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**YEAR 11**  
**KEY STAGE 4 (YEAR 1)**  
**PARENT**  
**INFORMATION**  
**BOOKLET**

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*2019 - 2020*



Dear Parent/Guardian and Student,

I would like to take this opportunity to congratulate your daughter for successfully completing Key Stage 3 and entering this next stage of her school education. As we enter Key Stage 4 Year 1 there will be new challenges, new adventures, new starts and new opportunities. This is a time to renew decisions and look forward to a journey of success. This success is your story, you write it. What will be your success story?

For many students you will be entering subjects which you have never studied before, meeting deadlines and completing coursework. A time when attendance and punctuality are essential as every lesson is valuable. In the Belfast Model School for Girls our slogan is "Attend today, Achieve tomorrow". Attendance affects your learning. Attendance will affect your results.

Key Stage 4 Year 1 (Year 11) is an important time to realise that GCSEs start now. Many of you will sit 7 if not 8 GCSEs at the end of Year 11. You will be looking at results in August 2020. Today you begin the journey to making those results the best that you can.

As we enter this journey our motto for the next two years is "I Believe, I Achieve". If we believe we can do it, we can achieve it. In the Girls' Model we encourage every student to believe that they have the potential to achieve. Every student can dream big dreams and be the dreamers of this generation.

We have compiled this booklet to guide you through Year one of Key stage 4. You will find information about teaching groups, pastoral topics, key dates and detailed information on the subjects you have chosen to study. Look at the subjects that apply to you and highlight important assessment dates both internally and externally. Speak to the Leader of learning for your subject if there is anything you are unsure about.

As always throughout the year you can speak to your daughter's Form Tutor or contact Mrs Clarke (ALOL) or myself.

I look forward to an exciting and adventurous journey and as always we will achieve it together as one.

Warm regards,

**Mrs A Graham (Leader of Learning)**

WELCOME

# MEET THE YEAR 11 TEAM



HEAD OF YEAR  
**MRS GRAHAM**



ASSISTANT HEAD  
OF YEAR  
**MRS CLARKE**



YEAR 11  
ASSISTANT PRINCIPAL  
**MRS HOUSTON**

## FORM TUTORS

MRS **BARKLEY-SMITH**



MR **PATTERSON**



MRS **THOMAS**



MRS **HUGHES**



MISS **HENNING**



MISS **DICKSON**



MRS **CORNER**



# ATTENDANCE

A school year is very short. It has only 190 days for students. This leaves 175 days for holidays and activities at home. A school week is also very short. Most students spend 7 to 7½ hours at school on each of the five days they attend during term time. This means only approximately one third of a school day is spent in school. Most of the day and the week is spent at home. Time in school is precious. Absence from school and late coming to school has a negative effect on a pupil's educational progress, achievement and employment prospects. Therefore, daily attendance and excellent punctuality is our goal for all students, in line with our mission statement 'Achievement for All'.

Here are some of the key reasons why it is so important children attend school:

- > TO LEARN
- > TO MAKE NEW FRIENDS
- > TO EXPERIENCE NEW THINGS IN LIFE
- > TO GAIN QUALIFACATIONS
- > TO DEVELOP NEW SKILLS
- > TO BUILD CONFIDENCE AND SELF-ESTEEM
- > TO HAVE THE BEST POSSIBLE START IN LIFE

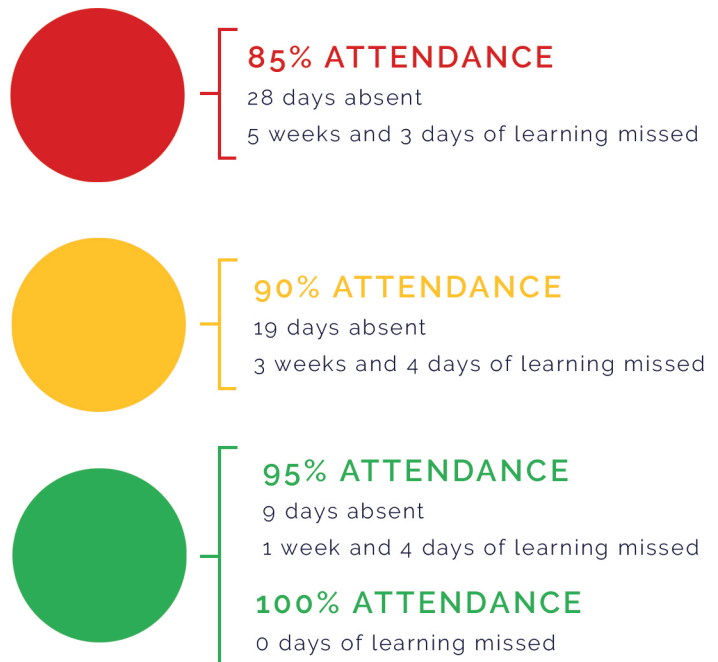
Although good attendance is expected, we do reward students for full and improved attendance. We have termly certificates and prize draws for students as well as class and year group incentives. We have an annual Attendance Award Ceremony where we celebrate excellent attendance in school.

## ATTENDANCE

### TRAFFIC LIGHTS

Every month the students are made aware of their attendance percentage. The girls discuss this with their Form Tutor and decide whether it is on target or in need of improvement using the idea of traffic Lights. The girls note their attendance percentage in their Student Planner. What surprises some girls and also parents is that 90% is not good as it would be in a test or assessment!

Every single day a child is absent from school equates to a day of lost learning.



# STRESS CONTROL

As students embark on a new key stage and begin programmes of learning which will be externally assessed, they often become stressed with the demands of the courses, homework, revision and assessments. Furthermore, they can also feel stressed because of other concerns such as friendships, social media, difficulties at home and so on.



## STRESS CONTROL

'Stress Control' is a CBT class developed by Jim White, a consultant clinical psychologist. It is widely used across the world because it addresses issues which can contribute to poor mental health such as anxiety, low mood, panic, low self-esteem, low self-confidence and poor wellbeing. There is no discussion of personal problems and the class aims to give students the skills necessary to help control and deal

### The lessons will focus on the following:

#### WHAT IS STRESS?

Information about common problems and anxiety and depression

#### CONTROLLING YOUR BODY:

- Exercise
- Caffeine
- Breathing
- Relaxation

#### CONTROLLING YOUR THOUGHTS:

Everyday mindfulness

#### CONTROLLING YOUR ACTIONS:

Face your fears and problem solving

#### CONTROLLING PANICKY FEELINGS:

Combining the skills and prevention skills

#### GETTING A GOOD NIGHT'S SLEEP:

A sleep hygiene

#### BOOST YOUR WELLBEING:

'4 a day', gratitude and compassion

### TYING IT ALL TOGETHER AND CONTROLLING YOUR FUTURE

Research has shown that the STRESS CONTROL© in Schools programme is highly effective and beneficial.

# YEAR 11 ASSEMBLY PROGRAMME

## SEPTEMBER 2019

Monday 9th

SAFEGUARDING

Monday 16th

BE THE BEST VERSION OF YOU

Monday 23rd

STUDENT VOICE

Monday 30th

HARVEST

## OCTOBER 2019

Monday 7th

YEAR ASSEMBLIES

Monday 14th

AUTHOR WEEK

Monday 21st

MODEL MIND TO BE KIND

## NOVEMBER 2019

Monday 11th

REMEMBRANCE

Monday 18th

ANTI-BULLYING WEEK

Monday 25th

SALVATION ARMY - ACTS OF KINDNESS

## DECEMBER 2019

Monday 9th

WELLBEING

Monday 16th

YEAR ASSEMBLIES

# KEY DATES

## SEPTEMBER 2019

Wednesday 4th

TEAM BUILDING DAY

Wednesday 11th

YEAR 11 OFFICIAL PHOTOGRAPH

## OCTOBER 2019

Wednesday 23rd

ATTENDANCE AWARDS

## DECEMBER 2019

Wednesday 4th

PROGRESS REPORTS

Wednesday 18th

CAROL SERVICE

## JANUARY 2020

Monday 6th

PARENT TEACHER INTERVIEWS

Wednesday 29th  
- Friday 7th Feb

PPE WEEK

## MARCH 2020

Thursday 19th

REPORTS TO PARENTS

## APRIL 2020

Thursday 2nd

SPRING CONCERT

Monday 6th -  
Wednesday 8th

EASTER SCHOOL

## MAY 2020

GCSE EXAMS

KEY DATES

# CURRICULUM MODEL

YEAR 11	REG Groups - Form Tutors' initials	Linear Groups	ENGLISH	MATHS	IT	OPTION BLOCKS
RED BAND	1	R1	R1 + <small>ENGLISH LITERATURE</small>	R1 <small>M3 COURSE</small>	R1	A B C D
	2	R2	R2	R2 <small>M2 COURSE</small>	R2	
	3	R3	R3	R3 <small>M2 COURSE</small>	R3	
YELLOW BAND	4	Y1	Y1	Y1 <small>M2 COURSE</small>	Y1	A B C
	5	Y2	Y2	Y2 <small>M2 COURSE</small>	Y2	
	6	Y3	Y3	Y3 <small>M2 COURSE</small>	Y3	
BLUE BAND	7	B1	B1	B1 <small>M2 COURSE</small>	B1	A B

RS/PE/Careers/Personal Success & Well Being/or Achieve Academy Prince's  
Trust are taught in Linear groups and/or blocks



**SUBJECT**

**ART AND DESIGN – (LOL - Ms Ward)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Introduction of Coursework project theme.  Record from life using a variety of mediums including photography. Research relevant contextual artists.	Work to be evaluated and refined on an ongoing basis.		
<b>November-December</b>	Using recorded images, experiment using Photoshop to create a variety of outcomes in an assortment of media.  Explore outcomes through oil pastel, paint and pencil.  Contextual research will be used throughout to inform and develop ideas.	Each workshop/skill to be evaluated and annotated to enable development of design.		
<b>Term 2</b> <b>January-February</b>	Students will begin to develop individual designs using skills and knowledge gained from previous experimentation and may incorporate the use of printmaking in their outcomes.	Each workshop/skill to be evaluated and  Annotated to enable development of design.		
<b>March - Easter</b>	Consolidation of skills and development of final piece with more specific and in-depth contextual reference evident in work.	Evaluation of portfolio as a work in progress to reflect any modifications required in final design.		
<b>Term 3</b> <b>Easter - June</b>	Use class time to complete any unfinished work, annotate and evaluate work in portfolio to date.	Final submission of portfolio for review and progression to year 12.		

**SUBJECT****BUSINESS STUDIES – (LOL - Mrs Gault)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September - December</b>	Unit 1 – Introducing Business	3 assignments		
<b>Term 2 January - February</b>	Unit 1 – Introducing Business	1 assignment		
<b>Term 2 March - Easter</b>	Unit 6 – Recruitment, Selection and Employment	1 assignment		
<b>Term 3 Easter - June</b>	Unit 6 – Recruitment, Selection and Employment	1 assignment		

**SUBJECT****DRAMA – (LOL - Miss Simpson)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September-October</b>	Introduction to GCSE Drama Course Introduction to set text “Blood Brothers” by Willy Russell Start of Practice Devised Assessment Student Log			
<b>November-December</b>	Continue Devised Assessment rehearsals Final Performances  Return to Blood Brothers in preparation for Year 11 PPE Exams	Data Drop – results of Devised Assessment/ Student Log		
<b>Term 2 January-February</b>	Continue exam preparation. Feedforward after PPE – possible resit	PPE Examination		
<b>March - Easter</b>	Controlled Assessment – Devised Component			
<b>Term 3 Easter - June</b>	Controlled Assessment – Devised Component			

**SUBJECT****ENGLISH – (LOL – Mrs Green)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Introduction to Year 11 GCSE Modules: Overview of Year 11 course and review of Year 10 progress  Study Unit 3, Task 2: The Study of Written Language	Controlled Assessment Task  <b>1 hour</b>  Unit 3, Task 2: The Study of Written Language		
<b>November-December</b>	Unit 1, Task 1 Writing for Purpose and Audience:  Form Language Audience Purpose Structure Style Secretarial Skills	Year 11 Practice Writing Tasks  Year 11 PPE	Unit 1 examination Friday 29 <sup>th</sup> May 2020	
<b>Term 2</b> <b>January-February</b>	Unit 1, Tasks 2 – 5 Reading to access non-fiction and media texts:  Form Subject Audience Choice of tense Use of sequence and time Focused analysis of words and phrases Focused analysis of linguistic devices Focused analysis of sentence and paragraph structures Focused analysis of presentational devices	Year 11 Practice Reading Tasks  Year 11 PPE	Unit 1 examination Friday 29 <sup>th</sup> May 2020	

<b>March - Easter</b>	Revision of Unit 1	Feed forward work post PPE	Unit 1 examination Friday 29 <sup>th</sup> May 2020	
<b>Term 3 Easter - June</b>	Unit 1 Sections A and B examination preparation	Practice examination papers	Unit 1 examination Friday 29 <sup>th</sup> May 2020	

**Please note:**

Speaking and Listening tasks will be scheduled throughout Year 11, in addition to the Reading and Writing tasks detailed above. Students will be assessed speaking in an Individual Presentation, Group Discussion and Role Play as directed by their class teacher.

**SUBJECT**

**GEOGRAPHY – (LOL – Mrs Chism)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September-October</b>	Recap of Year 10 course - Restless Earth - Coasts	End of Unit tests Regular – weekly summary tests		UNIT 1 NO TIERED ENTRY
<b>November-December</b>	Rivers including a Field visit to Colin Glen to collect data	End of Unit tests Regular – weekly summary tests		UNIT 1 NO TIERED ENTRY
<b>Term 2 January-February</b>	Weather and Climate	End of Unit tests Regular – weekly summary tests		UNIT 1 NO TIERED ENTRY
<b>March - Easter</b>	Unit 3 practice – Fieldwork Skills paper			UNIT 3 NO TIERED ENTRY
<b>Term 3 Easter - June</b>	REVISION IN PREPARATION FOR UNIT 1 AND UNIT 3 EXAMINATIONS		Friday 15 <sup>th</sup> May pm – Unit 1 Thursday 11 <sup>th</sup> June am – Unit 3	

**SUBJECT**

**HISTORY – (LOL – Mrs Johnston)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b> <b>Life in Nazi Germany 1933-45</b>	<u><b>Nazi Consolidation of Power</b></u> <ul style="list-style-type: none"> <li>• Hitler takes political control</li> <li>• The move from Democracy to Dictatorship</li> <li>• The Removal of Opposition</li> <li>• The Establishment of the Police state</li> <li>• Propaganda and Censorship</li> </ul>	Key Words & Definitions Test  Past paper Exam Practice Questions	Unit 1 paper taken in May. 60% of overall GCSE.  No controlled assessment	Single tier of entry
<b>November-December</b>	<u><b>Control &amp; Opposition in Nazi Germany</b></u> <ul style="list-style-type: none"> <li>• Workers</li> <li>• Young People</li> <li>• Jews and other Minority Groups</li> <li>• Life in Germany During WWII</li> </ul>	Past paper Exam Practice Questions		
<b>Term 2</b> <b>January-February</b> <b>Northern Ireland &amp; Its Neighbours 1920-49</b>	<u><b>The Partitioning of Ireland</b></u> <ul style="list-style-type: none"> <li>• How and why Ireland was partitioned by the Government of Ireland Act.</li> <li>• The Anglo-Irish Treaty 1921</li> <li>• De Valera and his role in dismantling the Treaty</li> <li>• The Economic War</li> <li>• The Anglo-Irish agreement</li> </ul>	<b>PPE</b>  Key Words & Definitions Test  Past paper Exam Practice Questions		
<b>March - Easter</b>	<u><b>The Experience of and Response to WWII</b></u> <ul style="list-style-type: none"> <li>• Reactions to War in Northern Ireland and Eire</li> <li>• Conscription</li> <li>• Preparations for War</li> <li>• Northern Ireland's Industrial, agricultural and Strategic contribution to the British war effort.</li> <li>• Eire's Neutrality and its effects on relations</li> </ul>	Past paper Exam Practice Questions including source work		

	<ul style="list-style-type: none"> <li>• German attacks and their impact.</li> <li>• The Belfast Blitz</li> <li>• The effects of the War on Eire</li> </ul>			
<b>Term 3</b> <b>Easter - June</b>	<u><b>Life in Post War Northern Ireland and Eire</b></u> <ul style="list-style-type: none"> <li>• The establishment of the Welfare State in Britain and Northern Ireland</li> <li>• Constitutional changes in Eire and their effect on relations with Britain and Northern Ireland.</li> </ul>	Past paper Exam Practice Questions including source work.	<b>History Unit 1 Paper</b>  <b>Wed 27 May</b>  *To be confirmed*	

## SUBJECT

### HOSPITALITY – (LOL – Mrs Jackson)

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	<ul style="list-style-type: none"> <li>• Unit 1 Exploring hospitality</li> <li>• Unit 3 Starters controlled assessment preparation</li> </ul>			
<b>November-December</b>	<ul style="list-style-type: none"> <li>• Unit 1 Career Opportunities</li> <li>• Unit 3 Starters controlled assessment preparation</li> <li>• Unit 3 Starters evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Starters controlled assessment December 2019 – 10%</li> </ul>		
<b>Term 2</b> <b>January-February</b>	<ul style="list-style-type: none"> <li>• Unit 1 Diet &amp; Health</li> <li>• Unit 3 Chicken Main Meal controlled assessment preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Chicken Main Meal controlled assessment February 2020 – 10%</li> <li>• PPE exam</li> </ul>		
<b>March - Easter</b>	<ul style="list-style-type: none"> <li>• Unit 1 Health &amp; Safety</li> <li>• Unit 1 First Aid</li> </ul>			
<b>Term 3 - June</b>	<ul style="list-style-type: none"> <li>• Revision of Unit 1</li> <li>• Unit 3 Chicken Main Meal evaluation</li> </ul>		Unit 1 exam May 2020	

**SUBJECT****OCN NI LEVEL 2 IN IT APPLICATIONS – (LOL – Mrs Barkley-Smith)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	Unit 1 IT Fundamentals	Ongoing submission of portfolio work		
<b>November-December</b>	Unit 1 IT Fundamentals	Completed portfolio submission for internal moderation	Visit from External Verifier to assess Unit 1 Portfolio	
<b>Term 2</b> <b>January-February</b>	Unit 2 Digital Imaging	Ongoing submission of portfolio work		
<b>March - Easter</b>	Unit 2 Digital Imaging	Completed portfolio submission for internal moderation		
<b>Term 3</b> <b>Easter - June</b>	Unit 3 Website Development (for completion in Year 12)	Ongoing submission of portfolio work	Visit from External Verifier to assess Unit 2 Portfolio	

**SUBJECT****OCR COMPUTER SCIENCE – (LOL – Mrs Barkley-Smith)***NB: italics denotes practical tasks*

Timescale	Topic	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	1.1 System Architecture 1.2 Memory  <i>2.1 Algorithms</i>	½ term test to assess theoretical knowledge 1.1, 1.2  <i>Ongoing practical assessment of Python programming</i>		
<b>November-December</b>	1.3 Storage 2.4 Computational Logic  <i>2.2 Programming Techniques</i>	1st term test to assess theoretical knowledge 1.1, 1.2, 1.3, 2.4  <i>Ongoing practical assessment of Python programming</i>		

<b>Term 2</b> <b>January-February</b>	1.7 Systems Software  1.4 Wired and Wireless Networks  2.6 Data representation (Part 1)  <i>2.3 Programming Robust Programmes</i>	Year 11 Mock on topics 1.1, 1.2, 1.3, 1.4, 1.7, 2.4, 2.6    <i>Ongoing practical assessment of Python programming</i>		
<b>March - Easter</b>	2. 6 Data representation (Part 2)  <i>3.0 Programming development</i>	    <i>Ongoing practical assessment of Python programming</i>		
<b>Term 3</b> <b>Easter - June</b>	1.5 Network topologies, Protocols and Layers  2.5 Translators and Facilities  3.0 Programming development	End of year assessment on topics  1.1, 1.2, 1.3, 1.4, 1.5 1.7, 2.1, 2.2, 2.3, 2.4, 2.6		

## SUBJECT

### MATHS M3 – (LOL – Mrs Watson)

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	Pythagoras and Trigonometry  Straight lines and linear graphs  Indices  Algebraic Fractions	Revision Homeworks 1-3  Assessment 1 (all term's work)  end of October		M3
<b>November-December</b>	Cumulative Frequency curves and Box Plots  Perimeter, Area and Volume 2  Bounds	Revision Homeworks 4&5  Assessment 2(all term's work) end of December		



<b>Term 2</b> <b>January-February</b>	Questionnaires Histograms and Sampling Real life graphs in context	Revision Homeworks 6&7 Assessment 3 (all terms's work) end of January KS4 Mock Exams		
<b>March - Easter</b>	M3 recap – plugging gaps in learning Feed Forward activities after Mock Exams			
<b>Term 3</b> <b>Easter - June</b>	M3 revision – past papers M7 started after M3 Module		M3 Module end of May	

## SUBJECT

### **MATHS M2 – (LOL – Mrs Watson)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Number Recap Equations Straight Line Graphs Statistical Diagrams Recap Sequences Pythagoras Theorem	Revision Homeworks 1-3 Assessment 1 (first 3 topics) end of September Assessment 2 –(all term's work) end of October		M2
<b>November-December</b>	Perimeter, Area & Volume Expanding Brackets Factorising Circles Equations 2	Revision Homeworks 4&5 Assessment 3 (first 2 topics) end of November Assessment 4(all term's work) end of December		

<b>Term 2</b>  <b>January-February</b>	Formulae Midpoint & Length of a Line BIDMAS Money & Percentages	Revision Homeworks 6-8 Assessment 5 (first 3 topics) end of January KS4 Mock Exams last week Jan beginning of Feb		
<b>March - Easter</b>	Real Life Graphs Perimeter, Area & Volume 2 Speed/Time/Distance/Density	Revision Homeworks 9&10 Assessment 6 (all topics from this term)		
<b>Term 3</b>  <b>Easter - June</b>	M2 revision- past papers M5/6 topics started after M2 Module		M2/3 Modules end of May	

**SUBJECT****MUSIC – (LOL – Mrs Ashe)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September-October</b>	Review of Elements of Music, Symphony Orchestra, Periods of History and Music Theory  Composition -Intro to Comp through Logic Pro. -Notes of keyboard. -Comp through improvisation. -Melody writing.	End of topic test on each	No	N/A
<b>November-December</b>	Set works - Defying Gravity  Composition -Harmony -12-bar-blues -Chord progressions	Listening and fact test on Defying Gravity	No	N/A
<b>Term 2 January-February</b>	Set works – Star Wars and Release  Composition -Melody development -LogicPro tools -Writing/assigning notes to lyrics -Word painting -Pop song writing <b>-COURSEWORK: Free composition</b>	Listening and fact test on Defying Gravity, Star Wars and Release	No	N/A
<b>March - Easter</b>	Set works - Samba el Preludio and Killer Queen  Composition <b>-Continuing Free Composition coursework</b> <b>-First</b>	Listening and fact test on Defying Gravity, Star Wars, Release and Killer Queen	No	N/A

	<b>submission/feedback/feedforward</b>			
<b>Term 3 Easter - June</b>	Solo performance preparation  <b>Free Composition coursework due: -2<sup>nd</sup>/Final submission/feedback/feedforward</b>	Solo performance recording  Free Composition	No	N/A

**ALL STUDENTS WILL BE REQUIRED TO ATTEND CHOIR EVERY WEEK.**

**SUBJECT**

## **OCCUPATIONAL STUDIES CONTEMPORARY CUISINE – (LOL – Mrs Jackson)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September- October</b>	<ul style="list-style-type: none"> <li>• Health &amp; Safety</li> <li>• Environmental issues</li> <li>• Career opportunities</li> <li>• Starters practicals</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; safety test</li> <li>• Environmental issues test</li> <li>• Careers leaflet</li> <li>• Starters practical assessment 1</li> </ul>	N/A	N/A
<b>November- December</b>	<ul style="list-style-type: none"> <li>• Starters theory</li> <li>• Starters practicals</li> <li>• Mains theory</li> <li>• Mains practicals</li> </ul>	<ul style="list-style-type: none"> <li>• Starters knowledge test</li> <li>• Starters practical assessment 2</li> <li>• Mains practical assessment 1</li> </ul>	N/A	N/A
<b>Term 2 January- February</b>	<ul style="list-style-type: none"> <li>• Mains theory</li> <li>• Mains practicals</li> <li>• Desserts theory</li> <li>• Desserts practicals</li> </ul>	<ul style="list-style-type: none"> <li>• Mains knowledge test</li> <li>• Mains practical assessment 2</li> <li>• Desserts practical assessment 1</li> </ul>	N/A	N/A
<b>March - Easter</b>	<ul style="list-style-type: none"> <li>• Desserts theory</li> <li>• Desserts practicals</li> </ul>	<ul style="list-style-type: none"> <li>• Desserts practical assessment 2</li> <li>• End of unit evaluation</li> </ul>	N/A	N/A
<b>Term 3 - June</b>	<ul style="list-style-type: none"> <li>• Begin Patisserie &amp; Baking in preparation for Year 12</li> </ul>	<ul style="list-style-type: none"> <li>• Careers leaflet</li> </ul>	N/A	N/A

**SUBJECT****PERFORMING ARTS – (LOL – Mrs Graham)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Introduction of Unit 1 – Complete a skills audit. Research performance venues and practitioners. Research roles and responsibilities in production.	Draft 1 of the research section of the portfolio		
<b>November-December</b>	Receive Pitch briefs and start initial planning in groups. Have regular production and planning meetings. Write an action Plan Write a Pitch Plan	Draft 1 of research and planning for initial ideas		
<b>Term 2</b> <b>January-February</b>	Start completion of individual roles in production and performance for pitch Write up rehearsal logs Risk Assessments Budgeting	Draft 2		
<b>March - Easter</b>	Rehearse as a group towards pitch presentation	Pitch Presentation dress rehearsal PPE week		
<b>Term 3</b> <b>Easter - June</b>	Use class time to fix portfolio. Complete 2 units of work for Unit 3	Pitch Presentation Final submission of portfolio Intervention required		

**SUBJECT****RELIGIOUS EDUCATION – (LOL – Mrs Dalzell)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Identity of Jesus	End of module test – short Questions and past examination question		
<b>November-December</b>	Miracles	End of module test – short Questions and past examination question		
<b>Term 2</b> <b>January-February</b>	The nature of discipleship  The sermon on the mount	End of module test – short Questions and past examination question		
<b>March - Easter</b>	Parables  The death and resurrection of Jesus	End of module test – short Questions and past examination question		
<b>Term 3</b> <b>Easter - June</b>	The death and resurrection of Jesus  Revision	End of module test – short Questions and past examination question  Past Papers	Tuesday 19 <sup>th</sup> May 2020 (to be confirmed) = CCEA Module 4 RS GCSE examination.	

**SUBJECT****SCIENCE (DOUBLE AWARD) – (LOL – Mrs Taggart)**

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	<b>Biology Unit 1</b>  Cells Photosynthesis and Plants Nutrition Food Tests Enzymes and Digestion Breathing and Respiratory System Nervous system and Hormones Ecological Relationships	2 topic tests  Test 1 - Cells Photosynthesis and Plants  Test 2 - Nutrition and Food Tests, Digestion and Enzymes	<b>Biology Unit 1 GCSE</b> <b>9th November</b>  Results Thursday 16 <sup>th</sup> January 2020	Foundation or Higher
<b>November-December</b>	<b>Chemistry Unit 1</b>  Chemical Analysis Atomic Structure Bonding and Structures Nanoparticles  Symbols, Formula and Equations Periodic Table	2 topic tests  Test 1 - Chemical Analysis, Nanoparticles, Atomic Structure  Test 2 - Bonding, Structures, Symbols, Formulae and Equations		
<b>Term 2</b> <b>January-February</b>	Quantitative Chemistry Acids, Bases and Salts	PPE – past paper	<b>Chemistry Unit 1</b> <b>27<sup>th</sup> February 2020</b>  Results Thursday 9 <sup>th</sup> April 2020	Foundation or Higher
<b>March - Easter</b>	<b>Physics Unit 1</b>  Motion Forces	2 topic tests  Test 1 – Force and Motion		

	Density and Kinetic Theory Energy	Test 2 – Density, Kinetic Theory and Energy		
<b>Term 3</b> <b>Easter - June</b>	Radioactivity  <b>Biology Unit 2</b>  Osmosis and Plant Transport Circulatory System Reproduction	PPE – past paper	<b>Physics Unit 1</b> <b>20<sup>th</sup> May 2020</b> <b>(draft)</b>	Foundation or Higher

## SUBJECT

### SCIENCE (SINGLE AWARD) – (LOL – Mrs Taggart)

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September- October</b>	<b>Biology Unit 1</b> Cells Food and Diet Chromosomes and Genes			
<b>November- December</b>	Coordination and control Reproductive System Variation and Adaptation	1 topic test		
<b>Term 2</b> <b>January- February</b>	Disease and Body defences Ecological relationships	PPE – past paper	<b>Biology Unit 1</b> <b>26<sup>th</sup> February</b> <b>2020</b>  Results Thursday 9 <sup>th</sup> April 2020	Foundation or Higher
<b>March - Easter</b>	<b>Chemistry Unit 2</b> Acids, Bases and Salts Elements, Mixtures and Compounds			
<b>Term 3</b> <b>Easter - June</b>	Atomic Structure and Periodic Table Bonding	1 Topic Test		Foundation or Higher



**SUBJECT****SOCIOLOGY – (LOL – Mrs Fitzpatrick)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Understanding Social Processes Key Sociological Concepts How we acquire Identity	End of topic test Key words tests		
<b>November-December</b>	Understanding Social Processes The Process of Socialisation Understanding Social Processes – Families Family Diversity and Different Family Forms	End of topic assessment Key words tests		
<b>Term 2</b> <b>January-February</b>	Understanding Social Processes – Families Social Changes and Family Structures and Family Relationships Criticisms of the Family	PPE Essay		
<b>March - Easter</b>	Understanding Social Processes – Families Sociological Theories of the Role of Education Processes within Schools Understanding Social Processes – Education Patterns of Educational Attainment	PPE Key words tests Essay		
<b>Term 3</b> <b>Easter - June</b>	Understanding Social Processes – Education Patterns of Educational Attainment Recap of unit 1 topics and examination practice	Essay		

**SUBJECT****SPANISH – (LOL – Mrs Hughes)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1</b> <b>September-October</b>	Module 1 – Holidays Module 2 – Visiting Spanish city	End of unit vocabulary tests and end of Module Reading and Listening assessments		
<b>November-December</b>	Module 3 – School Module 4 – Family and Relationships	End of unit vocabulary tests and end of Module Reading and Listening assessments		
<b>Term 2</b> <b>January-February</b>	Module 5 – The World of Work Module 6 – Free Time Module 7 – Home and Area	End of unit vocabulary tests and end of Module Reading and Listening assessments		
<b>March - Easter</b>	Module 8 – Health Module 9 - Environment	End of unit vocabulary tests and end of Module Reading and Listening assessments		
<b>Term 3</b> <b>Easter - June</b>	Past Paper practice		GCSE Reading – 20 May GCSE Listening – 2 June	Foundation Foundation

## SUBJECT

# SPORTS STUDIES – (LOL – Mrs Doherty-Clarke)

Timescale	Topics	Assessments (internal)	External Modules	Tiers of Entry
<b>Term 1</b> <b>September-October</b>	<p><b>UNIT RO42:</b> LO1 Principles of Training assignment</p> <p><b>Unit R041</b> Learning Outcome 1: Understand different factors which influence the risk of injury</p> <ul style="list-style-type: none"> <li>extrinsic factors which can influence the risk of injury</li> </ul>	<p>Coursework completion and upgrading</p> <p>PROGRESS TEST 1</p> <p>WK BEG 14/10/19</p>		
<b>November-December</b>	<p><b>UNIT RO42:</b> LO2 Methods of Training for different components of fitness assignment</p> <p><b>Unit R041</b> Learning Outcome 1: Understand different factors which influence the risk of injury</p> <ul style="list-style-type: none"> <li>intrinsic factors which can influence the risk of injury</li> </ul>	<p>Coursework completion and upgrading</p> <p>PROGRESS TEST 2</p> <p>WK BEG 2/12/19</p>		
<b>Term 2</b> <b>January-February</b>	<p><b>UNIT RO42:</b> LO2 Methods of Training for different components of fitness assignment</p> <p>UNIT RO42: LO3 Fitness Testing</p> <p><b>Unit R041</b> Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury</p>	<p>Coursework completion</p> <p>Practical Fitness Testing assessment</p> <p>PPE WK BEG 27/1/19</p>		
<b>March - Easter</b>	<p><b>UNIT RO42:</b> LO4 Training programme assignment</p> <p><b>Unit R041</b> Learning Outcome 3: Know how to respond to injuries within a sporting context</p> <p>Learning Outcome 4: Know how to respond to common medical conditions</p>	<p>Develop and participate in a 6-week training programme</p>		
<b>Term 3</b> <b>Easter - June</b>	<p><b>UNIT RO42:</b> LO4 Training programme assignment</p> <p>REVISION OF ALL UNITS</p>	<p>Training programme completion. Fitness testing takes place again.</p> <p>Evaluation assignment completion.</p> <p>PPE 2 WK BEG 20/4/19</p> <p>PAST PAPER QUESTIONS</p>	MAY 2019	ONE TIER ONLY

**SUBJECT****TRAVEL AND TOURISM – (LOL – Mrs Campbell)**

<b>Timescale</b>	<b>Topics</b>	<b>Assessments (internal)</b>	<b>External Modules</b>	<b>Tiers of Entry</b>
<b>Term 1 September-October</b>	Unit 1 Introduction to Leisure, Travel and Tourism  Concepts in Leisure, Travel and Tourism  Components of Leisure, Travel and Tourism	Weekly class tests on key terms, definitions and questions requiring short answers		
<b>November-December</b>	Components of Leisure, Travel and Tourism  Links between organisations	Past paper question practice including extended answers		
<b>Term 2 January-February</b>	Types of holidays, needs and expectations and a range of destinations  Factors influencing change	Past paper question practice including extended answers		
<b>March - Easter</b>	Revision of all topics above	Past paper question practice including extended answers with a focus on high mark questions		
<b>Term 3 Easter - June</b>	Revision of all topics above	Past paper question practice including extended answers with a focus on high mark questions	May series –worth 40% of final exam mark  Resit available in Yr12	One tier only
<b>Post exam: May-June</b>	Unit 3 Coursework on Customer Service (worth 20% of final exam mark)	Preparation in class and at home	10 hour controlled assessment scheduled in 2 blocks – one full day of controlled assessment will take place towards the end of June and the other in September/October  No resit option	One tier only



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