

ITALIA CONTI ACADEMY OF THEATRE ARTS



YEAR 11 CURRICULUM OVERVIEW

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GCSE ENGLISH LANGUAGE AND LITERATURE– Y11 Overview

Summer Break :

11i and 11 C to prepare for extended reading controlled assessment.

Autumn Term:

During this term, students will read Hardy’s “Wessex Tales” and study poetry on the theme of “place” for controlled assessment.

Week 2 : 11i and 11C extended reading controlled assessment on “An Inspector Calls”. (3-4hrs)

Half-term break: Revision for mock examinations.

Week 9: MOCK EXAMINATIONS: LANGUAGE and LITERATURE. (The results of these examinations will determine tier of entry for GCSE and predicted grades for college applications etc)

Week 10: 11 i and 11 c English Literature poetry controlled assessment. (3-4 hrs)

Christmas break: Preparation for Spoken English Study for controlled assessment. Both Groups. N.B. this will require collection of individual data about public attitudes towards non-standard spoken English.

Spring Term:

Week 2 : Controlled assessment : Spoken English Study (2hrs)

All term: Literature revision for examination. English Language taught unit on presentational devices.

All controlled assessment to be completed by the end of this term.

Easter Break: Revision for GCSEs

Summer Term: English Language and Literature revision, practice papers and examination technique.

Students at Italia Conti study for two separate GCSE’s in English Language and English Literature. They also perform for an accreditation in Speaking and Listening. The examining Board is AQA.

ENGLISH LANGUAGE: Specification 9715

Unit 1: Understanding and producing non-fiction texts		
External examination 40% of the total GCSE marks:	2 hours 15 minutes	80 marks
Section A: Reading 20% of the total GCSE marks		40 marks

Unit 1: Understanding and producing non-fiction texts		
Section B: Writing 20% of the total GCSE marks		40 marks

Unit 2: Speaking and listening	
Controlled assessment 20% of the total GCSE marks	45 marks

Unit 3: Understanding spoken and written texts and		
Controlled assessment 40% of the total GCSE marks:		80 Marks
Part a: Extended reading 15% of the total GCSE marks	3-4 hours	30 marks
Part b: Creative writing 15% of the total GCSE marks	3-4 hours	30 marks
Part c: Spoken language study 10% of the total GCSE mark	2-3 hours	20 marks

Note that times indicate the production of final written outcomes.

ENGLISH LITERATURE: Specification 9715

Route B	Students study poetry for controlled assessment and Shakespeare and Literary Heritage texts for examination.
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External examination : Paper 1 40% of the total GCSE marks	1 hour 30 mins	68* marks
Section A: An Inspector Calls 20% of the total GCSE marks	45 mins	34 marks
Section B: Rabbit Proof Fence 20% of the total GCSE marks	45 mins	34 marks

Controlled Assessment: Poetry of place 25% of the total GCSE marks	3 – 4 hours	40 marks
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Note that times indicate the production of written outcomes.

External examination: Paper 2 35% of the total GCSE marks	1 hour 30 mins	54 marks
Section A: Twelfth Night 20% of the total GCSE marks	50 mins	30 marks
Section B: Prose from the English Literary Heritage: Wessex Tales: Hardy. 15% of the total GCSE marks	40 mins	24 marks

* This mark is made up of 60 marks for content and 8 marks for spelling, punctuation and grammar.

GCSE MATHEMATICS – Y11 Overview

Exam Board: Edexcel

Syllabus Title: Mathematics A

Paper references: 1MA0/1H and 1MA0/2H

The Maths GCSE course is assessed by two 1hour 45minute papers. These occur on two separate days at the end of May and at the beginning of June.

There is no coursework or controlled assessment in this subject. The result is based entirely on the two terminal examinations. However, in recent years there has been greater emphasis on the quality of written communication so students should take care to show their working and reasoning very clearly.

In Paper 1, no calculator is allowed. In Paper 2, a calculator is allowed and expected to be used for approximately one third of the questions on that paper.

Equipment

It is vital that students are now using the calculator that they will be using in the exam itself, both for the mock exam in Autumn term (Week 8) and the real exams in May and June 2016 so that they are totally familiar with the settings and use of their particular device. Mobile phone calculators are strictly not allowed. I have a supply of calculators in school for those who wish to purchase one at the discounted price of £6.00.

Pupils should also be equipped with a maths set to include a protractor, compass, ruler, pen, pencil and eraser. Tracing paper is often used in the exam, but this will be supplied.

Course teaching

All students have been following the higher tier course and exam entry will be at this level. The aim of the department is to secure a minimum grade C for each pupil. At higher level, this is achieved by obtaining approximately 30 - 35% overall. Whereas at foundation level the same C grade, although with some much more straightforward topics, demands a minimum 74 - 78% mark. Past records show that entry policy at the higher level achieves greater success for Conti pupils. In exceptional circumstances, entry at foundation level may more appropriate and this will be discussed at Parents' Evening.

I expect to have completed the core syllabus by the end of March 2016. Thereafter, a thorough revision programme begins, using past papers and targeted exam questions to prepare for the examinations. Weaknesses shown up in the mock exams will dictate the intervention programme required for each student.

The mock exam itself will be run as close to "real" as possible, using samples of past paper questions and mark schemes. As in previous years, I include here an alphabetic list of the chosen topics for these exams so that pupils can refer to them when they revise. We now subscribe to the MyMaths site so students can

use this to work independently. They can run lessons on any topic that they wish and practise relevant questions. The school login for the site is “italia” and the password is “success4”

Resources

Last year students were issued with two blue Edexcel Revision Guides and Workbooks. The Contents pages show the syllabus titles for the FULL course. Reference to these should be made in conjunction with the mock exam list below, picking out the relevant sections.

The “Mathswatch” CDs which many have purchased provide an additional resource. There are numerous internet sites supporting GCSE. BBC Bitesize site is still a favourite and so is the Khan Academy site <https://www.khanacademy.org/> both of which are free.

Another recent addition is the site www.gcsemathsvideos.com. For a fee of £8, students have access to past paper questions with video clips of worked solutions. A particularly useful section is the “Paper Topics” containing exam questions grouped by topic. This is ideal for targeted revision. Video tutorials are also available on You Tube of course.

Finally, access to EdExcel Past papers can be found at www.edexcel.com, logging in as “I am a student” and searching the database under mathematics. Similarly, papers from the AQA exam board can be found on the AQA site. Though not identical in content, they give valuable additional practice.

Extra help

During term time I am always ready to help at lunchtimes and after school each day except Wednesdays. I hope Year 11 students will take up this offer, though I do understand how difficult it is to fit in extra work. Please contact me at school if you have any concerns about your son or daughter’s progress in Maths. It is a great pleasure working with the Conti students and I wish everyone success in the coming year.

GCSE SCIENCE – Y11 Overview

Course title: GCSE Science A (single Award) Route 1.

Examining body: AQA. Specification number 4405

For this course all pupils study biology, chemistry and physics separately. In Year 10 they have studied the whole of the biology unit and started the chemistry unit. In Year 11 pupils study chemistry during the autumn term and physics during the spring term. They will complete the controlled assessment / coursework in their science lessons during the first eight weeks in the autumn term. All pupils sit 3 terminal exam papers in May, in the summer term of Year 11. These papers and their weighting are shown in the table below.

Course unit	Title of unit	Terminal exam paper	Total marks	Weighting
1	Biology	1 hour	60 marks	25%
2	Chemistry	1 hour	60 marks	25 %
3	Physics	1 hour	60 marks	25 %
4	Investigative Science Assessment ISA/ coursework	The ISA involves a piece of research, practical work and two written exam papers.	50 marks	25%

The GCSE exam papers are taken at either Foundation Tier level (F) or at Higher Tier level (H) To be entered for the Higher Tier papers pupils must have very good aptitude in science and show very good literacy and mathematical skills as well as good application of knowledge and very good skills of evaluation and deduction.

Exam entries for the terminal papers will be based on a pupil's ability and on how well they perform in the Year 10 exams and in the mock exam. The mock exam usually takes place in November of Year 11.

The grade boundaries used for GCSE are listed below:

A* = 90 -100%	C= 60-69%	F= 30-39%
A = 80 - 90%	D = 50 -59%	G = 20 -29%
B = 70 – 79%	E = 40 - 49%	U = 0 - 19%

The Higher Tier papers cover grades A* to D while the Foundation Tier papers cover grades C-G. A Foundation Tier pupil who achieves very high scores on all four components (e.g. over 70% of all the marks) may at the discretion of the examining body (AQA) be awarded a grade B.

All pupils are set homework once a week. This is usually 45-50 minutes duration. All pupils are given a science textbook and a revision guide book for the duration of their course. These books must be returned to their teacher at the end of Year 11. Science textbooks are very costly. If a pupil loses their textbook they will be

expected to replace the lost book. It is essential that pupils are organised and willing to work hard at all times. Pupils should aim to do well on all four components in order to pass this GCSE.

Pupils, and parents/ private tutors, can download past exam papers and the GCSE specification from [aqa.org.uk/past papers](http://aqa.org.uk/past-papers). There are also revision websites such as the “Bitesize revision KS4 “and the “my GCSE science” website which are useful. The GCSE science course is an interesting course but to be successful in this subject pupils must show a high level of commitment, good self-organisation, good listening skills and a willingness to learn more and to tackle more challenging questions/work. Pupils are given extensive revision lists. It is important that pupils develop the habit of reviewing their work regularly, in order to keep in touch with the topics they have studied, and they should look at past question papers on the AQA website.

I am always available on a Friday between 4.20 – 4.40 to help any Year 11 pupil who requires extra help with their science work or with revision.

L.Alvares

Science Teacher

Italia Conti Academy.

GCSE SPANISH – Y11 Overview

This year's year 11 class have now completed 2 controlled conditions assessments in their AQA Spanish GCSE 4695 exams.

They are currently preparing for the final two cc assessments - Unit 4 writing and Unit 3 Speaking and will be assessed on Thurs 3rd November 16 and Thurs 5 Jan 17 respectively.

There are 2 end of course exams, Unit 1 Listening and Unit 2 Reading, which will take place on 19 May 2016.

For these exams, entry to Foundation or Higher level will be decided on the performance of students in mock exams throughout the autumn term and the first half of the spring term.

For the final time, marks will be awarded on a scale which encompasses all levels of achievement from G to A*.

GCSE assessment for Spanish can be summarised as follows;

Unit 1 20% of grade	Unit 2 20% of grade	Unit 3 30% of grade	Unit 4 30% of grade
Listening Final exam in May 2016 Foundation – 35 minutes Higher 45 minutes	Reading Final exam in May 2016 Foundation 30 minutes Higher 50 minutes	Speaking X 2 CC assessments on 2 different topics 4 – 6 minutes Recorded Assessed by teacher. Sample moderated by AQA.	Writing X2 CC assessments on 2 different topics 300 – 500 words each Assessed externally by AQA.

Timetable of Stage 3 Controlled Conditions Speaking & Writing assessments. Stages 1 & 2 are for preparation, Stage 3 is the final CC assessment in that topic.

Writing	Mi Barrio Thurs 3 Nov 16	Mi Colegio Completed
Speaking	Healthy Lifestyle Completed	Mis Vacaciones Thurs 5 Jan 2017

Students will be provided with a Spanish dictionary for controlled conditions writing exams.

Controlled conditions assessments have been deliberately timed after a holiday period to give students maximum time to become familiar with their coursework. Please encourage pupils to practice their coursework questions 'little and often' at home.

Do not hesitate to contact me if you have any questions, queries or comments regarding your daughter or son's Spanish studies on glynis.rodgers@italiaconti.academy

Year 11 Curriculum overview - Spanish AQA 8698 - OLD GCSE - 2010 onwards

Autumn 1 st Reading	Autumn 2 nd Listening	Spring 1 st Reading	Spring 2 nd Listening	Summer 1 st Reading and Listening	Summer 2 nd
<p>Topic catch up. Vocab revision. Assessment preparation Mock past papers - Reading and Listening</p> <p>Buy any Gcse Spanish revision book from WH Smiths or online.</p> <p>Do ALL vocab learning H//Wks</p> <p>Prepare thoroughly for CC assessments in Nov and January</p> <p>Listening and speaking exercises on all topics - Focus on 'home and environment'</p> <p>BBC bitesize gcse Spanish</p>	<p>Topic catch up. Vocab revision. Assessment preparation Mock past papers - Reading and Listening</p> <p>Thurs 3 Nov 16 - CC writing assessment - Mi Barrio (My local area) - all students</p> <p>Do ALL vocab learning H//Wks</p> <p>Prepare thoroughly for CC assessments in Jan 17</p> <p>Listening and speaking exercises on all topics - Focus on 'relationships & future plans/marriage/partnerships'</p> <p>BBC bitesize GCSE Spanish</p>	<p>Topic catch up. Vocab revision. Assessment preparation Mock past papers - Reading and Listening</p> <p>Thursday 5 Jan 17 - CC speaking assessment - Mis vacaciones (my holidays) - all students</p> <p>Tier of entry decision discussed and made.</p> <p>Retakes if necessary using new title and change of question in Speaking and change of title in Writing.</p> <p>Do ALL vocab learning H//Wks Listening and speaking exercise on all topics. Focus on Special occasions in the home BBC bitesize</p>	<p>Topic catch up. Vocab revision Mock past papers - Reading and Listening</p> <p>Retakes if necessary using new title and change of question in Speaking and change of title in Writing.</p> <p>Tier of entry decision changed if necessary</p> <p>Do ALL vocab learning H//Wks</p> <p>Listening and speaking exercises on all topics –</p> <p>Focus on advantages and disadvantages of new technology</p> <p>BBC bitesize</p>	<p>CC assessments Writing sent to exam board by 7 May 17.</p> <p>Speaking moderation called forward and sent off when requested by exam board.</p> <p>Students study Reading & Listening Past papers and analysis. Vocab tests until 1st exams</p> <p>GCSE Thurs 25 May 2017 Reading & Listening examinations</p>	

Old GCSE exam AQA 4695 Topic check list – Final exams will contain vocabulary from any of these topics

Lifestyle Health • Healthy and unhealthy lifestyles and their consequences Relationships and Choices • Relationships with family and friends • Future plans regarding: marriage/partnership • Social issues and equality.

Leisure Free Time and the Media • Free time activities • Shopping, money, fashion and trends • Advantages and disadvantages of new technology. Holidays • Plans, preferences, experiences

Special occasions celebrated in the home • Home, town, neighbourhood and region, where it is and what it is like Environment • Current problems facing the planet • Being environmentally friendly within the home and local area. Work and Education

School/College and Future Plans • What school/college is like • Pressures and problems Current and Future Jobs • Looking for and getting a job • Advantages and disadvantages of different jobs

Do not hesitate to contact me if you have any questions, queries or comments regarding your daughter or son's Spanish studies. glynis.rodgers@italiaconti.academy

GCSE HISTORY – Y11 Overview

- Please find below another copy of syllabus/course details.
- The above also contains details of topics and when we plan to study them.
- The pupils have access to text books which cover the 3 elements of the course. There are ‘pre-printed’ sheets to help/guide pupils through the text books, enabling them to acquire the necessary knowledge.
- Throughout the course we have done full exam questions – formally for Week 6 Assessment, Mid-Year exam & End of Year exams & informally in class and for homework.
- Some pupils have already purchased their own copies of the recommended **AQA GCSE Modern World History Revision Guide** book by Ferriby, Waugh & Walsh. This costs about £12.00

Controlled Assessment:

The Changing Role & Status of Women in Britain in the Twentieth Century.

The Controlled Assessment consists of 2 tasks:

- Assess the usefulness of four sources. (800 words – 16 marks)
- Explain how six sources support or refute an interpretation (1,200 words -24 marks)

I hope this is helpful.

GCSE History AQA

Modern World History Specification B (9045)

The course

Unit 1: International Relations: Conflict and Peace in the 20th Century
Paper 1 – 1 hour 45 mins – 60 marks – 37.5%

Unit 2: 20th Century Depth Studies
Paper 2 – 1 hour 45 mins – 60 marks – 37.5%

Unit 3: Historical Enquiry British History
Controlled Assessment – 40 marks – 25%

An overview

Year 10	*Weimar Germany, 1919-29 *Hitler's Germany, 1929-39 *The Changing Role & Status of Women in the 20 th Century	September – June July -October
Year 11	*Race Relations in The USA, 1945 -1970 *International Relations: conflict & Peace in the 20 th Century *Revision	November – December January – April May

GCSE DANCE – Y11 Overview

Here at Italia Conti, students study the AQA GCSE Dance syllabus. This is started and completed in year 11. The course consists of 4 units within which they undertake practical and written assessments both under controlled and examined conditions. The main aims and objectives for the course are to -

The study of dance as an art form contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team working skills. Effective performance requires physical effort and the determination to succeed and improve. As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, students develop their interpersonal and communication skills. As critics, students make informed decisions about the dances they see. They articulate their knowledge, opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

Unit 1 – Critical Appreciation

Unit 1 makes up 20% of the course and is the written paper. The Examination takes place in May/June at the end of the academic year. The paper assesses the knowledge attained over the whole course and questions will be connected to the skills learned practically. The main areas of study will be performance skill and choreography. In addition to assessing the skills developed over the course the paper requires the students to study two professional dance works and answer questions relating to the structure, features and contributions of both.

The written paper is 1 hour in length and is marked out of 50.

Unit 2 – The Set Dance

Unit 2 is the Set Dance. The students will be taught a solo dance choreographed by a professional choreographer and set by the exam board. All students at Italia Conti learn the set dance "*Find It!*". This unit assesses the student's solo performance skills across six criteria and is marked by an external examiner. The work is submitted to the exam board by DVD and the mark is awarded in August as part of the full GCSE. The Set Dance is worth 20% of the GCSE in Dance.

Unit 3 – Performance in a Duo or Group

Unit 3 is another performance based unit. The students will be put into small groups of 2 or 3 and they will learn a 3 – 3.5 minute dance which is choreographed by the teacher. The students are assessed on their ability to demonstrate high level performance skill in a group context. The students must demonstrate that they are able to work with their fellow dancers and are again assessed across 6 criteria. Unit 3 is worth 20% of the GCSE in Dance. Unit 3 is marked by the teacher and in a live performance and the marks are moderated by a moderator from AQA.

Unit 4 - Choreography

Unit 4 is comprised of two choreographic tasks.

Unit 4a – This task is the solo composition. Students are taught three motifs from a professional work and must use their knowledge of choreography and choreographic devices to create a dance that is between 1 – 1.5 minutes in length. To support their practical work the students must also complete a workbook alongside the task that demonstrates a high level theoretical understanding of the choreographic process. Unit 4a is marked out of 20 and is worth 15% of the total GCSE Dance.

Unit 4b – This task is the solo choreography task. Students are required to create a piece of choreography that is between 1.5 – 2 min in length. The solo must be based on a stimulus and have a theme or idea running through the piece. The students are marked on the complexity of their choreography and how effectively they communicate their chosen theme or idea. Unit 4b is marked out of 40 and is worth 25% of the total GCSE Dance.

Unit 4 is marked by the teacher and in a live performance and the marks are moderated by a moderator from AQA.

A final GCSE Grade is awarded in the August following completion of the course.

Things to note:

- Students will be required for a full day on a Sunday before the Easter Holidays for the final moderation.
- Students will need personal music players for the duration of the course.
- The Grade Boundaries for GCSE Dance are exceptionally high. In order to attain a C Grade student must score a minimum of 66 - 75% of the marks across all the units.

Please see below the Grade Boundaries for GCSE Dance as awarded in the summer of 2016.

Unit	Maximum Mark	A*	A	B	C
1	50	49	48	41	34
2	30	28	26	23	20
3	30	28	26	23	21
4	64	62	60	54	48

Resources:

- AQA GCSE Dance Text Book – This can be purchased online.
- The AQA Website – Music for the Set Dance can be downloaded from the site. There are numerous videos and other notes available to download and print.
- Past Papers – Students will be given copies of past papers in class time but these can also be downloaded in class time along with mark schemes.

GCSE ART – Y11 Overview

The Italia Conti Art department uses the Edexcel syllabus known as ‘Specification’ Edexcel GCSE in Art and Design (2AD01)

‘Specification’ Edexcel GCSE in Art and Design

This two year course is comprised of **Unit 1 Personal Portfolio** coursework (60% of the total mark) and **Unit 2** an externally set theme leading to a timed 10 hour exam (40% of the total mark) that is marked together with the accompanying sketchbook and preparatory studies, most of the marks are formed by the quality of the preparatory process rather than the timed exam realises piece(s). The links below will give you more detailed information.



www.edexcel.com

Exam board: Edexcel Syllabus

Subject: Art & Design 1

Specification/Unit Codes: 5AD01

When following this link, <http://www.edexcel.com/quals/qcse/qcse09/Art/Pages/default.aspx> parents will be able to find further information about the new GCSE reforms, guidance on the current GCSE course and other documents such as ‘Exam Materials’, Generic ‘Examiner’s Reports’ for the past years, ‘Assessment Grids’, all of which will help their understanding of how the students are assessed (*see attached document*).

Year 11 – (Key Stage 4 National Curriculum)

The Unit 1 Personal Portfolio in Art and Design work extends into the first term of year 11, pupils will continue homework which increases in the Spring Term to 2 hours per week for the exam Unit 2 weekly preparation.

A multi-media approach continues fostering independent research, organisation and the varying ways of working and the need for **critical evaluation** and ‘**connection making**’ demonstrating and utilising use of the **Elements of Art and Design** and a **specialist art vocabulary**. A systematic approach to documentation of the ‘process’ and methodology of work together with a strongly analytical approach is emphasised

throughout year 11. Pupils continue to learn to connect their work to that of other practitioners of Art, Craft and Design and positively utilise **their own personal experience, observations and perceptions of that experience** in their work. When pupils finally present their mounted and labelled work for moderation there is a necessity for clear documentation showing the process of research, formulation, experimentation, refinement, modification, development and expression of ideas including relevant connections made in a variety of ways. All of which contributes to **pupils' own articulation of their perception of the world**, themselves and Art, Craft and Design.

At the beginning of the Autumn Term pupils return from the Summer Vacation with Unit 1 Personal Portfolio preparatory work documented in sketchbooks/work-journals nearing completion, ready for advice and subsequent final development in the Art Studio. Pupils make brief presentations to the class showing the documentation and visual records of their experience and ideas and ways they have further developed and refined their ideas and discuss their ideas for possible final realised pieces.

All of the Unit 1 Personal Portfolio coursework is completed during the Autumn Term and includes a controlled ten hour timed examination taken during the first week of the Christmas Holiday, which gives an opportunity for in depth realisation of the key theme(s) they have explored in Year 10 and at the beginning of Year 11 and is used for internal moderation purposes as a 'Mock examination' for pupils to practise working under exam condition for 10 hours. Thus, whilst providing a mock examination experience, it also provides time to complete the work for later external moderation assessment for their GCSE grade.

In the first week or two of the Spring Term pupils receive the externally set Edexcel examination paper which continues to be prepared until the final ten hour timed work taken under controlled examination conditions generally just before or at the end of the Easter vacation.

Pupils are required to present their **GCSE UNIT 1 Personal Portfolio** course work comprising 60% of the final mark together with the **UNIT 2**, preparatory studies and final ten hour timed examination piece(s) comprising 40% of the final mark. All of this is mounted and presented either as an exhibition or a portfolio of work depending on sampling and available space in the Summer Term. This form of assessment provides an opportunity for pupils to present their own individual ideas, production and style and involves a term time week of Art finalising and mounting immediately after their last Academic GCSE exam.

All work in each pupil's set of work is marked against external GCSE assessment objectives and criteria. Work is assessed internally and the marks arrived at are further assessed and moderated by an external visiting moderator. The two year Edexcel GCSE Course requires pupils to fulfil the following four externally applied assessment objectives:

A01	develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding	25%
A02	refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes	25%
A03	record ideas, observations and insights relevant to their intentions in visual and/or other forms	25%
A03	present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	25%

Final grades are arrived at after the process of marking by a panel of external examiners; grade boundaries and marks are now adjusted from year to year by the examining panel at the examination board. Although teachers are required to assess and assign numerical marks at the end of the 2 year course; the examination board has complete control over how they convert such marks to the eventual grade and can lower or raise marks without any consultation. Although in the past moderators were required to consult teachers before marks were changed, now teachers have no knowledge or powers of negotiation in relation to either the moderators who visit or the examiners at the board who produce the final grade.

During the Autumn and Spring Terms of year 11, visits are organised and made to appropriate museums and galleries and other relevant sites. Frequently such visits include the Victoria and Albert Museum, the British Museum, both Tate Galleries and the Royal Academy of Art.

Recently, for example, during the last two or three years, special exhibitions visited and events booked for the year 11 Art course have included:

- Diaghilev and the Ballets Russes at the Victoria and Albert Museum
- John Martin 'Apocalypse' at Tate Britain
- Watercolour exhibition and workshop at Tate Britain
- Van Gogh at the Royal Academy
- Grayson Perry at the British Museum
- 'Pina' a film on the life and work of the renowned choreographer and dancer Pina Bausch at a West End Cinema
- Hollywood Fashion at the Victoria and Albert Museum

- Ball Gowns at the Victoria and Albert Museum
- Set Design backdrops by Ayşe Erkmen: 'Intervals' at the Curve Barbican.
- Theatre Galleries and 'Tomorrow' at the Victoria and Albert Museum.
- The Enlightenment, Viking and Drawing Galleries at the British Museum
- 'Ruin Lust' at Tate Britain
- 'Late Turner' at Tate Britain
- 'Ming 50 years that changed China' at British Museum
- The general collections at the Victoria and Albert Museum
- 'Walead Beshty' at the Curve Gallery – Barbican

Art Department, Studio 61

2015 – Required Equipment for Year 11 Pupils

A new and separate sketchbook is required for **Unit 2** in January.

Please buy these items which are required particularly for **weekly homework, gallery visits and holiday homework**:

(Available from Art Shops or W H Smith)

- A5 spiral or book bound sketchbook (bound not glued) – during Year 11 some pupils choose to use the larger A4 book, but please aim for 'portrait format' i.e. spiral or binding on the long side
- 2B pencil for drawing
- HB pencil for writing
- Rubber (preferably white plastic eraser)
- Sharpener
- Apron

Note: please do NOT buy A3 size bound books, they are far too large to travel easily to and from school and cannot be stored. The school provides each pupil with plastic A2 and A1 folders for storage of class work/coursework. The folders are kept in school so that the teacher can access them to review progress and for regular assessment at the end of each term.

All other materials including paper, scissors, glue and rulers are provided in the Art Room throughout the year as required.