

**REDBORNE UPPER SCHOOL  
& COMMUNITY COLLEGE**



# **Independent Study Year 11**

## **2016 -17**



**Academic excellence Shared values Outstanding education**



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## **A message to Year 11 Students**

On Thursday 24<sup>th</sup> August, you will come into school to receive your Key Stage 4 results. You will be handed an envelope which will contain a grade against each of the subjects that you have been studying. There will be no effort grade or attendance data, just the grades that you have achieved from exams and for coursework.

Now is the time to think about what you would like your envelope to contain. What grades are going to make you proud of your achievements.

Over the next few months, your teachers will be supporting you by making each lesson relevant to your progress. This may take the form of subject content, exam technique, past questions and exemplar answers.

Your job is to make the most of every lesson. It goes without saying that we expect you to focus and be proactive during every lesson. In addition to this, we want you to look through your notes after the lesson. Check that you understand everything and if not ask for help. Make revision cards from your notes, so that you are ready to start your revision. Be fully equipped and on time for every lesson.

This booklet contains information about how to revise and tips on what you should use to support your revision for every subject. Please read this information and start to use it. Whilst the subject information is accurate as we go to print, please be aware changes to the information may occur as we go through the year.

At the back of the booklet there is a section about your future. We wish you every success in the coming months. Your year team, tutors and teachers are all willing to help so keep talking to them.

# General Information

## AAA Revision

AAA revision can be found via remote apps in Lessonstore/AAA revision, you can find the following information under each subject:

1. Examiners reports
2. Mark schemes
3. Past papers
4. Revision materials
5. Specification
6. Summary

## Exam Dates

The schedules for each subject are accurate as we go to print, however as with all new specifications we may decide to change the timing and dates of our programmes of study as the year progresses, we will of course inform you of any changes.

## January/February Exams

Please note the following exams will be taken in January/February 2017:

Date	Subject	Start Time	Duration
Monday 9th January	Science - How scientific ideas have developed	AM	1hr
Tuesday 10th January	Creative iMedia - Pre-production skills	AM	1hr 15 mins
Friday 13th January	Sport Studies - Contemporary issues in sport	PM	1hr
Tuesday 17th January	Music - Unit 1: The Music Industry	AM	1hr
	BTEC Engineering	AM	1hr
	English L1 Writing	PM	45 mins
Friday 20th January	Unit 2: Practices of Managing Money (Re-sit)	AM	45 mins
Thursday 2nd February	Intermediate Maths Challenge	TBC	1hr
Monday 27th February	Unit 3: Financial Capability, Work and Enterprise	PM	1hr

## What should you do after every lesson?

Look back at notes and make sure you understand everything covered in lessons: use revision books to help you with this.

Discuss work and topics regularly with friends.

### **English**

Learn vocab/  
spellings regularly.

Revise vocabulary from book, websites, school sites.

Write a key points summary from each and every lesson. It helps with revision to have a simplified summary to remember.

Organise notes and check their clarity and depth; with permission, copy someone else's if theirs are better.

Look up words that you don't understand.

Keep an on-going folder for each subject of your summary notes. Ask a parent to test you on these regularly.

### **English**

It helps with the fluency of your thoughts and with deduction and inference. Read a novel, a biography, the newspaper – just read!

Catch up on any work missed through illness etc.

Make sure you understand all the work you have just done so that you do not fall behind.

### **Maths**

Separately, but very importantly, you need to practise maths 3 times per week. Try times table practice; or 3 lots of mymaths booster packs. (Do 20 minutes at a time). Don't play the games.

### **For all Languages**

Record vocab onto phone or ipod and listen to it.  
Make revision cards with vocab and phrases on them.  
Put up vocab and phrases round your room.

## When should I revise?

Make yourself a **revision timetable**:

- Work backwards from the date of your first exam, taking into account how many hours you think you will need for each subject (allowing for re-visiting all topics) and the number of hours you are going to allocate to revision each week. Remember – many of your exams will take place before study leave actually begins!
- For the evenings after school, only plan one or two subjects – leave time for relaxation.
- For revision during school holidays or study leave, it is suggested that morning and afternoon revision periods last approximately 3 hours (with appropriate breaks), while evening ones last 2 hours (with breaks).
- Spread your subjects out over time so you cover each one several times.
- Plan 30 minute or 50 minute slots (with breaks).
- Have a start and a finish time. Get into the routine of following your revision plan.
- Set your aim for the session and get on with it - have clear and specific goals, for example, 'at the end of two hours, I will be able to label a diagram of the heart and answer a question on how the heart works'.
- Plan to revise specific topics or aspects of a subject: eg. 'Electricity' rather than just 'science'.
- Leave some days a bit vague in case you need extra time for some topics.
- Ensure that your revision calendar allows you to go over a subject just before the exam itself.
- Colour code your chart if possible: eg. school times in orange, revision work in green, days off in blue.
- Remember this revision calendar may have to be changed when subjects turn out to take longer (or less time) than you had anticipated.

Put exam times in position in BOXES on your weekly revision timetable for exam leave. Use colour highlighting so it is a visual plan. Leave gaps to allow for breaks and social life and/or sports commitments. See the example below:

	AM	PM	EVENING
M 2	French Verbs	Algebra Maths	-
W 3	Rivers - Geog	WW1 - Hist	Source Qs - Hist
Th 4	<span style="border: 1px solid black; padding: 2px;">History</span>	Metals Ch	Life Processes - Bio
F 5	<span style="border: 1px solid black; padding: 2px;">Science</span>	<span style="border: 1px solid black; padding: 2px;">Maths</span>	-
S 6	Football	Volcanoes – Geog	-

### How do I approach my revision?

- **Little and often:** repetition helps learning so go through material 4 or 5 times.
- **Actively:** make your brain work e.g. old question papers; write summary notes; create a memory map.
- By **building on** what you already know/understand.
- **Alert/fresh:** well-rested; good diet; right frame of mind.
- **After a rest period** so you can assimilate information then review.

### How should I revise?

- Don't just read-it is not effective.
- Different revision methods work for different people, and for different subjects – try at least two techniques from the list on the next page to find out what works best for you.

## 1. Look, Cover, Write, Check

- First of all make notes on a topic you are studying. Then look at them for 5 minutes. For example, look at the list below.

### Regular Aerobic Exercise

1. Increase heart muscle
2. Increase stroke volume
3. Decrease resting heart rate
4. Lower systolic and diastolic blood pressure
5. Increase tidal and vital capacity in lungs
6. Increase muscle size
7. Decrease blood cholesterol levels
8. Improve a person's resistance to disease

- Cover it so you **cannot see it**. Get a friend to test you or just write down what you can remember.
- Highlight the ones you forgot and focus on those in your next 5 minute session.
- Now try again-what can you recall?
- You need to try this several times over several weeks to learn key facts.

## 2. Make notes of key points – or questions to follow up later.

You could use **split lists**. These are lists of related key points which balance each other.

- Sides of an argument ('for', 'against')
- Alternative solutions to a problem ('either', 'or')
- Advantages and disadvantages
- Similarities and differences ('compare and contrast')

### Example: split list

#### Characteristics of Arteries and Veins

Artery

Vein

TUBULAR

ENDOTHELIUM PRESENT

TRANSPORTS BLOOD

THICK WALL

NO VALVES

CAN CONSTRICT

BLOOD FROM HEART

HIGH PRESSURE

THIN WALL

POCKET VALVES

CAN'T CONSTRICT

BLOOD TO HEART

LOW PRESSURE

### 3. Summarising

Read through the information you need to revise. Scan for key words and then highlight them. List the key words. Go back and check you have not missed anything and that you have understood what you have written. For example:

*Educational research shows that students enjoy their learning and do well when they understand how to revise. A revision schedule that starts at the beginning of the year and is structured until their examinations, has been shown to be the most effective strategy. A combination of such activities as coaching on revision techniques, practising those techniques in situ, pre-examination preparation sessions and revision schools results in most students exceeding their target grade.*

Now try to summarise this text. After **highlighting** it will look like this:

*Educational research shows that students **enjoy their learning** and do well when they **understand how to revise**. A revision schedule that starts at the **beginning of the year** and is **structured** until their examinations has been shown to be the most **effective** strategy. A combination of such activities as **coaching** on revision techniques, **practising** those techniques in situ, **pre-examination** preparation sessions and **revision schools** results in most students exceeding their target grade.*

And then it should look like this:

- enjoy their learning
- understand how to revise
- beginning of the year
- structured
- effective
- coaching
- practising
- pre-examination
- revision schools

But what can you do now? Well....

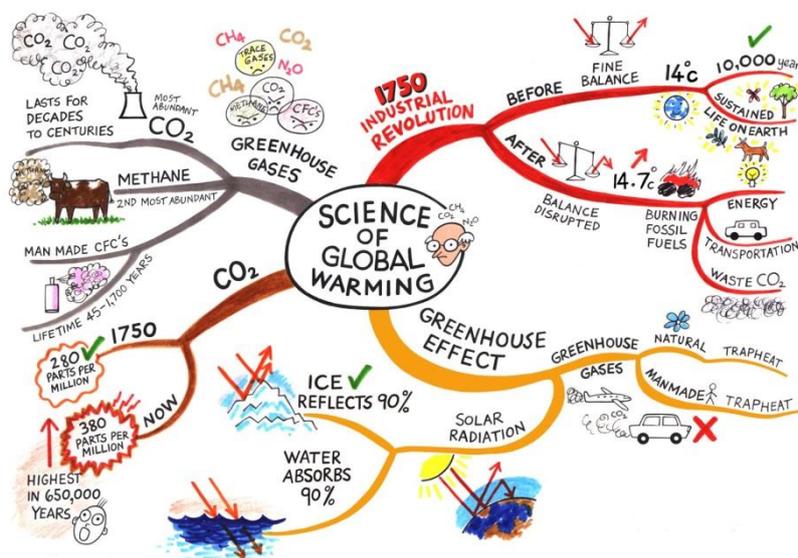
- You could *look cover write check*.
- You could make up a story which has these words in it.
- You could draw a picture which represents each word.
- You can even create a memorable phrase or sentence from the first letter of each word.

## 4. Mind Mapping

First of all get a nice big piece of plain paper and lots of coloured pens/pencils.

- Write the topic in the middle of a page.
- Use pictures and colours where possible.
- Take 4 main ideas about the topic and draw branches coming from the middle – write your main ideas on each branch. Then think of any words associated with the ideas and draw mini branches coming from the main branch with the words on each one.
- Try to see if there are any links between the ideas (branches) and make those clear on your diagram.

See an example below:



## 5. Use Chains

Chains are lists of key points which link in a particular order or sequence: for example, chronological order ('X, then Y, then Z') or cause and effect ('X causes Y, which causes Z'). Your notes could follow a simple line or a flowchart.

## 6. Some other ideas from students which work for them.....

'Make up some question cards with questions on the front and answers on the back! Then make a right, an almost, and a wrong pile. Keep going through the questions till they are all in the right pile, but make this FUN!! Give yourself rewards when you get them all correct!!'

'For each word, come up with a specific visual example. This will help you to see the differences between the terms, and help you to use the words correctly.'

'For each topic, write up one set of index cards with the word on the front, and the definition on the back. Shuffle them and drill yourself. Take turns with a classmate testing each other.'

'Memorise the words whilst listening to a particular song or album. Then, when you need to remember the words, remembering the song might help you to recall them.'

'I think one of the best ways to learn something is to make a song about it with a catchy tune, so you can remember all the information more easily'.

'Decorate your bedroom wall by using a bright array of coloured paper, post it notes, bright diagrams and peg words. This way, whatever you're doing, you are constantly looking at your revision notes! A toilet is also a good place to put revision post it notes – ask the rest of your family first though!'

Revising with your friends can be good fun but be careful as you can also get too distracted. Make it into a game to make sure you stay focused – for example use monopoly money and the rules of *Who Wants to be a Millionaire* to see who gets the richest.

<b>What you need:</b>	an A4 sheet of paper, an A5 sheet of paper and a postcard.
<b>What to do:</b>	First, write out the key topics onto your A4 paper. Fit as much on as you can. Then, take only the important bits and copy the information onto the A5 piece. Try to fit it all on! Condense it again onto the postcard. You should now have only the very important words left.
<b>How to extend it:</b>	Can you get all the important points on the back of a business card?

'If you've got a favourite song, then change the words to facts that you need to remember; you should find that they stick in your mind longer if you associate them with a tune.'

<b>What you need:</b>	a small pile of notes (Post-it or similar) and a biro
<b>What to do:</b>	Write all the key words from your subject onto the notes, then stick them all over your house. As you walk around and see the words, challenge yourself to be able to say what they mean. If you can't do one then look it up. Keep going until you know them all (or they all fall down!)

## 7. Test Yourself!

- Put aside or cover up your books/notes and try to jot down the essential points from memory. Check them against the source.
- Pick one of your brief revision notes or index cards, and expand on it (talking or writing).
- Explain the topic to someone else – or to yourself in the mirror.
- Debate two-sided questions with a clued-up friend.
- Role-play people and situations from your history, geography or literature.
- Make a list of questions that might be asked about a topic – and give an outline answer, verbally or in writing.
- Analyse and attempt past exam questions. Make sure you set the appropriate time limit, and try to work under exam conditions. Remember, questions are designed to make you select relevant points that relate specifically to the question, combine relevant points – perhaps from different aspects of a topic or from different topics, and also to make you interpret data to show you understand the points being raised. Past questions help you think about the content of your notes in different ways, so they are really worth doing.

## Controlled Assessment 2016/17

	Sept-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17
English Language	No controlled assessment										
English Literature	No controlled assessment										
Mathematics	No controlled assessment										
Agriculture (Single)	Throughout Y11										
Agriculture (Double)	Throughout Y11										
Art & Design											
Biology	Varies according to class										
Business Studies											
Catering											
Chemistry	Varies according to class										
Child Development											
Computer Science											
Creative iMedia											
Dance											
Drama											
Electronic Products											
Environmental & Land Based Science	Throughout Y11										
French											
Geography	Completed in Y10										
German											
Graphic Products											
History											
Hospitality											
ICT											
Latin	No controlled assessment										
Music											
Music BTEC											
Physical Education	Throughout Y11										
Physics	Varies according to class										
Product Design											
Philosophy & Ethics	No controlled assessment										
Science Additional	Varies according to class										
Science OCR	Throughout Y11										
Science Core	Varies according to class										
Spanish											
Sport Studies											
Textiles	Throughout Y11										

# English Language

Syllabus	8700		
Where is the specification (syllabus)?	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a>		
Controlled Assessment/Coursework/ Practical	No controlled assessment		
Exam	Summer 2017	2 exams x 1.45hrs	100%
<b>Extra guidance for students</b>			
What should I be doing when I am reading?	<ul style="list-style-type: none"> <li>• Highlighting and annotating important vocabulary and techniques</li> <li>• Think about the types of words used, types of sentences used and use of paragraphs</li> <li>• Note down key vocabulary to create a terminology word bank</li> </ul>		
What makes a good piece of original writing?	<ul style="list-style-type: none"> <li>• Make a plan</li> <li>• Variety of ambitious vocabulary</li> <li>• Variety of sentence structures</li> <li>• Paragraphs that link together</li> <li>• Edit and proofread your work</li> </ul>		
What can I do to revise outside of lessons?	<ul style="list-style-type: none"> <li>• Practise and self-assess with the mark scheme</li> <li>• Work through sample exam papers</li> <li>• Read different types of texts: newspapers, biographies, 19th Century novels etc</li> </ul>		
<b>Extra guidance for parents</b>			
Do you provide any additional support?	Yes. There is a club after school on Thursdays.		
What are the best revision sources?	CPG spelling, punctuation and grammar workbooks		
How can I support my child?	<ul style="list-style-type: none"> <li>• Read texts with your children and discuss them.</li> <li>• Encourage children to create individual spelling lists across all subjects</li> </ul>		

# English Literature

Syllabus	8702		
Where is the specification (syllabus)?	<a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a>		
Controlled Assessment/Coursework/ Practical	No controlled assessment		
Exam	Summer 2017	1 x 1hr 45mins 1 x 2hrs 15mins	100%
<b>Extra guidance for students</b>			
What could I do before each English Literature lesson?	<ul style="list-style-type: none"> <li>• Make sure that you are suitably equipped for your English lesson. You need pens, a pencil and highlighters. Don't forget to bring any set texts that you may be studying</li> <li>• Make sure that any set homework is completed</li> <li>• Make sure that you have reflected on the previous lesson's work</li> </ul>		
What should I do during each English Literature lesson?	<ul style="list-style-type: none"> <li>• Listen carefully, you will never be taught the work in this level of detail again</li> <li>• Ask if you do not understand</li> <li>• Try your best – bring your 'A' game</li> <li>• Contribute to class discussion, don't sit in silence</li> <li>• Don't be afraid to take risks – speculate and take risks with your ideas and the connections that you can make.</li> </ul>		
Where can I go for revision resources?	<ul style="list-style-type: none"> <li>• Unfortunately, as this is a brand new specification, no past papers exist. Beware of information on the internet that looks useful, but might be misleading. Stick to the resources that we recommend</li> <li>• York notes 1-9</li> <li>• Spark notes for plot, character and theme revision notes</li> <li>• AQA CGP revision books 1-9</li> </ul>		
How can I independently support my own learning in English Literature?	<ul style="list-style-type: none"> <li>• Revise little and often and start this early</li> <li>• Vary your revision styles and approaches</li> <li>• Get together with like-minded people and revise key concepts together</li> <li>• Turn off your phone while revising – don't be distracted</li> <li>• Think about how long you will focus on different parts of the English Literature and Language course</li> </ul>		
<b>Extra guidance for parents</b>			
Should I purchase set texts for my child?	<ul style="list-style-type: none"> <li>• Yes, this is useful but not essential, but will allow students to make written annotations in their own text. The full texts can often be found on the AQA e-library</li> <li>• Students should read and re-read the text at least twice before the exam.</li> <li>• Audiobooks are another useful resource. Unabridged versions of all texts studied can be found on Audible.com.</li> </ul>		
How should my child be reading the text?	<ul style="list-style-type: none"> <li>• Students should read the full, unabridged version of the text as the extract on the exam paper could be taken from any part of the book</li> <li>• It would be useful for students to make a note of any key words that they don't understand</li> </ul>		
What else can I do to support my child?	Purchasing recommended revision guides is a useful way to support your child. For a list of suggested revision guides for your child, please see above.		
Should I be downloading past papers?	No, any past papers that exist are likely to be from a previous exam and therefore will not be relevant to the reformed GCSE.		
How can I help my child revise for English Literature?	<ul style="list-style-type: none"> <li>• Ensure that students have access to a quiet space to work</li> <li>• Encourage your child to turn off phones and other distractions while they are revising. Help them by encouraging them to leave phones and devices in a different room</li> <li>• You could help your child to learn key quotations from their set texts – remember that all exams are closed book; they cannot take the text into the exam with them.</li> </ul>		

# Mathematics

Syllabus	EDEXCEL 1MA1 (first teaching 2015, first exam 2017)		
Where is the specification (syllabus)?	<a href="http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf">http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf</a>		
Controlled Assessment/Coursework/ Practical	None		
Exam	Summer 2017	3 x 1.5 hours	100%
<b>Extra guidance for students</b>			
What should a student do before each maths lesson?	Practise the maths learned in the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson. Make sure homework is completed and any missed work is caught up. See your teacher if you have struggled to understand any of the work.		
What should a student do during each maths lesson?	<b>Listen, think and ask questions.</b> Attempt all the work set. Ask for help as soon as you need it. Show all your workings and draw diagrams to help you.		
What should a student do after each maths lesson?	Complete the homework that has been set. Practise the maths you have learned to embed the key skills. Make notes on things you struggled on and then practice. Don't practice until you get it right, practice until you can't get it wrong! Use ActiveLearn or mymaths for independent study.		
How should I use my revision guide?	Use the topic checklists to ensure you concentrate on the correct topics. Pick a topic you are not confident with, read the notes and annotate and highlight any key points. Then you <b>MUST</b> try some practice questions. Use ActiveLearn, mymaths or your workbook to practice some questions on that topic.		
Where are the past papers and how many should I do?	This is a new specification and therefore there are no past papers yet. However, there are 5 sets of practice papers available on the Redborne Maths Website. There are also old specification papers available online.		
What is the best way to use past papers in maths?	Try these under timed conditions. Get a friend or parent to mark it using the mark scheme and highlight your weak topics. Then return to your revision guide to practise.		
<b>Extra guidance for parents</b>			
Do we provide a maths revision guide?	Students have had the opportunity to purchase a revision guide in the first half term of year 11. Further orders will be placed before the Christmas break.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	Pearson Edexcel Higher or Foundation GCSE 9-1 Revision Guides		
What's the best way to support your child with learning maths?	Provide a quiet place to work or ask him/her to attend our <b>study club</b> after school. (See year 11 parent handbook). Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.  Ask them about what they are studying and have a positive attitude towards maths. Even if you find maths hard, it is important that this negativity is not transferred to your children. We need them to be resilient.  Check Show My Homework to keep on top of their schedule. Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.		
My child likes to revise using digital media	Use ActiveLearn, Mathswatch VLE, mymaths or the Redborne Maths website.		

## Agriculture Level 2 Single Award

Syllabus	NPTC Level 2 Certificate, Extended Certificate and Diploma in Agriculture (QCF) (0073-02)		
Where is the specification (syllabus)?	<a href="http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf">http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf</a>		
Controlled Assessment/Coursework/ Practical	<p><b>Three modules are covered over 2 years and assessed throughout the course at PASS, MERIT and DISTINCTION level (PASS is equivalent to a Grade C at GCSE, MERIT = Grade B, DISTINCTION = Grade A, DISTINCTION* = A*)</b></p> <p><b>ASSIGNMENT 207 INTRODUCTION TO ANIMAL AND PLANT HUSBANDRY</b></p> <p><b>ASSIGNMENT 211 INTRODUCTION TO ANIMAL AND PLANT BIOLOGY</b></p> <p><b>ASSIGNMENT 217 CONSERVATION AND IMPROVEMENT OF BRITISH HABITATS</b></p>		
Exam	N/A	N/A	N/A
<b>Extra guidance for students</b>			
What should a student do before each Agriculture lesson?	Each Assignment has an <b>Assignment Sheet</b> given to the students which highlights the level of each task, what information is required and useful websites or links. This work is to be completed within class and at home as necessary		
What should a student do during each Agriculture lesson?	<b>Listen, think and ask questions.</b> With the coursework do not just simply copy and paste information. Make sure you use your own words, make sure that you understand the work and make sure that any references are copied into your work.		
What should a student do after each Agriculture lesson?	The expectation is that all students have the opportunity to access all levels of achievement and this is highlighted on the <b>Assignment Sheets</b> . Additional time may be required to complete all of the tasks to achieve the highest level. There is always computer access on the farm at break and lunchtime and after school and always a member of staff there to help.		
How can I improve the standard of my work?	Each task will have an <b>Assignment Sheet</b> which gives information on what work you need to produce to achieve each level. Look carefully at your <b>Student Feedback Sheets</b> to see what to improve and how to improve. There is always an opportunity to access the computers on the farm at break and lunchtime and after school and always a member of staff there to help.		
Where are the past papers and how many should I do?	There is no exam so no need for past papers but there are resources in Lesson Store/Agriculture/Farm Examples/folders 201, 202, 204, 207, 211, 217		
What is the best way to use the resources in AGRIC ?	The resources are there to provide an idea on the type and depth of information needed to complete each task fully. The information is not there to simply copy-and-paste and no credit will be given and the students will be asked to do it again		
<b>Extra guidance for parents</b>			
Do we provide an AGRIC revision guide?	No, not needed but all resources are on Lesson Store (see above)		
What's the best way to support your child with learning AGRIC?	As the course is 100% portfolio based and assessed within school the <b>Assignment Sheets</b> and <b>Student Feedback Sheets</b> provide all the help and guidance the students need to access the highest grades. All these sheets are emailed to the students and they are told to save them into their User Area. They should be able to access this information from home if they need to complete or improve some work		

## Agriculture Level 2 Double Award

Syllabus	NPTC Level 2 Certificate, Extended Certificate and Diploma in Agriculture (QCF) (0073-02)		
Where is the specification (syllabus)?	<a href="http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf">http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf</a>		
Controlled Assessment/Coursework/ Practical	<p>Three modules are covered over 2 years and assessed throughout the course at <b>PASS, MERIT and DISTINCTION</b> level (PASS is equivalent to a Grade C at GCSE, MERIT = Grade B, DISTINCTION = Grade A, DISTINCTION* = A*)</p> <p><b>ASSIGNMENT 201 UNDERTAKE AND REVIEW WORK RELATED EXPERIENCE IN THE LANDBASED INDUSTRIES</b></p> <p><b>ASSIGNMENT 202 ENVIRONMENTAL AND LAND-BASED BUSINESS</b></p> <p><b>ASSIGNMENT 204 INTRODUCTION TO FARM ANIMAL PRODUCTION</b></p>		
Exam	N/A	N/A	N/A
<b>Extra guidance for students</b>			
What should a student do before each Agriculture lesson?	Each Assignment has an <b>Assignment Sheet</b> given to the students which highlights the level of each task, what information is required and useful websites or links. This work is to be completed within class and at home as necessary.		
What should a student do during each Agriculture lesson?	<b>Listen, think and ask questions.</b> With the coursework do not just simply copy and paste information. Make sure you use your own words, make sure that you understand the work and make sure that any references are copied into your work.		
What should a student do after each Agriculture lesson?	The expectation is that all students have the opportunity to access all levels of achievement and this is highlighted on the <b>Assignment Sheets</b> . Additional time may be required to complete all of the tasks to achieve the highest level. There is always computer access on the farm at break and lunchtime and after school and always a member of staff there to help.		
How can I improve the standard of my work?	Each task will have an <b>Assignment Sheet</b> which gives information on what work you need to produce to achieve each level. Look carefully at your <b>Student Feedback Sheets</b> to see what to improve and how to improve. There is always an opportunity to access the computers on the farm at break and lunchtime and after school and always a member of staff there to help.		
Where are the past papers and how many should I do?	There is no exam so no need for past papers but there are resources in Lesson Store/Agriculture/Farm Examples/folders 201, 202, 204, 207, 211, 217		
What is the best way to use the resources in AGRIC ?	The resources are there to provide an idea on the type and depth of information needed to complete each task fully. The information is not there to simply copy-and-paste and no credit will be given and the students will be asked to do it again		
<b>Extra guidance for parents</b>			
Do we provide an AGRIC revision guide?	No, not needed but all resources are on Lesson Store (see above)		
What's the best way to support your child with learning AGRIC?	As the course is 100% portfolio based and assessed within school the <b>Assignment Sheets</b> and <b>Student Feedback Sheets</b> provide all the help and guidance the students need to access the highest grades. All these sheets are emailed to the students and they are told to save them into their User Area. They should be able to access this information from home if they need to complete or improve some work		

## Art & Design

Syllabus	Edexcel Art and Design Specification 5ADO		
Where is the specification (syllabus)?	<b><u>Lesson Store/ AAA Revision/ GCSE years 10 and 11/Art/Specification or Edexcel web site.</u></b>		
Controlled Assessment/Coursework/ Practical	<p style="text-align: center;">60% of final grade consisting of: A personal portfolio and 2 sketchbooks.</p> <p style="text-align: center;">Done in class under controlled conditions and homework time with a signed authentication sheet signed by the student and teacher to confirm that it is all their own work. There are systems in place to challenge any student who is suspected of submitting work which is not their own or had assistance beyond what is permissible.</p>		
Exam	Summer 2017	1X 10 hour	40%
<b>Extra guidance for students</b>			
What should a student do before each art lesson?	<p>Make sure they have their sketchbook, media, equipment and resources to participate fully in the lesson and make effective progress. Please be aware that as the course progresses students will be producing personal individual work that may require additional resources and planning that should be discussed with their teacher prior to each lesson. For example, previous students have prepared for their lessons by taking primary photographs, visiting galleries or carried out background research according to their individual needs and theme.</p> <p>Students should review their most recently set written and verbal targets and check what they need to do to achieve timely progress in their next lesson.</p>		
What should a student do during each art lesson?	<b>Get out their equipment and homework promptly and engage with the lesson according to the instructions of their teacher. Actively engage with the lesson being inquisitive, asking relevant questions.</b>		
What should a student do after each art lesson?	Store their work safely in the designated area and tidy away all resources checking that they fully understand what is required in terms of homework set including preparation required for the next lesson.		
How should I use my revision guide?	Refer to Lesson store AAA for revision tips- L:\AAA Revision\Years 10 & 11\Art.		
Where are the past papers and how many should I do?	There are examples of past papers on the Edexcel web site. They are no requirement to complete past papers outside of guided lessons as students are given experience of past papers during lessons.		
<b>Extra guidance for parents</b>			
Do we provide an art revision guide?	Yes – students can refer to <a href="L:\AAA Revision\Years 10 &amp; 11\Art">L:\AAA Revision\Years 10 &amp; 11\Art</a> as well as hard copy resources in each classroom tailored students 'needs.		
For more detail	Students may refer to Edexcel exam board's exemplar material on their web site.		
What's the best way to support your child with learning art?	<p>Provide a quiet place to work or ask him/her to attend our <b>art club</b> after school. (See year 11 parent handbook).</p> <p>Liaise with the student's art teacher for suggestions that are specific to their current personal development of their projects.</p> <p>Please encourage regular practice of art techniques and working at pace whilst retaining high quality as this will be tested in their GCSE final exam.</p>		
My child likes to revise using digital media	Students can gain inspiration from art gallery websites and <a href="http://www.bbc.co.uk/arts/sections/art-and-artists">http://www.bbc.co.uk/arts/sections/art-and-artists</a> .		

# Biology

Syllabus	AQA Biology exam from 2014		
Where is the specification (syllabus)?	<a href="http://filestore.aqa.org.uk/subjects/AQA-BIOL-W-SP-14.PDF">http://filestore.aqa.org.uk/subjects/AQA-BIOL-W-SP-14.PDF</a>		
Controlled Assessment/Coursework/ Practical	<p style="text-align: center;">25% of final grade consisting of:                  2 written exams (40 minutes and 50 minutes) and one research lesson and one practical lesson.                  Done in class time under controlled conditions. There are up to 3 possible controlled assessments, the best score counts.</p>		
Exam	Summer 2017	3 x 1 hour	25% each (totaling 75%)
<b>Extra guidance for students</b>			
What should a student do before each biology lesson?	Read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson.		
What should a student do during each biology lesson?	<p><b>Listen, think and ask questions.</b>                  Don't just copy blindly from the board or follow a recipe when doing an experiment. What does the experiment show? How does it relate to the theory?                  Ask questions about anything not understood from the previous lesson.                  Think what else you would like to know about the subject, and ask.</p>		
What should a student do after each biology lesson?	<p>Go over your class notes and annotate your revision guide (on post-its if it is not your own) or annotate your class notes. Can you make a summary card of the key points and store it in a revision folder?                  Make flash cards of the terminology – there is a lot in biology.                  Make mindmaps at the end of each topic. Cover each part with a post-it, and see if you can remember what it says.</p>		
How should I use my revision guide?	<p>Start with one topic. This is usually one double page in the revision guide. Read it and decide which are the key points. Write them on a summary card (no bigger than a postcard). Think and say them out loud, ask someone to test you on them.                  Teach them back to a study buddy.                  Do all the questions. Ask you teacher if you don't know the answers.</p>		
Where are the past papers and how many should I do?	<p>This is the last year of this specification. There are many past papers:  <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-4401/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/science/gcse/biology-4401/past-papers-and-mark-schemes</a>                  Do all of them, keeping at least one to do in timed conditions.</p>		
What is the best way to use past papers in biology?	<p>Take 2/3 papers, and at the end of revising each chapter, look through and do the relevant questions.                  Keep at least one paper to do under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.</p>		
<b>Extra guidance for parents</b>			
Do we provide a biology revision guide?	Yes: each student has one at home to use.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	<p>AQA GCSE Biology Revision Guide ISBN-10: 1408508281                  The full textbook can now be bought online cheaply secondhand ISBN-10: 1408508265</p>		

<p>What's the best way to support your child with learning biology?</p>	<p>Provide a quiet place to work or ask him/her to attend our <b>study club</b> after school. (See year 11 parent handbook).          Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.</p> <p>Please encourage regular revision (see below). 30 minutes 3 x per week (starting now) of learning work from year 10 and 9. All of this will be tested in their GCSE final exams.</p> <p>Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.</p>
<p>My child likes to revise using digital media</p>	<p>Try the youtube videos 'myGCSEscience'</p>
<p>What's the best way to revise from video tutorials?</p>	<p>Talk this through with your child:          watch and make notes of the key points. Read them and ask to be tested on these key points. Again, 30 minutes 3 times per week from now.</p>

# Business Studies

Controlled Assessment/Coursework/ Practical	Autumn Term - 6wks of research & 3hrs for analysis and evaluation report – 25%		
Exam	Summer 2017	2hrs	75%
<b>Extra guidance for students</b>			
Tips on how to revise and tackle the examination paper	<p>You have been issued with a revision guide which is laid out very clearly and all the concepts for the syllabus are covered. It is essential that you make suitable revision notes or diagrams using the text book as well as using the contextualised scheme of work as a checklist which is in hard copy and in lesson store to make sure that everything has been revised and there are no gaps in your knowledge. In lesson store in AAA Revision as well as the business studies section where there are lots of electronic resources available which other business studies students in the past have found really useful. Practice makes perfect and doing past examination papers is essential especially after studying the mark scheme and examiner report so that you know exactly what the examiner want to see included in the answer. Using your time effectively during the 2 hour examination is essential and avoid hurrying answers as you have plenty of time to: highlight the key words in each of the question; think about the theory which will be appropriate, then write a detailed plan including an introduction and conclusion, and make sure in the body of the answer you have included the concepts, applied them in context and analysed the point which you have made. Always proof read your answers, and also make sure that you answer all the questions in the actual examination.</p>		
<b>Extra guidance for parents</b>			
What's the best way to support your child with Business Studies?	<p>It would be good if you could provide a table and suitable stationary so that your child can lay out their work and have the resources to write up notes and do images to help them revise and the use of coloured paper or coloured writing materials have always been useful to break up the text. Each business studies student has a textbook so it would be good if you checked their revision notes against the different sections in the book so that you can monitor if they have covered all the details in the book and put them onto prompt cards or sheets. In lesson store there are lots of electronic resources which are helpful and websites such as <a href="http://www.tut.or2u">www.tut.or2u</a> are very useful and in particular the diagrams which they include in the explanations. Also <a href="http://www.wjec.com">www.wjec.com</a> has included in their website revision materials for this GCSE. Could you also encourage your child to plan answers so that they automatically do a plan for each text question so that stops them from hurrying their answers and gives them the opportunity to pause; think; write a plan; think again and then write the answer.</p>		

# Catering

Syllabus	WJEC GCSE in Catering Teaching from 2012		
Where is the specification (syllabus)?	<a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=cateringAndCatering&amp;level=GCSE">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=cateringAndCatering&amp;level=GCSE</a> Download the document called 'Linear GCSE in Hos & Cat for assessment from 2014' Specification for Catering GCSE is on Page 8-11		
Controlled Assessment/Coursework/ Practical	<b>Year 11: controlled assessment 40% of final grade</b> 30 hour task to include; <ul style="list-style-type: none"> <li>(a) Investigating and planning the task (research and planning)</li> <li>(b) Carrying out the task (practical exam)</li> <li>(c) Evaluating the task (evaluation)</li> </ul> Brief: The local hotel in your area is holding an international week. As the trainee chef you have been invited to take part and have been asked to prepare a two-course meal from a country of your choice.		
Exam	Summer 2017	1 ¼ hour	<b>40%</b>
<b>Extra guidance for students</b>			
What should a student do before each catering lesson?	<b>Theory lesson:</b> read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson. Ensure any written homework has been completed and ready to hand in. <b>Practical lesson:</b> ensure an appropriate recipe has been selected, ingredients organised and recipe read in preparation.		
What should a student do during each catering lesson?	<b>Theory: Listen, think and ask questions.</b> Don't just copy blindly from the board. Ask questions about anything not understood from the previous lesson. <b>Practical:</b> clean as you go. Focus on the recipe and try to resolve problems independently. Plan ahead with presentation and work efficiently to ensure all tasks are completed within the lesson time.		
What should a student do after each catering lesson?	<b>Theory:</b> Go over your class notes and annotate your revision guide (if it is your own) or annotate your class notes. Can you make a summary card of the key points and store it in a revision folder? <b>Practical:</b> Consider what has gone well and what could have been improved with your recipe choice. Complete a taste panel for your dish if it has been made as a trial idea for controlled assessment.		
How should I use my revision guide?	Start with one topic. This is usually one double page in the revision guide. Read it and decide which are the key points. Write them on a summary card (no bigger than a postcard). Think and say them out loud, ask someone to test you on them. Teach them back to a study buddy.		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers: <a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE&amp;pastpaper=true">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE&amp;pastpaper=true</a> <b>Catering past papers are <u>unit 2</u> – make sure you download and complete the correct one</b>  Do all of them. Each one takes an hour and 15 minutes, marking takes 20-30 minutes. You must therefore plan your time.		
What is the best way to use past papers in catering?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.		

Extra guidance for parents	
Do we provide a catering revision guide?	Yes: these are issued in year 11.
If you wanted to buy the revision guide yourself? The bonus of this is that you can write in it and have annotations added.	GCSE Catering WJEC Study & Exam Practice (A*-G course) <a href="https://www.cgpbooks.co.uk/Student/books_gcse_catering.book_KWR41">https://www.cgpbooks.co.uk/Student/books_gcse_catering.book_KWR41</a>
What's the best way to support your child with learning catering?	<p>Provide a <u>quiet place</u> to work.</p> <p>Ensure <u>show my homework</u> is checked regularly to ensure homework tasks are completed on time.</p> <p>Check which lessons are allocated for <u>practical lessons</u> – make sure that practicals are planned in advance especially when students are asked to research their own recipes to meet a brief.</p> <p>Encourage him/her to <u>weigh their own ingredients</u> before each lesson and to <u>read the recipe</u> to help plan the practical lesson and improve confidence in the method.</p> <p>Encourage students to <u>cook and clear up at home</u>. Practical skills and good hygienic practices are vital for the controlled assessment. Practice good time management and presentation.</p> <p>Be your child's study buddy; remind them to <u>switch off all social media when working</u>; limit time on the X- box etc; encourage exercise and a good diet, including breakfast.</p> <p>Please encourage <u>regular revision</u> (see below). 30 minutes 3 x per week (starting now) of learning work from year 10 and 9. All of this will be tested in their GCSE final exams.</p> <p>Help them <u>mark their past papers</u>. See 'past paper' information above in the <b>guidance for students</b> section.</p>

# Chemistry

Syllabus	AQA chemistry 4402 exam from 2014		
Where is the specification (syllabus)?	<a href="http://filestore.aqa.org.uk/subjects/AQA-4402-W-SP-14.PDF">http://filestore.aqa.org.uk/subjects/AQA-4402-W-SP-14.PDF</a>		
Controlled Assessment/Coursework/ Practical	<p style="text-align: center;">25% of final grade consisting of:                  2 written exams (40 minutes and 50 minutes) and one research lesson and one practical lesson.                  Done in class time under controlled conditions. There are up to 3 possible controlled assessments, the best score counts.</p>		
Exam	Summer 2017	3 x 1 hour C1, C2 and C3	25% each (totaling 75%)
<b>Extra guidance for students</b>			
What should a student do before each chemistry lesson?	Read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson.		
What should a student do during each chemistry lesson?	<p><b>Listen, think and ask questions.</b>                  Don't just copy blindly from the board or follow a recipe when doing an experiment. What does the experiment show? How does it relate to the theory?                  Ask questions about anything not understood from the previous lesson.</p>		
What should a student do after each chemistry lesson?	Go over your class notes and annotate your revision guide (if it is your own) or annotate your class notes. Can you make a summary card of the key points and store it in a revision folder?		
How should I use my revision guide?	Start with one topic. This is usually one double page in the revision guide. Read it and decide which are the key points. Write them on a summary card (no bigger than a postcard). Think and say them out loud, ask someone to test you on them. Teach them back to a study buddy.		
Where are the past papers and how many should I do?	<p>This is the last year of this specification. There are many past papers:  <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-4402/past-papers-and-mark-schemes">www.aqa.org.uk/subjects/science/gcse/chemistry-4402/past-papers-and-mark-schemes</a></p> <p>Do all of them, twice if you have time. Each one takes an hour, marking takes 20 minutes, there are 3 papers per year. With 4 years of papers that is 15 hours. You must plan your time.</p>		
What is the best way to use past papers in chemistry?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.		
<b>Extra guidance for parents</b>			
Do we provide a chemistry revision guide?	Yes: each student has one at home to use.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	CGP AQA chemistry either H or F tier (student to ask teacher, but if in doubt, buy H tier) <a href="http://www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old">www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old</a>		
What's the best way to support your child with learning chemistry?	Provide a quiet place to work or ask him/her to attend our <b>study club</b> after school. (See year 11 parent handbook).		

	<p>Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.</p> <p>Please encourage regular revision (see below). 30 minutes 3 x per week (starting now) of learning work from year 10 and 9. All of this will be tested in their GCSE final exams.</p> <p>Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.</p>
My child likes to revise using digital media	Try the youtube videos 'myGCSEscience'
What's the best way to revise from video tutorials?	Talk this through with your child: watch and make notes of the key points. Read them and ask to be tested on these key points. Again, 30 minutes 3 times per week from now.

# Child Development

Syllabus	OCR GCSE 2012 Home Economics: Child Development SpecificationJ441		
Where is the specification (syllabus)?	<a href="http://www.ocr.org.uk/Images/69929-specification.pdf">http://www.ocr.org.uk/Images/69929-specification.pdf</a>		
Controlled Assessment/Coursework	Child Study – 30% of final grade (Year 10 controlled assessment – 30% of final grade)		
Exam	Summer 2017	1 x 1 hour 30 minutes	40% of final grade
<b>Extra guidance for students</b>			
What should a student do before each Child Development theory lesson?	Use the text book to re-cap on the last theory topic covered in class. Read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson. Ensure all homework tasks have been completed.		
What should a student do during each Child Development theory lesson?	Listen carefully. Record accurate theory notes. Highlight key terms. Complete independent tasks in detail. Ask questions about anything not understood. Respond to teacher feedback and targets. Maintain an organised and up-to-date theory folder.		
What should a student do after each Child Development lesson?	Go over class notes and add annotation. Produce a summary card of key points. Produce revision materials. Write a set of key questions to be used for revision. Update subject glossary.		
How should I use my revision guide?	Revise one topic at a time. Use the revision guide to produce revision resources e.g. revision cards, mind-maps etc. Complete the revision exercises at the end of each chapter. Use the checklist at the front of the revision guide to ensure that you revise and understand all specification topics.		
What topics should I revise first?	Start revising the topics covered early in Year 10. Topics to start with: The family, parenthood, childcare options, characteristic and needs of a newborn baby, premature babies, diet and nutrition, bottle and breastfeeding, weaning and PIES development.		
Where are the past papers?	This is the last year of this specification. There are many past papers: <a href="http://www.ocr.org.uk/qualifications/gcse-home-economics-child-development-j441-from-2012/">http://www.ocr.org.uk/qualifications/gcse-home-economics-child-development-j441-from-2012/</a> You will be provided with further past exam papers to use in the final revision lessons.		
What is the best way to use past papers in Child Development?	Try a paper under timed conditions. Mark the paper carefully using the exam board's mark scheme. Use the mark schemes to update and improve revision resources.		
What should a student do outside of lessons for the child study controlled assessment?	Complete six child visits/observations. Record detailed evidence of three play activities for each visit. Use a range of observation methods and techniques. Annotate photographic evidence.		
<b>Extra guidance for parents</b>			
Resources to support independent study and revision	All students have been loaned an OCR Child Development text book and a Lonsdale revision guide. Students will take their theory folder home towards the end of Year 11.		
What's the best way to support your child with learning Child Development?	Provide a quiet place to work. Students may also attend Child Development drop-in sessions at lunchtimes or after school. (See year 11 parent handbook). Help with providing revision resources e.g. highlighter pens, revision cards, post-it notes and notepads. Encourage regular revision and offer to test your child on recently revised topics.		

# Computer Science

Specification	<b>AQA GCSE Computer Science 4512</b> <a href="http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-4512">http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-4512</a>		
Coursework	Submit - Feb 2017	Approx. 50hrs	60%
Exam	7 <sup>th</sup> June 2017		40%
Extra resources	AQA GCSE Computer Science Steve Cushing (ISBN-13: 978-1444182262)		
Websites	<ul style="list-style-type: none"> <li>• Dynamic Learning - <a href="http://my.dynamic-learning.co.uk/">http://my.dynamic-learning.co.uk/</a></li> <li>• BBC Bitesize - <a href="http://www.bbc.co.uk/education/subjects/z34k7ty">http://www.bbc.co.uk/education/subjects/z34k7ty</a></li> <li>• Teach-ICT - <a href="http://www.teach-ict.com/gcse_computing.html">http://www.teach-ict.com/gcse_computing.html</a></li> <li>• Samlearning - <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></li> <li>• AQA videos - <a href="https://www.youtube.com/playlist?list=PL04uZ7242_M7vEYGOr_QDVJJNAfip_iEh">https://www.youtube.com/playlist?list=PL04uZ7242_M7vEYGOr_QDVJJNAfip_iEh</a></li> </ul>		
How should students be prepared for learning each lesson?	<ul style="list-style-type: none"> <li>• Create revision notes from each theory lesson.</li> <li>• Keep up to date with recent trends on the BBC Technology webpages.</li> <li>• Complete homework theory tasks.</li> <li>• Refer back to the revision guide given to you in year 11.</li> </ul>		

# Creative iMedia

Specification	<b>OCR Cambridge Nationals Level1/2 Creative iMedia</b> <a href="http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/">http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/</a>	
Coursework	Submit May 2017	75%
Exam	10 <sup>th</sup> Jan 2017 (Re-take on 7 <sup>th</sup> June)	25%
Topics to cover	<ol style="list-style-type: none"> <li>1. Understand the purpose and content of pre-production</li> <li>2. Be able to plan pre-production</li> <li>3. Be able to produce pre-production documents</li> <li>4. Be able to review pre-production documents</li> </ol>	
Extra resources	There are no textbooks for this course.	
How should students be prepared for learning each lesson?	<ul style="list-style-type: none"> <li>• Meet in class deadlines, use remote apps to access coursework.</li> <li>• Make use of the lunchtime/after school workshops if not completed on time.</li> <li>• Create revision notes from each theory lesson.</li> <li>• Complete homework theory tasks.</li> </ul>	

## Dance

Syllabus	AQA GCSE Dance		
Where is the specification (syllabus)?	<a href="http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF">http://filestore.aqa.org.uk/subjects/AQA-4230-W-SP-14.PDF</a>		
Controlled Assessment/Coursework/ Practical	80% of final grade consisting of 4 practical modules. Done in class time under controlled conditions		
Exam	Summer 2017	1 hour	20%
<b>Extra guidance for students</b>			
What should a student do before each Dance lesson?	Read the notes from the previous theory lesson and note any points that were not understood, ready to ask the teacher during the next lesson. Recap and revise the practical dance work i.e. set study, choreography, solo composition		
What should a student do during each Dance lesson?	<b>Engage, participate and learn.</b> Ensure you have full kit, remove all jewelry. Any injuries tell EJG. Ensure all injuries have a note		
What should a student do after each Dance lesson?	Go over your class notes and annotate your revision guide (modular booklet) or annotate your class notes. Can you make a summary card of the key points and store it in a revision folder? Practical – attend one lunchtime rehearsal to recap current practical work.		
How should I use my revision guide/modular booklet?	Start with one topic. Read it and decide which are the key points. Write them on a summary card (no bigger than a postcard). Think and say them out loud, ask someone to test you on them. Teach them back to a study buddy.		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers: <a href="http://www.aqa.org.uk/subjects/dance/gcse/dance-4230/past-papers-and-mark-schemes">www.aqa.org.uk/subjects/dance/gcse/dance-4230/past-papers-and-mark-schemes</a>  Do all of them, twice if you have time. Each one takes an hour, marking takes 20 minutes, there is one paper per year. The website has 2015, 2014 and 2013 papers. All other past papers from 2011 can be accessed from the dance department.		
What is the best way to use past papers in Dance?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.		
<b>Extra guidance for parents</b>			
Do we provide a chemistry revision guide/dance booklet?	No – there are no published booklets. EJG creates modular booklets that are used for revision.		
What's the best way to support your child with learning Dance?	Provide a quiet place to work or ask him/her to attend our afterschool rehearsals that run every day including lunchtime. Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.  Please encourage regular rehearsals. At least one lunch and afterschool revision per week.  Help them mark their past papers. See 'past paper' in AAA revision.		
Using digital media	You Tube has access to Matthew Barnes nutcracker where they can view the whole work in its entirety. This is one of their set works. Students can also access the set study "Impulse or Find It" on the AQA website. It is advised that all students use You Tube to find some interesting music for their choreographies and watch professional dance pieces as some inspiration. Christopher Bruce's "Swansong" second set work can be purchased on DVD from Amazon.		

# Drama

Syllabus	<b>2DR01</b>
Where is the specification (syllabus)?	<b>Edexcel website (first teaching 2012)</b>
Remaining assessment: Practical exam performance	40% resulting from a scripted group performance assessed by an external examiner in April/May 2017
<b>Extra guidance for students</b>	
What should a student do before each drama lesson?	Learn their lines, arrive to lessons with inventive practical ideas, consider the physical and vocal qualities of their character(s), have their scripts in their bags, have considered set and costumes.
What should a student do during each drama lesson?	Try out ideas (even if they might not be their preference), make marginal notes on their scripts, ask questions about their characters, genre and plot.
What should a student do after each drama lesson?	Learn their lines, try to arrange rehearsals in their own time (at school or at home).
<b>Extra guidance for parents</b>	
What's the best way to support your child in drama?	Encourage your child to attend extra-curricular rehearsals with their group, test them on their lines, encourage them to communicate with their practical group to arrange rehearsals, help them to source costumes and props, watch media footage of past performances of their practical piece if available.

# Electronic Products

Syllabus	AQA D&T: Electronic Products Specification from 2014	
Where is the specification (syllabus)?	<a href="http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-electronic-products-4540">http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-electronic-products-4540</a>	
Controlled Assessment	Unit 2 (45402) - design and make activity - 45 hrs - 90 marks - 60%	
Exam	Summer 2017	Unit 1 (45401) - written paper - 2 hrs - 40%
<b>Extra guidance for students</b>		
What should a student do before each Electronics lesson?	Read the notes from the previous lesson and note any points that were not understood. Review controlled assessment progress and teacher feedback. Access assistance resources.	
What should a student do during each Electronics lesson?	Make progress in controlled assessment by focusing throughout the hour on specific tasks as directed by staff. In theory lessons, to be attentive and engaged. Make appropriate notes and ask questions if you do not understand. Make a note of what you need to do outside of lesson time.	
What should a student do after each Electronics lesson?	Use remote apps to access controlled assessment to review work. Spend time editing and working on layout. Go over theory notes and make sure that you understand the topics covered. Raise any concerns with your teacher in the next lesson.	
How should I use my revision guide?	Design and Technology revision guides are available through the dept. They should be used regularly with students own notes added in the relevant sections on post it notes. Use the small 'test sections' and glossary for key terms.	
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers which can be found on AAA Revision Pick some and go through answering on a piece of scrap paper. Mark them yourselves using the mark schemes provided.	
What is the best way to use past papers in Electronics?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours.	
<b>Extra guidance for parents</b>		
Do we provide an Electronics revision guide?	Yes, a paper guide will be available through the DT department at a subsidised rate. An electronic revision guide is available for free on AAA Revision.	
What's the best way to support your child with learning Electronics?	Ensure that you child attends the after school support sessions every week.  Raise any concerns with the students and member of staff –stcforbes@redborne.com  Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.	
My child likes to revise using digital media	You can access a variety of online resources on sites such as BBC Bitesize and Technology Student.	

## Environmental & Land Based Science

Syllabus	OCR Environmental and Land-Based Science (J271) from 2012		
Where is the specification (syllabus)?	<a href="http://www.ocr.org.uk/Images/82524-specification.pdf">http://www.ocr.org.uk/Images/82524-specification.pdf</a>		
Controlled Assessment/Coursework/ Practical	<p>60% of final grade consisting of:</p> <p>Investigative Project (12-15hrs approx.) worth 24%. Done in class time under controlled conditions.</p> <p>Work-Based Report (12-15hrs approx..) worth 24%. Done in class time under controlled conditions.</p> <p>Practical Skills (12-15hrs approx.) worth 12%. 4 Practical tasks are assessed worth 3% each. Done in class time under controlled conditions.</p>		
Exam	Summer 2017	2 x 1 hour (B681 Management of the Natural Environment & B683 Commercial Horticulture, Agriculture and Livestock Husbandry) each worth 20%	40%
<b>Extra guidance for students</b>			
What should a student do before each ELBS lesson?	Make sure that all the notes are fully copied up and complete. Any uncertainties see the teacher or arrange time outside of the lesson		
What should a student do during each ELBS lesson?	<p><b>Listen, think and ask questions.</b></p> <p>With the coursework do not just simply copy and paste information. Make sure you use your own words, make sure that you understand the work and make sure that any references are copied in a Bibliography and cross referenced</p>		
What should a student do after each ELBS lesson?	Make sure that you use the Revision Guide to help build up your notes. Add any extra information and annotate your guide. Make sure that the questions are attempted and refer to the mark-scheme.		
How should I use my revision guide?	Use the revision guide as a start of the revision. Condense the notes onto a summary card, make a mind-map of the information and stick this in your folder or on your wall at home.		
Where are the past papers and how many should I do?	<p><a href="http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/">http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/</a> Make sure that you do all of these twice.</p> <p>For both B681 (Management of the Natural Environment Higher Tier) and B683 (Commercial Horticulture, Agriculture and Livestock Husbandry)</p> <p>Use the Mark-schemes for each paper to mark and grade your-self.</p> <p>The Examiners reports give useful information of questions that were answered well and those that were not</p> <p>You can also use the Legacy Qualification Materials <a href="http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/">http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/</a></p> <p>Use B493 for the new B681 Module</p> <p>Use B492 and B495 for the new B683 Module</p>		

	<p>You could try a paper under timed conditions but firstly I would use the papers to revise topic by topic.</p> <p>For example if you are revising Soils, look at all the questions from all of the B681 (or B493 Legacy Qualification) and try to answer these.</p> <p>Look at the style of questions and add the standard answers from the Mark-schemes</p>
What is the best way to use past papers in ELBS?	<p>You could try a paper under timed conditions but firstly I would use the papers to revise topic by topic.</p> <p>For example if you are revising Soils, look at all the questions from all of the B681 (or B493 Legacy Qualification) and try to answer these.</p> <p>Look at the style of questions and add the standard answers from the Mark-schemes</p>
<b>Extra guidance for parents</b>	
Do we provide a ELBS revision guide?	<p>Yes, we have produced an in-house revision guide, there is no commercially available revision guide for this subject</p> <p><a href="#">Lesson Store/AAA Revision/Years 10 &amp; 11/ ELBS/Revision Materials/B681 and B683 revision guide</a></p>
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	<p>CGP AQA chemistry either H or F tier (student to ask teacher, but if in doubt, buy H tier) <a href="http://www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old">www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old</a> Above needs removing, there are no other suitable texts</p>
What's the best way to support your child with learning ELBS?	<p>The aspect of this course that has the biggest impact is a good performance in the Coursework. We run sessions at lunchtime and after school for coursework catch-up where the students will receive the support and guidance they need to complete their coursework.</p>
My child likes to revise using digital media	<p>There are no known dedicated resources for this subject but there is a lot of overlap with both Science and Geography. Use the syllabus to identify useful sites in both of these subjects</p>
What's the best way to revise from video tutorials?	<p>Both current and previous episodes of Countryfile deal with the concepts covered within the course on virtually every episode. Sit, watch and enjoy the program and discuss the relevant issues</p>

## French

Controlled Assessment 2FR01	December 2016/January 2017=- Writing 5FR04; February 2017=Speaking 5FR02	60 minutes in examination conditions for writing; 4-6 minutes for speaking.	Speaking=30% Writing=30%
Exam 2FR01	May/June 2017	Listening 5FR01: Foundation Tier: 25 minutes + 5 minutes reading time Higher Tier: 35 minutes + 5 minutes reading time Reading 5FR03: Foundation tier: 35 minutes Higher tier: 50 minutes	Listening=20% Reading=20%
<b>Extra guidance for students</b>			
What should a student do before each French lesson?	<ul style="list-style-type: none"> <li>• Revise vocabulary from previous lesson and re-read notes.</li> <li>• Check all homework has been completed (check Show my Homework and planner)</li> <li>• Make sure all your equipment is in your bag ready for the lesson</li> <li>• Look at your target and consider what you can do to work on it</li> <li>• Check your school email account regularly</li> </ul>		
What should a student do during each French lesson?	<ul style="list-style-type: none"> <li>• Make sure you are copying vocabulary correctly from the board</li> <li>• Participate fully</li> <li>• Update target sheets as appropriate</li> <li>• Ask questions if you don't understand</li> </ul>		
What should a student do between French lessons?	<ul style="list-style-type: none"> <li>• Complete homework the night it is set wherever possible</li> <li>• Contact the teacher in advance of the lesson if you have any problems</li> <li>• Spend time every day learning / revising vocabulary</li> <li>• Create revision notes mindmaps etc.</li> <li>• Re-write notes where necessary</li> <li>• Update vocabulary book / excel spreadsheet of vocabulary</li> <li>• Work on vocabulary sheets on Lesson Store</li> <li>• Use websites such as memrise.com / languages online (for other websites see AAA revision on Lesson Store)</li> </ul>		
How should I use my revision guide?	Your teacher will provide you with what to study		
Where are the past papers and how many should I do?	Your legacy past papers are available on Lesson store under the AAA revision section for French and you can practise different skills using these papers for listening and reading.		
What is the best way to use past papers in French?	Find a quiet space. Stick to the time limits. When you have completed it use a dictionary to look up any new vocabulary and add this to your vocabulary book / spreadsheet		
<b>Extra guidance for parents</b>			
What's the best way to support your child with learning French?	<ul style="list-style-type: none"> <li>• Provide your child with a quiet place to learn</li> <li>• Encourage your child to spend time every day on learning vocabulary</li> <li>• Help your child by testing them on vocabulary and verb endings</li> <li>• Play games with your child to practise key vocabulary</li> <li>• Practise the questions for the speaking exam with your child</li> <li>• Get your child to try to teach you something that they have learnt</li> <li>• Get them to practise numbers, alphabet, days, dates, months, colours, weather etc on a regular basis</li> <li>• Encourage your child to put posters of vocabulary around their room</li> <li>• Encourage them to use an app on phone to record themselves to practise speaking</li> <li>• Ask your child for 1 new word they have learnt each day</li> <li>• Do not allow your child to use any website translators. Encourage them to use wordreference.com or Collins dictionary online.</li> </ul>		

# Geography

Specification	<b>AQA specification A (9030)</b> <a href="http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes">http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</a>		
Controlled Assessment	Completed in Year 10 – 25%		
Exam	May 2017	2 x 1hr 30mins	75%
Topics to cover	Restless Earth Tourism (June-July 2016/Autumn Term 2016)	Tourism The Coastal Zone (Spring Term 2017)	Revision (Summer term 2017)
Extra resources	<b>CGP revision guide</b> ISBN10 1847623786 or <b>CGP Complete Revision and Practise</b> ISBN13 9781782946137		
How should students be prepared for learning each lesson?	Be equipped with everything that is needed to complete geographical skills: Highlighter pens, pen, ruler, pencil, calculator, protractor, compass.		
What should students do during the lesson?	Listen, think, and ask questions. Contribute your knowledge from your own experiences to the lesson. Work towards achieving your indicator grade by completing all work set. In order to exceed your indicator grade try to complete extension activities as they are set.		
How will my work be marked?	In line with school marking policy you will awarded an effort grade, as well as this symbol to how what you have done well. You will also be given this symbol to show what you need to do to improve. This may be an instruction or a question for you to consider.		
What should I do outside of the lesson?	<ul style="list-style-type: none"> <li>• Complete homework set on time.</li> <li>• Create revision cards using your located examples and case studies from the lesson.</li> <li>• Watch or read the use to keep up to date with knowledge of geographical issues and events.</li> </ul>		
How should I revise?	<ul style="list-style-type: none"> <li>• Make fact files, posters, flashcards and mind maps using symbols, images and colour.</li> <li>• Create a key word dictionary.</li> <li>• Revision guides are useful to create summaries of key concepts.</li> <li>• Practise exam questions from your past assessments/ lessons under timed conditions.</li> </ul>		
Websites	<a href="http://www.coolgeography.co.uk/">http://www.coolgeography.co.uk/</a> <a href="http://www.worldmapper.org/">http://www.worldmapper.org/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a>		

# German

Syllabus	AQA 4668		
Where is the specification (syllabus)?	<b>See AAA revision on lesson store or AQA website</b>		
Controlled Assessment/Coursework/ Practical	Approx. 4 writing and 4 speaking assessments to be conducted throughout Y10 & Y11	Up to 6hrs supervised preparation in class Speaking: 4-6mins Writing: 1hr	30% Speaking 30% Writing
Exam	Listening 20% Reading 20%		
<b>Extra guidance for students</b>			
What should a student do before each lesson?	Revise vocabulary using Memrise, your exercise book and vocabulary book. Complete any homework set.		
What should a student do during each lesson?	Participate in the lesson by volunteering answers and engaging in class oral work. Listen to your teacher. Listen to other members of the class – you can learn from their mistakes and the things they do well. Take clear accurate notes and ensure that you note new vocabulary in exercise or vocabulary book. Make the most of time allowed for pairwork practice.		
What should a student do after each lesson?	Review what has been covered. Learn new vocabulary, phrases and sentences. Make sure that you learn corrected work. Complete any homework set.		
Do we provide a revision guide?	Any commercially available guide which includes listening and reading sections could help. However, Memrise remains the most useful resource.		
Where are the past papers?	See revision hints and tips on AAA revision on Lesson Store.		
<b>Extra guidance for parents</b>			
What's the best way to support your child with learning German?	<p><b>Encourage regular vocabulary learning</b> – this should be for a short amount of time but every day if possible.</p> <p><b>Encourage students to use Memrise</b> – the Redborne specific courses on Memrise have proven to be enormously successful in raising attainment at GCSE. The courses need to be chosen on a computer or laptop, but the app can then be used on phone or tablet and can be used without using data, so it even works abroad. Redborne Key GCSE Vocab is the best for building up vocabulary for the reading and listening tests.</p> <p><b>Allow students to put up vocabulary posters around the home</b> – this can be especially useful for students with a strong visual memory.</p> <p><b>Test students</b> – on key vocabulary or sentences.</p> <p><b>Reassure students if confidence drops</b> – a positive approach can work wonders.</p> <p><b>Test students</b> – on material for controlled assessments from their books. You may not correct them, but are allowed to see if they have learnt it.</p>		

# Graphic Products

Syllabus	OCR D&T: Graphics J303 Specification from 2012		
Where is the specification (syllabus)?	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/</a>		
Controlled Assessment (2 Units)	Unit 1 – Introduction to designing and making (30%) Unit 2 – Making quality products (30%)		
Exam	Summer 2017	1 x 1.5 hours Sustainability and Technical Aspects	40%
<b>Extra guidance for students</b>			
What should a student do before each Graphics lesson?	Read the notes from the previous lesson and note any points that were not understood. Review controlled assessment progress and teacher feedback. Access assistance resources.		
What should a student do during each Graphics lesson?	Make progress in controlled assessment by focusing throughout the hour on specific tasks as directed by staff. In theory lessons, to be attentive and engaged. Make appropriate notes and ask questions if you do not understand. Make a note of what you need to do outside of lesson time.		
What should a student do after each Graphics lesson?	Use remote apps to access controlled assessment to review work. Spend time editing and working on layout.		
How should I use my revision guide?	Design and Technology revision guides are available through the dept. They should be used regularly with students own notes added in the relevant sections on post it notes. Use the small 'test sections' and glossary for key terms.		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers: <a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/</a> Pick some and go through answering on a piece of scrap paper. Mark them yourselves using the mark schemes provided.		
What is the best way to use past papers in Graphics?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours.		
<b>Extra guidance for parents</b>			
Do we provide a Graphics revision guide?	Yes, these will be available through the DT department at a subsidised rate.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	This is an example of the guide: <a href="https://www.cgpbooks.co.uk/School/books_gcse_dt_graphic.book_TGRR42">https://www.cgpbooks.co.uk/School/books_gcse_dt_graphic.book_TGRR42</a>		
What's the best way to support your child with learning Graphics?	Ensure that you child attends the after school support sessions every week.  Raise any concerns with the students and member of staff – please contact Mrs Wakeling (stcwakeling@redborne.com) or Miss Swinney (strachaelswinney@redborne.com)  Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.		
My child likes to revise using digital media	Look for revision Apps - J Plimmer, Gojimo		

# History

Specification	<b>OCR History B ( Modern World) J418</b>	
Controlled Assessment	Autumn Term 2016	25%
Exam	Summer 2017: Paper 1 (2 hours) Paper 2 (1 and a half hours)	Paper 1: 45% Paper 2: 30%
Topics to cover	Paper 1: The Cold War 1945-75 and Russia 1905-41	Paper 2: British Depth Study: Britain 1890-1919
Extra resources	The department provides students with revision resources including a revision guide and templates for revision cards, key words booklets and timelines. The CGP Modern World History revision book is also useful and can be purchased.	
How should students be prepared for learning each lesson?	Students should come to lessons fully equipped with exercise book and a well-stocked pencil case.	
How will students know what they are going to learn each lesson?	<ul style="list-style-type: none"> <li>• Learning objectives given at the start of each lesson.</li> <li>• Students will be given topic outlines at the beginning of each unit of work</li> </ul>	
What should students do during the lesson?	Listen, think, and ask questions. Contribute to class discussion and group work Work towards achieving your indicator grade by completing all work set. In order to exceed your indicator grade try to complete extension activities as they are set.	
How will my work be marked?	In line with school marking policy you will awarded an effort grade for general class work Identified assessments will be marked in line with exam marking criteria and given a mark and grade.	
What should I do outside of the lesson?	<ul style="list-style-type: none"> <li>• Complete homework set on time.</li> <li>• Create revision cards using the templates provided by the department</li> <li>• Watch relevant TV programmes and read around the subject</li> <li>• Revise work done in class at least every two weeks</li> </ul>	
How should I revise?	<ul style="list-style-type: none"> <li>• Make fact files, posters, flashcards and mind maps using symbols, images and colour.</li> <li>• Revise work regularly throughout Year 10 &amp; 11 – don't leave it all to the last minute.</li> <li>• Learn key words</li> <li>• Revision guides are useful to create summaries of key concepts.</li> <li>• Practise exam questions from your past assessments/ lessons under timed conditions.</li> </ul>	
Websites	<a href="http://www.ocr.org.uk/qualifications/by-subject/history/">http://www.ocr.org.uk/qualifications/by-subject/history/</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/">http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/</a>	

# Hospitality

Syllabus	WJEC GCSE in Hospitality Teaching from 2012		
Where is the specification (syllabus)?	<a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE</a>		
Controlled Assessment/Coursework/ Practical	<p><b>Year 11:</b> controlled assessment <b>60% of final grade</b>            45 hour event based task, e.g. 3 course sit down meal            Research, plan, deliver and evaluate the event</p>		
Exam	Summer 2017	1 ¼ hour	<b>40%</b>
<b>Extra guidance for students</b>			
What should a student do before each hospitality lesson?	<p><u>Theory lesson:</u> read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson. Ensure any written homework has been completed and ready to hand in.  <u>Practical lesson:</u> ensure an appropriate recipe has been selected, ingredients organised and recipe read in preparation.</p>		
What should a student do during each hospitality lesson?	<p><u>Theory:</u> <b>Listen, think and ask questions.</b>            Don't just copy blindly from the board.            Ask questions about anything not understood from the previous lesson.  <u>Practical:</u> clean as you go. Focus on the recipe and try to resolve problems independently. Plan ahead with presentation and work efficiently to ensure all tasks are completed within the lesson time.</p>		
What should a student do after each hospitality lesson?	<p><u>Theory:</u> Go over your class notes and annotate your revision guide (if it is your own) or annotate your class notes. Can you make a summary card of the key points and store it in a revision folder?  <u>Practical:</u> Consider what has gone well and what could have been improved with your recipe choice. Complete a taste panel for your dish if it has been made as a trial idea for controlled assessment.</p>		
How should I use my revision guide?	<p>Start with one topic. This is usually one double page in the revision guide. Read it and decide which are the key points. Write them on a summary card (no bigger than a postcard). Think and say them out loud, ask someone to test you on them. Teach them back to a study buddy.</p>		
Where are the past papers and how many should I do?	<p>This is the last year of this specification. There are many past papers:  <a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE&amp;pastpaper=true">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&amp;level=GCSE&amp;pastpaper=true</a>  <b>Hospitality past papers are <u>unit 4</u> – make sure you download and complete the correct ones</b></p> <p>Do all of them. Each one takes an hour and 15 minutes, marking takes 20-30 minutes. You must therefore plan your time.</p>		
What is the best way to use past papers in hospitality?	<p>Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.</p>		
<b>Extra guidance for parents</b>			
Do we provide a hospitality revision guide?	Yes: these are issued in year 11.		
If you wanted to buy the revision guide yourself? The bonus of this is that you can write in it and have annotations added.	WJEC GCSE Hospitality & Catering: My Revision Notes (Revision Guide) <a href="http://www.hoddereducation.co.uk/Product/9781444153897.aspx#!">http://www.hoddereducation.co.uk/Product/9781444153897.aspx#!</a>		

<p>What's the best way to support your child with learning hospitality?</p>	<p>Provide a <u>quiet place</u> to work.</p> <p>Ensure <u>show my homework</u> is checked regularly to ensure homework tasks are completed on time.</p> <p>Check which lessons are allocated for <u>practical lessons</u> – make sure that practicals are planned in advance especially when students are asked to research their own recipes to meet a brief.</p> <p>Encourage him/her to <u>weigh their own ingredients</u> before each lesson and to <u>read the recipe</u> to help plan the practical lesson and improve confidence in the method.</p> <p>Encourage students to <u>cook and clear up at home</u>. Practical skills and good hygienic practices are vital for the controlled assessment. Practice good time management and presentation.</p> <p>Be your child's study buddy; remind them to <u>switch off all social media when working</u>; limit time on the X- box etc; encourage exercise and a good diet, including breakfast.</p> <p>Please encourage <u>regular revision</u> (see below). 30 minutes 3 x per week (starting now) of learning work from year 10 and 9. All of this will be tested in their GCSE final exams.</p> <p>Help them <u>mark their past papers</u>. See 'past paper' information above in the <b>guidance for students</b> section.</p>
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# ICT

Syllabus	Edexcel ICT 2IT01 from 2012		
Controlled Assessment/Coursework/ Practical	Submit in Jan 2017	40hrs	60%
Exam	17 <sup>th</sup> May 2017	90mins	40%
Exam Board Website	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.html</a>		
Websites	<ul style="list-style-type: none"> <li>• SAMLearning - <a href="https://www.samlearning.com/">https://www.samlearning.com/</a></li> <li>• Bitesize - <a href="http://www.bbc.co.uk/education/subjects/zqmtsbk">http://www.bbc.co.uk/education/subjects/zqmtsbk</a></li> <li>• Teach-ict - <a href="http://www.teach-ict.com/gcse_new/gcse_ict_home.html">http://www.teach-ict.com/gcse_new/gcse_ict_home.html</a></li> </ul>		
Books	Edexcel GCSE ICT Student Book (ISBN: 9781846906145)		
How should students be prepared for learning each lesson?	<ul style="list-style-type: none"> <li>• Research and practice skills for the controlled assessment topics in own time.</li> <li>• Keep up to date with recent trends on the BBC Technology webpages.</li> <li>• Refer back to the revision guide given to you in year 11.</li> <li>• Complete topic test homework.</li> </ul>		

# Latin

Syllabus	WJEC Latin Language and Roman Civilisation		
Where is the specification (syllabus)?	<a href="http://bit.ly/2fiNTxu">http://bit.ly/2fiNTxu</a> and in the AAA revision folder		
Controlled Assessment/ Coursework/Practical	None		
Exam	Summer 2017	1 hour 30 minutes	66%
<b>Extra guidance for students</b>			
What should a student do before each Latin lesson?	Review any grammatical points from previous lessons, readying questions for class if they are not understood.  Learn vocabulary, noun cases, and verb tenses		
What should a student do during each Latin lesson?	Make notes of any vocabulary not immediately recalled for later learning.  Ask questions about anything not understood from the previous lesson.		
What should a student do after each Latin lesson?	Review any noted vocabulary or grammar points. Use Memrise <b>every weekday</b> .		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers:  <a href="http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=latin&amp;level=Level12Certificate&amp;pastpaper=true">http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=latin&amp;level=Level12Certificate&amp;pastpaper=true</a>  Do all of them, twice if you have time, with "Core Latin Language Level 2" in the title.		
What is the best way to use past papers in Latin?	Try a paper under timed conditions. Mark the paper very carefully using the mark schemes found alongside the past papers. Identify any recurring errors (tenses, plural/singular, noun cases, adjective/comparative/superlative)		
<b>Extra guidance for parents</b>			
Do we provide a Latin revision guide?	No. The textbook and Memrise courses are more suitable.		
What's the best way to support your child with learning Latin?	In addition to the general studying advice in this document, please encourage regular revision of vocabulary and grammar. They should be using Memrise for about ten minutes a day until a month before the exams, when it should increase to every day and preferably for fifteen minutes.  Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.		
My child likes to revise using digital media	<a href="http://www.wjeclatinresources.com/l2-language-and-civilisation.html">http://www.wjeclatinresources.com/l2-language-and-civilisation.html</a>  Use the school-devised Memrise courses		

# Music

Syllabus	Edexcel Pearson GCSE		
Where is the specification (syllabus)?	<a href="http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2009/Specification%20and%20sample%20assessments/GCSE_Music_Spec_2012.pdf">http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2009/Specification%20and%20sample%20assessments/GCSE_Music_Spec_2012.pdf</a>		
Controlled Assessment/Coursework/ Practical	2 compositions which are completed in lessons (30%) 1 Solo performance and 1 Ensemble performance to be completed in either after school recording slots or the final recording week of spring half term (30%)		
Exam	Summer 2017	1 ½ hours	40%
<b>Extra guidance for students</b>			
What should a student do before each Music lesson?	Read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson.		
What should a student do during each Music lesson?	<p><b>Listen, think and ask questions.</b></p> <p>Don't just copy blindly from the board.</p> <p>Do you understand the technical / musical keywords?</p> <p>Ask questions about anything not understood.</p> <p>Try to be confident with performances and compositions.</p>		
What should a student do after each Music lesson?	<p>Check your understanding of the class notes.</p> <p>Listen to the set work tracks in lessonstore or on YouTube.</p> <p>Make a summary card of the key points.</p>		
Where are the past papers?	<p>At the end of each set work we will do at least 2 exam style questions.</p> <p>Past papers are available at: <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/music-2009.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials</a></p> <p>Please be aware that we will be doing many of these in the run up to the exam.</p>		
<b>Extra guidance for parents</b>			
Do we provide a Music revision guide?	The student's workbook that we have created for class learning provides a very good revision resource.		
A suggested revision guide for more detail?	CGP <a href="#">GCSE Music Edexcel Areas Of Study Revision Guide (A*-G course)</a> You can purchase this for additional support.		
What's the best way to support your child with learning Music?	<p>Encourage your child to attend extra-curricular groups to improve their sight-reading and musical confidence.</p> <p>Encourage regular music practice and independent music theory work.</p> <p>Please encourage regular revision of the set works and listen to a wide range of musical genres where possible.</p>		
My child likes to revise using digital media	Try using BBC bitesize and there are a large volume of revision resources in the AAA folder.		

# Music BTEC

Syllabus	Edexcel BTEC First Award	
Where is the specification (syllabus)?	<a href="http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Music/2013/Specification-and-sample-assessments/9781446936177_BTECFIRST_L12_AWD_MUSIC_Iss2.pdf">http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Music/2013/Specification-and-sample-assessments/9781446936177_BTECFIRST_L12_AWD_MUSIC_Iss2.pdf</a>	
Controlled Assessment/Coursework/ Practical	Unit 6 – Introduction to Recording (25%). This will be completed by the end of December 2016. Unit 2 – Managing a musical product (25%). This will be completed by May 2017.	
Exam	No exam	Re-sit is available where required
<b>Extra guidance for students</b>		
What should a student do before each Music BTEC lesson?	Research the main points from the lesson and bring questions to ask the teacher during the next lesson.	
What should a student do during each Music lesson?	<b>Listen, think and ask questions.</b> Don't just copy blindly from the board. Do you understand the technical / musical keywords? Ask questions about anything not understood. Try to be confident and have a go at all aspects of the software used.	
What should a student do after each Music lesson?	Listen to a range of musical genres. Prepare marketing materials.	
<b>Extra guidance for parents</b>		
What's the best way to support your child with learning music?	Encourage your child to attend Battle of the Bands and go to live gigs where possible. Encourage your child to listen to a wide range of musical styles. Please encourage your child to investigate music industry workshops and work experience opportunities. Encouraging students to hone their technical skills during lunchtimes or using free DAWs and music apps which can be downloaded at home.	

# Philosophy & Ethics

Controlled Assessment/Coursework/ Practical	No controlled assessment		
<b>Exam</b>	Summer 2017	4 x 1hr	100%
<b>Extra guidance for students</b>			
What should a student do before each lesson?	<ul style="list-style-type: none"> <li>• Listen to the news – come to class with a relevant story that relates to a topic we have studied and be willing to discuss it</li> <li>• Check your notes from last lesson – if you were away/forget your book, make sure you are up to date</li> <li>• If you know you will be away, email your teacher and ask for what you missed</li> </ul>		
What should a student do during each lesson?	<p><b>Listen, think and ask questions.</b>            Ask questions about anything not understood from the previous lesson.            Don't just copy blindly from the board            Think about how the work from this lesson fits in with last lesson and know where the topic is leading for next time            In order to exceed your indicator grade try to complete extension activities as they are set.</p>		
What should a student do after each lesson?	<p>Go over your class work and make sure all sentences and tasks are completed in full            Email your teacher if you didn't understand anything            Can you make a summary card of the key points and store it in a revision folder?            Add to/start revision cards            Read any news stories that were referred to during the lesson – look them up on @redborneRS on Twitter</p>		
How will my work be marked?	<p>In line with school marking policy you will awarded an effort grade for general class work            Identified assessments will be marked in line with exam marking criteria and given a mark and grade (1-9)</p>		
How should I use my revision guide?	<p>Start with using key terms            Make sure you understand what different Christians believe about the key issues            Learn relevant bible quotations for each topic            Time yourself 30mins on a set of questions and email to your teacher for marking</p>		
Where are the past papers and how many should I do?	<p>OCR website            Religious Studies Specification B – Philosophy and Applied Ethics</p>		
What is the best way to use past papers?	<p>Try a paper under timed conditions. Mark it yourself using the exam board mark schemes: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours.</p>		
<b>Extra guidance for parents</b>			
Do we provide a revision guide?	<p>Yes: these are issued in different forms before each set of mocks and then in the summer before the final exams. They are emailed to students and printed off in an A5 booklet</p>		
What's the best way to support your child?	<p>Ensure that you can provide a quiet place to work or ask him/her to attend any revision sessions that are running after school            Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.</p> <p>Please encourage regular revision. 30 minutes 3 x per week (starting now) of learning work from year 10 and 9. All of this will be tested in their GCSE final exams.</p> <p>Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.</p>		
My child likes to revise using digital media	<p>Encourage students to follow BBC news on Twitter and the Reborne Religious Studies twitter page @redborneRS</p>		

# Physical Education

Syllabus	Edexcel GCSE in Physical Education		
Where is the specification (syllabus)?	<a href="http://qualifications.pearson.com/context/dom/pdf/GCSE/physical%20education/2009/specification%20and%20sample%20assessments/GCSE_PE_Spec.pdf">http://qualifications.pearson.com/context/dom/pdf/GCSE/physical%20education/2009/specification%20and%20sample%20assessments/GCSE_PE_Spec.pdf</a>		
Controlled Assessment/Coursework/ Practical	60% of final grade consisting of: 4 practical assessments, a written personal exercise programme (PEP) and a verbal analysis of performance (AOP) Done in class time under controlled conditions		
Exam	Summer 2017	90 minutes	40%
<b>Extra guidance for students</b>			
What should a student do before each PE lesson?	Read the notes from the previous lesson and note any points that were not understood, ready to ask the teacher during the next lesson.		
What should a student do during each PE lesson?	<b>Listen, think and ask questions.</b> Don't just copy blindly from the board or follow a recipe when doing an experiment. What does the theory mean? How does it relate to performing in sport? Ask questions about anything not understood from the previous lesson.		
What should a student do after each PE lesson?	Go over your class notes to review understanding. Can you make a summary card of the key points and store it in a revision folder?		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers: <a href="http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html/student">http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html/student</a> Do all of them, twice if you have time. Each one takes an hour and a half. Use the mark schemes to see exactly what the examiners are looking for. These will help you to answer questions concisely, without waffle! Additional past papers can be assessed in lessonstore in the GCSE PE Edexcel folder.		
What is the best way to use past papers in PE?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them. Complete past paper questions and return to your class teacher for marking/formal feedback.		
<b>Extra guidance for parents</b>			
Do we provide a PE revision guide?	No: these can be purchased in school (through the Head of PE) or online (make sure you purchase one that is for the Edexcel specification)		
A suggested revision guides/workbooks/textbooks	<ul style="list-style-type: none"> <li>• Edexcel GCSE PE student book</li> <li>• Revise Edexcel: GCSE Physical Education Revisions Workbook (Revise Edexcel GCSE PE)</li> <li>• Revise Edexcel: GCSE Physical Education Guide (Revise Edexcel GCSE PE)</li> <li>• Revise GCSE Physical Education Papers (Revise Edexcel GCSE PE)</li> <li>• CGP books: GCSE Physical Education Edexcel Full Course Revision Guide (A*-G course)</li> </ul>		
What's the best way to support your child with learning PE?	Provide a quiet place to work or ask him/her to attend our <b>study club</b> after school. Be your child's study buddy; remind them to switch off all social media when working; limit time on the X- box; encourage exercise and a good diet, including breakfast.  Please encourage regular revision (see below). 30 minutes 3 x per week (starting now) of		

	<p>learning work across the 10 sub-sections from year 10 &amp; 11. All of this will be tested in their GCSE final exam.</p> <p>Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.</p>
My child likes to revise using digital media	<ul style="list-style-type: none"> <li>• Search for videos on You Tube (always reference "Edexcel GCSE PE)</li> <li>• Access to lessonstore resources (e.g. GCSE PE on a page covering the 10 sub-sections)</li> </ul>
What's the best way to revise from video tutorials?	<p>Talk this through with your child: watch and make notes of the key points. Read them and ask to be tested on these key points. Again, 30 minutes 3 times per week from now.</p>

# Physics

Syllabus	AQA Physics 4401 exam from 2014
Where is the spec?	<a href="http://www.aqa.org.uk/subjects/science/gcse/physics-4403">http://www.aqa.org.uk/subjects/science/gcse/physics-4403</a> <b>Lessonstore: L:\AAA Revision\Years 10 &amp; 11\Physics\Specification</b>
Controlled assessment/ coursework/ practical	25% of final grade Done in class time under controlled conditions Marked and moderated by teachers Triple: submit one from physics/chem/biology Additional/double: submit one core and one add (no matter whether phys/chem/biology) Core: submit one from core science (no matter whether phys/chem/biology)
Exam	Summer 2017 Make up 75% of final grade Triple: three 1 hour papers P1, P2 and P3 Add/Double: two 1 hour papers P1 and P2 Core: one 1 hour paper P1
Dates	P1 24 <sup>th</sup> May 2017 P2 16 <sup>th</sup> June 2017 P3 16 <sup>th</sup> June 2017
<b>Extra Guidance for students</b>	
What should a student do before every physics lesson?	Read notes from previous lessons Ensure content was understood If any lesson time is missed, ensure work is copied up and understood Make note of questions to ask teacher
What should each pupil do during each physics lesson?	Listen, participate and ask questions. Try to link new learning with previously learnt content. Ask questions about anything not understood. Feel free to ask the teacher to go over something again if not 100% sure about it.
What should each student do after physics lessons	Go over class notes and read relevant pages in revision guide to get a second perspective. Make a summary page of key points from lesson.
Where are the past papers?	<a href="http://www.aqa.org.uk/subjects/science/gcse/physics-4403/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/science/gcse/physics-4403/past-papers-and-mark-schemes</a>
Best way to use past papers?	You can start by just finding questions that relate to the topics you have revised so far. Once you have read through most topics, pick a paper and try to complete it. At first you may have to go slowly, skip questions or look up answers in your notes. You should be working towards completing a paper without any help, under timed conditions (so be sure to save a few papers that you haven't seen, for then) After completing a paper, use the mark scheme to assess you understanding, and what grade you would've received, but also note what answers they were looking for, and annotate your own answers with corrections. You could make revision resources from any topics that you have flagged up as difficult on these papers.
Great revision websites?	BBC bitesize <a href="http://www.bbc.co.uk/education/subjects/zpm6fg8">http://www.bbc.co.uk/education/subjects/zpm6fg8</a> GCSE science <a href="http://www.gcscscience.com/gcse-physics-revision.htm">http://www.gcscscience.com/gcse-physics-revision.htm</a> s-cool <a href="http://www.s-cool.co.uk/gcse/physics">http://www.s-cool.co.uk/gcse/physics</a> Youtube (free science lessons) <a href="https://www.youtube.com/watch?v=W1KEgBdatN8">https://www.youtube.com/watch?v=W1KEgBdatN8</a>

**Extra guidance for parents**

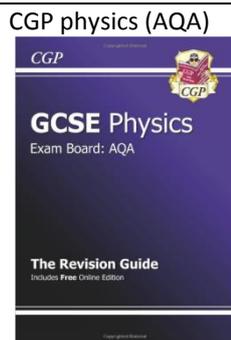
Does the school provide a revision guide?

Yes. Each pupil has been given one by the department.  
These will look like this:



These will need to be returned after the y11 exams

Any other additional revision guides that you can suggest?



The benefit of this is that students can write in it and highlight /annotate it. The same company also do a workbook if your son/daughter feels like they would like more questions to practise.

[https://www.cgpbooks.co.uk/whoAreYou?page=books\\_gcse\\_science\\_aqa\\_revision](https://www.cgpbooks.co.uk/whoAreYou?page=books_gcse_science_aqa_revision)  
[https://www.amazon.co.uk/gp/product/1841466441/ref=pd\\_sim\\_14\\_3?ie=UTF8&psc=1&refRID=XHOCJFGS3HG74S7FP8H9](https://www.amazon.co.uk/gp/product/1841466441/ref=pd_sim_14_3?ie=UTF8&psc=1&refRID=XHOCJFGS3HG74S7FP8H9)

How can I support my child?

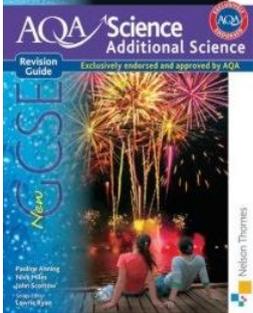
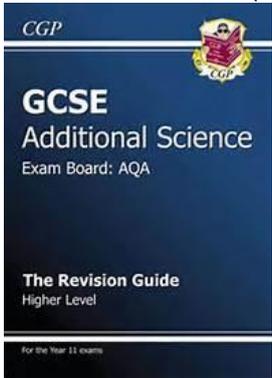
Set up a quiet place for them to revise. Be your child's 'study buddy' by reminding them to switch off social media and screens when working. There are phone apps such as 'forest' that reward users for not using their phones.  
 Encourage short, regular revision sessions (30-45mins long is best) with breaks in-between. Encourage a good diet and a healthy lifestyle – maybe a short walk between revision sessions? Set up a revision timetable with them to allocate what you will revise when, and encourage them to stick to it.  
 Help them mark past papers.  
 Get them to write short quiz questions on pieces of card, with the answers on the back, and use those to test them.

# Product Design

Syllabus	OCR Design and Technology: Product Design		
Where is the specification (syllabus)?	<a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/</a>		
Controlled Assessment 60%	2 units of controlled assessment – 30% Design 30% Make		
Exam 40%	Summer 2017	20 % - 6.5 hour Innovation Challenge	20% - 1.5 hour Designer Influence
<b>Extra guidance for students</b>			
What should a student do before each Product Design lesson?	Read the notes from the previous lesson and note any points that were not understood. Review controlled assessment progress and teacher feedback. Access assistance resources.		
What should a student do during each Product Design lesson?	Make progress in controlled assessment by focusing throughout the hour on specific tasks as directed by staff. In theory lessons, to be attentive and engaged. Make appropriate notes and ask questions if you do not understand. Make a note of what you need to do outside of lesson time.		
What should a student do after each Product Design lesson?	Use remote apps to access controlled assessment to review work. Spend time editing and working on layout.		
How should I use my revision guide?	Design and Technology revision guides are available through the dept. They should be used regularly with students own notes added in the relevant sections on post it notes. Use the small 'test sections' and glossary for key terms.		
Where are the past papers and how many should I do?	This is the last year of this specification. There are many past papers: <a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/</a>  Pick some and go through answering on a piece of scrap paper. Mark them yourselves using the mark schemes provided. Section A from all years is relevant. Section B will not be relevant to you, but the layout and style of question will be appropriate.		
What is the best way to use past papers?	Try a paper under timed conditions. Mark the paper very carefully: <b>parents could you help?</b> Note what the 'exam board answers' look like and compare them to yours.		
<b>Extra guidance for parents</b>			
Do we provide a Product Design revision guide?	Yes, these will be available through the DT department at a subsidised rate.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	This is an example of the guide: <a href="https://www.cgpbooks.co.uk/Student/books_gcse_dt_product">https://www.cgpbooks.co.uk/Student/books_gcse_dt_product</a>		
What's the best way to support your child with learning Product Design?	Ensure that you child attends the after school support sessions every week.  Raise any concerns with the students and member of staff – please contact <a href="mailto:stkbrooks@redborne.com">stkbrooks@redborne.com</a> with any concerns.  Help them mark their past papers. See 'past paper' information above in the <b>guidance for students</b> section.		
My child likes to revise using digital media	App – Gojimo <a href="http://www.technologystudent.com">www.technologystudent.com</a>		

## Science Additional

Syllabus	AQA Additional Science (4408) specification from 2014
Where is the spec?	<a href="http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/spec-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/spec-at-a-glance</a>
Controlled assessment/ coursework/ practical	25% of final grade Done in class time under controlled conditions Marked and moderated by teachers
Exam	Summer 2017 – 100% terminal One exam each for Biology, Chemistry and Physics. Each exam is available in Higher or Foundation tier and lasts for 1 hour
<b>Extra Guidance for students</b>	
What should a student do before every science lesson?	Read notes from previous lessons Ensure content was understood If any lesson time is missed, ensure work is copied up and understood Make note of questions to ask teacher
What should each pupil do during each science lesson?	Listen, participate and ask questions. Try to link new learning with previously learnt content. Ask questions about anything not understood. Feel free to ask the teacher to go over something again if not 100% sure about it.
What should each student do after science lesson?	Go over class notes and read relevant pages in revision guide to get a second perspective. Make a summary page of key points from lesson. Complete any homework set. Speak with your teacher if there's anything that you didn't fully understand.
Where are the past papers?	<a href="http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/science/gcse/additional-science-4408/past-papers-and-mark-schemes</a>
Best way to use past papers?	You can start by just finding questions that relate to the topics you have revised so far. Once you have read through most topics, pick a paper and try to complete it. At first you may have to go slowly, skip questions or look up answers in your notes. You should be working towards completing a paper without any help, under timed conditions (so be sure to save a few papers that you haven't seen, for then) After completing a paper, use the mark scheme to assess your understanding, and what grade you would've received, but also note what answers they were looking for, and annotate your own answers with corrections. You could make revision resources from any topics that you have flagged up as difficult on these papers.
Great revision websites?	BBC bitesize <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> GCSE science <a href="http://www.gcsescience.com/">http://www.gcsescience.com/</a> s-cool <a href="http://www.s-cool.co.uk/gcse">http://www.s-cool.co.uk/gcse</a> Youtube (free science lessons) <a href="https://www.youtube.com/watch?v=W1KEgBdatN8">https://www.youtube.com/watch?v=W1KEgBdatN8</a>
<b>Extra guidance for parents</b>	
Does the school provide a revision guide?	Yes. Each pupil has been given one by the department. These will look like this:

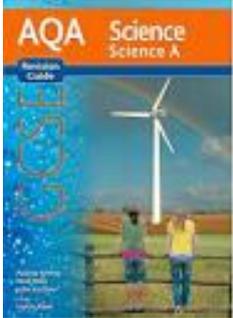
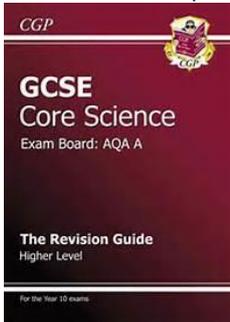
	 <p>They will need to be returned after the y11 exams</p>
<p>Any other additional revision guides that you can suggest?</p>	<p>CGP additional science (AQA)</p>  <p>The benefit of this is that students can write in it and highlight /annotate it. The same company also do a workbook if your son/daughter feels like they would like more questions to practise.</p>
<p>How can I support my child?</p>	<p>Set up a quiet place for them to revise. Be your child's 'study buddy' by reminding them to switch off social media and screens when working. There are phone apps such as 'forest' that reward users for not using their phones.</p> <p>Encourage short, regular revision sessions (30-45mins long is best) with breaks in-between. Encourage a good diet and a healthy lifestyle – maybe a short walk between revision sessions? Set up a revision timetable with them to allocate what you will revise when, and encourage them to stick to it.</p> <p>Help them mark past papers.</p> <p>Get them to write short quiz questions on pieces of card, with the answers on the back, and use those to test them.</p>

## Science Cambridge Nationals

Syllabus	OCR Cambridge Nationals Science Level 1/2 Certificate (J815)
Where is the spec?	<a href="http://www.ocr.org.uk/qualifications/cambridge-nationals-science-level-1-2-j815/">http://www.ocr.org.uk/qualifications/cambridge-nationals-science-level-1-2-j815/</a>
Controlled assessment/ coursework/ practical	75% of the final grade. 50% of the final grade is for completing a portfolio of tasks and 25% is for a practical activity and the write up of this.
Exam	25% is a 1 hour paper available in both Higher and Foundation tier
<b>Extra Guidance for students</b>	
What should a student do before every science lesson?	Read notes from previous lessons Ensure content was understood If any lesson time is missed, ensure work is copied up and understood Make note of questions to ask teacher
What should each pupil do during each science lesson?	Listen, participate and ask questions. Try to link new learning with previously learnt content. Ask questions about anything not understood. Feel free to ask the teacher to go over something again if not 100% sure about it.
What should each student do after science lessons	Ensure that the portfolio is kept up to date. Complete any homework set. Speak with your teacher if there's anything that you didn't fully understand.
Where are the past papers?	<a href="http://www.ocr.org.uk/qualifications/cambridge-nationals-science-level-1-2-j815/">http://www.ocr.org.uk/qualifications/cambridge-nationals-science-level-1-2-j815/</a>
Best way to use past papers?	You can start by just finding questions that relate to the topics you have revised so far. Once you have read through most topics, pick a paper and try to complete it. At first you may have to go slowly, skip questions or look up answers in your notes. You should be working towards completing a paper without any help, under timed conditions (so be sure to save a few papers that you haven't seen, for then) After completing a paper, use the mark scheme to assess your understanding, and what grade you would've received, but also note what answers they were looking for, and annotate your own answers with corrections. You could make revision resources from any topics that you have flagged up as difficult on these papers.
Great revision websites?	Much of the content crosses over with AQA Core Science. There's not anything aim directly at OCR nationals readily available. Useful sites for the content are: BBC bitesize <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> GCSE science <a href="http://www.gcse-science.com/">http://www.gcse-science.com/</a> s-cool <a href="http://www.s-cool.co.uk/gcse">http://www.s-cool.co.uk/gcse</a> Youtube (free science lessons) <a href="https://www.youtube.com/watch?v=W1KEgBdatN8">https://www.youtube.com/watch?v=W1KEgBdatN8</a>
<b>Extra guidance for parents</b>	
Does the school provide a revision guide?	No, a revision guide is not published for this course.
Any other additional revision guides that you can suggest?	None
How can I support my child?	Set up a quiet place for them to revise. Be your child's 'study buddy' by reminding them to switch off social media and screens when working. There are phone apps such as 'forest' that reward users for not using their phones. Encourage short, regular revision sessions (30-45mins long is best) with breaks in-between. Encourage a good diet and a healthy lifestyle – maybe a short walk between revision sessions? Set up a revision timetable with them to allocate what you will revise when, and encourage them to stick to it. Help them mark past papers. Get them to write short quiz questions on pieces of card, with the answers on the back, and use those to test them.

## Science Core

Syllabus	AQA Science A (4405) specification from 2014
Where is the spec?	<a href="http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/spec-at-a-glance">http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/spec-at-a-glance</a>
Controlled assessment/ coursework/ practical	25% of final grade Done in class time under controlled conditions Marked and moderated by teachers
Exam	Summer 2017 – 100% terminal One exam each for Biology, Chemistry and Physics. Each exam is available in Higher or Foundation tier and lasts for 1 hour
<b>Extra Guidance for students</b>	
What should a student do before every science lesson?	Read notes from previous lessons Ensure content was understood If any lesson time is missed, ensure work is copied up and understood Make note of questions to ask teacher
What should each pupil do during each science lesson?	Listen, participate and ask questions. Try to link new learning with previously learnt content. Ask questions about anything not understood. Feel free to ask the teacher to go over something again if not 100% sure about it.
What should each student do after science lesson?	Go over class notes and read relevant pages in revision guide to get a second perspective. Make a summary page of key points from lesson. Complete any homework set. Speak with your teacher if there's anything that you didn't fully understand.
Where are the past papers?	<a href="http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/past-papers-and-mark-schemes">http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/past-papers-and-mark-schemes</a>
Best way to use past papers?	You can start by just finding questions that relate to the topics you have revised so far. Once you have read through most topics, pick a paper and try to complete it. At first you may have to go slowly, skip questions or look up answers in your notes. You should be working towards completing a paper without any help, under timed conditions (so be sure to save a few papers that you haven't seen, for then) After completing a paper, use the mark scheme to assess your understanding, and what grade you would've received, but also note what answers they were looking for, and annotate your own answers with corrections. You could make revision resources from any topics that you have flagged up as difficult on these papers.
Great revision websites?	BBC bitesize <a href="http://www.bbc.co.uk/education/subjects/zrkw2hv">http://www.bbc.co.uk/education/subjects/zrkw2hv</a> GCSE science <a href="http://www.gcscience.com/">http://www.gcscience.com/</a> s-cool <a href="http://www.s-cool.co.uk/gcse">http://www.s-cool.co.uk/gcse</a> Youtube (free science lessons) <a href="https://www.youtube.com/watch?v=W1KEgBdatN8">https://www.youtube.com/watch?v=W1KEgBdatN8</a>
<b>Extra guidance for parents</b>	
Does the school provide a revision guide?	Yes. Each pupil has been given one by the department. These will look like this:

	 <p>They will need to be returned after the y11 exams</p>
<p>Any other additional revision guides that you can suggest?</p>	<p>CGP core science (AQA A)</p>  <p>The benefit of this is that students can write in it and highlight /annotate it. The same company also do a workbook if your son/daughter feels like they would like more questions to practise.</p>
<p>How can I support my child?</p>	<p>Set up a quiet place for them to revise. Be your child's 'study buddy' by reminding them to switch off social media and screens when working. There are phone apps such as 'forest' that reward users for not using their phones.</p> <p>Encourage short, regular revision sessions (30-45mins long is best) with breaks in-between. Encourage a good diet and a healthy lifestyle – maybe a short walk between revision sessions? Set up a revision timetable with them to allocate what you will revise when, and encourage them to stick to it.</p> <p>Help them mark past papers.</p> <p>Get them to write short quiz questions on pieces of card, with the answers on the back, and use those to test them.</p>

# Spanish

Controlled Assessment 2SP01	December 2016= Writing 5SP04; February 2017=Speaking 5SP02	60 minutes in examination conditions for writing; 4-6 minutes for speaking.	Speaking=30% Writing=30%
Exam 2SP01	2SP01: May/June 2017	Listening 5SP01: Foundation Tier: 25 minutes + 5 minutes reading time Higher Tier: 35 minutes + 5 minutes reading time Reading 5SP03: Foundation tier: 35 minutes Higher tier: 50 minutes	Listening=20% Reading=20%
<b>Extra guidance for students</b>			
What should a student do before each Spanish lesson?	<ul style="list-style-type: none"> <li>• Revise vocabulary from previous lesson and re-read notes.</li> <li>• Check all homework has been completed (check Show my Homework and planner)</li> <li>• Make sure all your equipment is in your bag ready for the lesson</li> <li>• Look at your target and consider what you can do to work on it</li> <li>• Check your school email account regularly</li> </ul>		
What should a student do during each Spanish lesson?	<ul style="list-style-type: none"> <li>• Make sure you are copying vocabulary correctly from the board</li> <li>• Participate fully</li> <li>• Update target sheets as appropriate</li> <li>• Ask questions if you don't understand</li> </ul>		
What should a student do between Spanish lessons?	<ul style="list-style-type: none"> <li>• Complete homework the night it is set wherever possible</li> <li>• Contact the teacher in advance of the lesson if you have any problems</li> <li>• Spend time every day learning / revising vocabulary</li> <li>• Create revision notes mindmaps etc.</li> <li>• Re-write notes where necessary</li> <li>• Update vocabulary book / excel spreadsheet of vocabulary</li> <li>• Work on vocabulary sheets on Lesson Store</li> <li>• Use websites such as memrise.com / languages online (for other websites see AAA revision on Lesson Store)</li> </ul>		
How should I use my revision guide?	Your teacher will provide you with what to study		
Where are the past papers and how many should I do?	Legacy past papers are available on Lesson store under the AAA revision section for Spanish and you can practise different skills using these papers for listening and reading). However, beware there are significant differences between the styles of the legacy and newly reformed GCSE. In particular, the rubric for the newly reformed GCSE will be in the target language and there will be translations.		
What is the best way to use past papers in Spanish?	Find a quiet space. Stick to the time limits. When you have completed it use a dictionary to look up any new vocabulary and add this to your vocabulary book / spreadsheet		
<b>Extra guidance for parents</b>			
What's the best way to support your child with learning Spanish?	<ul style="list-style-type: none"> <li>• Provide your child with a quiet place to learn</li> <li>• Encourage your child to spend time every day on learning vocabulary</li> <li>• Help your child by testing them on vocabulary and verb endings</li> </ul>		

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Play games with your child to practise key vocabulary</li><li>• Practise the questions for the speaking exam with your child</li><li>• Get your child to try to teach you something that they have learnt</li><li>• Get them to practise numbers, alphabet, days, dates, months, colours, weather etc on a regular basis</li><li>• Encourage your child to put posters of vocabulary around their room</li><li>• Encourage them to use an app on phone to record themselves to practise speaking</li><li>• Ask your child for 1 new word they have learnt each day</li><li>• Do not allow your child to use any website translators. Encourage them to use <a href="http://wordreference.com">wordreference.com</a> or Collins dictionary online.</li></ul> |
|--|---|

## Sport Studies

Controlled Assessment/Coursework/ Practical	Throughout Y10 & Y11	Dependent on the content of the specification	75%
Exam	January or May	Y10	25%
Additional Information	A portfolio of evidence must be completed by the April of Year 11. Over the course of the two year programme four units will have been completed, with one of these being a written examination. This is most likely to be have been taken in Year 10 but if for any reason students missed this opportunity or a re-sit was required, the examination in January or May of the next year. Each unit is assessed by a number of individual assignments and the content of the assessments will depend on the unit that is being covered. If students do not complete every unit, they can still achieve the qualification but it will be more likely to be at Level 1 (equivalent of grades D-F) than if all units are completed to the best of their ability. Grade boundaries are very tight and the detrimental impact of non-submission of work on students' grades must not be underestimated.		
<b>Extra guidance for students</b>			
What should a student do before each Sport Studies lesson?	Whilst following the exam unit, students are expected to have revised the work covered in the previous lesson and bring any questions or points not understood. Whilst following the coursework units, students are expected to have proof-read their work and have spent a little time adding to it or researching examples to include/support their work.		
What should a student do during each Sport Study lesson?	Pay attention and ask questions of anything not understood. Be prepared to do work independently and try to find out another way to write their coursework before just asking the teacher "what do I write?".		
What should a student do after each Sport Study lesson?	Go over class notes. If following the exam unit, annotate your LO booklet/revision guide. Start to create revision cards.		
How should I use my revision guide?	Make sure you can recall the bullet points from the LO booklet and include examples. Get your parents/friends/family to test you.		
Where are the past papers and how many should I do?	Go to the OCR website. Look under the qualification and "support materials". The mark schemes are also there. Try and do them in the amount of time you would have in the real exam.		
What is the best way to use past papers in Sport Study?	Try a paper under timed conditions. Mark the paper very carefully: parents could you help? Note what the 'exam board answers' look like and compare them to yours. Add these answers to your revision cards/notes and learn them.		
<b>Extra guidance for parents</b>			
Do we provide a Sport Study revision guide?	There is no revision guide as such, but students have the LO booklet that refers to all content and will have been developed in class notes (examples etc.)		
What's the best way to support your child with learning Sport Study?	Ensure your child knows the bullet points from the booklet and can supplement them with examples. Help them mark their past papers.		
What's the best way to support your child with coursework units?	Read through their work and check it makes sense and they have not just copied and pasted. Have they used references? Remind students of impending deadlines of which students will be made aware by their teacher.		

# Textiles

Syllabus	DT: Textiles Technology (OCR) J307 (from 2012)		
Where is the specification (syllabus)?	<a href="http://www.ocr.org.uk/images/324473-specification-from-2016-.pdf">http://www.ocr.org.uk/images/324473-specification-from-2016-.pdf</a>		
Controlled Assessment/Coursework/ Practical	A571: Introduction to designing and making (30%) A573: Making Quality Products (30%)		
Exam	Summer 2017	1.5 hour	40%
<b>Extra guidance for students</b>			
What should a student do before each Textile lesson?	<p>For <b>practical</b> lessons students need to consider what they aim to achieve in the lesson to ensure they are using all available time effectively. If a lesson is after break students could arrive a few minutes early to set up machines etc.</p> <p>For <b>theory</b> lessons students need to ensure they have completed any homework or preparatory work set by the teacher.</p>		
What should a student do during each Textile lesson?	<p><b>Practical:</b> students need to manage their time effectively and ask for help if they are unsure of the next steps in their project. They need to work safely and as accurately as possible at all times.</p> <p><b>Theory:</b> Students should make notes using their own preferred learning style and ask questions about any topics they are unsure of.</p>		
What should a student do after each Textile lesson?	<p><b>Practical:</b> consider the next stages of their project and write a target for next lesson.</p> <p><b>Theory:</b> At the end of each topic (e.g. Industrial Processes) Read through the relevant revision guide section and complete the questions.</p>		
How should I use my revision guide?	<p>At the end of each topic is a set of questions which can be completed. Students should make revision notes in their preferred learning style .g using post-it notes, flash cards or illustrated mind-maps.</p>		
Where are the past papers and how many should I do?	<p>Past papers are available online <a href="http://www.ocr.org.uk/qualifications/gcse-design-and-technology-textiles-technology-j307-from-2012/">http://www.ocr.org.uk/qualifications/gcse-design-and-technology-textiles-technology-j307-from-2012/</a></p> <p>There are also booklets of past paper questions organized by topic available in the Textile department. Students should complete as many past paper questions as they are able or is useful to them.</p>		
What is the best way to use past papers in Textiles?	<p>Try a paper under timed conditions, then go through the answers correcting any incorrect answers in a different colour <b>or</b> Focus on a style of question (e.g. explaining how to work a specific technique) or topics you have found difficult in mock exams.</p>		
<b>Extra guidance for parents</b>			
Do we provide a Textiles revision guide?	Yes: each student has one at home to use.		
A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.	Students are provided with the authorised OCR revision guide which should be returned at the end of the course in the same condition it was given.		

<p>What's the best way to support your child with learning Textiles?</p>	<ul style="list-style-type: none"> <li>• Provide a quiet place to work</li> <li>• Remind them to switch off all social media when working; limit time on digital devices; encourage exercise and a good diet, including breakfast, as well as a sensible bed time.</li> <li>• Help students plan their study time to take into account all subject and ensure they plan in sufficient breaks and time to enjoy other activities.</li> <li>• If they have access to a sewing machine at home encourage students to practice techniques learnt in class.</li> <li>• Please encourage regular revision of up to 30 minutes a week as well as their regular homework tasks.</li> <li>• Help them mark their past papers.</li> </ul>
<p>My child likes to revise using digital media</p>	<p>Try the youtube videos listed in the AAA revision guide. This can be particularly useful when revising Industrial processes and smart materials.</p>
<p>What's the best way to revise from video tutorials?</p>	<p>Watch and make notes of the key points. Make a note of any question you want to ask your teacher</p>

## How can parents/carers support their child

Our most important motivational tip for supporting your child - whenever enthusiasm, motivation and energy flags, remind your child to think about results day and what they want to see when they open their envelope. Keep them focused upon the grades they want to see. Are these different to their current data and what could be done to make a difference?

The exam period is perhaps just eight weeks out of their life. After this, back to the normal routine...

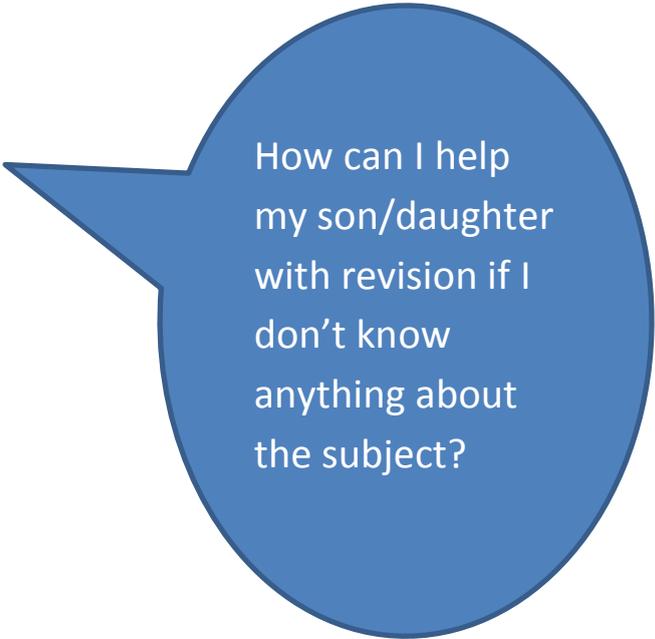
Exams are stressful for all concerned and hard work. Your child will be feeling the pressure and will be tired, although they may well not admit any of this to you. We offer this advice as the ideal but recognise that it will not suit every family's circumstances.

- Read through the student booklets and encourage your child to follow the advice given.
- Try to ensure your child gets an early night before an exam day.
- Breakfast is proven to improve and sustain concentration. A cereal bar or banana is better than no breakfast at all.

We offer an enormous amount of support to students whilst they are preparing for exams. A few of these are listed below.

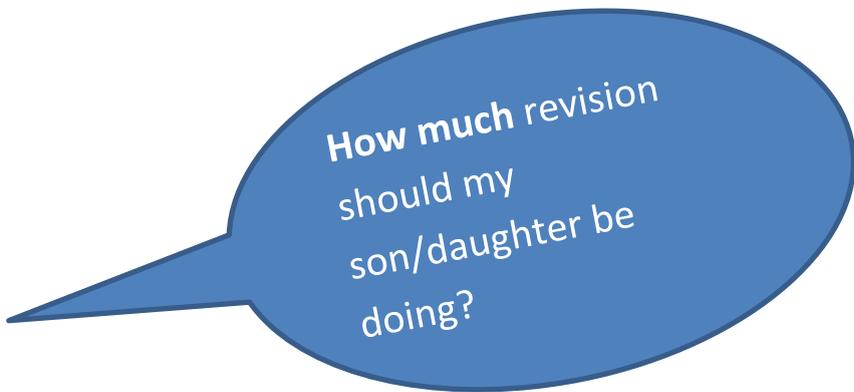
- Study club after school support.
- Study skills sessions.
- Breakfast revision sessions before exams, wherever possible.
- Revision sessions after school, or sometimes during school hours.
- Advice on revision techniques and how best to answer exam papers.
- Intervention offered to students who are underperforming in their subjects.
- Where students have finished a subject early, time is allocated to spend in another subject.
- Lunchtime drop in surgeries for most subjects in school.
- We offer support, through tutors or personal mentors, for students who are unduly stressed or anxious about exams.

What are we doing in school to support you?



How can I help my son/daughter with revision if I don't know anything about the subject?

- Testing them on their key facts, revision notes, revision book or exercise book will really help. **You do not have to know anything at all about the subject they are revising.** Ask them to tell you about a topic and where possible ask them to explain any key facts. Understanding is crucial for the higher grades.
- **Shared learning.** Help by testing your child on a topic after they have revised. (You have the work in front of you, they tell you about it). Ask questions from the information on a page. This is a huge help in improving recall of facts.



How much revision should my son/daughter be doing?

Revision **must** be an integral part of the school year, not just something that happens during the May half term of year 11.

**All year:**

- At the end of each day your child could consider what they have learned, perhaps by making a short summary.
- Encourage homework to be done in regular amounts every weekday evening. If students are not given any set homework, they can always organise notes from their schoolwork, prepare revision cards or go over a topic they had difficulties with.

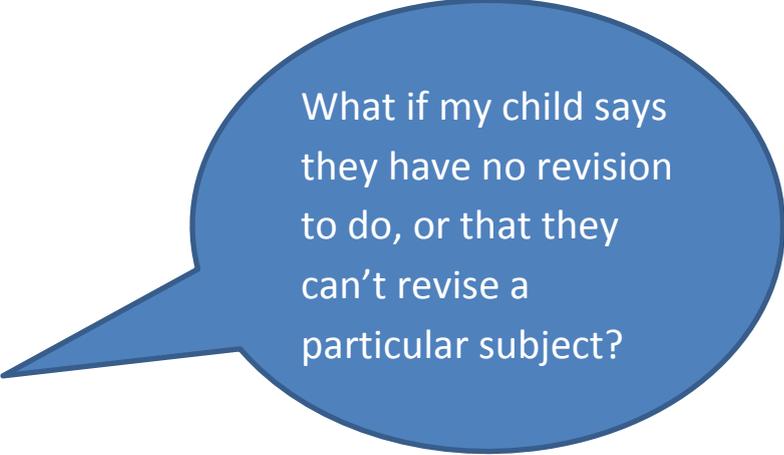
**Once the exam period draws near:**

- We recommend revision **every day in the six weeks before exams**, with more time spent over the weekend.
- Little and often is best for memory work. Your child should work for no longer than about 45 minutes at a time. Then get up and do something else for 20 minutes.
- It is best to switch off all social media and in most cases leave the mobile phone outside of the revision room. It is normally not needed for revision and can be a real distraction. (Oh, and put the X- box in the loft!!).

- Where space allows, a quiet area to study, where your child can leave out all of their work without having to keep putting everything away at the end of a session, is ideal.
- We can offer homework clubs at school if you do not have anywhere suitable for them to work at home.



Where should revision take place?



What if my child says they have no revision to do, or that they can't revise a particular subject?

There is always revision that can be done!

- Encourage them to use the strategies in their 'when and how should I revise' booklet, or in subject specific revision guides that their teachers may have given them.
- It is NEVER too late to start revising and every little counts. It is not the amount of time spent, but the effectiveness of the technique they use. Sometimes, students can spend a lot of time 'revising' and actually learn very little. That is why you testing them at the end of a session is so helpful.
- If interest flags, there are many digital revision resources including phone apps and *youtube* videos. This won't be the case for every subject though.
- Encourage them to look on the INTERNET for past exam papers and to practise answering them under timed conditions. Use the published mark scheme to learn the correct answers.

How do I help my child if he/she seems to be under too much pressure?

- You could help them to plan what it is they have to do – often, students don't know where to start.
- Check that they know exactly what it is they are aiming for. Encourage them to talk to their subject teacher if they are concerned about an aspect of a particular school subject, or perhaps to make an appointment for a careers interview if they are worried about what they are going to do after the GCSEs.
- Make sure they have built some leisure time into their study plan, and that they are going to bed at a reasonable hour.

- *Summarise the key points, learn them and then be tested* is the basis of all useful revision. Students often forget the last point.
- A study buddy can be very helpful.
- Look at the booklet 'How and when should I revise?' with your child and help them to choose the strategy that would suit them best.
- (NB: just reading through notes is rarely the best way to remember information.)
- Don't forget to try the past papers - this is vital.

How DO you revise?

# Life beyond Year 11

Ask yourself.....

## Where am I now?

- What can I do?
- What interests me?
- What are my values?

## Where do I want to be?

- Job/Career
- Lifestyle
- Relationships

## How can I get from here.....to there?

Thinking about your future? It's your choice, your future. You need to keep your options open and explore the opportunities:

- Redborne Sixth Form
- Kudos website for careers guidance
- National Careers Service for careers guidance
- Redborne Careers Guidance
- Apprenticeships

# Redborne Sixth Form

## Continuity and Progress in the Sixth Form

There are a number of advantages to remaining in the Sixth Form. These include:

- knowledge of the staff who will be teaching you and they, in turn, know you. This will help you settle to Sixth Form studies more quickly
- continuity of approach in terms of teaching styles, expectations, guidance and support
- carefully selected syllabuses to offer continuity from courses in Year 11
- courses that follow naturally with clear progression routes from work undertaken at GCSE level
- daily contact with a tutor who is always available to help and advise you
- the opportunity to play an important part in the life and the general organisation of not only the Sixth Form, but also of the remainder of the school and the local community
- being in smaller teaching groups which means you will have closer contact with the teacher. We are, therefore, able to offer you individual help if difficulties arise
- the provision of qualifications which will help you approach the world of work or Higher Education. It should also help you develop personally, equipping you with skills and interests which will be of use to you for the rest of your adult life.



Kudos is an impartial online careers guidance and information program that helps young people plan their future and make informed decisions.

**Kudos** is ideal for 13-19 year olds. It can make career suggestions based on what you tell it about your interests and educational aspirations. You can then explore these suggestions or look at your own career ideas.

You can add careers and subjects to your own personal Action Plan, where you can set goals and target dates. Up-to-date and accurate detailed information is provided on over 700 different careers (covering over 1,800 job titles).



## National Careers Service

The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

### How they can help you

Everyone has the ability and potential to develop and grow in their lives and careers. The National Careers Service understands however that sometimes things get in the way and can hold you back.

The website aims to:

- help you with careers decisions and planning
- support you in reviewing your skills and abilities and develop new goals
- motivate you to implement your plan of action
- enable you to make the best use of high quality career related tools.

Log onto:

<https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/Youngpeople.aspx> for careers information

## Redborne Careers Guidance

To book a careers interview, email [stkarmstrong@redborne.com](mailto:stkarmstrong@redborne.com) or pop into a lunch time drop in session in the library in South School. Mrs Armstrong is in school Monday to Wednesday. Appointments can be made between 8.40am and 3.10pm.



## Your guide to applying for Apprenticeship vacancies

### **What do I get out of it?**

With an Apprenticeship you can earn money while you learn the skills you need to succeed. You'll get recognised qualifications, full support during training and enjoy great career prospects at the end.

### **How do I progress?**

An Apprenticeship not only trains you in the skills employers want, it also opens up further career and learning options. You can carry on working, do more advanced training or even go on to higher education.

### **1. Go to [apprenticeships.org.uk](http://apprenticeships.org.uk)**

Go to [apprenticeships.org.uk](http://apprenticeships.org.uk) then click the **search for vacancies** link in the *Apprenticeship Vacancies* box on the home page. Now you are ready to start. On this page you can start searching, or register.

### **2. Register your details**

To register, click the **Register Now** link under **New User?** and fill in your details. Then create a username and password. Remember to keep your username and password safe. You'll receive confirmation through your registered email address. You must click on the link in the email to activate your account. This link opens a window to your **My Home** page.

### **3. Create your Home Page**

**My Home Page** is your own secure space. You can use it to:

- Search for apprenticeship vacancies and save your search results.
- Log your areas of interest: e.g. business administration.
- Manage your applications.
- Set up alerts by email or SMS to inform you when a vacancy is on the system matching your criteria.



# APPRENTICESHIPS

## which one works for you?