x^4}{4} - \frac{2}{3}x^3 \right]_0^2 = \left[\frac{16}{4} - \frac{16}{3} \right] = \frac{4}{3}$ (5)

4. $y = \sqrt{x}$ $y = x^2 \Rightarrow x = y^2 \Rightarrow x^2 = y^4$
 $\int_0^1 (x^2 - x) dx = \left[\frac{x^3}{3} - \frac{x^2}{2} \right]_0^1 = \frac{1}{3} - \frac{1}{2} = -\frac{1}{6}$ (5)

5. i) $y = (1+x)^2 = (1+x)^2$
 $\int_0^1 (1+x)^2 dx = \left[\frac{(1+x)^3}{3} \right]_0^1 = \frac{8}{3} - \frac{1}{3} = \frac{7}{3}$ (3)
 ii) $\int_0^1 (1+x)^2 dx = \int_0^1 (1+2x+x^2) dx = \left[x + x^2 + \frac{x^3}{3} \right]_0^1 = 1 + 1 + \frac{1}{3} = \frac{7}{3}$

7. $\int_0^1 (3x^2 - 2x + 1) dx = \left[x^3 - x^2 + x \right]_0^1 = 1 - 1 + 1 = 1$

13 (a) On the grid show, by shading, the region that satisfies all these inequalities.

$x \geq 0$ $x \leq 2$ $y \leq x+3$ $2x+3y \geq 6$

Label the region R.

$3y \geq 6 - 2x$
 $y \geq \frac{6-2x}{3}$

great graph work

(4) 4

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9 The diagram shows a prism.

The cross section of the prism has exactly one line of symmetry.

Work out the volume of the prism.
 Give your answer correct to 3 significant figures.

$\tan(40) = \frac{x}{5}$
 $x = \tan(40) \times 5$
 $x = 4.195$

$\frac{1}{2} (10 \times \tan(40) \times 5) = 20.97...$
 $20.97... \times 20 = 419.54...$
 $12 \times 10 \times 20 = 2400$
 $2400 + 419.54... = 2819.54...$
 $= 2820 (3sf)$

excellent approach to a difficult trigonometry question

2820 cm

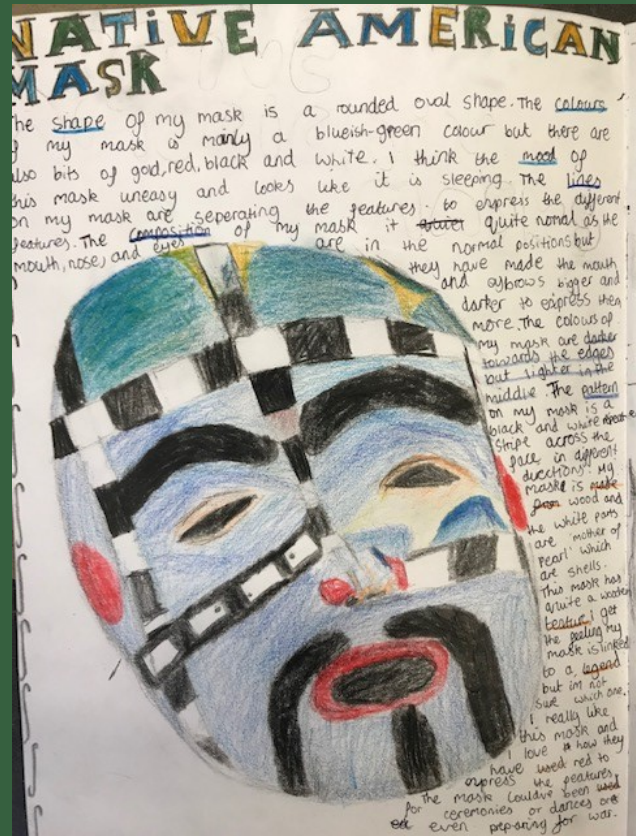
(Total for Question 9 is 5 marks)

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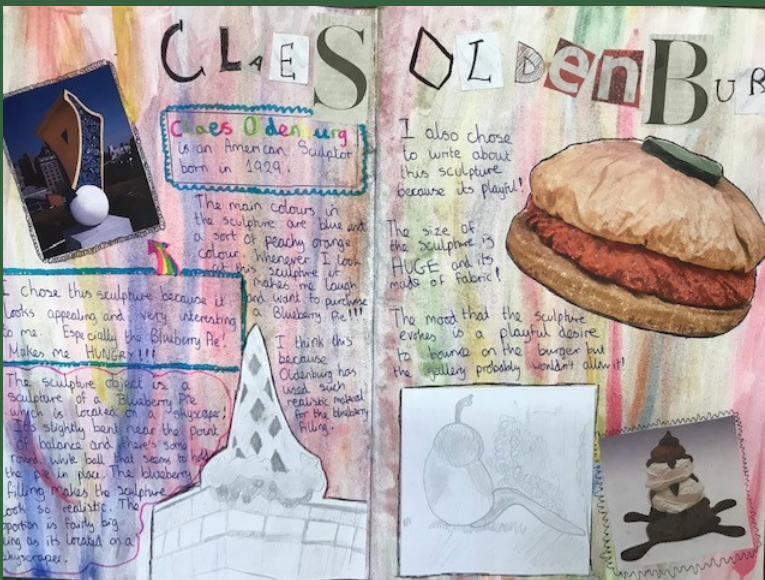
Art



Botanical Gardens Y10



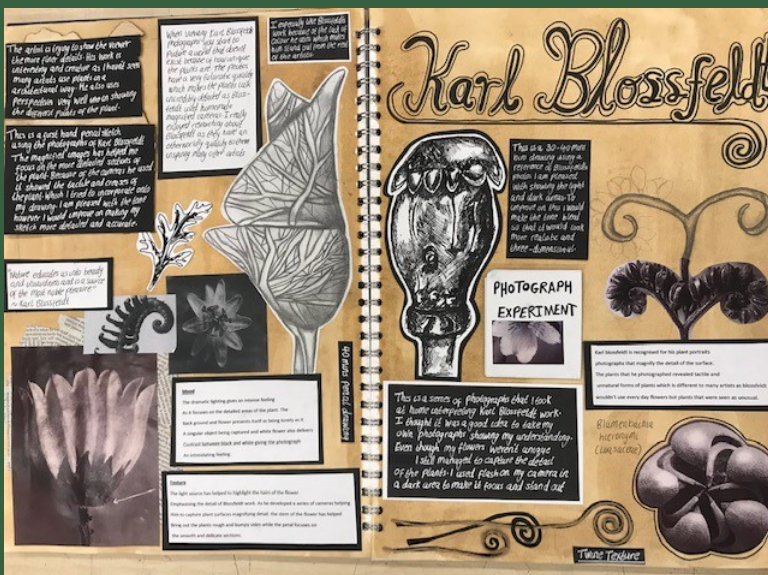
Native American Mask Critical study Y7



Claes Oldeburg research Y9



Blossfeldt Studies Y10



Art



Portrait Y13



Dragon Eyes Y8

Economics

PED is determined by:

- Substitutes** - the number and closeness/availability. Substitutes will help to determine the PED. If there is no close or lack of available substitutes the product is likely to be very price inelastic and vice versa.
- Time** - In the short run products are likely to be more inelastic as consumers find it difficult to change their shopping habits. In the long run products are likely to be more price elastic as consumers adjust to changing market conditions.
- Behaviour of the market** - As we widen the market to the PED becomes more inelastic e.g. Cigarettes are very price inelastic as there are no close substitutes. However, the demand for specific brands of cigarettes will have a higher PED.

Calculating elasticity 30/10/21

When the price of a pencil is 40p, the quantity demanded will be 20. If price falls to 30p, quantity will rise to 50. % change in quantity = $100 \times 10/20 = 50$. % change in price is $100 \times -5/40 = -12.5$. Elasticity = $50 / -12.5 = -4$. High price elastic.

1.2.6 - Price determination

- Equilibrium price & quantity and how they are determined.
- The use of supply and demand diagrams to show excess supply and demand.
- The operation of market forces to eliminate excess supply & excess demand.
- The use of supply and demand diagrams to show how changes in demand, and supply affect the equilibrium price & quantity in a free market.

Price allocation

- Equilibrium price = where the price of the product meets the quantity being able to be sold.
- Excess supply (surplus) where price is above the normal level.
- Shortage when the equilibrium is higher than the quantity supplied.
- Surplus when the quantity is higher than the demand.
- Market forces = the market is free.

Effective demand \Rightarrow if you cannot afford to buy a product, the product the quantity you want cannot be supplied.

Quality and value \Rightarrow this is where someone wants a product (willing) and can afford it (able).

When a product receives negative publicity the whole demand curve can shift to the left.

Price of a hamburger

The curve shifts to the left as there are now fewer hamburgers produced. This causes a shortage, but causes less people to want to buy hamburgers.

Price of a hamburger

The diagram shows what is happening - the original curve D_1 has shifted to the left, D_2 . This has reduced equilibrium price from P_1 to P_2 , which has also reduced the consumer surplus from P_1AE_1 to P_2BE_2 (see pink triangle) and the original producer surplus from P_1DE_1 to P_2BE_2 (see orange triangle).

E_1 = equilibrium
Orange = Surplus
Pink = Shortage

Externalities 3: Negative consumption externalities Edexcel A Level Economics

negative consumption externalities occur when the activities of consumers lead to a loss of benefit to a third party that is not included in the price of the economic activity.

Externalities 4: Positive consumption externalities Edexcel A Level Economics

Externalities 1: Negative production externalities Edexcel A Level Economics

positive production externalities occur when the activities of producers lead to benefits for a third party that are not included in the price of the economic activity.

welfare gain situation where social cost is lower than private cost and society gains as it doesn't pay for the suffering.

So we is down to the right of S as the costs to society of a positive externality will be less than the costs to the producer.

Externalities 2: Positive production externalities Edexcel A Level Economics

Negative production externalities occur when the activities of producers lead to costs to a third party that are not included in the price of the economic activity.

The supply curve takes into account the cost to the firm of producing the product i.e. the private cost. If we include the cost to society, the supply curve would shift up and to the left.

The first image relates to the topic of 'Price Mechanism' and shows how well this student has taken notes during the lesson, using highlighting of key words and information-rich sketches to aid their understanding of complex information.

The second image relates to the topic in Economics of the 'Price Mechanism' showing the impact on price when there is a shift in the demand for a certain type of product. The page on the right-hand side refers to showing how a surplus or shortage arises when prices are higher or lower.

The third image relates to students using pre-drawn graphs and interpreting and applying them to different economic/market scenarios.

The fourth image, is about students using pre-drawn graphs to interpret and apply to appropriate economic/market scenarios, as well.

Sociology

Applying material from Item F and your knowledge, evaluate the view that social class differences in health chances are the result of cultural factors.

Inequalities in health chances between social classes can be linked to many different causes however I believe it is mainly Material/Structural (the way society is constructed) that leads to Cultural/Behavioural factors (choices made by the individual).

One way in which "differences in health chances between social classes" are created as a result of Cultural/Behavioural factors. This means that the cause of the inequalities in health chances between social classes is due to the cultural choices made by these individuals or groups and blames this for their poor health. For example, people in lower classes often have a poorer lifestyle. This includes things such as an unhealthy diet, lack of exercise etc. Therefore it is the individuals decisions in eating unhealthy and not doing enough exercise that can lead them to have more illness such as diabetes. In addition to this, people in the lower classes often have a more fatalistic view to life meaning they are more likely to accept things for how they are and believe that they have nothing to lose. This can lead to looking for more instant gratification and having more risk taking behaviours such as substance abuse. This choice and outlook on life is another cause of the poorer health due to the health risks associated with alcohol, drugs, etc. It is believe that these factors are therefore carried out by the individual in the lower working class, bringing it upon themselves poorer health leading to the inequalities in healthcare being due to cultural/behavioural factors.

Another way in which differences in health chances between social classes can be caused is due the Material/Structural factors. This means the focus is put onto the persons health chances being due to the structure of society and the resulting affect on people in the lower classes life. For example, those in the lower class often have very difficult and low paying occupations, this could include working long hours, manual labour and hazardous working environments. Working in these conditions can lead to more illness, shorter life expectancy, and increased stress from having a lower income. This unlike the Cultural/Behavioural factors therefore shift the blame away from the individuals choices in their lifestyle and puts more emphasis on the factors leading to them being in that position. It can therefore be argued that factors talked about in the Cultural/Behavioural explanation can also be caused by these Material/Structural factors. For example, a poor diet may not be the choice of the individual but instead due to lack of money or time as healthier foods are often cheaper and quicker to access. This is supported in Our Healthier Nation as it says "if the nearest supermarket is miles away or the bus doesn't go there when you can, it can be difficult to buy food which is cheap and healthy". Therefore moving blame away from the victim and instead suggesting that the inequalities in health are due to society and not individuals choices. *Good.*

Yet another way in which differences in health chances between social classes can be explained is through the artefact approach. Which suggests the idea that the link between class and health is not real but is a statistical illusion. For example, Illsley points out the working class has declined so much over the years that the numbers are too small to be used in comparison to the health of the upper classes. This goes against both other views and approaches and would suggest that there is in fact no difference or inequalities of the health chances of different classes and is instead a statistical illusion, this view is however often rejected by sociologists.

In conclusion, I believe that the differences in health of social classes is not caused by cultural factors as this put the blame on the victim for making poor choices such as having an unhealthy diet or life style causing them to have higher rates of illness. Instead I believe it is the result of the structure of society and Material/Structural factors that force people in the working class to be put into a position of poorer health and higher rates of illness.

Social Selection?

*15/20 Good understanding, starting to show evaluation.
more depth needed and social selection needed explaining.*

It's blame Society

Rejected by sociologists

explain how

Good.

Government and Politics

Part 1

Devolution 9-mark questions:

Explain, with examples, the west Lothian question.

The west Lothian question asks why Scottish MPs represented at Westminster are allowed to vote on English issues i.e., matters of local government in England, as English MPs have no say on the matters for Scotland. The MP who raised this question was Tam Dalyell, MP for West Lothian who asked this question in the debates on devolution in the 1970s. There have been very few cases in which legislation on English issues would not have been implemented without the support of Scottish MPs. Two of those issues happened from 2003-2004, when legislation on foundation hospitals and university fees in England would not have passed without the votes of those Scottish MPs. Those such MPs argued that clauses in those two pieces of legislation were relating to Scotland, changing public spending for those two nations. As a result of the West Lothian question, Conservative MPs have argued for 'English Votes for English Laws'. This would introduce a certain set of procedures in the commons for dealing with legislation that only affects England. The conservative- Lib-Dem coalition in 2013 recommended procedures are to be adapted so that a majority of English MPs is needed to pass legislation which affects only England. It was then in October 2015 that MPs voted to amend the standing orders of the Commons and introduce 'EVEL'. New procedures provided a double veto, bills certified by the speaker as English only bills are considered in a legislative grand committee, a committee where English MPs can then vote to veto them; but this requires support from the house of commons, including Northern Irish, Welsh and Scottish MPs input which puts into question the efficiency and the overall use of 'EVEL'

www - Three clear points
 EVEL - Separate paragraphs. Link your first point to the post devolution settlement. Bring your last point up to date to outline the current situation.

Devolution in the UK is asymmetric, meaning the 3 devolved nations all have varying degrees of power, with Scotland having the most power out of the 3. The Scottish parliament has primary legislative powers, meaning its involved for law-making in devolved matters (tax-raising powers); Westminster will always have the power to make law on any matter. The Scotland Act 1998 gave the Scottish parliament primary legislative powers over a wide range of policy areas including: tax, education, health and law and home affairs to name a few. Unlike Northern Ireland and Wales, Scotland can control their income tax rates, which is now significantly different to the rest of the UK, with income tax rates being higher to help give further support to their public services. The Scottish parliament also have primary control over health and education. During the COVID-19 crisis the Scottish government decided to cancel exams before English schools did and they also had different COVID guidelines and restrictions including a vaccine passport, which the rest of the UK did not adopt. Their education system is also completely different, with national 5s and Highers instead of GCSEs and A-Levels, being the only devolved nation with a different education system. The funding for the NHS in Scotland is also different due to the Barnett formula. Scotland get more funding per capita as a result of it, therefore the Scottish parliament can then decide different ways in which that money can be spent compared to England. Due to the system of asymmetric devolution, this has allowed to Scottish

Government and Politics

Part 2

parliament to have more power and run themselves more independently from the rest of the union. 6/9 www - Good knowledge/understanding.

6BI - 3 clear points - LEGISLATIVE / ECONOMIC / ADMINISTRATIVE.

Explain and analyse three limitations on the powers of the Scottish parliament

The limits on the Scottish Parliament's powers were set out in the Scotland Act 1998. The 'reserved powers' remain of the sole responsibility of Westminster and cannot be challenged by the Scottish Parliament. Some of these being: defence and national security, nationality and immigration, foreign policy, and economic and monetary matters. As the parliament at Westminster has parliamentary sovereignty, they were able to decide which legislative responsibility the Scottish parliament was allowed to have, keeping its sovereignty. A limitation that the Scottish Parliament has is foreign policy decisions, the main one being Brexit. Scotland voted remain in the EU independence referendum, had they been independent then they would not have been in that predicament. But as they are

part of the union then they had to go with what Westminster wanted, further highlighting their limitations. Another limitation that the Scottish parliament has is that Westminster

has kept the right to override the Scottish parliament in any devolved legislative powers, highlighting that Westminster has the main power in the UK. This then theory means that Westminster could abolish the devolved institutions, this undermines the powers of the Scottish parliament. But the Scotland act of 2016 makes it very difficult for them to do this as devolution is a permanent fixture in the United Kingdom's constitution.

Avoid 1 statements

6/9 www - Sound knowledge/understanding of political concepts. 2 limitations with some analysis/explanation

6BI - No need for an introduction. Instead - write 3 separate paragraphs about 3 separate ~~paragraph~~ factors.

Government and Politics

Explain with examples the west Lothian question.

Only use contractions after you have read these full words

The West Lothian question is a political issue in the UK. It's the question of whether MPs from Wales, Scotland and NI who sit in the HoC should be able to vote on matters that affect only England, while MPs from England are unable to vote on matters that have been devolved to the Scottish parliament, NI Assembly and the Welsh assembly. This question was first raised in the 1970s during the debates of devolution by Tam Dalyell. ✓

However, since this question was first raised during the 1970s in which legislation on English issues would not have come into force without the support of MPs representing Scottish constituencies. This first arose in the early 2000s when hospital and tuition fees would not have passed without the votes from MPs in Scotland. These Labour MPs argued that the extra spending within England on these fees would affect the amount of spending the Scottish parliament would receive. Member of the conservative party have argued since devolution for EVEL this would allow for the HoC to only deal with legislation that affects England. ✓

In 2013 the McKay commission recommended that parliamentary procedures be adapted so that a majority of English MPs were needed to pass legislation which affects only England. ✓

David Cameron stated that further devolution in Scotland must be accompanied by English laws for English votes (EVEL) after the Scottish independence referendum. However, ✓

opponents of EVEL claim it will be problematic as it would most likely affect the spending in the rest of the UK. Another argument is that it will create different classes of MPs and that EVEL would also make it harder for a government with a small parliamentary majority to deliver its manifesto commitments. ✓

Explain with examples the powers of the Scottish parliament.

The Scottish parliament has 129 members, 73 of which are elected in a single member constituency using FPTP system and the other 56 members are 'additional members' who are chosen from the party lists. Elections were initially held every 4 years, but this was changed to every 5 years after the 2011 election.

The Scotland Act 1998 gave the Scottish parliament primary legislative powers. This included law and order, health, education, transport the environment and economic development. ✓

Meaning Westminster no longer makes the laws for Scotland on these matters. Additional matters since then have been devolved further this includes tax, health and social care policy, environment, education and culture, and law and home affairs. ✓

A major power of the Scottish parliament is tax. Income tax, bands and other specified taxes like landfill tax as they have the power to differ the tax by up to 3% and the other listed things rather than Westminster giving Scotland more independence from England. Furthermore, the Scotland Act 2016 gave the Scottish parliament 50% of the VAT raised in Scotland which gave the Scottish parliament control of £15 billion. However, this will be reduced as Scotland begins to raise more of its own revenue. ✓

However, Scotland does not have full independence and therefore have limits on its powers. Limits on these Scottish primary legislative powers were established by the Scotland Act in 1998. Therefore, the sole powers of these limited powers remain solely with Westminster. ✓

The Scotland 1998 act also stated that Westminster remains sovereign in all matters but had chosen to exercise its sovereignty by devolving legislative responsibility without it dismissing its own powers. However, Westminster retains the rights to override Scottish parliament in

7/19

www - three clear points (the) link your first paragraph to devolution. Explain what the current situation is.

Make sure you name the powers from the Scotland Act. No need for an intro.

LEGISLATIVE

ECONOMY

V. good.

Provide examples

Design and Technology

Year 12 Product Design

Students were asked to design and manufacture either a clock or a lamp that would be used in the home. As a starting point the students took inspiration from famous design movements such as Art Deco, Memphis, de Stijl and the Bauhaus.

Savio's 'sunglasses' dual clock enables the user to know the time in another time zone.

Julia's 'music' clock was based on Pop Art and has a fun Retro look.

Ranmar's clock was based on the Memphis design movement which looked to 'shake up conventional design'. Is the triangular clock face upside down?

Alex's lamp shade took inspiration from the 'de Stijl' (the style) which originated in the Netherlands.



Religious Studies

Monday 6th December 2021

What does Mark's gospel tell us about the identity of Jesus?

Mark's Gospel tells us that Jesus was Chosen by God and that he is truly the Son of God, as said in Mark 1:1 "This is the Good News about Jesus Christ, the Son of God." This is shown through miracles, parables, and names he is called.

One way Mark's Gospel tells us that Jesus is the Son of God is through miracles, a miracle is when the laws of nature are suspended and a supernatural event takes place. An example of a miracle Jesus completed is of The Woman With A Bleed. A woman, who had been bleeding for 12 years and had gone poor from using money and doctors, heard about Jesus' power healing powers and went looking for him. After approaching Jesus, and touching his cloak, she immediately stopped bleeding, and Jesus had healed her. This story tells us that Jesus has the power to heal illness, which is a power only God holds, which means he truly is the Son of God.

Another way Mark's Gospel reveals Jesus' true identity is who what Jesus is called. At Jesus' baptism Jesus is called "Son of God", however Jesus calls himself the "Son of Man" which can have dual meaning. One way it can be interpreted is that Jesus is still a person like others, but another way it could be interpreted is that Jesus is a figure with authority from God. This could also be linked to the word "messiah" which Jesus is also called which means "the anointed one" or "the chosen one". These could also reveal that Jesus is God's son who was sent to spread word of The Kingdom of God.

Another way that Mark's Gospel reveals the true identity of Jesus is through Jesus' teachings, which are parables. Parables

are allegorical, so they have a hidden meaning that leads you to a greater truth about Jesus. One parable Jesus taught was "The Parable Of The Mustard Seed". The mustard seed was the smallest seed, but it grew into a large plant. The hidden meaning is that although the Kingdom of God started small, it will grow and spread across the world. These parables reveal the true identity of Jesus as he was sent by God to teach about God's Kingdom.

In conclusion, Mark's gospel tells us of Jesus' power of healing illness and his teachings and parables about the Kingdom of God. These aspects of the Gospel tell us that Jesus Christ is the Son of God as said in Mark 1:1.

9M - A really well laid out and organized assessment. You have explained your ideas with great accuracy.

11C1 - It would be helpful to support your reference with a numerical code - ie Jesus's Angles (p. 5) ...

Geography

Monday 14 October 2021
Hogwarts Lake Map

Howlers School of Witchcraft & Wizardry
GRONDS & SURROUNDING AREA

50m
40m
30m
20m
10m
0m

1. Write down the elevation (height) of: The Smoking Shack, Gryffindor stadium, Hagrids Hut.
2. Rank them into order of elevation, highest to lowest.
3. Extension: What is the feature in the north-east of the map shown by the 'V' like contour line.

Draw a profile of the line A-B on the Hogwarts map

50m
40m
30m
20m
10m
0m

1. To find out the answer to the four grid reference questions you have to look at the bottom numbers and find out where the symbol is. For looking at the bottom number you could also say looking because that line is going towards east but you could also say look along the number. So in the example grid if you look along the number you will find it when you rise the eye up to the top right and look to find out the answer.

2. Had you just have to go along the horizontal line to find out the number for looking along the horizontal line you will just say looking but because it's going towards left but you will also say UP NOT STAIRS. Then find out the answer to the grid reference. In my example the answer was 05 05. Had I've used along the number, UP the stairs way to find out the answer.

3. If you have two digit number but if you have one digit number you just add zero at the front of the number so that it will have four numbers like along the number, UP the stairs way to make it easier find the location.

(A1) Clear and detailed information. You have included a diagram which is very helpful.

1,098 miles contaminated
BP OIL SPILL
200 million gallons crude oil spilled
1.8 million gallons chemical dispersants

Deep Water Horizon oil spill
There were no gas alarms onboard the rig. This meant that when the oil and gas leaked, no one knew. Due to this the ventilation fans weren't closed. Subsequently, the gas reached the rig's engines. This led to the system failing 8 minutes before the explosion and gas started pouring on the floor of the rig. The crew tried to close the valve that was leaking but it didn't work properly.

event → **Consequence**

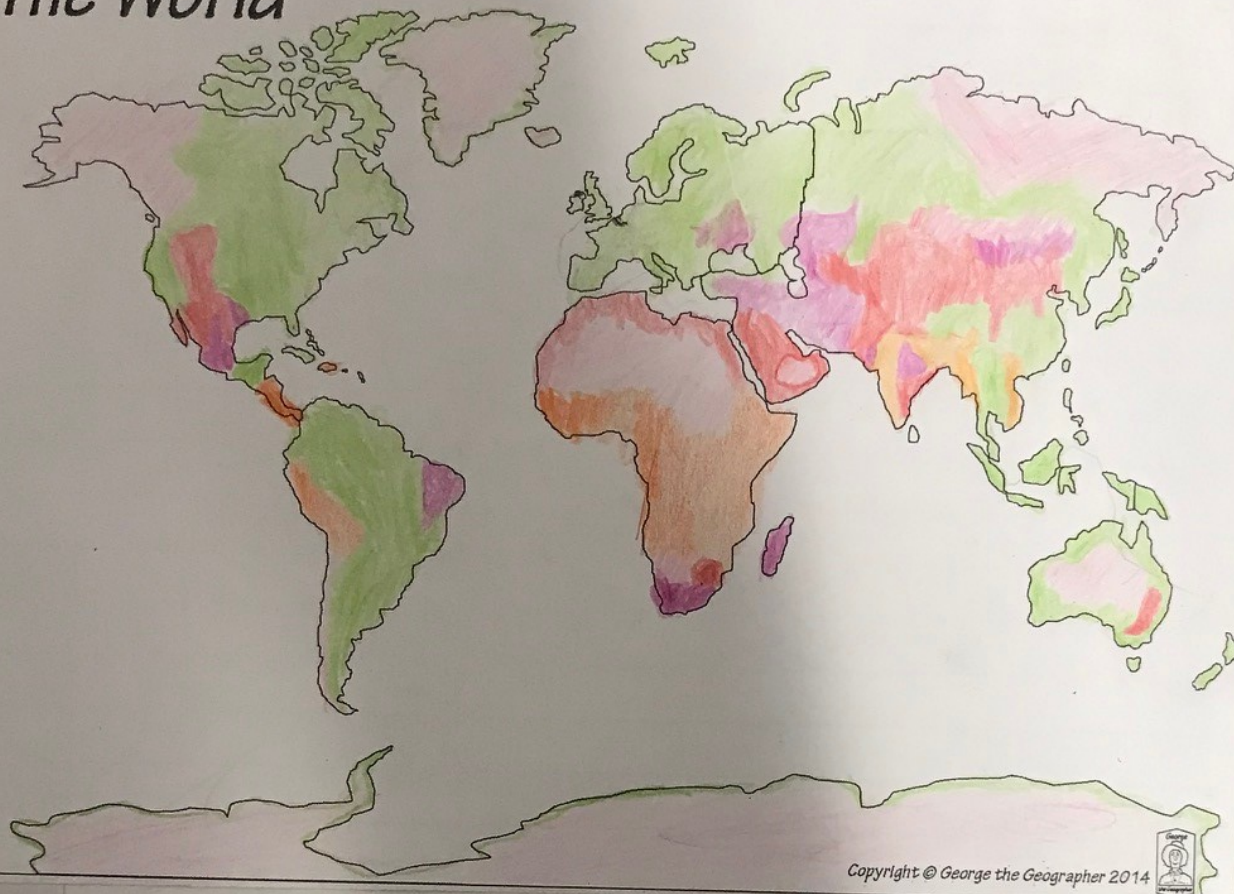
Deep Water Horizon Oil Spill
The blowout and oil spill was caused by a fault in the planning and layout of the rig. Cement had been pumped into the bottom of a borehole to prevent oil leaking out. This cement did not create a seal so oil and gas leaked through the pipes. The mechanical valves designed to stop the flow of oil and gas also failed. The crew did tests to see if the well was sealed or not. These tests were misinterpreted so they thought the well was under control.

CONSEQUENCE

75% of residents who were exposed to crude oil or dispersants have life long illnesses and health problems.
40% of commercial fishing has stopped and closed due to the oil spill.
Fishermen have documented that they catch 80% less fish that they did before the oil spill.
Before the oil spill a shrimper caught 4000pounds of shrimp in 4 days. However, after the oil spill the shrimper now only catches 800pounds of shrimp in 7 days.

Geography

The World



Key

- Physical water Scarcity.
- getting close to physical Scarcity water.
- economic water Scarcity.
- little or no water Scarcity.
- not estimated.

- ① (a) Africa ✓ (b) Asia ✓
 - ② (a) Russia, ~~Mongolia~~ ✓ (b) India, Cambodia, Nepal ✓
 - ③ Economic as you can solve it with money but with physical it is a lot harder to transport it to ~~everywhere~~.
 - ④ red - Farming
blue - Domestic
green - Industry
- Everywhere

Psychology

Research Report

Abstract

In our field investigation, we aimed to find out if classical music makes a significant difference to concentration. The independent variable was whether participants were listening to classical music or working in silence. The dependent variable was how many letter Es and Ps they could highlight/circle in 2 minutes. We used an independent measures design, with ten year 7 students in each group. The participants were obtained using a self-selected sample, and they were randomly assigned to each condition. Our hypothesis was that participants listening to classical music would be able to identify a significantly higher number of Es and Ps in a short extract. We used the Mann Whitney U test to find that our results were not significant, so we had to reject the alternate hypothesis and accept the null hypothesis. There was no significant difference between the number of Es and Ps identified when listening to classical music or working in silence.

Introduction

Our investigation is centred around cognitive psychology – specifically the effect of music on concentration. According to a 2007 study from the Stanford University School of Medicine, classical music can help your brain absorb and interpret new information more easily. Furthermore, a study from the Institute of Education (IOE) in 2014 revealed that listening to classical music can enhance listening skills, self-discipline and concentration. In our investigation, we will have two groups of year 7 students. The first group will be in a silent room, and then second group will be in a room with classical music playing. All of the students will be given a short extract from the beginning of Harry Potter and they will be asked to highlight or circle all of the letter Es and Ps they can see in 2 minutes. Based on previous research, our hypothesis is that the participants listening to classical music will identify a significantly higher number of Es and Ps than the participants working in silence.

Methodology

In our field investigation, we used an independent measures design so that we could use the exact same test in both conditions without participants finding out the aim of the experiment. Our independent variable was whether participants were doing the test in silence or while listening to classical music, and our dependent variable was how many letter Es and Ps they could circle/highlight in 2 minutes. We explained what they would need to do, and instructions were also written on the whiteboard. There were ten participants in each group. They were all in the same year 7 class, so their ages ranged from 11 to 12 years old. We used a self-selected sample because it meant that all participants were willing to take part and consent was not an issue. The students were randomly selected for each condition.

We went to a year 7 class at the beginning of a lesson and asked to borrow 10 students for a psychology investigation. We took them to an empty classroom, where they all sat down – mostly spread out from each other. The instructions were written on the whiteboard at the front of the classroom, and they were also read aloud. Then I handed out the extracts (from the beginning of a Harry Potter book), which were typed out in black ink on white paper. We told the participants they

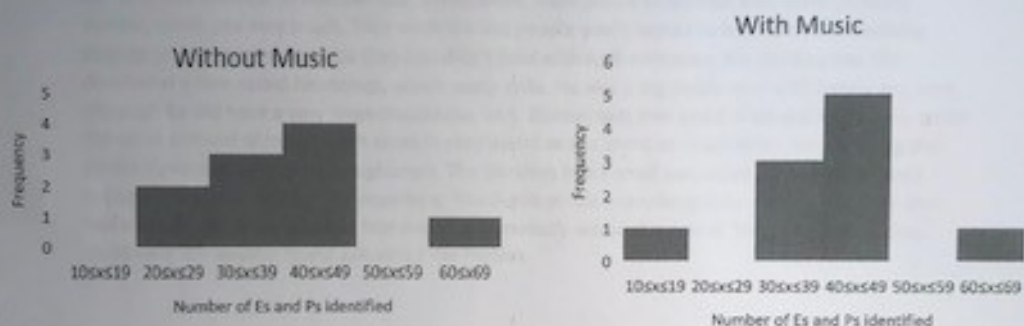
Psychology

could start highlighting/circling the letters, and we started a timer for two minutes. When the timer went off, we collecting up all of the sheets, thanked the participants, and took them back to the classroom. We then repeated this with a different group of 10 students from the same class. But this time, we started playing classical music shortly after starting the timer. After both groups did the experiment, we explained why we asked them to take part.

Results

Descriptive Statistics

Group 1, who did the test in silence, had a mean score of 41.1, and group 2, who did the test while listening to classical music, had a mean score of 39.2. This shows that, on average, the group working in silence had slightly better concentration than the group listening to music.



Inferential Statistics

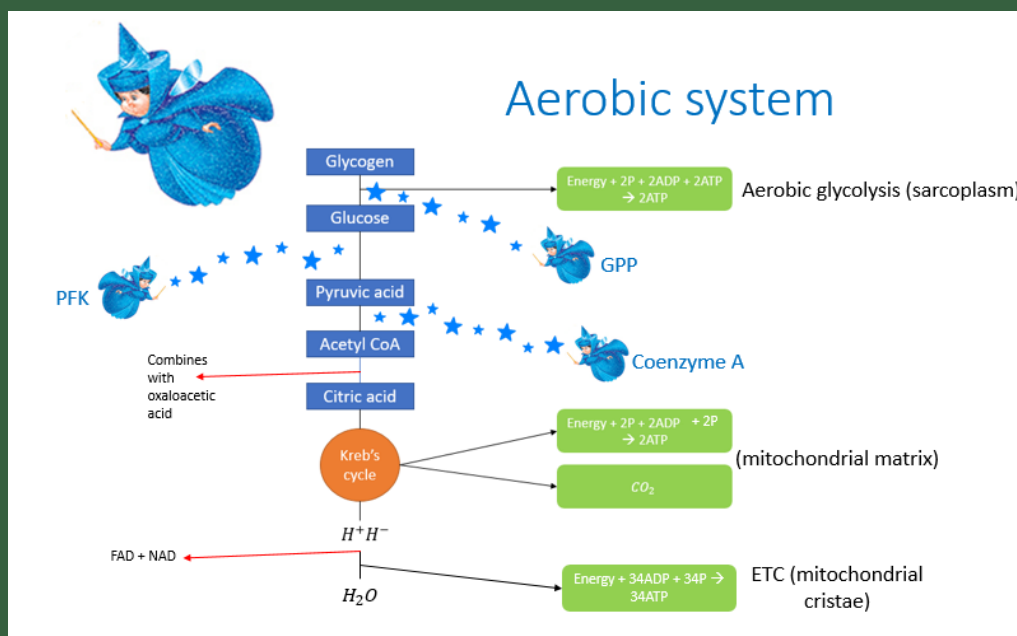
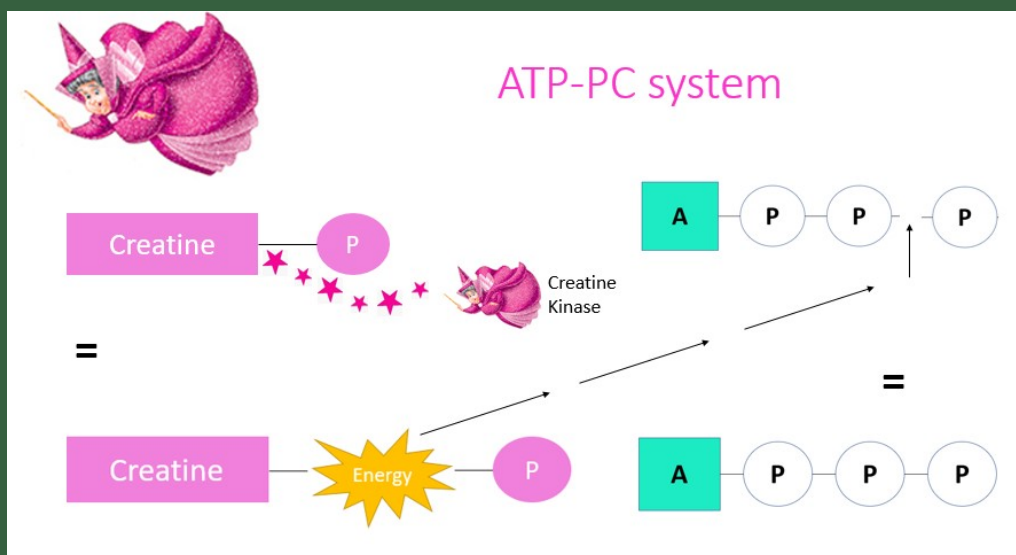
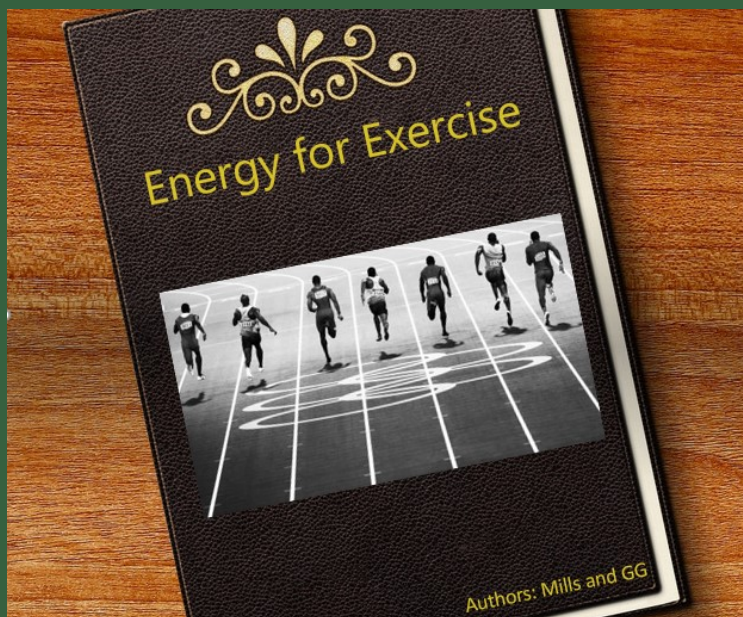
We used the Mann Whitney U test because our investigation produced interval data and we used an independent measures design. Our observed value was greater than the critical value for a one-tailed hypothesis at 0.05 significance level. This means our results are not significant, so we must reject the alternate hypothesis and accept the null hypothesis. There is no significant difference between the number of Es and Ps identified when doing the task in silence or while listening to classical music.

Discussion

Our results showed that the participants listening to music had slightly lower concentration levels than the group working in silence. This goes against our hypothesis and previous research. This could be because we had quite a small sample (10 participants for each condition), so it didn't produce much data. Also, when the second group of participants came into the room, the music was not playing yet, and it did not start until about 15 seconds into their 2 minutes (due to an advert before the video). This meant that they were distracted when the music started, so this would've affected the results. If the music had been playing when they came into the room, I don't think it would have

PE

Clips from a Year 13 Powerpoint presentation about energy for exercise.



**Spring Term
Curriculum 2022**

Subject	Spring Term Topics
R.E.	<ul style="list-style-type: none"> • Jesus makes a difference • Saints – Inspirational People • Lent/Easter
Maths	<ul style="list-style-type: none"> • Integers, powers and roots, • Sequences, functions and graphs • Place Value, Calculations, • Measures • Geometrical Reasoning, • Parallel & perpendicular lines • Ratio and Proportion • Expressions and Equations • Constructions & loci • Collecting & organising data, Questionnaires & • Surveys
English	<ul style="list-style-type: none"> • Inspirational Figures: students explore the argumentative techniques used in speeches, then use these techniques in their own speeches and writing. • Introduction to Poetry: students explore how to analyse poetry and then apply what they learn in the study of poetry to their own writing of protest poems and use this in performance.
Science	<ul style="list-style-type: none"> • Forces: Forces around us, Gravity & weight • Ecosystems: Food chains/webs, interdependence, Plant Reproduction • Reactions: Metals/non-metals & their reactions, Acids & Alkalis • Electricity: Circuits, series/parallel circuits, current, voltage resistance
French	<ul style="list-style-type: none"> • Mon college (school), subjects, developing opinions • Asking questions • Telling the time, talking about your timetable and school day • The pronoun “on” • Food vocabulary and quantifiers (du, de la, des...) • Mes Passetemps (free time and hobbies) • Present tense (-er verbs) • Sports (jouer au , aux) • Sports and other activities (faire de) • J’aime + infinitive

Subject	Spring Term Topics
History	<p data-bbox="403 306 863 336">Medieval Realms: The Norman Conquest</p> <p data-bbox="403 358 922 387">Second order concepts: Change and continuity</p> <ul data-bbox="403 414 1085 1489" style="list-style-type: none"> •What were the Middle Ages really like? •What was England like before 1066? •Who were the contenders for the throne in 1066? •What happened at the Battle of Stamford Bridge? •What happened at the Battle of Hastings? •Why did William win? •What problems did William face at the start of his reign? •How did William consolidate his power? •Case study: Castles. How did William use castles for defence? •Where was the best place to build a castle? •Project: Make a Motte and Bailey castle •How did William keep control of England? - Feudal system •How did William keep control of England? - Domesday Book •How did castles develop? •The siege of Rochester Castle •Who's who in a castle? •Where have all our castles gone?
Geography	<p data-bbox="403 1534 475 1563">Rivers</p> <p data-bbox="403 1585 1401 1769">In this topic pupils are introduced to the water cycle, the formation of rivers and the causes and effects of flooding. It is important that pupils understand their environment and how rivers have formed distinctive landscapes in the UK. Pupils will learn about a flooding case study in Tewkesbury and how people there were affected. Pupils will also learn about river management, adaptation and mitigation of flooding.</p> <p data-bbox="403 1796 561 1825">Horn of Africa</p> <p data-bbox="403 1848 1404 2011">Pupils will learn about the fascinating countries within the Horn of Africa. Pupils will explore the physical and human characteristics through lessons on population, demographics, culture, physical landscape, climate and biomes. Pupils will compare the flora and fauna of Somali Desert and the Ethiopian Highlands and the land use patterns in this part of the world.</p>

Subject	Spring Term Topics
Art	<p>Perspective, through an investigation into the theme of Architecture and structure.</p> <p>Drawing in one and two point perspective.</p> <p>Forms of classical architecture by looking at columns, capitals and facades.</p> <p>Architects that have been inspired by nature such as Hundertwasser and Gaudi</p> <p>A series of different drawing tasks relating to these artists will enable students to learn how architects make designs</p> <p>Students will generate their digitally manipulated versions of local buildings and window designs.</p> <p>They will finally create relief facades of their own design for a doorway or window inspired by the development work in their sketchbook.</p>
Computer Science	<p>Games development with Scratch – students will use the scratch block coding platform to create a number of tutorial games before designing and developing their own computer game.</p> <p>Introduction to programming concepts – Throughout the scratch unit students gain experience of programming concept such as variables and the control structures; sequence, selection and iteration.</p> <p>Game Exhibition (Scratch Game – assessed work) – This is a chance for everyone to show off their games and good practice for the inter-school scratch competition later in the year.</p>
D&T: Food	<p>Working safely in a food environment.</p> <p>Students will be involved in the Safe preparation of vegetable and fruit rich dishes, using hand held equipment, the grill and the hob.</p> <p>Choosing, using, and preparing fruits and vegetables to demonstrate ways of achieving a number of healthy eating targets on the Eatwell guide.</p> <p>Carbohydrate rich dishes enabling us to introduce this macro nutrient and its role in meeting healthy eating targets on the Eat well guide.</p> <p>Protein dishes, and high risk foods that provide an understanding of microbiological food safety considerations when preparing, processing, storing and cooking protein rich dishes.</p> <p>In addition they also provide an introduction to the concepts of Quality control and Health and safety in food preparation.</p>

Subject	Spring Term Topics
DT: Resistant Materials	<p><u>Acrylic charging/docking unit for a mobile phone</u></p> <p>Pupils are presented with the challenge of designing and making a functioning phone stand from acrylic sheet. The project begins with a consideration of how and why we store items. They will generate a range of potential ideas and go on to model the best of these using card.</p> <p>They will acquire practical skills, such as using the line bender, shaping their acrylic using hand tools and workshop machinery. and will be introduced to CAD/CAM to help them make smaller decorative parts. There is a strong emphasis placed on safe and appropriate working practices in the workshop.</p> <p>They will develop an understanding of key design issues such as sustainability, meeting the needs of potential users and the impact of plastic use on our lives.</p>
DT: Product Design	<p><u>Torch and packaging project</u></p> <p>Most pupils will have received or bought gifts, products or consumables which are packaged within a 'blister' package. They will consider the different reasons for packaging goods in different ways. They will develop, and apply, knowledge surrounding key elements within Graphics; such as typography, image, layout and colour considerations. They will acquire practical skills, such as using the vacuum former and will be introduced to CAD/CAM to help them develop professionally finished end products.</p> <p>They will develop an understanding of the 'bigger picture' with regard to materials development, use and disposal; with a focus on Sustainability which is presently at the forefront of the worldwide concern over our impact and carbon footprint on the earth.</p> <p>They will also foster and demonstrate an understanding of customer needs and wants; recognising that what their Target Market Group values is vital to a products success.</p>
Music	<p><u>It's time to Uke</u></p> <p>Students will learn to perform chords C, F, Am, G on the Ukulele and experiment with various strumming patterns. Full songs will be performed.</p> <p><u>Pentatonic March</u></p> <p>Students will explore the pentatonic scale through learning the pentatonic march on tuned percussion (glockenspiels and xylophones). We learn how to compose and use a Ostinato as an accompaniment and start to improvise around the pentatonic scale.</p>
P.E	<p>Skills and Knowledge</p> <ul style="list-style-type: none"> • Rugby • Volleyball • Handball • Gymnastics
Enrichment	<p>Classics: What is the ancient world?, Greek Gods, What makes a hero, Trojan War, The Odyssey, How the classical world left its mark.</p> <p>Latin: Pompeii and Vesuvius, the Roman household, Roman Food, Latin word order, Nominative and accusative case, Present tense of the verb to be.</p> <p>First Aid: Allergies, Asthma, Basic life support, bleeding, choking, head injuries, first aid positions.</p>

Subject	Spring Term Topics
R.E.	<ul style="list-style-type: none"> • The Church in Britain, • Sources of Authority, • Big Questions/Sacrifice.
Maths	<ul style="list-style-type: none"> • Equations and Formula, • Place Value and Calculations, • Transformations, • Sequences, Functions & Graphs, • Collecting, Organising & Representing data.
English	<p>Media Advertising: looking at the world of media and advertising gives students the opportunity to see how language is used in the modern/real world to influence and manipulate others. They then have an opportunity to use these skills themselves by creating and delivering a marketing campaign for their own product.</p> <p>The Tempest or A Midsummer Night's Dream: studying a Shakespeare play allows students to further develop their PETAL skills as well as preparing them for studying a complete Shakespeare play for GCSE.</p>
Science	<ul style="list-style-type: none"> • Ecosystems 2: Respiration, Fermentation, Photosynthesis • Reactions 2: Conservation of mass, Oxidation, Energy changes, Reactivity • Waves 2: Detecting sound, Uses of sound, EM spectrum, Wave effects • Energy 2: Heating & cooling, Heat transfers, Work, Power
French	<p>Les Choristes -film study (work is based around the film)</p> <ul style="list-style-type: none"> • World War 2 looked at in relation to the film • Practice of infinitives • Futur proche (near future) • Predict the future of a character using futur proche • Mon identité (who I am.) • Revision and development of adjectives • Description • Revision and development of reflexive verbs
Spanish	<ul style="list-style-type: none"> • Character and physical description - describing yourself and others • Hobbies • My free time activities • Likes & dislikes • Structures to describe a character • Adjectives / adjectival agreement (masc./fem./plural) • Range of key verbs • Infinitives • Opinion expressions

Subject	Spring Term Topics
Geography	<p>Urbanisation</p> <p>This topic looks at how urbanisation has changed throughout history but also why it is that countries urbanise and the effects that urbanisation has on various places. Pupils explore migration patterns and the push and pull factors that result in the majority of the population living in urban towns and cities. The consumption of natural resources is revisited as is the ongoing theme of sustainability in a rapidly changing world.</p> <p>Asia</p> <p>Although banded together as a continent, Asia is one of the most diverse regions on Earth. This topic aims to show students the similarities but also the differences of Asia, by focussing on 4 sub-continent. Themes from urbanisation are expanded upon as pupils explore how urbanisation has affected the regions differently and brought uneven development and some problems to these areas.</p>
History	<ul style="list-style-type: none"> • Why do we celebrate bonfire night? • What were the long term causes of the English Civil War? • What were the short-term causes of the English Civil War? • What were the short-term causes of the English Civil War? • Who were the two sides? • What was life like during the Civil War? • What was New Model Army • Where did the fighting take place? Who won decisive battles? • How did the armies fight? • The trial of Charles I: why was the king sentenced to death? • Execution of Charles I • Who was to rule England now it had no King? • Cromwell: Hero or villain? • Why did people believe in witches? • Were witch trials fair? • Pendle witches case study • Who was the Witchfinder General? • Superstition and witchcraft

Subject	Spring Term Topics
Art	<p>This term begins with an investigation into the visual language of symbols and patterns used by different cultures most particularly in Aboriginal Art. Students explore the context of Aboriginal Art, exploring the different methods and materials used by Aboriginal artists by mapping their own journey to and from school. Students design their own pattern motif to produce repeat patterns using press print tiles and learn how to embellish these with appropriate colours.</p> <p>Students have the opportunity to learn how to develop designs for their own Aboriginal animals using chalk pastel and batik methods to create collaborative works where possible.</p> <p>The second half term focuses the student's skills for working with colour, pattern and shape through an investigation into the artist Eduardo Paolozzi. Students continue to consolidate their analytical skills by making painted studies of his work and exploring ideas relating to abstraction. Mechanical forms and structures provide a stimulus for drawing and learning using a range of media.</p>
Computing	<p>Web Development:</p> <p>Website Design is important to provide pleasing and intuitive user experience. Students will use tools and techniques such as story boards and sitemaps to design their websites.</p> <p>Website Creation putting all their new skills to use and following their designs students will build their own website.</p> <p>Testing and Evaluation is a vital stage of any development project. Students will conduct thorough testing using a structured test plan. They will also evaluate their final website considering how it meets requirements and the needs of the target audience.</p>
DT: Food Nutrition	<p>Food Safety</p> <ul style="list-style-type: none"> • Pathogens and the causes of cross contamination, • Cleaning, Cooking, Chilling and Cross Contamination. • Vitamin C • Fruit and Oxidisation. • Food sources, and traditional meals from around the world, • The function of carbohydrates.

Subject	Spring Term Topics
DT: Resistant Materials	<p>Festival Hand Held Device</p> <ul style="list-style-type: none"> • Creating a 3D model of an electronic device, • How designers meet physical, intellectual, emotional or social needs, • Using the line bender, • Shaping acrylic using hand tools and workshop machinery, • CAD/CAM, • Sustainability and the use of plastic.
DT: Product Design	<p>Pup-Up Card and Drawing Techniques</p> <ul style="list-style-type: none"> • Target Markets, • Simple yet distinctive graphic design skills, • Types of Motion and different mechanisms, • Levers and Linkages, • 1 and 2 Point Perspective, • Isometric Drawing • Orthographic drawing.
Drama	<ul style="list-style-type: none"> • Use of stimulus • Use of soundscapes • Still images and thought tracking • Devising • Direct address • Episodic scenes • Placards • Narration
Music	<p><u>Blues</u></p> <p>In this unit we learn how to play the 12 bar blues chord sequence, blues walking bassline, and a blues melody. We also look at the blues scale and how to improvise. The Blues is performed on Keyboards.</p> <p><u>Rock N Roll</u></p> <p>Students will learn how to perform Rock n Roll classic tracks on the ukulele. The unit will introduce finger picking on the ukulele.</p>
P.E	<p>Skills and Tactics</p> <ul style="list-style-type: none"> • Rugby • Handball • Hockey • Volleyball
Enrichment	<p>Conservation— Ecosystems, Human/Animal conflict, Conservation Island, Ugly Animals, Local conservation & jobs/careers.</p> <p>Migration— Migration in the middle ages, Black Britain and the road to emancipation, Eminent Indians in Britain, The First and Second World Wars, and Empire Windrush.</p> <p>Oracy— Talk & Discuss, Logos, Ethos, Pathos, Speaking, Public Speaking, Debate</p>

Subject	Spring Term Topics
R.E.	<ul style="list-style-type: none"> • Judaism, • Beliefs, • Teachings.
Maths	<ul style="list-style-type: none"> • Place value & using a calculator efficiently, • Measures & mensuration, • Integers, powers & roots, • Probability.
English	<p>Poetry from Different Cultures: students complete a unit on poetry from other cultures, enabling students to expand their cultural literacy by exploring a range of texts. This unit is designed to emphasise the importance and impact of culture on writers and what they produce.</p> <p>Shakespeare: in-depth study of either <i>Romeo and Juliet</i> or <i>Much Ado About Nothing</i>. Students refine their use of PETAL paragraphs and analysis of a character/theme across a whole text and explore the influence of contextual factors on a text. (This unit continues into the Summer term.)</p>
Science	<ul style="list-style-type: none"> • Metals and non-metals, • Periodic table, • Chemical bonding, • Polymers, • Allotropes of Carbon, • Density, • Specific Latent Heat, • Specific Heat Capacity, • Pressure.
French	<ul style="list-style-type: none"> • Work and future life, • Vocabulary for jobs, extension of opinions, • Use of futur proche, introduction of the futur simple, • Advantages and disadvantages of jobs and other future plans, • Reading and understanding job adverts, • Time expressions , • Adjectives practice, • Ma vie sociale d’ado- social life. Technology and social media, • Revision of using 3 different tenses, • Technology and social media – vocabulary, • Making dates and arrangements.

Subject	Spring Term Topics
Spanish	<ul style="list-style-type: none"> • Describing your house – type of houses • Range of nouns/adjectives • Describing rooms in a house • Prepositions of place • Saying what's in your room - furniture • Food – talking about meals • Time – telling the time sentence structure / numbers • Daily routine – writing practice • Reflexive verbs in the present tense • Time expressions • Stem changing verbs in the present tense • Introduction to the past tense
Geography	<p>Globalisation and Tourism</p> <p>This unit aims to build upon pupil's own connections with the rest of the world and to demonstrate that the world is interconnected. Economic, social, cultural and environmental aspects of globalisation are taught and pupils are encouraged to critically evaluate its impacts on the UK and LEDCs, MEDCs through case studies of Malawi and Singapore. Pupils take part in role plays simulating manufacturing in Special Economic Zones in China and the trade in commodities. This unit introduces pupils to a complex and challenging topic which will help them to understand and explain the world around them.</p> <p>Landscapes of the UK</p> <p>This unit aims to bridge the knowledge and understanding about the UK gained at KS3 to the GCSE. Pupils learn about distinctive landscapes and how they were formed. Pupils investigate how geology informs scientists about the environments that must have once existed in the UK</p>
History	<p>The First World War</p> <ul style="list-style-type: none"> • The Franco Prussian War, 1870-71 • The Schlieffen Plan • Empires make enemies • Nationalism and nightmares • Murder in Sarajevo • Countdown to War • Propaganda posters • Why wasn't it all over by Christmas? • Trench warfare • Weapons of War • Soldiers of Empire • Was it right to shoot Harry Farr? • The Battle of the Somme: Were the 'lions' really led by 'donkeys'? • The War in the Air • The War at Sea • How did the war effect ordinary citizens? • Who were the Suffragettes? • Did Emily Davison mean to kill herself?

Subject	Spring Term Topics
Art	<p>The term starts with an investigation into the key works by Picasso, enabling them to gain an understanding of cubism and the notion of making drawings from multiple perspectives. Students learn about the key painting 'Guernica' and analyse how meaning has been conveyed in this work. Tasks focus on learning about the simplification of images enabling pupils to make portraits and collages in the style of Picasso. These works form the basis of designs for a ceramic plate outcome that supports learning about how to use surface decoration techniques such as sgraffito and coloured slip painting.</p> <p>Printmaking methods are also used to generate designs in the style of Picasso and further consolidate the skills students have in their use of media.</p>
Computing	<p>Physical Computing:</p> <ul style="list-style-type: none"> • Introduction to BBC Micro:bit, a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology. • Connections can be made with various input and output devices. Students will learn how these features can be used in a computing project. • System Design. Working in pairs students will design a project that will solve a problem using a micro:bit. • System Development. Using Python or block coding, students will create the software that runs the computer system they have designed. • Testing and Evaluation will be completed at the end of the project to conclude the project lifecycle.
D&T: Food	<p>The Cooking Process</p> <ul style="list-style-type: none"> • Frying, Simmering, Boiling & Baking, • Convection, Conduction and Radiation, • Taste, Texture and Smell, • How food is farmed, • Using raw meat, • Seasonal vegetables.
D&T: Resistant Materials	<p>Shampoo Bottles</p> <ul style="list-style-type: none"> • Market evaluation, • Design and selections, • Identifying different parts of the item, • Using Styrofoam, acrylic sheets and rods, • Using the laser cutter, • Using workshop tools including vinyl cutter and hot wire cutter.

Subject	Spring Term Topics
D&T: Product Design	<p>Architecture & Biomimicry</p> <ul style="list-style-type: none"> • Real life buildings and biomimicry, • Using drawing skills to communicate ideas, • Understanding customer need, • Interacting with our living and working environments.
Drama	<p>In the spring term students will look at roles within Theatre Industry this unit will build upon students experience of drama and theatre learnt so far and will enable them to develop knowledge on theatre roles through the style of Musical theatre. Lessons will take the form of workshops with an underlining theme linking them.</p> <ul style="list-style-type: none"> • Industry jobs • Technical roles • Style • Set design
Music	<p><u>Percussive Canon</u></p> <p>On tuned percussion (glockenspiels and xylophones) the students will learn to play the different parts for Pachelbel Canon and arrange a group performance of the track.</p> <p><u>Let's Compose a Ring Tone</u></p> <p>Students will learn how to compose their own chord sequences, how to write a melody and bass line. This unit will be completed on keyboards.</p>
P.E	<p>Analysis, Evaluation and Development</p> <ul style="list-style-type: none"> • Basketball • Hockey • Table Tennis • Handball

Subject	Spring Term Topics
R.E.	<ul style="list-style-type: none"> • Relationships and the Family • RSE Reproductive Health • STI/STD and Contraception • Pregnancy and Miscarriage • Abortion • Peace and Conflict
Maths	<ul style="list-style-type: none"> • Expressions and substitution • Fractions • Fractions, decimals & percentages • Percentages • Charts and graphs • Pie Charts • Scatter graphs • Linear equations • Inequalities • Perimeter and area • 3D forms and volume • Cumulative frequency, box plots & histograms
English	<p>Power and Conflict poetry: in-depth study of students' third GCSE English Literature text, in which students develop understanding of the ideas, poetic techniques, themes and contexts of the 15 poems in the anthology, as well as practising how to compare two poems.</p> <p>An Inspector Calls: in-depth study of students' fourth GCSE English Literature text, in which students develop understanding of the plot, characters, themes and context, as well as practising how to write an essay that presents a particular point of view in response to the play as a whole.</p>
Science Combined	<p>Biology—Ecosystems, Competition, Nutrient cycles, Decomposition, Variation, Meiosis, and Genetic Crosses.</p> <p>Chemistry—Redox reactions, pH scale, Acids, Electrolysis, Electroplating and Rate of Reaction.</p> <p>Physics— Magnets, Current and fields, Uses of magnetism, Wave properties and Wave speed.</p>
Science Separate	<p>Biology—Ecosystems, Competition, Biomass Transfer, Nutrient cycles, Decomposition, Variation, Meiosis, and Genetic Crosses.</p> <p>Chemistry—Exothermic and endothermic reactions, Energy changes, Redox reactions, pH scale, Acids, Electrolysis, Electroplating and Rate of Reaction.</p> <p>Physics—Magnets, Current and fields, Uses of magnetism, Generators & Transformers, Microphones, Wave properties and Waves speed.</p>

Subject	Spring Term Topics
French	<ul style="list-style-type: none"> • Education post 16 and future plans, • Possibilities for future education, options for future life, • Work, advantages and disadvantages of certain jobs, • Future proche and future simple (future tenses), • Healthy and unhealthy living, • A balanced diet, revision and extension of food drink vocabulary, what constitutes a balanced diet and what we get out of certain foods, • Imperfect tense, • Unhealthy lifestyle- alcohol, lack of exercise, drugs, • How you will improve your lifestyle- use of past and future tenses.
Spanish	<ul style="list-style-type: none"> • Technology, uses, advantages/disadvantages, • Revision of comparisons (of equality) (irregular) , • Revision of perfect tense (el perfecto), • Por and para, • Present continuous tense, • Photocards and preparation for Assessment point 2, • Expressing preferences, • Revision of positive and negative opinions, • Detailed listening skills practice, • Pretérito tense, regular and irregular, • Imperfect tense- past habits, • Revision of tenses , using several time frames.
Geography	<p data-bbox="395 1563 635 1592">GCSE Changing Cities</p> <p data-bbox="395 1648 1356 1832">Pupils learn how Birmingham (MEDC case study) and in Mexico City (LEDC case study) have grown and what problems rapid urbanisation have had on these locations. Pupils investigate top-down and bottom-up approaches to managing problems such as pollution, waste, housing, services and employment. With more people living in cities than in rural areas, changing cities has become a dynamic and quickly developing area of study</p> <p data-bbox="395 1892 689 1921">GCSE Global Development</p> <p data-bbox="395 1982 1343 2107">Pupils learn about the development gap, and the ways in which development is measured and is controversial through a very detailed case study of India. This unit focuses on the quality of life of citizens and how top-down and bottom-up techniques are used to improve the standard of living or the poorest and to investigate inequality.</p>

Subject	Spring Term Topics
History	<p><u>International Relations 1918-75 (J410-15)</u></p> <p>The focus of the period study is on the unfolding narrative of international relations from 1918–1975. Students will study the substantial developments and issues associated with this period, in order to understand the forces and events which shaped the 20th and early 21st century world and how these forces and events have come to shape our world. They will also study the ways in which some of the developments have been interpreted differently by different historians or others (including popular interpretations) and also how and why these interpretations have sometimes changed over time.</p> <p>Conflict and co-operation 1918–1939:</p> <p>Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s.</p> <p>Successes and failures of internationalist approaches in the 1920s and the retreat to nationalism in the 1930s The Versailles Peace Settlement; the League of Nations in the 1920s; international agreements in the 1920s (Dawes Plan 1924, Locarno 1925, Kellogg-Briand 1928, Young Plan 1929); attempts at disarmament. The impact of the worldwide economic depression. Tension in Europe in the 1930s, including the failure of the League of Nations, the policy of Appeasement and outbreak of war in 1939.</p> <p>The Cold War in Europe 1945–1961:</p> <p>Rising Tensions The changing international order after 1945 and its consequences.</p> <p>Tensions The changing international order after 1945 and its consequences</p> <p>Actions of the USSR in Eastern Europe 1945–1948 and response of USA and its allies, including conferences at Yalta and Potsdam. The division of Germany; the Truman Doctrine and the Marshall Plan; the Berlin Blockade and Airlift. Development of NATO and the Warsaw Pact. The building of the Berlin Wall 1961 and its effects on international relations.</p> <p>Cold War confrontations and conflict 1954–1975:</p> <p>Developing Cold War tensions and conflicts</p> <p>Developing Cold War tensions and conflicts</p> <p>The Cuban Missile Crisis 1962. Origins of US involvement in Vietnam 1954-65. The Vietnam War: US tactics and their consequences; Vietcong tactics and their consequences. US withdrawal from Vietnam including opposition in the USA to the war. The end of the war and its impact on international relations.</p>
Art	<p>In the first six weeks of the spring term students develop their design and composition skills using relief based print methods to produce lino, collograph and monoprinting outcomes inspired by the artist's Angie Lewin and Mark Hearld.</p> <p>The final component of the unit on Natural Forms enables students to realise work in three dimensions using ceramic and clay based media. Students will learn how to make their own ceramic tiles using a range of slip, sgraffito and relief surface decoration methods. Students have the option to also create hand built forms and decorate them with appropriate glazes which will form the final 6 week project on this theme.</p>

Subject	Spring Term Topics
Business Studies	<p>Putting a Business idea into Practice</p> <ul style="list-style-type: none"> • Making a business idea happen • Identifying aims and objectives • Concentrating on the financial aspects <p>Making the Business Effective</p> <ul style="list-style-type: none"> • Factors impacting on the success of a business • Location • Marketing Mix • The Business Plan
Computer Science	<p>Python Programming Part 2:</p> <p>Lists</p> <ul style="list-style-type: none"> • Allowing students to store data and explore the differences between variables, constants, 1D lists and 2D lists. <p>Subroutines</p> <ul style="list-style-type: none"> • Understanding the differences between functions and procedures to create programs that call back to blocks of code. <p>File handling</p> <ul style="list-style-type: none"> • Exploring the use of the read, open, write and close functions to create programs that make use of separate text files. • Students will also gain experience of debugging and testing their programs. <p>Data Representation, System Architecture:</p> <p>Binary and Hexadecimal</p> <ul style="list-style-type: none"> • Understanding the purpose of binary/machine code and gaining experience in both binary and hexadecimal conversion, binary addition and binary shift. <p>Data Representation</p> <ul style="list-style-type: none"> • Understanding the purpose and processes behind how computers represent characters, images and sounds and how data is compressed . <p>System Architecture</p> <ul style="list-style-type: none"> • Exploring the importance of the CPU within a computer system, its components and the factors that affect its performance.
Drama	<p>The development of performance and the theory of work behind it. Introduction of the set text, blood brothers. Lessons will focus on characters, plot, context and staging. This will be explored practically with theory elements for homework.</p> <p>Drama skills:</p> <ul style="list-style-type: none"> • Responding • Analysing • Evaluating • Extended writing task: Mock question

Subject	Spring Term Topics
Design and Technology	<p>Students are given the initial brief to design and manufacture a free-standing <i>egg holder</i>. This will be a product used in the kitchen/dining room.</p> <p>Students learn about different plastic forming processes as well as the need to make jigs and moulds and an insight into related industrial practices. The final product is made from acrylic and parts can be formed using CAD/CAM as well as heat treatment for bending and forming purposes.</p> <p>During the research and development stages the student has to consider the design influence of a famous designer or design movement eg) Ettore Sottsass (Memphis), Alessi, Phillipe Starck and the Bauhaus.</p> <p>Homework exercises will include;</p> <p>Plastics theory and construction methods, famous designers and the study of existing similar products.</p> <p>Assessment focus</p> <p>Criteria B – Design Brief and Specifications (10 marks)</p> <p>Criteria D – Planning and Making (30 marks)</p>
Food Nutrition	<p>Students will have about four weeks of commodity-based theory and practical focussing on a different product, or group of products. They will investigate the use of food types below by researching provenance, how the commodity is processed, its nutritive values and dietary considerations.</p> <ul style="list-style-type: none"> • Cereals (including flours, breakfast cereals, bread and pasta), • Meat, fish, poultry, eggs.
Music	<p>Extracts, Music for a While and Star Wars</p> <p>Mini composition in preparation for starting the free composition unit</p> <p>Free composition started</p> <p>Song writing</p> <p>Ensemble and solo performances</p>
P.E	<ul style="list-style-type: none"> • The components of fitness, benefits for sport and how fitness is measured and improved. • The principles of training and their application to personal exercise/ training programmes. • The structure and functions of the cardiorespiratory system. • The use of goal setting and SMART targets to improve and/or optimise performance.
PSHE	<ul style="list-style-type: none"> • <u>Political Britain</u> = Knowing the main roles of Parliament and Government. • <u>Local, National and Global</u> = Knowing how the UK is run at a local, regional and international level. • <u>Do we know the truth?</u> = Learning about how to spot fake news and some of the regulations and freedoms on the Press. • <u>Coping with life</u> = Learning about triggers for mental health issues and ways people may respond to them. • <u>My salary</u> = Understanding how to interpret a pay slip. • <u>Money and you</u> = Learning about how you can use and protect your money. • <u>Extremism</u> = Understanding the responsibility students have of protecting themselves and others from radicalisation.

Subject	Spring Term Topics
R.E.	<ul style="list-style-type: none"> • Redemption • Judaism • Ethics – Peace and Conflict • Ethics – Relationships and the Family • Sex Education • RSE Reproductive Health • STI/STD and contraception • Pregnancy and Miscarriage • Abortion • Ethics – Human Rights and Social Justice • Sexuality and Gender Equality
Maths	<ul style="list-style-type: none"> • Simultaneous Equations • Fractions and reciprocals • Graphs of circles • Proof • Circles, cylinders, cones and spheres • Plans, Elevations and Nets • Constructions, loci and bearings
English	<p>An Inspector Calls revision: revision of plot, characters, themes and context in preparation for in-class assessments.</p> <p>Language Paper 2 revision: revision of reading and writing skills in preparation for in-class assessments.</p>
Science Combined	<p>Biology — Non-communicable diseases, Modern advances in medicine, Revision from previous units in preparation for summer exams.</p> <p>Chemistry — Extracting metals, Materials, Crude Oil, The atmosphere and Pollution and climate change.</p> <p>Physics—Motion calculations, Reaction times, Collisions, Energy resources and Mains electricity.</p>
Science Separate	<p>Biology—Aseptic Technique, Non-communicable diseases and Modern advances in medicine.</p> <p>Chemistry—Fuel cells, The atmosphere, Pollution and climate change</p> <p>Physics—Motion calculations, Reaction times, Collisions, Energy resources, Mains electricity, The Big Bang, Solar system, Satellites and Inside our Planet.</p>

Subject	Spring Term Topics
French	<ul style="list-style-type: none"> • Technology in everyday life • Listening, reading, speaking, writing and translation practice • Preparation for speaking mock, role plays, photo cards and general conversation • Celebrations in Francophone countries • Reflexive verbs revision • Preparation for the speaking exam (non-covid)
Spanish	<ul style="list-style-type: none"> • Area- what there is in your town, positive and negative aspects • Environment, protection • If clauses • Imperatives • Local and global problems • Making value judgements • The subjunctive • Suggesting solutions • Volunteering • Homelessness • Si + present tense
Geography	<p>Urban Fieldwork</p> <p>Pupils will carry out their urban fieldwork in Norwich. They will decide upon an investigation question based on the secondary evidence they research and devise surveys to carry out primary research on the day. Pupils will then present and analyse their data to draw conclusions and evaluations. Pupils will present their findings in a presentation to the class.</p> <p>Revision</p> <p>In the second half-term pupils revise for paper 2 The Human Environment and paper 3 Geographical Investigations with a focus on questions relating to human geography and fieldwork. Pupils will revise and practise exam style questions to ensure they are fully prepared for the exam season.</p>
History	<p><u>c.1750–c.2010</u></p> <p>Imperial wars in the 18th and early 19th centuries: gains made in Seven Years War (1756–1763) and their effects on Britain. Wars against Revolutionary / Napoleonic France and subsequent effects on British society and politics. Imperial conflicts in the second half of the 19th century: effects of the Crimean War; Boer Wars 1880–1881 and 1899–1902. The First and Second World Wars: the beginnings of ‘total war’, including the impact on people’s lives, increased state power and the changing relationship between the state and the people. Post-1945 conflicts - impacts and popular responses: Cold War and Britain in the 1950s and 1960s; IRA campaigns 1969–1994; the Iraq War 2003; terrorist threats and counter measures post-2003.</p> <p>In the second half-term pupils will revise the units covered in Year 10: Germany 1925-55, International Relations 1918-75, Personal Rule to Restoration 1629-60 and Castles: Form and Function c.1000 – c.1750.</p>

Subject	Spring Term Topics
Art	<p>A four week period starting in January enables students to have the opportunity to re-view their portfolios of work created since the start of the course in year 10, selecting the best work and refining projects to demonstrate their skills as fully as possible to meet the assessment criteria.</p> <p>In February an Externally set Exam paper (ESA) with seven possible question themes to choose from, provides the stimulus for the student's artistic study. A structured framework of tasks is used in lessons to support students to investigate their chosen theme as independently as possible but help them to ensure each assessment objective is as fully met. The project focuses on developing the students own visual research skills.</p> <p>New drawing methods and techniques are introduced and a range of possible artists are introduced so that students may choose works that motivate and guide them.</p> <p>Students work in their own choice of media and develop ideas to finally generate their own piece in controlled conditions for a sustained ten hour exam period in April. This concludes the course with work being moderated internally and externally at the end of the summer term.</p>
Business Studies	<p>Pitch a Proposal to an Audience</p> <ul style="list-style-type: none"> • Practice the pitch • Receive feedback • Give feedback • Personal Presentation Skills
Computer Science	<p>Students revise units studied during Year 10s and 11 to date</p> <ul style="list-style-type: none"> • Unit assessments sat throughout Year 10 and Year 11 will form the basis of targeted revision sessions leading up to the Year 11 mock papers • Students should use homework and their own time to revise content outside set lesson revision sessions <p>Students complete the Analysis, Design, Development, Testing and Evaluation stages to create a solution to another set programming problem</p> <ul style="list-style-type: none"> • Develops many required areas of study for Paper 2 (such as practical programming, code maintainability) and prepares those students considering the subject at A-Level for the NEA worth 20% of the course.
Drama	<p>In the spring term students will prepare for component 2 Presenting and performing Text-scripted pieces ready for examination later in the spring term. Groups will range from 2 to 5 students. Scenes will be chosen and directed by students and they will need to stage their pieces with costume, props and set where applicable. Those opting for technical theatre will support their group and compose their portfolios.</p>

Subject	Spring Term Topics
Design and Technology	Product Design - Students will complete their NEA project. This will involve making their final product from a range of materials and then go on to carry out different testing and evaluation exercises. Later lessons will involve exam theory preparation.
Food Nutrition	Food Technology - Students will complete their NEA project including their 3 hour practical tasks. This will involve prior planning, preparation, cooking and testing/evaluation of their final dishes. Later lessons will involve exam theory preparation.
Music	<ul style="list-style-type: none"> • Students continue working through the 8 extracts, Samba Em Preludio, Bach Brandenburg, Killer Queen. • Free composition completed including a recording and score. • Performance preparation including exam recording.
P.E	<ul style="list-style-type: none"> • Effective use of warm up and cool down. • Anaerobic and aerobic exercise. • Mental preparation for performance • Engagement • patterns of different social groups in physical activity and sport • Commercialisation of physical activity and sport • Ethical and socio-cultural issues in physical activity and sport
PSHE	<ul style="list-style-type: none"> • <u>Getting a job</u> = Looking at the job application process. • <u>Avoiding financial disaster</u> = Learning about where to get help with money from and how to have a positive attitude towards it. • <u>Managing debt</u> = Understanding how loans work. • <u>To borrow or not to borrow?</u> = Learning about some of the dangers of debt. • <u>Abiding by the Law</u> = Discussing how to know if something is the right thing to do or not. • <u>The Law and ...</u> = Knowing what the Law says about key issues. • <u>Our silent emergency</u> = Knowing the seriousness of suicide.



St Benedict's Catholic School

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