

Hailey Hall School  
Specialist Sports College



Believe Strive Achieve



# Hailey Hall School Curriculum Booklet for Year 11

# Year 11 Art

## Why this subject is important:

- It helps you to demonstrate your art design capability.
- It helps you to design and make original, creative pieces of artwork.
- It allows you to work with a range of materials.
- It helps you to explore and investigate the work of other artists and art from different cultures and times.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

## What you will learn this year:

Unit name	Knowledge	Skills and understanding	Attitudes and attributes
Unit 1 : 60% coursework continues until mid January.	How to use a wide range of media/materials when exploring the formal elements of art.	Understanding how to use a variety materials and techniques.  Understanding the different pathways in art and design.	Being able to work as an individual and in pairs.  Being confident to take part in class and group discussion.
Unit 2: 40% Externally set exam - starting mid January	How to use different techniques in art and design.  How to read an exam paper and complete the specified tasks:	Understanding how good presentation and application of materials can improve the quality of your end outcomes.  Understanding the needs of your intended audience.	Being confident to try new ideas and to take risks.  Being able to use own initiative when carrying out investigations.
Focused Practical Tasks	How to develop creative ideas, skills and intentions in response to a project brief	Understanding the AQA assessment objectives criteria.	Develop as an independent learner.
Examination	How to produce a range		

## How you will be assessed:

Your work will be regularly assessed against the assessment objectives for AQA GCSE Art and Design using the 1-9 scale and targets for progress will be identified. Unit 1 will continue to be worked on from September with an internal deadline for the end of December. Unit 2 will commence in January and terminate in the form of a 10-hour practical exam at the end of the preparatory period.

### **How parents/carers can help:**

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
2. Check home learning tasks that have been set against the homework time table and where possible, read through your child's work to check that it is accurate and complete.
3. Encourage your child to use the internet if he or she has access to this to do research.
4. Ensure your child meets all the coursework deadlines.
5. Encourage your child to attend after school catch-up classes.

### **Useful websites and details of course books:**

[www.tate.org.uk](http://www.tate.org.uk)

[www.npg.org.uk](http://www.npg.org.uk)

Liverpoolmuseums.org.uk - Walker art gallery

www.southbankcentre.co.uk - Hayward Gallery

### **Promoting British values:**

Pupils can distinguish right and wrong

Pupils can develop the skills to express opinion about their own work and the work of others.

Pupils are given the opportunity to understand the importance of learning from others who have different beliefs, values and experiences.

### **Progression routes and career opportunities:**

A level Art and Design, Photography, Graphic Design and equivalent courses.

### **Who to contact and how if you have a query regarding your child's Art and Design work:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
Miss Helen Phelps	Art Teacher	hphelps@haileyhall.herts.sch.uk	01992 465208

# Year 11 English

## Why this subject is important:

English is vital for communicating with others in school and in the wider world and is fundamental to learning in all curriculum subjects. In studying English pupils develop skills in speaking, listening, reading and writing that they will need to participate in society and employment. Pupils learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

Looking at the patterns, structures, origins and conventions of English helps pupils understand how language works. Using this understanding, pupils can choose and adapt what they say and write in different situations, as well as appreciate and interpret the choices made by other writers and speakers.

## What you will learn:

Unit name	Topics	Skills and understanding
Autumn Term:	Poetry anthology  Unseen poetry  Revision for An Inspector Calls  Revision for A Christmas Carol  Functional Skills preparation (as needed)	Literal and inferential Comprehension  Critical reading  <b>Explain</b> , comment on and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views  <b>Evaluate</b> texts critically and support this with appropriate textual references  <b>Summarise</b> and <b>synthesise</b> information or ideas from texts
Spring Term:	Revision of Shakespeare  Preparation for the Language exam  Functional Skills preparation (as needed)	Literal and inferential Comprehension  Critical reading  <b>Summarise</b> and <b>synthesise</b> information or ideas from texts  <b>Explain</b> , comment on and <b>analyse</b> how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

		<b>Evaluate</b> texts critically and support this with appropriate textual references
Summer Term:	Revision Examinations	Pupils will revise all the units that were completed in years 10 and 11

### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

### How you will be assessed:

There are two external examinations for English Language:

Paper 1: Section A-Reading 20th Century Prose Extract  
Section B-Prose Writing: Creative

Paper 2: Section A- Reading/Writing Non-fiction  
Section B-Transactional/Persuasive Writing

There are two external examinations for English Literature:

Paper 1: Shakespeare and the 19th Century Novel

Paper 2: Modern Texts and Poetry

#### Functional Skills Level 1 & 2

During year 10 and 11 there will be opportunities to be entered for the Level 1 & 2 Functional Skills English exams. Pupils will be entered for this as staff it is appropriate. Both level 1 & 2 include one reading paper and writing paper which are marked externally. For Level 1 pupils must complete a class discussion which is graded internally. For Level 2 pupils must complete a class discussion and complete an individual presentation to an audience (usually their class). Both tasks are marked internally.

### The final grade is calculated in the following way:

There are two external examinations for English Language:

Paper 1: Section A-Reading 20th Century Prose Extract  
Section B-Prose Writing: Creative

Paper 2: Section A- Reading/Writing Non-fiction  
Section B-Transactional/Persuasive Writing

There are two external examinations for English Literature:

Paper 1: Shakespeare and the 19th Century Novel

Paper 2: Modern Texts and Poetry

### How parents / carers can help:

Provide them with a quiet place to do homework and revision.  
Support with encouraging them to complete Home Learning activities.  
Encourage pupils to read a wide variety of texts.

**Useful website and details of course books:**

Equas [the examination board for this course]  
BBC 'Bitesize' [KS4 section]  
Andrew Moore Universal Teacher  
The school provides GCSE revision and test practice packs

**Progression routes and career opportunities:**

College  
Sixth form

**Who to contact and how if you have a query regarding your child:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
Mrs Amy Martin	Teacher	arobinson@haileyhall.herts.sch.uk	01992 465208

# Year 11 Food Technology

## Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.
- It helps you to acquire a range of practical skills.

## What you will learn:

Unit name	Topics	Skills and understanding
Term/unit: Unit 2 External unit 3	Unit 2 understanding food. Understanding different terminology and using skills that they will need to use during their controlled assessment and exam. This includes understanding about food miles, how to do a star graph in detail and also how to use appropriate terminology for skills and processes. Unit 3 exploring balanced diets.	1.1 describe the main food groups. 1.2 describe sources of foods from each main food group. 1.3 explain how seasons affect food availability. 2.1 explain how seasons affect food availability. 2.2 describe how environmental factors affect food choices. 2.3 describe how cost factors affect food choices. 2.4 describe how sensory factors affect food choices. 3.1 compare ingredients to inform choice of recipes for given dishes. 3.2 apply choices of ingredients to make dishes. 3.3 evaluate completed dishes.
Term/ Unit: Spring/Summer  <b>Unit 4</b> <b>External unit 3 (if re-take)</b>	Unit 4 plan and produce dishes in response to a brief. Understanding how to carry out relevant research and analyse it to form a product specification. Understanding how to locate and target specific audiences  Unit 3 exploring balanced diets. (only if re-sitting)	1.1 assess the requirements of a set brief. 1.2 select a menu of dishes for the brief. 1.3 develop a plan of action for making the dishes. 1.4 review and revise plan from feedback. 2.1 demonstrate how to prepare themselves and environment for cooking. 2.2 apply the plan to make the dishes on the menu. 2.3 demonstrate cooking skills to make the dishes on the menu. 2.4 demonstrate safe and hygienic working practices throughout. 3.1 assess the strengths and weaknesses of the menu. 3.2 assess the strengths and weaknesses of the planning and preparation process.

		3.3 assess the strengths and weaknesses of the completed dishes. 3.4 evaluate how the brief has been met.
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### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

### How you will be assessed:

All course work is worth 25% of the overall grade. Once the three internal units are completed, along with the external unit, they will be added together to give the pupil and overall result. The course is graded from pass, merit and distinction.

### The final (NCFE) grade is calculated in the following way:

There are 4 mandatory units. 3 are internally assessed and 1 is externally assessed. To pass all pupils must complete all mandatory units. The final grade will be awarded by combining the grades for each unit.  
This will range from Not yet achieved, Pass, Merit, Distinction and Distinction\*

### How parents / carers can help:

Provide them with a quiet place to do homework and revision

### Useful website and details of course books

[www.ncfe.co.uk](http://www.ncfe.co.uk)

[www.bbcbitessize.co.uk](http://www.bbcbitessize.co.uk)

Let's revision guide – Food Technology

[www.aqa.org.uk](http://www.aqa.org.uk) – Examination board

[www.videojug.com](http://www.videojug.com)

[www.technologypupil.com](http://www.technologypupil.com)

[www.designandtech.com](http://www.designandtech.com)

[www.dtonline.org](http://www.dtonline.org)

### Progression routes and career opportunities:

College.

Sixth form.

### Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Miss Lana Nipper	Teacher of Food technology	<a href="mailto:lnipper@haileyhall.herts.sch.uk">lnipper@haileyhall.herts.sch.uk</a>	01992 465208



# Year 11 ICT Cambridge Nationals – Level 2 iMedia

## Why this subject is important:

- Confident, creative and productive use of ICT is an essential skill for life
- ICT skills are essential in order to gain employment in modern society
- ICT gives access to ideas and experiences from a wide range of people, communities and cultures, and allows you to work together and share information across the world.

## What you will learn:

Unit name	Topics	Skills and understanding
Unit R081: Pre-production skills	<p>Pupils will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs.</p> <ul style="list-style-type: none"> <li>• Understanding the purpose and content of pre-production</li> <li>• Being able to plan pre-production</li> <li>• Being able to produce and review pre-production documents.</li> </ul>	<p>Mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas)            Mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product)            Visualisation diagrams (e.g. for still images and graphics)            Storyboards (e.g. for use with video, animation)            Scripts (e.g. for a video production, voiceover, comic book or computer game)            Interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)            Identify timescales for production based on target audience and end user requirements            How to conduct and analyse research for a creative digital media product</p>
Unit R082: Creating Digital graphics	<p>Pupils will learn the basics of digital graphics editing for the creative and digital media sector, considering client requirements</p> <ul style="list-style-type: none"> <li>• Understanding the purpose and properties of digital graphics and knowing where and how they are used</li> <li>• Being able to plan the creation of a digital graphic</li> </ul>	<p>Interpret client requirements for a digital graphic based on a specific brief (e.g. by client discussion, reviewing a written brief, or specification)            Understand target audience requirements for a digital graphic            Produce a work plan for an original graphics creation;            Produce a visualisation diagram for a digital graphic            Identify the assets needed to create a digital graphic (e.g. photographs, scanned images, library images, graphics, logos)            Identify the resources needed to create a digital graphic (e.g. digital camera, internet, scanner,</p>

	<ul style="list-style-type: none"> <li>• Having the knowledge to create new digital graphics, using a range of editing techniques</li> <li>• Being able to review a digital graphic against a specific brief</li> <li>• Be able to create a digital graphic</li> </ul>	<p>computer system and software)</p> <p>How legislation (e.g. copyright, trademarks, logos, intellectual property use, permissions and implications of use) applies to images used in digital graphics, whether sourced or created.</p>
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### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

#### Democracy:

Certain decisions on matters affecting the whole class are put to a vote  
We use voting as a system to encourage engagement in lessons, e.g. Debates – for / against arguments, respecting views of others.

#### Rule of Law:

Whole school behaviour expectations/rules are constantly discussed, especially when they are breached, with individuals, pairs or small groups. We link behaviour to issues of morality and social interactions.

### How you will be assessed:

R081	Pre-Production Skills	External	25%	1hr 15 mins
R082	Creating Digital Graphics	Internal	25%	30 hrs
R082	Developing digital games	Internal	25%	30 hrs
R085	Creating a Multi-Page Website	Internal	25%	30 hrs

Grades awarded: Pass, Merit, Distinction and Distinction\*

The controlled assessment will be internally assessed and externally moderated. Your teacher will assess you at the end of each unit.

### How parents / carers can help:

- Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
- Encourage your child to use the internet if he has access to this to do research.
- Encourage your child to revise each week for examinations.
- Ensure your child meets all the coursework deadlines.
- Provide them with a quiet place to do homework and revision
- Talk about how technology has changed life during your life time

### Useful website and details of course books:

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

<http://www.ocr.org.uk>

<https://www.codecademy.com>

<http://my.dynamic-learning.co.uk>

### **Progression routes and career opportunities:**

College.  
Sixth form.

### **Who to contact and how if you have a query regarding your child:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
Mr Barnaby Aldiss	Assistant Head + Teacher of Design Technology & ICT	baldiss@haileyhall.herts.sch.uk	01992 465208

# KS4 (Year 10/11) - Mathematics

## Edexcel Award/GCSE

### Why this subject is important:

- A good level of numeracy is required for all jobs.
- A good qualification in maths shows you can think quickly.
- A good qualification in maths shows you are able to solve problems.
- A good qualification in maths will often mean a higher salary when you start work

### What you will learn:

Unit name	Topics	Skills and understanding
Term/Unit:	<p>1. Types of Numbers</p> <p>2. Integers</p> <p>3. Reading scales and converting units</p> <p>4. Introduction to algebra</p> <p>5. Linear equations and inequalities</p> <p>6. Angles, lines and triangles</p>	<p>1. To be able to identify factors, multiples and prime numbers To be able to find squares and cubes To be able to find the LCM and HCF To be able to use index notations To be able to use index laws</p> <p>2. To be able to understand and order integers To be able to use BIDMAS To be able to multiply with integers and decimals numbers</p> <p>3. To be able to construct scale drawings To be able to convert units (imperial and metric)</p> <p>4. To be able to use notations and symbols correctly To be able to write and simplify expressions and linear equations</p> <p>5. To be able to set up, rearrange and solve equations To be able to use linear equations to solve word problems</p> <p>6. To be able to measure and draw lines and angles to the nearest mm and degree</p>

	<p>7. Symmetry</p> <p>8. Collecting data</p> <p>9. Averages and range</p> <p>10. Charts and graphs</p> <p>11. Decimals</p> <p>12. Edexcel Award Exam practice</p>	<p>To be able to name angles</p> <p>To be able to use geometric language</p> <p>To understand the proof that the angle sum of a triangle is <math>180^\circ</math></p> <p>To be able to find missing angles in triangles</p> <p>To understand a proof that the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices</p> <p>To know the properties of all types of triangles</p> <p>7.</p> <p>To be able to recognise reflection symmetry of 2D shapes</p> <p>To understand congruence</p> <p>To be able to identify rotational symmetry</p> <p>8.</p> <p>To be able to specify the problem and plan</p> <p>To be able to collect data from a variety of primary and secondary data</p> <p>To be able to process and represent data</p> <p>9.</p> <p>To be able to calculate the mean, mode, median and range</p> <p>To be able to draw a stem and leaf diagram</p> <p>10.</p> <p>To be able to draw pictograms, composite bar charts, frequency polygons, histograms and line graphs.</p> <p>To be able to use graphs to compare distribution</p> <p>11.</p> <p>To be able to understand place value</p> <p>To be able to add, subtract, multiply and divide with decimals</p> <p>12.</p> <p>Past paper practice and revision</p>
Term/Unit:	1. Algebra using powers and brackets	1. To be able to use index laws

	<p>2. Perimeter and area</p> <p>3. 3D shapes</p> <p>4. Volume</p> <p>5. Pie charts</p> <p>6. Scatter graphs</p> <p>7. Distance graphs</p> <p>8. Fractions, Decimals and Percentages</p> <p>9. Application of percentages</p> <p>10. Patterns and sequences</p>	<p>To be able to write expressions using squares and cubes</p> <p>2. To be able to find areas and perimeters of rectangles, triangles, trapeziums, parallelograms and compound shapes</p> <p>To be able to solve a range of problems involving areas including cost of carpet type questions</p> <p>3. To know all properties of 2D and 3D shapes To use 2D representation of 3D shapes To be able to draw front and side elevations To be able to find the surface area of 3D shapes</p> <p>4. To be able to calculate the volume of prisms To understand how enlargement effects volume</p> <p>5. To be able to represent data in pie charts To understand how pie charts are used in real life</p> <p>6. To be able to draw and interpret scatter graphs To understand negative and positive correlation To be able to draw lines of best fit and be able to predict values</p> <p>7. To be able to read bus and train timetables and plan journeys To be able to draw distance graphs</p> <p>8. To be able to convert between fractions decimals and percentages To be able to calculate percentages of given amounts</p> <p>9.</p>
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	<p>11. Straight line graphs</p>	<p>To use percentages in real life situations eg. VAT, value of profit or loss and interest</p> <p>10. To be able to generate sequences To find the <math>n^{\text{th}}</math> term of sequences</p> <p>11. To be able to plot and draw graphs of the form <math>y=mx + c</math> To be able to find the gradient of graphs</p>
Term/Unit:	<p>1. Real life graphs</p> <p>2. Transformations</p> <p>3. Probability</p> <p>4. Circles</p> <p>5. Formulae</p> <p>6. Constructions</p>	<p>1. To be able to draw and interpret real life graphs To solve problems relating to mobile phone bills and fuel bills</p> <p>2. To be able to describe transformations To know rotation, reflection, translation and enlargement To understand scale factors To identify the equation of a line of symmetry</p> <p>3. To know probability terms To be able to find the probability of an event happening using relative frequency To use theoretical probability to include outcomes using dice, spinners and coins</p> <p>4. To be able to draw a circle given its radius or diameter To use <math>\pi</math> Pi on the calculator Find the circumference and areas of circles</p> <p>5. To derive a simple formula, including those with squares, cubes and roots To be able to substitute numbers into a formula To be able to change the subject of a formula</p> <p>6. To be able to construct a</p>

	7. Quadratic graphs	triangle, a bisector, perpendicular and parallel lines To be able to construct angles of 30°, 45°, 60°, 90°
	8. Pythagoras' Theorem	7. To be able to substitute values of x into quadratic function to find the corresponding values of y To be able to draw graphs of quadratic functions
	9. Exam practise	8. To understand and recall Pythagoras' Theorem To be able to use Pythagoras' theorem to find the hypotenuse or the length of the other sides To be able to apply Pythagoras' Theorem to practical situations
		9. Exam practice and Revision

### Promoting British Values:

- You will learn about how the National Census is collected, what their main elements are and how it is evaluated and used in Britain
- You will also learn about the cost of living, the Tax system and how it has an impact on the system if people do not comply with regulations.

### How you will be assessed:

You will be entered for number and measure level 1 and 2 and algebra level 2 as appropriate  
You will take regular mock exams leading up to the date of exams  
You will be set regular GCSE questions for home learning.

### The final (GCSE or Award) grade is calculated in the following way:

You will take Award exams January and May and will take your GCSE exams at the end of Year 11



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### **How parents / carers can help:**

Provide them with a quiet place to do homework and revision

### **Useful website and details of course books:**

Book: Edexcel Mathematics Foundation / Higher Course (Published by Pearson)  
BBC Bitesize

### **Progression routes and career opportunities:**

You will need Maths qualifications for all jobs, whatever you apply for.

Jobs that specially need maths are: Accountancy, Games designer, Engineering, Police, Pilot, Architect, Doctor, Scientist etc.

### **Who to contact and how if you have a query regarding your child:**

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
Mr John Thurley	Maths Coordinator	<a href="mailto:jthurley@haileyhall.herts.sch.uk">jthurley@haileyhall.herts.sch.uk</a>	01992 465208

# Year 11 Music BTEC

## Why this subject is important:

- You will learn vocational skills that will enable you to pursue a career in the music industry.
- Music is a unique form of communication that can change the way you feel, think and act. It forms part of your identity and can help develop your competence as a learner.
- Music increases your self-esteem and creates a sense of achievement and self-worth.
- Music learning develops your critical skills: your ability to listen, to appreciate a wide variety of music, and to make judgement about musical quality.
- Music increases self-discipline and creativity.
- Music helps you understand yourself, relate to others and develop a deeper cultural understanding of home, school and the wider world.
- Music education helps to develop a sense of group identity and togetherness and develops group work skills.
- Music education helps you develop an understanding of history, technology and future technology.

## What you will learn this year

Unit Name	Knowledge	Skills and understanding	Attitudes and attributes
Unit 4: Introducing Music composition	<p>Knowing how explore creative stimuli to meet a brief.</p> <p>Knowing how to develop, extend and shape music for performances.</p> <p>Knowing how to create a full composition</p>	<p>Understanding how to create melodic ideas, rhythmic patterns</p> <p>Understanding how to play chords and chord progressions.</p> <p>Understanding how to create instrumental compositions using music technology.</p>	<p>Being able to take responsibility for your own learning.</p> <p>Regularly practicing of skills learnt.</p>
Unit 7: Introducing Music Sequencing	<p>Knowing music sequencing techniques.</p> <p>Knowing how to use music sequencing software to create music.</p> <p>Know how to use effects to enhance their music.</p>	<p>Understand different methods to add notes to a track.</p> <p>Understanding how to play notes in with a MIDI keyboard</p>	<p>Being able to take responsibility for your own learning.</p> <p>Using effective skills technics to help develop your own learning.</p> <p>Using time management skills</p>

### **Promoting British Values:**

You will study music from different cultures and therefore gain a deep cultural understanding of home and the wider world.

You will develop a sense of group identity and team work.

### **How you will be assessed:**

Assessment for Unit 4: Introducing Music composition and Unit 7: Introducing Music Sequencing.

Will be assessed internally by the centre (school) and externally verified by Pearson.

### **How parents/carers can help**

1. Talk to your child about what they are learning lessons.
2. Test your child's spelling on musical key words. These can be found in their planner.
3. Encourage your child to complete homework to the best of their ability.
4. Encourage your child to listen to music as much as possible at home.
5. If your child is learning a musical instrument inside or outside, encourage them to attend regularly and practice frequently in their spare time.

### **Useful websites:**

<http://www.wikihow.com/practice-an-Instrument-Effectively>

<http://www.hopestreemmusicstudio.com/articles/how-to-practice-a-musical-instrument>

<http://www.brainpop.com/artsandmusic/seeall/>

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks2/music/piano/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm) (virtual piano)

Who to contact and how if you have a query regarding your child's Music:

Name	POSITION	EMAIL ADDRESS	TELEPHONE
Robert Taylor	Subject Leader: MUSIC	rtaylor@haileyhall.herts.sch.uk	01992 465208

# Year 11 Btec Sport

## Why this subject is important:

This subject is important as it extends the work related focus and knowledge of the sport and active leisure industry. Pupils will learn about how the sports industry and leisure industry work together.

This qualification is designed to help learners understand the skills and knowledge needed to work in the sector, which they'll be encouraged to demonstrate through participation in a wide range of sport and active leisure activities.

## What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Training for personal fitness	Design a personal fitness training programme  Exercise adherence factors  Take part in an exercise training programme	SMARTER targets  Principles of training  Safety issues  HR zones  Programme design  Training methods  Training diary  Measures for success  Review of training programme
Term/ Unit: The sports performer in Action.	Short and long term adaptations of the body systems to exercise.  Different energy systems used during sport.	Aerobic and anaerobic energy systems  Short and long term adaptations of the musculoskeletal system.  Short and long term adaptations of the cardiorespiratory system.
Term/ Unit: Practical Sport	Understand rules, regulations and scoring systems  Demonstrate skills, techniques and tactics.  Review sports	Application of rules, regulations and scoring systems.  Roles Of officials  Responsibilities of

	performance.	officials Technical and tactical demands of sport Safe Participation
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### Promoting British Values:

The ethos of British Values including fair play, team work and co-operation are embedded throughout every lesson.

### How you will be assessed:

75% of the course is assessed by the submission of a portfolio of evidence of work carried out over a period of time. The course is continuously assessed by the external completion of assignments throughout the year.

25% of the course is assessed with an external examination.

### The final (Btec) grade is calculated in the following way:

One externally assessed exam. Coursework and assessment of skills throughout the year.

### How parents / carers can help:

Provide them with a quiet place to do homework and revision

### Useful website and details of course books

[www.bbc.co.uk/sportacademy](http://www.bbc.co.uk/sportacademy)  
[www.brianmac.com](http://www.brianmac.com)

### Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr Adrian Devine	Assistant Headteacher/ PE Co-ordinator	<a href="mailto:adevine@haileyhall.herts.sch.uk">adevine@haileyhall.herts.sch.uk</a>	01992 465208
Mr Josh Hewitt	PE teacher	<a href="mailto:jhewitt@haileyhall.herts.sch.uk">jhewitt@haileyhall.herts.sch.uk</a>	01992 465208

# Year 11 NCFE Level 2 Craft

## Why this subject is important:

- It helps you to demonstrate your design and technology capability.
- It helps you to design and make original, creative products.
- It allows you to work with a range of materials.
- It helps you to explore and investigate different products.
- It helps you to carry out individual, original research.

## What you will learn:

Unit name	Topics	Skills and understanding
Term/ Unit: Autumn	<ul style="list-style-type: none"> <li>• Understanding different terminology and using skills that they will need to use during their controlled assessment and exam.</li> <li>• How to use a wide range of media/materials.</li> <li>• How to use different techniques in Design Technology.</li> <li>• Designing products involves analysing existing products.</li> <li>• Disassembly.</li> <li>• Customer profiling.</li> <li>• Methods used to generate ideas and the importance of communication.</li> <li>• Moving from 2D to 3D and of different materials.</li> <li>• Sources of wood and plastic and primary processes involved in conversion to workable materials.</li> <li>• Scales of Production.</li> <li>• Life cycle and the impact of a wide range of products.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to use a variety materials and techniques</li> <li>• Understanding the different pathways in Design Technology</li> <li>• Understanding how a good finish can improve the quality of your end product.</li> <li>• Understanding the needs of the target user.</li> <li>• Understanding how to analyse products in a structured way</li> <li>• Understanding how to disassemble a product and to produce an exploded drawing.</li> <li>• Understanding how to locate and target specific audiences.</li> <li>• Understanding how to communicate, modify, refine and improve design ideas.</li> <li>• Understanding how to construct a model that is a development of the design process.</li> <li>• Understanding how the work of standard agencies affects product design, manufacture and testing.</li> </ul>
Term/ Unit: Spring	<ul style="list-style-type: none"> <li>• Understanding different terminology and using skills that they will need to use during their controlled assessment.</li> <li>• Technical drawing</li> <li>• CAD</li> <li>• CAM</li> <li>• Materials Investigation</li> <li>• Understanding about health and safety in more detail.</li> <li>• Understanding how to use a</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to explore different materials to express ideas relating to a theme</li> <li>• To understand how to use a theme or reference point to develop original works</li> <li>• To understand how to use individual and mixed media to communicate ideas.</li> <li>• To understand how to use a theme or reference point to develop original works</li> </ul>

	<p>variety materials and techniques</p> <ul style="list-style-type: none"> <li>• Understanding the different pathways in design</li> <li>• Understanding how a good finish can improve the quality of your end product</li> <li>• Understanding the needs of the target user</li> <li>• Understanding how to analyse products in a structured way</li> </ul>	
Term/ Unit: Summer	<ul style="list-style-type: none"> <li>• Coursework selection pupils will complete their research on this area during this term.</li> <li>• This will include: Different types of research, its function, how to analyse the information and then how to use it. Also customer profiling</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding how to carry out relevant research and analyse it to form a product specification</li> <li>• Understanding how to locate and target specific audiences.</li> </ul>

### Promoting British Values:

Pupils develop their self-knowledge, self-esteem and self-confidence.  
Pupils acquire a broad general knowledge of and respect for public institutions and services in Britain.  
Pupils develop respect for themselves and learn to respect other people.  
Pupils develop the skills to evaluate the values and arguments of people wanting their support or their vote.

### How you will be assessed:

There are 4 mandatory Units (25% of final marks each)

Unit 1: Exploring craft and enterprise skills (Portfolio of evidence)  
Unit 2: Research and develop design ideas for craft items (Portfolio of evidence)  
Unit 3: Respond to a craft brief (Assignment)  
Unit 4: Produce final craft work (Portfolio of evidence)

Grades awarded: Pass, Merit, Distinction and Distinction\*

The controlled assessment will be internally assessed and externally moderated. Your teacher will assess you at the end of each unit.

### The final grade is calculated in the following way:

The grades from your controlled assessments will be put together and create an overall result.

From this you will be awarded an overall grade

## How parents / carers can help:

1. Talk to your child about what they are learning in lessons, perhaps getting them to teach you what they have been learning.
2. Encourage your child to use the internet if he has access to this to do research.
3. Encourage your child to revise each week for examinations.
4. Ensure your child meets all the coursework deadlines.
5. Provide them with a quiet place to do home learning and revision

## Useful website and details of course books:

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)

[www.ncfe.org.uk](http://www.ncfe.org.uk) – Examination board

[www.technologypupil.com](http://www.technologypupil.com)

[www.designandtech.com](http://www.designandtech.com)

[www.dtonline.org](http://www.dtonline.org)

## Progression routes and career opportunities:

College.  
Sixth form.

## Who to contact and how if you have a query regarding your child:

Name	Position	Email Address	Telephone
Mr Barnaby Aldiss	Assistant Head + Teacher of Design Technology & ICT	baldiss@haileyhall.herts.sch.uk	01992 465208



# YEAR: 11 Science

## Why this subject is important:

The study of science fires pupils' curiosity about the world and helps them to find explanations. It links practical experience with scientific ideas. Pupils learn that science enhances knowledge and understanding in science is rooted in evidence. Pupils discover how science and technology affects industry, business and medicine and how science improves the quality of life. Pupils appreciate science worldwide and discover how it relates to their own culture.

Pupils also gain confidence to question and discuss issues that may affect their own lives, their immediate community and the world.

## What you will learn:

Unit name	Topics	Skills and understanding
Biology and our Environment	How Polluted Is The Environment?	<ul style="list-style-type: none"> <li>• Describe how living and non-living indicators can be used to measure levels of pollutants.</li> <li>• Describe the impact that different human activities have on ecosystems.</li> <li>• Analyse the effects of pollutants on ecosystems</li> <li>• Explain the long-term effects of pollutants on living organisms and ecosystems.</li> <li>• Describe the different methods used to help reduce the impact of human activities on ecosystems.</li> <li>• Discuss the advantages and disadvantages of methods used to reduce the impact of human activity on ecosystems.</li> <li>• Evaluate the success of methods to reduce the impact of human activity on an ecosystem, for a given scenario.</li> </ul>
Biology and our Environment	Prevention Or Cure	<ul style="list-style-type: none"> <li>• Describe how lifestyle choices can affect human health.</li> <li>• Describe how pathogens affect</li> </ul>

<p>Energy and Our Universe</p>	<p>Ionising Radiation</p>	<p>human health.</p> <ul style="list-style-type: none"> <li>• Describe two different treatment regimes: one used to <i>prevent</i> a disease and one used to <i>treat</i> a disease.</li> <li>• Discuss the advantages and disadvantages of vaccination programmes.</li> <li>• Explain the use of pedigree analysis.</li> <li>• Explain how bacteria can become resistant to antibiotics.</li> <li>• Evaluate the use of antibiotics, pedigree analysis and vaccination programmes in the treatment and prevention of childhood illnesses.</li> </ul> <ul style="list-style-type: none"> <li>• Describe half-life in terms of radioactive decay.</li> <li>• Describe the different types of ionising radiation.</li> <li>• Use graphs to explain radioactive decay and half-life.</li> <li>• Calculate the half-life of radioactive isotopes.</li> <li>• Describe the problems associated with the use of radioactive isotopes.</li> <li>• Compare the benefits and drawbacks of using radioactive isotopes in the home or workplace.</li> <li>• Justify the selection of a radioactive isotope for a given use within the home or workplace.</li> </ul>
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**Promoting British Values:**

<p>Democracy -</p> <ul style="list-style-type: none"> <li>• Certain decisions on matters affecting the whole class are put to a vote</li> <li>• We use voting as a system to encourage engagement in lessons, eg. Debates – for/against arguments, respecting views of others.</li> </ul> <p>Rule Of Law –</p> <ul style="list-style-type: none"> <li>• Whole school behaviour expectations/rules are constantly discussed, especially when they are breached, with individuals, pairs or small groups. We link behaviour morality and social interactions.</li> </ul>
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## How you will be assessed:

Your coursework will be continually assessed against the criteria throughout the **year**.

## The final (BTEC) grade is calculated in the following way:

75% of the course is assessed by the submission of a portfolio of evidence of work carried out over a period of time. The course is continuously assessed by the external completion of assignments throughout the year.

25% of the course is assessed with an external examination.

## How parents / carers can help:

Provide them with a quiet place to do home learning and revision

## Useful website and details of course books:

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa>

[www.samlearning.com](http://www.samlearning.com)

## Progression routes and career opportunities:

Radiologist

Nurse

Environmental Chemist

## Who to contact and how if you have a query regarding your child:

<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone</b>
<b>Mrs Sophia Bidwell</b>	<b>Science Co-ordinator</b>	<b><a href="mailto:sbidwell@haileyhall.herts.sch.uk">sbidwell@haileyhall.herts.sch.uk</a></b>	<b>01992 465208</b>
<b>Mr Paul Delamaine</b>	<b>Deputy head</b>	<b><a href="mailto:pdelamaine@haileyhall.herts.sch.uk">pdelamaine@haileyhall.herts.sch.uk</a></b>	<b>01992 465208</b>

**YEAR: 11**



**SUBJECT: Life Skills (Employability)**

**DATE: 09/18**

**Why this subject is important:**

Employability gives pupils the opportunity to acquire the knowledge, understanding and skills they need for life in the workplace. The following units have been specially selected for year 10 and 11 pupils, in order to prepare them for subsequent work experience and their future in the working world.

The following programme of learning enables pupils to work towards a Level 2 award in Employability Skills.

**What you will learn:**

The units below have been selected to enhance the pupil's skills and knowledge when they reach the workplace in the future. They have an opportunity to complete 6 units over the 2 year period to gain the Level 2 Award.

This programme of study caters for a range of ability:

**Year 11**

<b>Unit name</b>	<b>Topics</b>	<b>Skills and understanding</b>
<b>Term: 1 Unit: 402 (3 credits)</b>	Managing personal finance	To be able to understand how to maintain and manage their finance.
<b>Term: 1 Unit: 402 (3 credits)</b>	Managing personal finance	To be able to understand how to maintain and manage their finance..
<b>Term: 2 Unit: 515(3 credits)</b>	Exploring equality and diversity.	The aim of this unit is to give the learner an opportunity to explore and understand the importance of equality and diversity.

<p><b>Term 2:</b> <b>Unit: 515 (2 credits)</b></p>	<p>Exploring equality and diversity.</p>	<p>The aim of this unit is to give the learner an opportunity to explore and understand the importance of equality and diversity.</p>
<p><b>Term: 3</b> <b>Unit: 506 ( 1 credits)</b></p>	<p>Applying for a job.</p>	<p>The aim of this unit is to give the learner an understanding of how jobs are advertised and know what skills and qualities an employer is looking for.</p>
<p><b>Term: 3</b> <b>Unit: 506 (3 credits)</b></p>	<p>Applying for a job.</p>	<p>The aim of this unit is to give the learner an understanding of how jobs are advertised and know what skills and qualities an employer is looking for.</p>

## Promoting British Values

Employability inherently compliments and supports British Values in working Britain.

By preparing pupils for the world of work, Employability advocates the rights and responsibilities of employers and employees working in the UK. For example, an understanding of combatting discrimination in the workplace and equal opportunities for employment.

Employability raises pupil's aspirations for their future lives; to make a positive contribution to our democratic society.

### How you will be assessed:

Employability units are all coursework based against clear criteria. Pupils need 15 credits over the two year period to receive a Level 2 Award in Employability skills.

### How parents / carers can help:

Provide pupils with a quiet place to do homework and revision.

Watch the news together with your child at least twice per week.

### Useful website and details of course books

- <http://www.cityandguilds.com/qualifications-and-apprenticeships/skills-for-work-and-life/employability-personal-and-social-development/5546-employability-skills#tab=information>
- [http://cdn.cityandguilds.com/ProductDocuments/Skills\\_for\\_Work\\_and\\_Life/Employability\\_Personal\\_and\\_Social\\_Development/5546/Level%202/Centre\\_Documents/5546\\_L2\\_logbook\\_v5-0.pdf](http://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/Employability_Personal_and_Social_Development/5546/Level%202/Centre_Documents/5546_L2_logbook_v5-0.pdf)
- [http://cdn.cityandguilds.com/ProductDocuments/Skills\\_for\\_Work\\_and\\_Life/Employability\\_Personal\\_and\\_Social\\_Development/5546/Level%202/Centre\\_Documents/5546\\_L2\\_logbook\\_v5-0.pdf](http://cdn.cityandguilds.com/ProductDocuments/Skills_for_Work_and_Life/Employability_Personal_and_Social_Development/5546/Level%202/Centre_Documents/5546_L2_logbook_v5-0.pdf)

### Progression routes and career opportunities

- The employability skills award is recognised by colleges and further education establishments.
- The employability skills course gives pupils vital tools to successfully write CV's, personal statements and complete application forms.

Who to contact and how if you have a query regarding your child

Name	Position	Email Address	Telephone
Mr Sam Welbury	Subject Leader-	swelbury@haileyhall.herts.sch.uk	01992 465208

	Employability		
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