



## **Maximising success in Year 11**

**November 2020**

The aim of this booklet is to offer you subject-specific guidance for preparing for future assessments and examinations.

Students and parent/carers are reminded that there are many after school activities organised to support students in their examination preparation. Students are encouraged to make use of the opportunities and facilities and ensure that they all attend "lesson 6" after school. This includes self-preparation and revision in the study zone.

In this guide you will find practical tips and ideas from our subject areas.

Preparation for Examinations can be a stressful time for students and through support and preparation, we will work together to ensure that students are prepared.

Students who do best in exams:

- have revised thoroughly and carefully.
- feel confident.

- have parents/carers who take an interest in their revision.

So, what can you do? Before we look at how you can support your child in their various subjects, some general advice is listed below:

## **Do**

- Have a conversations about the revision.
- Plan for half hour or, at most, one-hour slots. Nothing extra is likely to sink in if one subject is revised for much longer
- Plan to revise specific topics or aspects of a subject – for example, not just Science, but human systems, or waves, or chemical reactions or electricity
- Read through a topic and then make brief notes on cards which can be used for further revision later.
- Use colours to highlight key words
- Work in small groups to discuss a topic
- Provide the environment necessary for success. Students need a place to revise which is quiet, calm and comfortable.
- Be positive, celebrate the successes.
- Keep well fuelled. Be supplied with food and drinks, avoiding sugary snacks and energy drinks as this can lead to peaks and troughs in blood sugar.
- Take regular breaks during long periods of revision.

- Encourage morning revision when the brain is more receptive and discourage studying right up to bedtime.

## **Don't**

- Make comparisons.
- Get distracted.
- Do not study all the time. Take time out to relax will have a positive effect on their work. Particularly some form of physical exercise is beneficial.
- Worry if the revision techniques seem strange or unusual.

Finally, if you have any questions or concerns, please do not hesitate to reach out to your son / daughters form tutor who will be very happy to help.

## Revision techniques

### Chunking



Chunking is breaking up a big piece of information into smaller chunks rather like steps in a ladder. It can be used for numbers and words. Often students use Bullet points to break up information.

Try to remember this by breaking it up into chunks:

The average person can take in four numbers or words at a time, can concentrate on revision for a maximum of 45 minutes at a time and remembers information best shortly before bedtime.

Chunked:

- Remember 4 words/numbers at a time
- Revision max 45 mins.
- Remember best before bedtime

**Stands**

**For**

**Something**

## **Mnemonics**

Mnemonics help you to remember by using short words that stand for something to help you. Here is a Mnemonic for REVISION. Try as hard as you can to remember it.

**Rest**

**Exercise**

**Variety**

**Imagination**

**Structure**

**Individual**

**Ongoing**

**Not too long**



## Association

Association helps a lot of people to remember, because it is much more powerful when we use our imagination. The idea is to link objects and ideas to each other in the craziest way possible.

Mindmaps (Also called Spidergrams) are good for remembering topics and sub-topics such as characters in a book on the other hand concept maps are good for remembering items where the order is important such as the storyline (plot).

Try to remember using the following set of images:



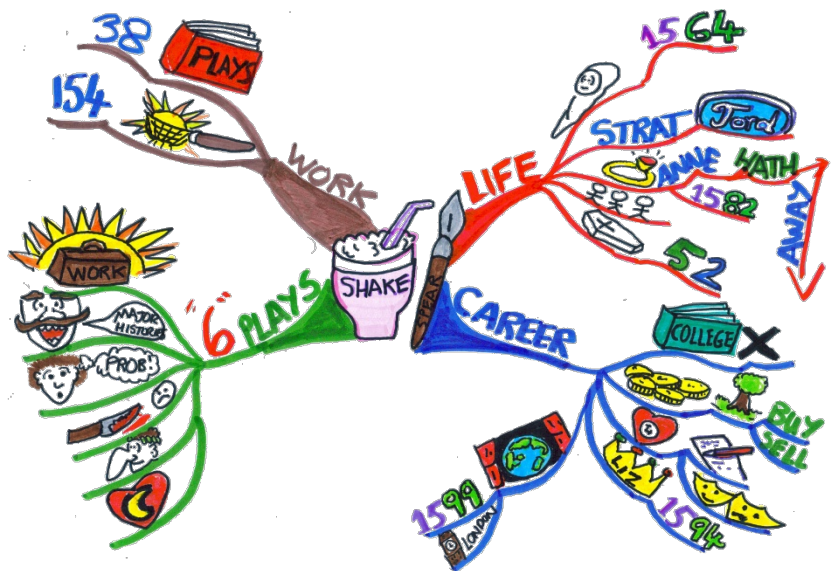
1. Imagine a Mindmap is like a giant Spider's Web with all the ideas around it. The spider (or main idea) is in the middle and everything is around it. The most important ideas are in the middle and the sub-topics go out further and further.

2. Now imagine that Spider's Web falling down and turning it into some kind of weird chain with the words

concept map on it. The spider can go backwards and forwards and around so he knows how ideas connect, but there are no sub-topics.



Concept Map





## Card Cover

Two ways to practice with cards:

1. Put the answers on the back, but you will need to remember more at once before you check
2. Use a piece of paper and move down to reveal answers as you guess the contents.

These techniques are very useful for checking that you know key facts.

(Now use it to memorise the text above)





## LOCI

Loci is the memory trick of memory masters. It involves thinking about a journey that you know well and the landmarks along the way. You then add in images to help you remember information. (They do not have to be famous, but things that you notice as you go by.)

When revising you could do the following:

1. Read through your books
2. If you do not understand something ask somebody.
3. Now choose the memory tricks that work best for you
4. Create posters to help you to organise information
5. Create cards with key points and practice
6. Use past papers to practice answering questions



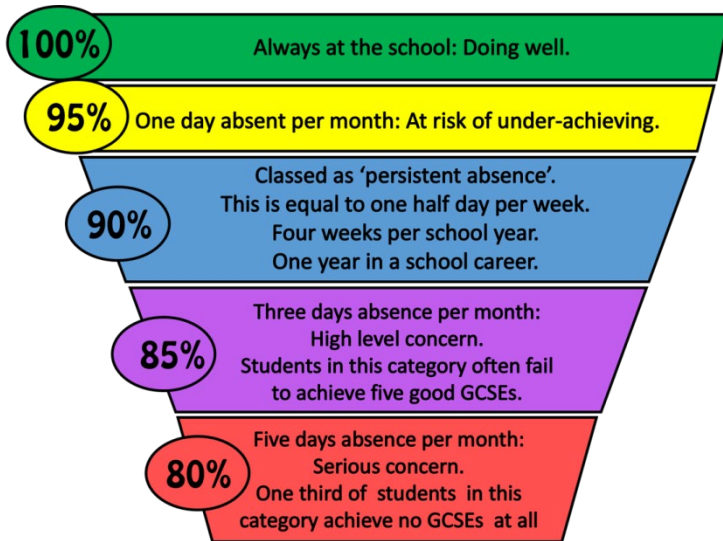
## **By Rote**

Learning by rote is simply reading the text over and over until you remember it. It is the most basic kind of revision, but without the help of other techniques may not be very effective and it can be very boring. There are a few students with excellent auditory memories, who can learn effectively this way.

**Try reading the passage above again and again and see how much you can remember**

## Attendance & Punctuality

Research shows that pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades A\*-C including English and Mathematics



If your son/daughter is ill and as a result has prolonged periods of absence or recurring absence this will need to be certified by a medical professional.

# English

## **Priorities for students**

Read as much non-fiction as you can and talk about what the writer is trying to make you feel. What techniques are used to convince you?

Read as much fiction as you can. Notice how punctuation is used to create effects. Notice how you are feeling towards characters and try to figure out how the writer has made you feel that way.

Develop a clear and easy handwriting style. Practise by copying out a passage from a book or an article. You have a lot to write in the exam. Make sure it is legible.

Re-read the Literature texts – Macbeth, Blood Brothers and A Christmas Carol and use the resources on Google Classroom to help you prepare for the English Literature exam.

Attempt practice questions from Google Classroom on the different Literature texts to ensure you have a firm grasp of the plot and the context of each one of them.

## **How to support your son/daughter**

Test them on their spellings.

Enjoy reading their stories and enthuse about them. Ensure that there are plenty of books or newspapers to read and read them together.

Talk about the Literature texts and how the writer implies things about characters or situations

Talk about issues such as: Whether uniforms / phones / ipads are essential for learning

Whether the government should spend money on facilities for young people

Whether or not school trips are a waste of time / money

Which environmental issues affect them and how to convince others to be more responsible?

How to stay safe while having more independence from parents

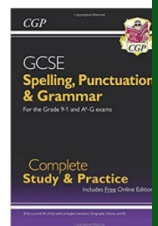
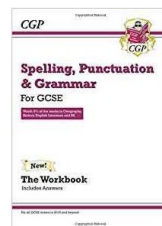
Play Devil's Advocate and make them argue with you. They are more likely to have developed opinions on these issues, and therefore be able to write about them, if they have spoken about them first.

# Literacy

## What can you do?

There are many ways that you can help your child to be as confident as possible with their own literacy between now and the summer examinations. Some of those are outlined below:

- **READ** – by far the best way to improve literacy is to read a wide range of texts from a range of eras. This way your child will see literacy skills being used effectively. Remember, any reading is better than no reading so even if your child will only read magazines it is a start.
- **Editing** – try to encourage your child to get into the habit of checking their own work over before saying it is finished. Often students are able to identify their own errors if they actually look for them.
- **Fill in the gaps** – using resources such as CGP guides will be a great way to help fill in any learning gaps in your child's literacy. It might be useful to use a Key Stage 2 book if your child needs to recap the basics, such as commas and apostrophes. These are available from local retailers and from online stores such as Amazon.
- **Revise** – Lots of companies make Literacy Revision Guides – such as CGP or Letts. These are a good way to improve understanding and confidence. There are also online resources on websites such as BBC Bitesize which are quick and free.



## **Subject specific command words**

With recent changes to GCSE examinations we have identified that the students have the knowledge and skills necessary for examinations. However, they often get "tripped" up by the question. As such we have compiled some subject specific command verbs. Students need to familiarise themselves with this key terminology as it will help them improve their exam technique.

## English

**Identify** - pick out a quotation (evidence) from the text.

**Give** - pick out a quotation (evidence) or use your own words of how something is shown in the text.

**Analyse** - explain **how** the writer uses language and structure to create an effect.

**Evaluate** = explain **how well** the writer presents a theme or topic - make judgements.

**Compare** - look at the similarities and differences between two texts.



# Mathematics

## Priorities for students

Attend after school revision on Tuesday

Use Hegartymaths

Where you will always be expected to

1. watch the video + take notes;
2. write down your quiz workings neatly;
3. mark your own work, make corrections and write down your score at the end.

Use the Mock Exam analysis and focus on your weakest areas

## **Make sure you understand key words**

Write down, state – no explanation is needed for an answer

Calculate, find, show, solve – include enough working to make your method clear

Draw – plot accurately using the graph paper provided and selecting a suitable scale if one is not given. Such an instruction is usually followed by asking you to read one or more values from your graph.

The number of marks is given in brackets [ ] at the end of each question or part question. This gives some indication of how many steps will be required to answer the question and therefore of what proportion of your time, you should spend on each part of the question.

### **Show your working and check your answers**

- State units if required and give your final answer to an appropriate degree of accuracy.
- Write down the figures on your calculator and then make a suitable rounding. Don't round the numbers during the calculation. This will often result in an incorrect answer.
- Don't forget to check your answers, especially to see that they are reasonable. The mean height of a group of men will not be 187 metres!
- Lay out your working carefully and concisely. Write down the calculations you are going to make. You usually get marks for showing a correct method. (If you are untidy and disorganised, you might misread some of your own work and/or lose marks because the examiner cannot read your work or follow your method.)
- Remember that if all that is written down is an answer and that answer is wrong you gain no marks. Once you have finished the paper if you have any time left check the work you

have done. The best way to do this is to work through the questions again.

- Remember that marks are given for the following:
  - using an appropriate method to answer a question
  - for facts found as you work through a question
  - for the final answer.

## **How to support your son/daughter**

Encourage them to use Hegarty Maths

Make sure they have a Casio natural display calculator

Focused past paper questions can be found at:

<https://corbettmaths.com/contents/>

<https://keshmaths.com/gcse-maths-takeaway-3/>

Revision material can be found at (including Maths Takeaway, Questions of the week, etc.)

<http://www.accessmaths.co.uk/>

<http://mrbartonmaths.com/students/gcse/>

<https://www.mymaths.co.uk/>

Username: haute

Password: homework

# Science

## Priorities for students

There is an upcoming **mock** w/c 23<sup>rd</sup> November. Students will sit 3 papers. Paper 1 Biology, Paper 1 Chemistry and Paper 1 Physics.

Students are expected to treat this as a formal examination. Arrive on time with full equipment. THIS INCLUDES A SCIENTIFIC CALCULATOR. These can be purchased from school.

Students have access to the topics for each paper - they can either access these through Google classroom or ask their teacher for a list for revision.

Use practice papers and questions - these can be requested from their science teacher.

Command words are important in ensuring you know what a question is asking you to do. Make sure these are learnt and understood.

## **How to support your son/daughter**

Each student has been given a revision guide and workbook. Please encourage your son/daughter to use them, as well as the following websites and resources.

<https://www.senecalearning.com>

<https://www.s-cool.co.uk/gcse>

<https://www.khanacademy.org/>

<https://www.bbc.com/bitesize/examspecs/z8r997h>

The following YouTube channels can be used:

StudySmart Science

FuseSchool

Crash course

Freesciencelessons

AQA 9-1 GCSE Physics

## **AQA GCSE Science Command**

### **Words**

<b>Calculate</b>	Use numbers to work out the answer
<b>Choose</b>	Select from a range of alternatives
<b>Compare</b>	Describe similarities and differences
<b>Complete</b>	Write answers in the space provided
<b>Define</b>	Specify the meaning of something
<b>Describe</b>	Recall facts
<b>Design</b>	Set out how something will be done
<b>Determine</b>	Use data or information to obtain an answer
<b>Draw</b>	Produce or add to a diagram
<b>Estimate</b>	Assign an approximate value
<b>Evaluate</b>	Use the information and your own knowledge to consider evidence for and against
<b>Explain</b>	State the reasons for something happening
<b>Identify</b>	Name or characterise
<b>Justify</b>	Use evidence from the information to support an answer
<b>Label</b>	Provide appropriate names on a diagram
<b>Measure</b>	Find an item of data for a given quantity
<b>Name</b>	Often a single word or phrase

<b>Plan</b>	Write a method
<b>Plot</b>	Mark on a graph
<b>Predict</b>	Give a plausible outcome
<b>Show</b>	Provide structured evidence to reach a conclusion
<b>Sketch</b>	Draw approximately
<b>Suggest</b>	Apply your knowledge and understanding to a new situation
<b>Use</b>	Base your answer on the information given in the question
<b>Work out</b>	Use the numbers in the question to deduce the answer

# **AQA Science Specific**

## **Vocabulary**

Accurate	Close to the true value
Measurement Error	The difference between a measured value and the true value
Anomaly	A result that is not part of the variation
Random Error	Varied results between measurements
Systematic Error	Caused by the environment, methods or instruments
Zero Error	A false reading when the true value should be zero
Evidence	Valid data
Fair Test	Only the independent variable has affected the dependent variable
Hypothesis	A proposal intended to explain certain facts or observation
Interval	The quantity between readings
Precision	Little spread around the mean value
Prediction	A suggestion of what will happen
Range	The minimum and maximum values of a variable



Repeatable (reliable)	An experiment that can be repeated with the same results
Reproducible	An experiment that can be repeated by somebody else with the same results
Resolution	The smallest change of a measuring instrument
Sketch Graph	A line graph showing the general relationship between two variable
True Value	The value that would be obtained in an ideal measurement
Uncertainty	The interval within which the true value can be expected to lie
Validity	The suitability of the investigation to answer the question
Valid Conclusion	A conclusion supported by valid data

## Variables

These are physical, chemical or biological quantities or characteristics.

## Categoric

Categoric variables have values that are labels, e.g. names of plants or types of material.

## Continuous

Continuous variables can have values (called a quantity) that can be given a magnitude either by counting (as in the case of the number of shrimp) or by measurement (e.g. light intensity, flow rate etc.). Previously known as discrete variable.

## Control

Control variable is one that may, in addition to the independent variable, affect the outcome of the investigation and therefore has to be kept constant or at least monitored.

## Dependent

Dependent variable is the variable of which the value is measured for each and every change in the independent variable.

## Independent

Independent variable is the variable for which values are changed or selected by the investigator.

# History

## **Priorities for students**

Exams/ Areas:

**Paper 1:** Medicine in Britain:

Section A: British Sector of the Western Front-  
practise source analysis

Section B: Medicine in Britain- revise  
content on Medieval to Modern Periods

**Paper 2:** Early Elizabethan England- revise content  
on Elizabeth's religious, foreign problems etc.

**Paper 3:** Weimar and Nazi Germany- revise content  
and practise source/interpretation analysis

## **How to support your son/daughter**

Parents could help their child by testing them on  
the main content required within the Papers  
above.

There will be revision booklets issued soon on both  
the content and types of Qs. which can be used  
for this purpose.

The 'Grade 9-1 GCSE History EDEXCEL Revision Guide' would also be useful for their revision leading up to the exams.

There are also now some resources linked to the EDEXCEL History GCSE that have been downloaded from PIXL on to Google classroom.

## **EDEXCEL HISTORY GCSE: COMMAND WORDS**

### **Identify:**

Select the most important points concerning the topic, event, issue etc.

### **Describe:**

Give details on what event happens, when it happens, where it happens etc. Include facts, features, characteristics etc.

### **Explain:**

Give details on why an event, issue etc. happened. Include reasons, causes, factors etc.

Give details on why two aspects of the topic were similar or different.

### **Evaluate:**

Give judgements, conclusions, opinions etc. on a certain topic, issue etc. supported by the evidence.

Give judgements, conclusions, opinions etc. on the details in sources, interpretations etc. supported by the evidence.

**Analyse:**

Examine the details in the sources etc. to explain or interpret them.

**Infer:**

Focus on the message/main point that you can get from a source by reading between the lines.

**Suggest:**

Focus on what has already been learnt and apply it to a new issue, interpretation etc.

# Geography

## **Priorities for students**

Exam/Areas to revise/recap:

**Paper 1** - Physical Geography: Coastal Environments, Hazardous Environments & Coastal fieldwork

**Paper 2** - Human Geography; Urban Environments, Economic Activity, Fragile Environments & Climate Change & Urban fieldwork

## **Case Studies**

Revise specific case studies identified for each topic. For example, Typhoon Haiyan for hazards & Great Barrier Reef for coastal ecosystems & London for urban issues in the UK.

## **How to support your son/daughter**

Parents could help their child understand the wider world by watching or reading the news with their child. There are often many examples of content covered in lessons shown in the news and documentaries.

Discussing potential fieldwork elements when out and about on the island, such as risk assessments.

Additional revision resources and practice exam questions available on google classroom along with weblinks to topic specific content.

<https://studywise.co.uk/gcse-revision/geography/>

<https://www.bbc.co.uk/bitesize/examspecs/zsytxsg>

Revision flash cards, mind-maps can be made for parents/carers to quiz and check understanding.



## Geography – EdExcel iGCSE

**Identify/state/name** - Recall or select one or more pieces of information.

**Define** - State the meaning of a term.

**Calculate** - Produce a numerical answer, showing relevant working.

**Label** - Add a label/labels to a given resource, graphic or image.

**Draw/plot** - Create a graphical representation of geographical information.

**Compare** - Find the similarities and differences of two elements given in a question. Each response must relate to both elements and must include a statement of their similarity/difference.

**Describe** - Give an account of the main characteristics of something or the steps in a process. Statements in the response should be developed but do not need to include a justification or reason.

**Explain** Provide a reasoned explanation of how or why something occurs. An explanation requires a justification/exemplification of a point. Some questions will require the use of annotated diagrams to support the explanation.

**Suggest** - Apply understanding to provide a reasoned explanation of how or why something

may occur. A suggested explanation requires a justification/exemplification of a point.

**Examine** - Break something down into individual components/processes and say how each one individually contributes to the question's theme/topic and how the components/processes work together and interrelate.

**Assess** - Use evidence to determine the relative significance of something. Give consideration to all factors and identify which are the most important.

**Analyse** - Investigate an issue by breaking it down into individual components and making logical, evidence-based connections about the causes and effects or interrelationships between the components.

**Evaluate** - Measure the value or success of something and ultimately provide a substantiated judgement/conclusion. Review information and then bring it together to form a conclusion, drawing on evidence such as strengths, weaknesses, alternatives and relevant data.

**Discuss** - Explore the strengths and weaknesses of different sides of an issue/question. Investigate the issue by reasoning or argument.

# Religious studies

AQA Religious Studies

## **Priorities for students**

Exams/ Areas:

To revise and recap the following areas:

**Paper 1:** Christian and Islam Beliefs and Practices

## **Paper 2:**

Theme A: Relationship & Family

Theme B: Religion & Life

Theme D: Peace & Conflict

Theme E: Crime & Punishment

All students have a revision guide per topic and are invited to attend after school revision sessions on Friday's. All resources are also on google classroom including practice exam questions and past papers.

## **How to support your son/daughter**

Parents could help their child by testing them on the main content required using past papers, which can be found on google classroom or on revision

world: <https://revisionworld.com/gcse-revision/rs-religious-studies/past-papers/aqa-gcse-rs-past-papers>

Encourage students to use the revision guides and follow this up with practicing exam questions – Mrs Riley is happy to mark if completed.

Students can access resources including videos and mini test at BBC GCSE AQA

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>

Revision flash cards, mind-maps can be made for parents/carers to quiz and check understanding.

# French

## Priorities for students

**REPETITION REPETITION REPETITION!** Language learning is proven to be more effective if done little and often with continual repetition / recapping.

**So, start learning phrases from your speaking booklet early, in small chunks!**

## How to support your son/daughter

Each student has a [www.vocabexpress.com](http://www.vocabexpress.com) account and should be logging in on a regular basis at home (at least 20 mins a week recommended) to revise vocab for all 4 skills. (Listening/Speaking / Reading / Writing)

Please encourage your son/daughter to create accounts for the following free apps/websites, as they are very helpful for language practice if used regularly:

**Duolingo**

**Memrise**

**Quizlet**

General revision of the following topics:

Basics (numbers/ colours / alphabet / countries/ animals)

Time

Jobs

Food & drink

Directions

School subjects/equipment

Parts of body / illness

Transport

Physical description/ personality

Shops/ places in town

Weather

Home (rooms/ furniture / household chores)

Daily routine

Environment (re-cycling / homelessness etc.)

Hotel bookings

Clothes

Opinions

Verb tenses

## **French-**

### Question words:

Qui? - Who?

Quand? - When

Où? - Where?

Combien? - How

Quel/Quelle? - Which?

Est-ce que / quoi? - What?

Qu'est-ce que c'est? - What is it?

Qu'est-ce qu'il y a?- What is there?

### Other exam instructions:

Ecoutez - listen

Lisez - read

Répondez - answer

Choisissez - choose

Mentionnez - mention or include

Parlez (avec) - talk (to)

Regardez - look at

Avantage / désavantage - advantage / disadvantage

Vrai/Faux - True/false

Les bonnes lettres - the correct letters

La case - box

Phrase - sentence

Environ (40) mots - approximately (40) words

Chaque aspect - Every point

La réponse - the answer

# Spanish

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Directions

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Parts of body / illness

Transport

Physical description/ personality

Shops/ places in town

Weather

Home (rooms/ furniture / household chores)

Daily routine

Environment (re-cycling / homelessness etc.)

Hotel bookings

Clothes

Opinions

Verb tenses

## Spanish -

Question words:

¿Quién? - who?

¿Cuándo? - when?

¿Dónde? - where?

¿Cuánto? - How much?

¿Cuál? - which?

¿Qué? - what?

¿Qué es? - what is it?

¿Qué hay? - what is there?

Other exam instructions:

Escribe - write

Escoger - choose

Escucha - listen

Menciona - mention or include

Responde - reply or include

Lee - read

Mira - look at

Contesta - answer

la pregunta - answer

En cada casilla - in each box

Completa la tabla - Fill in the grid

Aproximadamente (40) palabras - Approximately  
(40) words

Ventaje / desventaje - advantage/disadvantage

Verdad / mentira - True/false

# Physical Education iGCSE

## Priorities for students

Check Google classroom for lesson information and homework tasks.

Long answer exam questions need to be practised, to ensure they are applying their understanding.

Access PE and sport related websites for revision and research

- <https://www.bbc.com/bitesize/subjects/znyb4wx>
- <https://www.brianmac.co.uk/>
- Follow **@HauteValleePE** on twitter for links and helpful tweets.

## How to support your son/daughter

The below website you will find the content of what they have been learning over the 2 years, along with past papers to help them with revision.

<http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-physical-education-0995/past-papers/>

Google classroom – IGCSE PE -2019 - 2021

- Lesson power- points
- Helpful links to resources
- Exam style question practice papers

Revision flash cards, mind-maps can be made for parents/carers to quiz and check understanding.

Please don't hesitate to contact PE department if you have any questions or concerns.

# **BTEC Performing Arts**

## **Unit 2 – Preparation & Performance.**

### **Priorities for students**

For this final unit, students will be required to work in a group of between four and six students. It is vital that students communicate well and respect other members in their performance group by committing to the unit and ensuring that they attend any extra rehearsals, so as not to disadvantage themselves or other candidates.

### **How to support your son/daughter**

Encourage your child by discussing their progress and the importance of committing to extra-curricular rehearsals.

Support your child by helping them to learn their words/lyrics for their Unit 2 performance.

# Music

## **UNIT 1: 1hr Written exam**

Job Roles and Organisations in the Music Industry

Exam 7 January 2021

All topics covered are on Google Classroom.

Create flashcards to revise

Use the revision booklets

Complete the quizzes on Google Classroom

## **UNIT 4: Introducing Music Composition**

**Add to your composition file by creating evidence of new ideas.**

## **UNIT 5: Introducing Music Performance**

Develop music performance skills and review your own practice

Use your music performance skills within rehearsal and performance

### **Priorities for students**

- o Keep a detailed written diary of rehearsals both at home and in school
- o Know the techniques used for the instrument played
- o Know how to prepare for a performance

- o Practice, practice, practice
- o Play an active role in music ensemble rehearsals
- o Do not throw away any composition ideas
- o Use the check lists for composition

### **How to support your son/daughter**

Encourage students to record all home practice in the rehearsal diary

Rehearsing instruments / vocals at home is "revision" for music

Support students by ensuring they have the music they require to rehearse this might be a music sheet download or backing track

# Design Technology

Exam Board: Cambridge International  
Specification Code: 0979

## **Priorities for students**

Coursework folder for their Non-Exam Assessment. All students should have completed slides 1-9. Please speak with them to ensure this has been completed and ask them to respond to the feedback to improve their work.

**Slide 1** – Context & Design Brief

**Slide 2** – Analysis of the Problem

**Slide 3** – Existing Products / Solutions

**Slide 4** – Client Profile

**Slide 5** – Materials & Methods of Joining

**Slide 6** – Location, Sizes & Ergonomics

**Slide 7** – Specification

**Slide 8 & 9** – Design Ideas (10 different ideas)



### **How to support your son/daughter**

- Encourage your son/daughter to access materials via the Google Classroom - all resources are available on this platform including exemplar material and guidance
- Ask your son/daughter to log on to google classroom and share their progress with you / show you their work
- Test their subject knowledge by asking them exam style questions – there are a lot of these at **Kahoot.com**.

### **Helpful Websites**

- [www.technologystudent.com](http://www.technologystudent.com) (NEA Section)
- [www.bbc.com/bitesize/subjects/zvg4d2p](http://www.bbc.com/bitesize/subjects/zvg4d2p) (Design Technology)
- [www.design-technology.info/revisionguides/](http://www.design-technology.info/revisionguides/) (Revision Guide List)
- <https://revisionworld.com> (IGCSE section)
- Youtube – Design Paper Walkthrough (DT Guru)

### **Support Materials**

- Cambridge IGCSE Design & Technology Student's Book - £24.99 (Collins)

# Child Development

## Priorities for students

### Unit 3 R20

#### **This unit carries 30% of the final grade through a child study carried out over a period of time**

Students gain knowledge of and skills in, developing activities to observe development norms in children up to the age of five. The unit includes researching, planning carrying out activities with children and observing and reviewing these activities as well as understanding the benefits of play in child development. All visits are to be completed by February half term, to allow themselves time to write up their findings.

#### **How to support your son/daughter**

Please encourage your son/daughter to do their visits for their Child Study.

Going over past papers

Encourage them to attend controlled assessment sessions on a Thursday 2:50 - 4:30

#### **Some useful websites**

<http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx>

<http://www.bupa.co.uk/health-information/directory>

<http://www.bbc.co.uk/education/clips/zsrg9j6>

# Art

**Exam Board: AQA**

## **Priorities for students**

Students are currently developing their Portfolio of Artwork for internal moderation. The Art GCSE grade this year is assessed solely on classwork and homework (100%)

**On Tuesday 1<sup>st</sup> December** students will complete a **5 hour Assessment**. This will be an opportunity for students to produce a final piece to their current personal choice project.

All portfolio work should be completed for final moderation by the end of April 2021.

## **How to support your son/daughter**

Please encourage your son/daughter to spend 2 hours weekly minimum on their Portfolio art work in out of school.

T4, T5 and T9 and resources are available to students on a Tuesday, Wednesday and Thursdays after school 2.50pm -4pm.

## **Some useful websites**

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://www.tate.org.uk/>

## **Photography**

Exam Board: AQA

### **Priorities for students**

Students are currently developing their Digital Portfolio of Photography for internal moderation. The Photography GCSE grade this year is assessed solely on classwork and homework (100%)

On the 8<sup>th</sup> and 10<sup>th</sup> December students will complete a 3-4 hour Assessment. This will be an opportunity for students to produce a final piece/s to their current personal choice project.

All portfolio work should be completed for final moderation by the end of April 2021 at the latest.

### **How to support your son/daughter**

Please encourage your son/daughter to work on their current Google Classroom presentations for at least 2 hours weekly.

Computer room T9, cameras and art rooms are also available Tuesdays, Wednesday and Thursdays from 2.50pm- 4pm.

### **Some useful websites**

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://thephotographersgallery.org.uk/>

<https://www.tate.org.uk/>

# Textiles

Exam Board: AQA

## **Priorities for students**

Students are currently developing their Portfolio of Textile work for internal moderation. The Textiles GCSE grade this year is assessed solely on classwork and homework (100%)

On Friday 20<sup>th</sup> November students will complete a 5 hour Assessment. This will be an opportunity for students to produce a final piece to their current project.

**All portfolio work should be completed for final moderation by the end of December 2021.**

There will be a limited period of time after that date to make improvements.

## **How to support your son/daughter**

Please encourage your son/daughter to spend 2 hours weekly minimum on their Portfolio Textiles work in out of school.

## **How to support your son/daughter**

Please encourage your son/daughter to spend 2 hours weekly minimum, on their Textiles work out of school.

T2 and computer room T9 is available to students Tuesday, Wednesdays and Thursday after school 2.50pm -4pm.

# **Food preparation and nutrition**

## **Priorities for students**

NEA Task - Food Preparation Assessment – 50% (3 hour practical cooking exam in February and coursework write up). To be submitted by March 1st.

Paper 1-Food Preparation and Nutrition – 50% - June

## **How to support your son/daughter**

Encourage them to practise cooking their exam dishes at home.

In addition to class resources students can also access two digital textbooks:

<https://www.illuminate.digital/aqafood/>

This includes information on the practical NEAs, questions, clips and animations to aid understanding.

**Login: SHAUTE3**

**Password:STUDENT3**

And

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



**Username: 156306jf**

**Password: erteach**

**Centre ID: 156306**

**Featuring topic PowerPoints and resources**

# IGCSE ICT

## **Priorities for students**

Focus on retrieval practice and revision.

Students have now covered all of the content in the specification and as such, they need to revisit theory from autumn term in Yr. 10.

Students are performing better in theory exams compared to practical application.

## **How to support your son/daughter**

Ask your son/daughter to log on to their google classroom and show you the resources available.

Encourage your son/daughter to utilise the Yr 11 learning zone so they can develop their exam technique particularly their practical skills.

Students could set aside some time before school or at lunch time.

## **Useful resources**

Google classroom has a section on revision resources and links to a variety of different revision resources. A full copy of the specification can also be found in google classroom.

# Computer Science

## OCR GCSE Computer Science J276

### Priorities for students

**Revision** students have covered the course content and now need to revisit all of the content from last year.

Students **MUST** spend time outside of lessons revising and developing practical skills.

Students have access to an extensive range of revision resources including an interactive textbook with embedded videos.

### How to support your son

Ask your son to log on to google classroom so you can see the resources he has access to. Encourage him to revisit content make some revision notes and flash cards and quiz him on a variety of topics.

Encourage your son to set aside some time where he can use the Yr 11 learning zone to develop his practical skills.

# Business Studies

## BTEC Tech Award in Enterprise

### Priorities for students

Students are currently working on Component 3 Finance and Promotion which is examined in February 2021. Once students have completed this exam, students will complete a final coursework piece. It will then be moderated, and a final grade will be received for this qualification. Students are then in a very fortunate position where students can use their Business studies lessons to revise for other subject areas.

### Business Studies command words

Typically for a Pass grade you will find;

**Describe** Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'

**Define** Clearly explain what a particular term means and give an example, if appropriate, to show what you mean

**Design** Create a plan, proposal or outline to illustrate a straightforward concept or idea

**Explain** Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'

**Identify** Point out or choose the right one or give a list of the main features

**Illustrate** Include examples or a diagram to show what you mean

**Interpret** Define or explain the meaning of something

**List** Provide the information in a list, rather than in continuous writing

**Outline** Write a clear description but not a detailed one

**Plan** Work out and plan how you would carry out a task or activity

**State** Write a clear and full account

**Summarise** Write down or articulate briefly the main points or essential features

Typically for a Merit grade you will find;

**Analyse** Identify separate factors; say how they are related and how each one contributes to the topic

**Assess** Give careful consideration to all the factors or events that apply and

identify which are the most important or relevant

**Compare/Contrast** Identify the main factors that apply in two or more situations and explain

the similarities and differences or advantages and disadvantages

**Demonstrate** Provide several relevant examples or related evidence which clearly supports the arguments you are making. This may include showing practical skills

**Design** Create a plan, proposal or outline to illustrate a relatively complex concept or idea

**Explain in detail** Provide details and give reasons and/or evidence to clearly support the argument you are making

**Justify How/ Why** Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Typically for a Distinction grade you will find;

**Appraise** Consider the positive and negative points and give a reasoned judgement

**Assess** Make a judgement on the importance of something – similar to evaluate

**Comment critically** Give your view after you have considered all the evidence. In particular

decide the importance of all the relevant positive and negative aspects

**Criticise** Review a topic or issue objectively and weigh up both positive and negative points before making a decision

**Draw conclusions** Use the evidence you have provided to reach a reasoned judgement

**Evaluate** Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

**Evaluate critically** Decide the degree to which a statement is true or the importance or value of something by reviewing the information. Include precise and detailed information and assess possible alternatives, bearing in mind their strengths and weaknesses if they were applied instead.

## **What we as a school are doing to support your son/daughter**

A number of subject areas are offering extra lessons at the end of the day **Lesson 6**.

Monday – English

Tuesday – Mathematics

Wednesday – Science

Thursday – Options

Friday – Options

\*Subject to change for the different terms throughout the school year.



## **Yr 11 Learning zone**

The Yr. 11 learning zone aims to create a supervised, quiet space for individual self-study. This is a place for like-minded students to meet and study towards their exams. We want to help bring out the best in our students of all abilities, and aim to get the best grades.

## **Study Zone Aims**

Study Zone aims to create time and a quiet space for individual self-study for Yr 11 students only.

This is a place for like-minded students to meet and study towards their exams. This will support, embed and extend classroom and subject based learning.

We will provide:

- A supervised area for individual, additional study and homework
- A safe, calm, respectful and happy place to work and learn
- Full use of ICT

# Details

## Before school

07:30 – 08:25

### **Lunchtimes**

The aims of the study zone are clear it is a dedicated area for study, students will be asked to leave if they are not respecting the ethos of the study zone.

Working quietly without disturbing others, the learning zone is also an ICT/Business studies classroom and students need to respect this and ensure they tidy up after themselves at lunchtimes.

1:10pm – 1:50pm

### **After School**

3:00pm – 4:00pm

# Exam regulations

Appendix 4



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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## Warning to Candidates

1. You **must** be on time for all your examinations.
2. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
3. You **must not**:
  - sit an examination in the name of another candidate;
  - have in your possession any unauthorised material or equipment which might give you an unfair advantage.
4. **Possession of a mobile phone** or other unauthorised material **is breaking the rules**, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
6. You **must** follow the instructions of the invigilator.
7. If you are in any doubt speak to the invigilator.

The **Warning to Candidates** must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Effective from 1 September 2014



AQA

City &amp; Guilds

CCEA

OCR

Pearson

WJEC

**Information for candidates****For written examinations - effective from 1 September 2019**

This document has been written to help you. Read it carefully and follow the instructions.

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

<b>A</b>	<b>Regulations – Make sure you understand the rules</b>
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	You <b>must not</b> take into the exam room: a) notes; b) potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device. <b>Any pencil cases taken into the exam room must be see-through.</b> <b>Remember:</b> possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
5	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
8	You <b>must not</b> write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.
<b>B</b>	<b>Information – Make sure you attend your exams and bring what you need</b>
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You <b>must</b> write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
<b>C</b>	<b>Calculators, Dictionaries and Computer Spell-checkers</b>
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: a) make sure it works properly: check that the batteries are working properly; b) clear anything stored in it; c) remove any parts such as cases, lids or covers which have printed instructions or formulas; d) do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D</b>	<b>Instructions during the exam</b>
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: a) you think you have not been given the right question paper or all of the materials listed on the front of the paper; b) the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	<b>When the invigilator tells you,</b> fill in all the details required on the front of the question paper and/or the answer booklet <b>before you start the exam.</b> Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets <b>that you use for rough work.</b>
<b>E</b>	<b>Advice and assistance</b>
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if: a) you have a problem and are in doubt about what you should do; b) you do not feel well; c) you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F</b>	<b>At the end of the exam</b>
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.
<b>This information must be made available to all candidates in advance of their examination(s) for each series.</b>	
<b>It may be provided electronically to candidates or in hard copy paper format.</b>	



AQA City & Guilds CCEA OCR Pearson WJEC

### Information for candidates For on-screen tests – effective from 1 September 2019

This document has been written to help you. Read it carefully and follow the instructions.  
If there is anything you do not understand, ask your teacher.

<b>A Regulations – Make sure you understand the rules</b>	
1	Be on time for your on-screen test(s). If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the on-screen test.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
4	Only take into the exam room the materials and equipment which are allowed.
5	You <b>must not</b> take into the exam room: <ul style="list-style-type: none"> <li>a) notes;</li> <li>b) potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device.</li> </ul> <p>Unless you are told otherwise, you <b>must not</b> have access to:</p> <ul style="list-style-type: none"> <li>a) the Internet, e-mail, data stored on the hard drive, or portable storage media such as floppy disks, CDs and memory sticks;</li> <li>b) pre-prepared templates.</li> </ul> <p><b>Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.</b></p>
6	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
7	Do not talk to or try to communicate with or disturb other candidates once the on-screen test has started.
8	If you leave the exam room unaccompanied by an invigilator before the on-screen test has finished, you will not be allowed to return.
9	Do not borrow anything from another candidate during the on-screen test.
<b>B Information – Make sure you attend your on-screen test and bring what you need</b>	
1	Know the date and time of your on-screen test(s). Arrive at least ten minutes before the start of your on-screen test.
2	If you arrive late for an on-screen test, report to the invigilator running the test.
3	If you arrive more than one hour after the published starting time for the on-screen test, you may not be allowed to take it.
4	Your centre will inform you of any equipment which you may need for the on-screen test.
<b>C Calculators, Dictionaries and Computer Spell-checkers</b>	
1	You may use a calculator unless you are told otherwise.
2	If you use a calculator: <ul style="list-style-type: none"> <li>a) make sure it works properly: check that the batteries are working properly;</li> <li>b) clear anything stored in it;</li> <li>c) remove any parts such as cases, lids or covers which have printed instructions or formulas;</li> <li>d) do not bring into the examination room any operating instructions or prepared programs.</li> </ul>
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
<b>D Instructions during the on-screen test</b>	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if: <ul style="list-style-type: none"> <li>a) you have been entered for the wrong on-screen test;</li> <li>b) the on-screen test is in another candidate's name;</li> <li>c) you experience system delays or any other IT irregularities.</li> </ul>
3	You may be given a question paper or the instructions may be on-screen. In either case, read carefully and follow the instructions.
<b>E Advice and assistance</b>	
1	If on the day of the on-screen test you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the on-screen test if: <ul style="list-style-type: none"> <li>a) you have a problem with your computer and are in doubt about what you should do;</li> <li>b) you do not feel well.</li> </ul>
3	You must not ask for, and will not be given, any explanation of the questions.
<b>F At the end of the on-screen test</b>	
1	Ensure that the software closes at the end of the on-screen test.
2	If you are required to print off work outside the time allowed for the on-screen test, ensure that you collect your own work. You must not share your work with other candidates. Make sure that another candidate does not collect your printout(s).
3	Do not leave the exam room until told to do so by the invigilator.
4	Do not take from the exam room any stationery. This includes rough work, printouts or any other materials provided for the on-screen test.
<p><b>This information must be made available to all candidates in advance of their on-screen test(s) for each series.</b>  <b>It may be provided electronically to candidates or in hard copy paper format.</b></p>	



AQA

City & Guilds

CCEA

OCR

Pearson

WJEC



**NO IPODS, MOBILE PHONES  
MP3/4 PLAYERS  
SMARTWATCHES**

**NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION**

Possession of unauthorised items, such as a mobile  
phone, is a serious offence and could result in

**DISQUALIFICATION**

from your examination and your overall  
qualification.

This poster must be displayed in a prominent place outside each examination room.

