



DURHAM JOHNSTON
COMPREHENSIVE SCHOOL
— DARE TO BE WISE —

Year 11

Curriculum Overview ***Half Term 1***

Dear Parent/Carer,

In the following booklet you should find an overview of what your child will be studying this half term in school. We've included key details on what they will be looking at in each subject, how they'll be assessed and what they might do to further develop their understanding. The aim is for this to make it easier for you to work with the school supporting your child with their work.

All lessons last for one hour. In Year 11, students study the following:

- **English** and **Maths** – **four** lessons per week per subject
- **Science** – **two** lessons per week per Science subject (Biology, Chemistry and Physics)
- **Three 'Options'** – **three** lessons per week per subject
- **Religious Education** – **one** lesson per week
- **'Core' PE** – **one** lesson per week

The information for each subject is categorised as follows:

Topics / tasks: This is the overview of the topics Year 11 students will be covering this half term.

Content and skills: This explains what areas students will be looking at, and the skills they will be developing during the half term.

Assessment: This explains how students will be assessed on their understanding of this topic.

Stretch and challenge: This gives suggestions of how students can explore this area in more detail if they wish.

Exam Boards

This table shows which exam board the school uses for each qualification.

Click on the [exam board](#) to view the specification via their website.

Subject	Awarding Body	Subject	Awarding Body	Subject	Awarding Body
Art	Edexcel	Geography	AQA	Physical Education, Vocational	WJEC
Business	OCR	German	AQA	Religious Education	AQA
Computer Science	OCR	Health & Social Care	Eduqas	Science: Biology	Edexcel
Design Technology	AQA	History	AQA	Science: Chemistry	Edexcel
Drama	AQA	Latin	Eduqas	Science: Physics	Edexcel
English Language	AQA	Mandarin	AQA	Spanish	AQA
English Literature	AQA	Maths	AQA	Textiles	Eduqas
Engineering	AQA	Music	Edexcel	Vocational Construction	Eduqas
Food Preparation and Nutrition	Eduqas	Photography	Edexcel	Vocational Engineering	Eduqas
French	AQA	Physical Education, GCSE	AQA		

Art

Topics / tasks:	Students will be continuing their personal projects with guidance by their class teacher. If required, some students will begin a new project either based round a provided title, a further development of a previous personal project, or a more directed project. This will be decided once all current work is submitted and assessed by the class teacher.	
Content and skills:	This all depends on the nature of projects being created and the individual student's strengths and interests, with guidance by the class teacher.	
Assessment:	Their practical work reviewed and commented on. Basic technical skills will be assessed, but not over the imaginative and creative. Control of materials and understanding of the formal elements mapped.	The assessment objectives (AQA exam board) will be referred to throughout the process.
	Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.	
Stretch and challenge:	Work through the pathways and once pathway three has been reached, extend their work through a greater exploration of materials and processes being used.	Further reading by exploring art museum websites and identifying artists the student likes. To then create outcomes and annotation based on these new artists without teacher direction. To use the literacy guide in moving toward advanced use of questioning.

Business

Topics / tasks:	Review topic 4.1 (and revisit key areas of paper 1 Topics 3 to 1) Sales & customer service Consumer law Business location Working with suppliers Finance
Content and skills:	Paper 2 content: Impact of decision making on Business, both in the UK and internationally. Interdependent nature of Business. Finance – calculating and interpreting graphical data. How business operate, customer service and after sales (the importance of), legislation and factors which influence location and structure.
Assessment:	Range of exam questions, classwork, homework, topic tests (at end of unit). Use of key terms & application. Exam - Paper 1 (3x topics) 4.3 Customer service & after sales service /12 4.4 Consumer Law Homework / 5 4.5 Business Location / 16 4.5 Classwork case study: 4.5 Location /7 5.2 Sources of finance exam questions / 12 Paper 1 mock exam (full paper 1 ½ hours – 80 marks)
Stretch and challenge:	A good business student will be aware of current issues - BBC Business pages, news channels, reports, stock market and government decisions. Build this into your daily routine - cause and effect. TV Shows such as Dragons Den & The Apprentice make great viewing, but also teach you the fundamentals! Follow, analyse, read company reports - look at financial reports - can you review? Can you work out the net profit based on the figures? Case studies relating to consumer law: https://www.citizensadvice.org.uk/Global/Migrated_Documents/corporate/cra2015-practicalexamples.pdf

Computer Science

Topics / tasks:	Introduction to Networks Network protocols and the Internet Revision preparation for mock Pseudo-code and Python programming
Content and skills:	Students will evaluate the different topologies used in Networks Students will learn the rules associated with network communication Students will revise topics from Year 10 in preparation for their first mock Students will construct pseudo-code solutions on paper using the OCR Exam Reference Language Students will develop Python programmed solutions using their pseudo-code
Assessment:	Networks Test /40 Mock (x1) Class work – Python programs will be assessed.
Stretch and challenge:	Investigate how combining network topologies can produce a better communication system Research the common protocols for communication and look in more detail at the TCP/IP stack

Design Technology

Topics / tasks:	Non-Examined Assessment
Content and skills:	Work this term will follow the design process: • Investigation into specific, relevant areas to help guide the process of design. • Writing a specification for their own context / design challenge • Designing a wide variety of innovative ideas • Developing initial ideas through modelling and prototyping It is crucial that students take ownership of their NEA project- this is worth 50% of their overall GCSE
Assessment:	As per AQA guidelines, student NEA work cannot be marked individually, but rather, give generic feedback / guidance to the group as a whole.
Stretch and challenge:	Revisit / revise theory work from Y10 for the mock exam. Students can also complete additional practice questions on www.technologystudent.com. This website is an excellent resource.

Drama

Topics / tasks:	Topic 1: Revise Blood Brothers, and Knowledge and Understanding for mock written examination Topic 2: Component 3, Texts in Practice
Content and skills:	1. Revise content and examination questions for October mock examinations. 2. Read and research possible texts for final performance examination in February.
Assessment:	Formal assessment of mock examination and feedback on practice answers.
Stretch and challenge:	BBC Bitesize on Blood Brothers and Knowledge and Understanding.

English

Topics / tasks:	AQA GCSE English Literature: <i>A Christmas Carol</i> and <i>Macbeth</i> REVISION	AQA GCSE English Language: Paper 2 Viewpoints & Perspectives
Content and skills:	- Revising the novella <i>A Christmas Carol</i> and play <i>Macbeth</i>. - Analysing the writer's use of language in key extracts of each text. - Considering the social and historical contexts of the texts and how these influence the writer - Understanding how to answer exam questions on each text - Learning key quotations from across both texts.	- Reading non-fiction and literary non-fiction texts from 1800s, 1900s and present day. - Summarising the key messages in texts. - Understanding how writers present their viewpoints via methods. - Comparing the viewpoints of writers and how they are presented within the contexts they were written. - Planning and writing responses to exam questions in which students argue their opinion on an issue. - Revising persuasive language techniques and using these techniques in extended writing. - Learning more ambitious vocabulary and gaining confidence to use it in writing
Assessment:	Mock exam English Literature Paper 1.	Mock exam English Language Paper 2 exam
Stretch and challenge:	- Reading the text more than once - Accessing Mr Bruff on YouTube and watching the series of videos on <i>A Christmas Carol</i> and <i>Macbeth</i> whilst making useful revision notes. https://www.youtube.com/user/mrbruff/featured - Reading critical articles via The British Library https://www.bl.uk/works/a-christmas-carol British Library Essay Extracts on Macbeth KS4 Teaching Resource	- Following issues in the media that are commonly seen in this exam e.g. environmental issues, school based issues, issues affecting teenagers. Gaining an understanding of such issues and forming viewpoints on them. - Accessing Mr Bruff on YouTube and watch the series of videos on 'English Language Paper 2 2026: reading and writing' whilst making useful revision notes. www.youtube.com/user/mrbruff/featured

Engineering

Topics / tasks:	Non-Examined Assessment (NEA) Unit. This project is the coursework element of GCSE Engineering and students will begin to produce your design portfolio.
Content and skills:	Context Your solution must include both mechanical and electronic components to provide an integrated product. Problem Children of all ages can benefit from playing with toys and games that challenge them. Your task is to engineer a device or system that would help children to develop through play. Three examples of possible solutions • Engineer a prototype device that would encourage young children to recognise different shapes and/or sizes. • Engineer a prototype device or system that would move or react when children interact with it. • Engineer a prototype device or system that moves independently for a timed period
Assessment:	This unit will be graded 1-9 by the teacher and then moderated by the exam board. This will form 40% of the final GCSE grade.
Stretch and challenge:	Students can complete revision of all units. This is shared on teams via an assignment (revision guides) and included stretch and challenge questions.

Food

Topics / tasks:	Component 1 – Principles of Food Preparation and Nutrition Component 2 – Food Preparation and Nutrition in Action
Content and skills:	Students will begin to revisit topics that they have covered in Yr10 in preparation of their examination in this subject. Students will begin working on their NEA 2 (component 2) in which students will be set a brief by the exam board (Eduqas) to investigate and cook 3 dishes in 3 hours.
Assessment:	The content covered for Component 1 will be assessed by students sitting a mock exam. The exam will use real past paper exam questions to help promote good exam technique practice. The practical cook and accompanying report for NEA2 is marked by the class teacher in accordance with the exam board's rules and then internally and externally moderated when the report is submitted (with photographic evidence of what has been cooked)
Stretch and challenge:	Students should familiarise themselves with the specification for the course and expectations, this includes using the online textbook to familiarise themselves with the topics covered this half term and examples of NEA2. Students will receive login details for the online textbook which can be accessed at https://illuminate.digital/eduqasfood/ Students should aim to practice practical skills at home where possible, ensuring they have both permission and supervision from an adult when completing practical tasks.

French

Topics / tasks:	Theme 3-Communication and the world around us Unit 7- Travel and tourism, including places of interest
Content and skills:	Full range of topic relevant vocabulary; revision of key tenses.
Assessment:	Weekly vocabulary tests as well as a formal listening and reading mock exam.
Stretch and challenge:	Researching a francophone place you would like to visit.

Geography

Topics / tasks:	Changing Economic World	The Living World
Content and skills:	Students will complete their second and final case study of the topic: the UK, a High Income Country. Students will examine the role and importance of improvements and new developments in road, rail, port and airport infrastructure to the UK economy. They will then examine how effective different strategies have been in resolving regional differences within the UK before considering the place of the UK in the wider world.	Students will study the distribution, characteristics of and reasons for global biome location including latitude, mountain ranges, ocean currents and global air pressure. They will investigate the balance between ecosystem components and the impact on the ecosystem of changing one component as well as the role of producers, consumers, decomposers, food chain, food web and nutrient cycling in ecosystems. Students will examine Epping Forest as an example of a small scale UK ecosystem.
Assessment:	Year 11 Geography mock exam paper (assessing the 'Physical Landscapes in the UK', 'Urban Issues & Challenges', 'Changing Economic World' topics and fieldwork style questions).	
Stretch and challenge:	Students can explore our core case studies for the topic in more depth – Nigeria and the UK, using the resources at the following websites: https://continuityoak.org.uk/lessons The relevant virtual lessons can be found in the Year 10 Unit 4 and Unit 10 sections of the Geography page. Watch Michael Palin in Nigeria on My 5: https://www.channel5.com/show/michael-palin-in-nigeria	Download past copies of the GCSE Geography paper one exam and mark scheme from the AQA website to practise answering exam questions on this topic.

German

Topics / tasks:	THEME 2: POPULAR CULTURE: UNIT 6: CELEBRITY CULTURE
Content and skills:	Students will study relevant vocabulary as well as revising the present, past, future and conditional tenses, word order, modal and reflexive verbs. They will also learn how to recognise and use cognates. They will work on all four skills (speaking, listening, reading and writing) and will study authentic texts.
Assessment:	Students will be assessed by regular vocabulary and grammar tests. There will also be a formal listening and reading assessment/ mock exams.
Stretch and challenge:	Researching life in German speaking countries in terms of Celebrity Culture and writing in German about the similarities and differences with Britain.

Health and Social Care (BTEC)

Topics / tasks:	Recapping and continuing to gain knowledge of BTEC Health and Social Care		
Content and skills:	Component 1	Component 2	Component 3
	Students will cover knowledge on: Life events Support Sources of support Types of support: Students will independently produce a report about how individuals cope with the impact of a life event based on two case studies.	Students will cover knowledge of care values and their application in a health and social care setting as well as having the opportunity to demonstrate them in a practical session through role play scenarios. They will gain knowledge of the 7 care values: Independence Maintaining confidentiality Safeguarding and duty of care Promoting anti-discriminatory practice Effective communication Preserving dignity Respect for others	Students will learn and revise the following areas: Factors that affect health and individual wellbeing Financial resources Environmental conditions Housing Impact of life events relating to relationship changes Impact of life events relating to changes in life circumstances
Assessment:	Mock Exam (can be subject to change) in November Students submit assignments/components in accordance with BTEC guidance (Pearson are the awarding body)		
Stretch and challenge:	Component 1: Students can do the practice assignment which is a different life event to the coursework and based off two different case studies –and receive feedback because it is a practice. Students can watch some of the TV programmes suggest in class and on Teams to back up their argument and use as evidence. Students can speak to people in their circle of family and friends to gain re life experiences and opinions. Component 2: Students can role play health and social care situations with their families and reflect on the care values listed above. They can also watch TV programmes to identify the use of care values in practical settings.		

History

Topics / tasks:	Germany in the early 20 th Century	Germany, 1933-1945
Content and skills:	Students will then begin to study the post war crises that faced Germany- in particular the impact of the Treaty of Versailles, the Spartacist Uprising, the Kapp Putsch, the Hyperinflation Crisis and the Beer Hall Putsch.	Students will be continuing to study how the Nazis seized power in Germany and how they established a dictatorship. They will then be looking at a wide range of aspects of life in Nazi Germany, covering the impact of Nazi rule upon different areas of public life in Germany, as well as different groups within German society.
Assessment:	Students will be regularly assessed using practice examination questions that assess key skills of explanatory writing, analysing interpretations and building arguments.	
Stretch and challenge:	For those wishing to understand the experience of life in Nazi Germany, <i>Alone in Berlin</i> by Hans Fallada is a gripping novel of the experiences of civilians living under Nazi rule and a horrifying glimpse into the fear and paranoia that pervaded people's lives under the Nazis. An acclaimed 1977 German documentary, <i>Hitler: A Career</i>, is available on Netflix and discusses how and why Hitler achieved his rapid rise to power in the 1930s. <i>The Third Reich: A New History</i> by Michael Burleigh has chapters dedicated to understanding Nazi policies on eugenics and race, the working classes and those who resisted Nazi rule for those wishing to further their studies of these areas. For those wishing to understand the Holocaust in greater depth, the series <i>Auschwitz: The Nazis and 'The Final Solution'</i> is available on Netflix. The series is an extraordinary, unflinching study of the Holocaust and how it came about. It should be considered essential viewing for those with access to Netflix.	

Latin

Topics / tasks:	Paper 2: Texts & Sources.	Revision of nouns, adjectives & pronouns
Content and skills:	How to understand and analyse the sources set for Paper 2; how we can use these sources to learn about the set topic.	Consolidating their knowledge of basic endings to improve confidence and accuracy in translating and understanding Latin.
Assessment:	Exam-style questions on the sources and a practice language paper, in addition to regular vocabulary & grammar tests.	
Stretch and challenge:	Reading about Roman society. There is a selection of suitable books available for students to borrow.	

Maths

Topics / tasks:	<u>Foundation</u> • Review of Year 10 algebra • Review of Year 10 percentages work. • Standard Form • Percentages • Ratio and proportion	<u>Higher</u> • Functions • Equation of a circle • Algebraic fractions • Types of graphs • (Set 1 may cover additional topics from the Further Maths specification)
Content and skills:	Review and extension of Year 10 topics Applications of topics to other areas of Mathematics and across the curriculum. Real life applications. Students will also develop their reasoning skills, examination technique and knowledge of exam marking criteria.	
Assessment:	Half term assessment 1 on work covered in the first 6 weeks.	
Stretch and challenge:	Completing extra work using Sparx Maths and Corbett Maths websites. Access revision resources and sessions made available by the Maths department.	

Music

	11A	11K
Topics / tasks:	• Consolidation and review of AOS2 set works • Consolidation and review of AOS4 set works • Composition • Performance review	• Consolidation and review of AOS3 set works • Composition • Performance review
Content and skills:	• Refining and improving listening skills • Developing the ability to write fluently about the set works • Refining and editing compositions	• Refining and improving listening skills • Developing the ability to write fluently about the set works • Refining and editing compositions
Assessment:	• Exam-style listening questions • Formative composition feedback	• Exam-style listening questions • Formative composition feedback
Stretch and challenge:	• Exam-style listening questions • Formative composition feedback	• Exam-style listening questions • Formative composition feedback

Photography

Topics / tasks:	Students continue to develop their skills using various techniques with Photoshop to produce a range of tasks. The projects will allow further exploration for the students to progress a creative approach to digital photography.
Content and skills:	With each new task students will be developing creative processes, looking at digital artists and ways of working, helping them build a portfolio of work in response to the AQA assessment objectives
Assessment:	Their practical work will be regularly reviewed, and feedback given with advice and guidance on how the student can improve and work more independently and effectively. Technical skills using a camera, Photoshop and other photography-assisted programs will be assessed. The assessment objectives (AQA exam board) will be referred to throughout the process. Regular verbal feedback by the class teacher and a program of written self-assessment as part of creating the portfolio.
Stretch and challenge:	Being creative in approached to how they can use their skills and imagination to refine and explore various techniques. Further reading by exploring creative websites and identifying artists the student finds interesting and inspirational. To then create outcomes and annotation based on investigations and present a personal and expressive response that shows self-confidence and conviction.

Physical Education

Topics / tasks:	Sport psychology (Chapter 4) revision and development of practical choices
Content and skills:	They will look at skill and ability. skill classification, goal setting, information processing, guidance and feedback, arousal, aggression, personality and motivation. Paper 1 revision.
Assessment:	A Kerboodle and Everlearner on-line end of chapter assessment. Past exam questions.
Stretch and challenge:	Use PE journals and internet sources to read beyond set GCSE text books. Also keep up-to-date with current sporting issues.

Physical Education (Vocational Award)

Topics / tasks:	Unit 1: Fitness for Sport (exam unit)
Content and skills:	Students will complete this unit in preparation for their mocks looking at structure and functions of the body systems. Examine components of fitness and fitness testing and training methods.
Assessment:	October mock exam
Stretch and challenge:	Make use of student course companions, revision guides and past papers.

Religious Education

Topics / tasks:	GCSE focussed study of Christian Beliefs and Teachings.
Content and skills:	Students will study the beliefs, teachings and practices of Christianity specified below and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Christian perspectives in their answers including Catholic, Orthodox and Protestant. Key concepts explored: • The nature of God: God as omnipotent, loving and just, and the problem of evil and suffering • The oneness of God and the Trinity: Father, Son and Holy Spirit. Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3). • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement
Assessment:	Students will be given frequent opportunities to answer AO1 (knowledge and understanding) and AO2 (analysis and evaluation) questions in class and for homework. The mock examination will focus on topics delivered in Years 9 and 10: Judaism, Crime & Punishment and Human Rights.
Stretch and challenge:	Visit online reference sites such as: Wikipedia, Britannica and the BBC Bite Size website. The AQA website contains a wealth of resources including past paper questions and model answers. The RE Teams folder also contains useful revision materials.

Science: Biology

Topics / tasks:	Topic 2: Cells and control and Topic 3: Genetics	
Content and skills:	Knowledge • Cell division by mitosis, cell differentiation and growth, stem cells • The nervous system • The brain and the eye (triple only) • The structure of DNA, genetic diagrams, variation, human genome project and mutations	Skills • The extraction of DNA from fruit
Assessment:	Full Paper 2 in Biology (work from Year 10) for combined science or separate award GCSE and half termly assessments	
Stretch and challenge:	Researching genetic diseases beyond that of the specification	

Science: Chemistry

Topics / tasks:	Acids	
Content and skills:	Classifying a substance as acidic or alkaline Using chemical indicators Differentiating between strong and weak acids Reactions of acids with common chemicals Making salts Naming salts Titrations and Titration calculations (triple only)	Core practical – investigating neutralisation Core practical – titration (triple only)
Assessment:	Short in class assessment questions and Mock at the end of HT 1	
Stretch and challenge:	Visit online reference sites such as Seneca and the BBC Bitesize website. Please check the Science team regularly for updates and extra resources.	

Science: Physics

Topics / tasks:	Topic 6: Radioactivity (Triple award) Topic 7: Astronomy (Triple award) Topic 10: Electricity and circuits (Combined award) Topic 12: Magnetism and the motor effect (Combined award)	
Content and skills:	<u>Triple Award</u> Topic 9: Forces and their effects • Vector diagrams • Rotational forces Topic 10: Electricity and circuits • Concepts of charge, current, resistance and potential difference • Electrical calculations • Series and parallel dc circuits • Transferring energy by electricity • Electrical power • Electrical safety	<u>Combined Award</u> Topic 10: Electricity and circuits • Concepts of charge, current, resistance and potential difference • Electrical calculations • Series and parallel dc circuits • Transferring energy by electricity • Electrical power • Electrical safety Topic 12: Magnetism and the motor effect • Magnets and magnetic fields • Electromagnetism • Magnetic forces (higher only)
Assessment:	Full paper 1 in Physics	
Stretch and challenge:	Completing relevant exercises on Isaac Physics website.	

Spanish

Topics / tasks:	Unit 6 Celebrity Culture 6.1F Lola and Rosalía- Comparing two female icons 6.1H Celebrity culture 6.2F Celebrities as role models 6.2H The pros and cons of fame
Content and skills:	The imperfect tense, suffixes <i>-ísimo</i> and <i>ito</i> , using the preterite and imperfect tenses together, adjectives with <i>ser</i> and <i>estar</i> , using three time frames, possession using <i>de</i> , using <i>soler</i> + infinitive.
Assessment:	Regular vocabulary and grammar tests in lesson. Mock examinations in week commencing 13 th October in Reading and Listening (to include all units of GCSE course)
Stretch and challenge:	Using the interactive online exercises accessible to all students via Kerboodle. Continual revision of grammar points. Developing an interest in current affairs in Spanish speaking countries. Listening to Spanish radio and TV online.

Textiles

Topics / tasks:	Non-Examined Assessment
Content and skills:	Work this term will follow the design process: Investigation into specific, relevant areas to help guide the process of design. Writing a specification for their own context / design challenge Designing a wide variety of innovative ideas Developing initial ideas through modelling and prototyping. It is crucial that students take ownership of their NEA project- this is worth 50% of their overall GCSE
Assessment:	As per AQA guidelines, student NEA work cannot be marked individually, but rather, give generic feedback / guidance to the group as a whole.
Stretch and challenge:	Revisit / revise theory work from Y10 for the mock exam. Students can also complete additional practice questions on www.technologystudent.com . This website is an excellent resource.

Vocational Construction

Topics / tasks:	Unit 2 – Planning Construction Projects – Students will learn to plan a construction project.
Content and skills:	Students will be able to: • Justify and Explain Electrical tools and Materials • Cost out an electrical project. • Plan out an electrical wiring project • Connect and wire an electrical project • Evaluate the success of an electrical project
Assessment:	Upon completion of this unit their work will be assessed and sent to the exam board for moderation at the end of Year 11 . This will form 50 % of their final grade for the course. This work is to be completed independently as per exam board instruction.
Stretch and challenge:	• Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 3. • Students could source the course textbook WJEC Vocational Award – Constructing The Built Environment, Level 1/2, Howard Davies, Illuminate Publishing, ISBN 978-1-912820-16-0 • Students should watch related TV programmes such as 'Grand Designs' to understand the process of building a project start to finish. • Research CSCS card and complete online tutorials.

Vocational Engineering

Topics / tasks:	Unit 1 – Engineering Design – Students are tasked to design a new generic mobile phone charger.
Content and skills:	Students will be asked to complete the following tasks: Design Specification 1. Identify features that contribute to the primary function of existing mobile phone chargers. 2. Identify features of mobile phone chargers and describe whether they do or do not meet requirements of the design brief. 3. Describe how existing mobile phone chargers function. 4. Develop a design specification. Annotated Sketches 1. Draw three engineering design solutions that meet the criteria in the design specification based upon successful engineered products. 2. Review the suitability of each design and recommend the best option. Final Drawing 1. Using accepted standards and conventions draw your preferred solution. Develop a creative solution that meets the criteria in the design specification.
Assessment:	Upon completion of this Unit the work will be assessed using the WJEC assessment criteria framework graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.
Stretch and challenge:	• Students should familiarise themselves with the specification for the course and expectations, this includes using the textbook to familiarise themselves with the topics covered this half term and examples of Unit 1. • Students could purchase the course textbook WJEC Vocational Award – Engineering Level 1/2, Matthew Wrigley, Illuminate Publishing, ISBN 978-1-912820-15-3. • Students should watch related TV programmes which will be advised in class and on Teams. Students should watch the Engineering video clips on Manufacturing Processes and Materials.