

**REDBORNE UPPER SCHOOL
& COMMUNITY COLLEGE**



Independent Study Year 10

2016 -18



Academic excellence Shared values Outstanding education



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A message to Year 10 Students

Welcome to your independent study booklet. Your teachers have taken time to provide the information included in the booklet, so please read the information and use the resources recommended to support your learning.

You are currently taking a number of Key Stage 4 subjects and have already taken nearly half the allocated lessons for each subject.

There are approximately 41 weeks of school time left before you sit your real exams; now is the time to start thinking about what grades are going to make you proud.

Your teachers are currently supporting you by making every lesson relevant to your progress. This may take the form of subject content, exam techniques, past questions and model answers.

You will have mocks this year in June and you need to prepare for these to obtain the best possible mark in each subject. **Start your preparation by making the most of your lessons.** Focus, be proactive, be fully equipped and on time to every lesson. After each lesson, re-read your notes and check that you understood the information, if not ask for help. Make revision cards from your notes, so that you are ready to start your revision. This booklet explains how to revise, so take time to read the information and act on the advice given.

To make good progress you need to attend lessons. If you miss school because of casual absence you miss 5 hours of lesson time per day. How and when would you catch up any missed work? We recognise that some students are too ill to attend school no matter how much they want to be with us; however, if you have good health we expect your attendance to be 97% or above – what is your current attendance figure?

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.

The Redborne staff

My advice to year 10 students: *'Stay on top of homework and schoolwork otherwise it will build up. If you miss a lesson, make sure you catch up as soon as possible.'*

Year 11 student, 2016

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

See individual subject information for further resources.

Exam Focus Fortnight

Begins w/c 12th June – an email a day for a fortnight with revision tips to prepare you for your mocks exams.

Mock Exams

Date	Subject	Time	Duration
Monday 26 th June	History	AM	1hr45mins
	English Literature	PM	1hr30mins
Tuesday 27 th June	Maths	AM	1hr30mins
	English Language	PM	1hr45mins
Wednesday 28 th June	Combined Science	AM	1hr15mins
	French Writing	AM	1hr20mins
	French Listening & Reading	PM	1hr45mins
Thursday 29 th June	Maths	AM	1hr30mins
	Biology	PM	1hr45mins
Friday 30 th June	Maths	AM	1hr30mins
	Geography	PM	1hr30mins
	Hospitality	PM	1hr15mins
Monday 3 rd July	Chemistry	AM	1hr45mins
	Product Design	PM	1hr30mins
	Catering	PM	1hr30mins
Tuesday 4 th July	Physics	AM	1hr45mins
	German Listening & Reading	PM	1hr45mins
Wednesday 5 th July	Art	AM	1hr45mins
	Computer Science	AM	1hr30mins
	PE	PM	1hr30mins
	Graphics	PM	1hr30mins
	Child Development	PM	1hr15mins
Thursday 6 th July	Business Studies	AM	2hrs
	ELBS	AM	1hr
	Textiles	AM	1hr
	ICT	PM	1hr30mins
	Dance	PM	1hr30mins
	German Writing	PM	1hr15mins
Friday 7 th July	Philosophy, Ethics & Religion	AM	2 x 1hr
	Spanish Writing	AM	1hr20mins
	Spanish Listening & Reading	PM	1hr45mins

What should you do before every lesson?

- Check equipment is packed, including any necessary text books, exercise books and work to be brought in.

What should you do after every lesson?

- Go back over the work covered in the lesson and check your notes are complete.
- Use a revision guide to look up topics that were not fully understood, or use BBC Bitesize or another site recommended by your subject teacher.

- On a regular basis (at least once per month), make cue cards or mind maps of content covered and keep this in folders dedicated to each subject.
- These folders can be kept at home or school. When it is time to prepare for exams, a set of revision cards will already have been made and these can be used to help with revision.

This forms the basis of all extended learning outside of lessons and is a very effective way to learn. If additional reading or written work has been set, this should be completed by the deadline set. (This can be checked on the Show My Homework site).

If you take study plus or learning support, you could use that time to make revision resources. Ask your teacher in that lesson for some help to get started.

My advice to year 10 students:

'If you want good grades in your brown envelope at the end of year 11, now in year 10 is the time to change. Don't leave it too late. You only get one chance at GCSEs.'

**What general things could I do to make my learning more effective?
Pick 2 or 3 from the list below and watch your learning improve...**

Discuss work and topics regularly with friends.

English

Learn vocab/
spellings regularly.

Write a summary of the key points from each 2 to 3 lessons. 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.

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

Look up words that you don't understand.

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 absence.

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

Maths

In addition to set homework, you need to practise maths 3 times per week. Try times table practice; do exercises from your Pearson active book. (Do 20 minutes at a time).

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.
Use memrise.
Keep a vocab book and revise from it often.

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.
- For the evenings after school, only plan one subject – leave time for relaxation.
- For revision during school holidays, it is suggested that morning and afternoon revision periods last approximately 2.5 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	History	Metals Ch	Life Processes - Bio
F 5	Science	Maths	-
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.**

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....

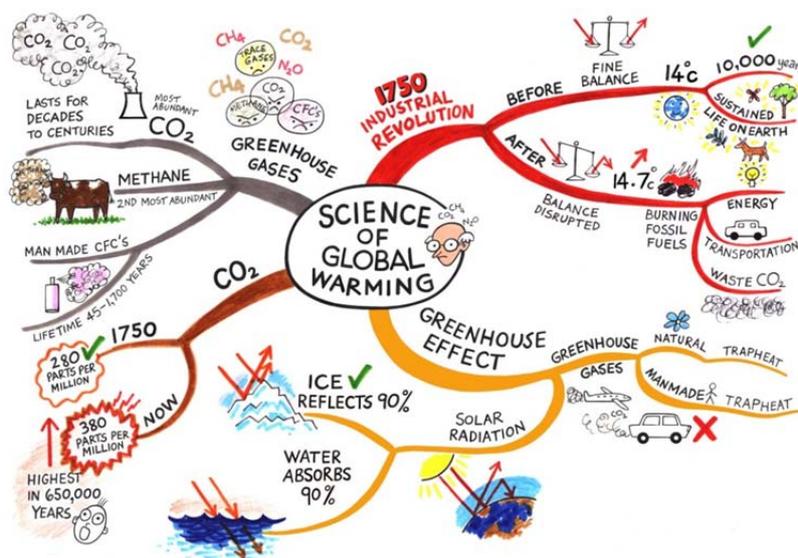
- You could *look cover write check*.
- You could make up a story which has these words in it.
- You could draw a picture which represents each word.
- You can even create a memorable phrase or sentence from the first letter of each word.

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.

What you need:	an A4 sheet of paper, an A5 sheet of paper and a postcard.
What to do:	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.
How to extend it:	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.'

What you need:	a small pile of notes (Post-it or similar) and a biro
What to do:	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. Do each one as a timed question.
- Past questions help you think about the content of your notes in different ways, so they are really worth doing.

Controlled Assessment 2016-18

	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Sept-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18
English Language	No controlled assessment															
English Literature	No controlled assessment															
Mathematics	No controlled assessment															
Agriculture (Single)	Throughout Y10 & Y11															
Agriculture (Double)	Throughout Y10 & Y11															
Art & Design	Throughout Y10 & Y11															
Biology	No controlled assessment															
Business Studies																
Chemistry	No controlled assessment															
Child Development	Throughout Y10 & Y11															
Combined Science:Trilogy	No controlled assessment															
Computer Science																
Dance																
Drama	No controlled assessment															
Environmental & Land Based Science	Throughout Y10 & Y11															
Food Preparation & Nutrition						Throughout Y11										
French	No controlled assessment															
Geography	No controlled assessment															
German	No controlled assessment															
Graphic Products	Throughout Y10 & Y11															
History	No controlled assessment															
Hospitality						Throughout Y11										
ICT																
Latin	No controlled assessment															
Music																
Music BTEC																
Philosophy, Ethics & Religion	No controlled assessment															
Physical Education	Throughout Y10 & Y11															
Physics	No controlled assessment															
Product Design	Throughout Y10 & Y11															
Spanish	No controlled assessment															
Sport Studies	Throughout Y10 & Y11															
Textiles	Throughout Y10 & Y11															

English Language

Syllabus	8700		
Where is the specification (syllabus)?	http://www.aqa.org.uk/subjects/english/gcse/english-language-8700		
Controlled Assessment/Coursework/ Practical	No controlled assessment		
Exam	Summer 2018	2 exams x 1.45hrs	100%
Extra guidance for students			
What should I be doing when I am reading?	<ul style="list-style-type: none"> • Highlighting and annotating important vocabulary and techniques • Think about the types of words used, types of sentences used and use of paragraphs • Note down key vocabulary to create a terminology word bank 		
What makes a good piece of original writing?	<ul style="list-style-type: none"> • Make a plan • Variety of ambitious vocabulary • Variety of sentence structures • Paragraphs that link together • Edit and proofread your work 		
What can I do to revise outside of lessons?	<ul style="list-style-type: none"> • Practise and self-assess with the mark scheme • Work through sample exam papers • Read different types of texts: newspapers, biographies, 19th Century novels etc 		
Extra guidance for parents			
Do you provide any additional support?	Yes. There is a club after school on Wednesdays.		
What are the best revision sources?	CPG spelling, punctuation and grammar workbooks		
How can I support my child?	<ul style="list-style-type: none"> • Read texts with your children and discuss them. • Encourage children to create individual spelling lists across all subjects 		

English Literature

Syllabus	8702		
Where is the specification (syllabus)?	http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702		
Controlled Assessment/Coursework/ Practical	No controlled assessment		
Exam	Summer 2018	1 x 1hr 45mins 1 x 2hrs 15mins	100%
Extra guidance for students			
What could I do before each English Literature lesson?	<ul style="list-style-type: none"> • 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 • Make sure that any set homework is completed • Make sure that you have reflected on the previous lesson's work 		
What should I do during each English Literature lesson?	<ul style="list-style-type: none"> • Listen carefully, you will never be taught the work in this level of detail again • Ask if you do not understand • Try your best – bring your 'A' game • Contribute to class discussion, don't sit in silence • Don't be afraid to take risks – speculate and take risks with your ideas and the connections that you can make. 		
Where can I go for revision resources?	<ul style="list-style-type: none"> • 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 • York notes 1-9 • Spark notes for plot, character and theme revision notes • AQA CGP revision books 1-9 		
How can I independently support my own learning in English Literature?	<ul style="list-style-type: none"> • Revise little and often and start this early • Vary your revision styles and approaches • Get together with like-minded people and revise key concepts together • Turn off your phone while revising – don't be distracted • Think about how long you will focus on different parts of the English Literature and Language course 		
Extra guidance for parents			
Should I purchase set texts for my child?	<ul style="list-style-type: none"> • 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 • Students should read and re-read the text at least twice before the exam. • Audiobooks are another useful resource. Unabridged versions of all texts studied can be found on Audible.com. 		
How should my child be reading the text?	<ul style="list-style-type: none"> • 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 • It would be useful for students to make a note of any key words that they don't understand 		
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"> • Ensure that students have access to a quiet space to work • 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 • 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. 		

Mathematics

Syllabus	EDEXCEL 1MA1 (first teaching 2015, first exam 2017)		
Where is the specification (syllabus)?	http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf		
Controlled Assessment/Coursework/ Practical	None		
Exam	Summer 2018	3 x 1.5 hours	100%
Extra guidance for students			
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?	Listen, think and ask questions. 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, MathsWatch.vle 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 MUST try some practice questions. Use ActiveLearn, MathsWatch.vle or mymaths 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.		
Extra guidance for parents			
Do we provide a maths revision guide?	Students will have the opportunity to purchase a revision guide in the first half term of year 11. Further orders will be placed before the Christmas break in year 11.		
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. 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 guidance for students 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)?	http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf		
Controlled Assessment/Coursework/ Practical	<p>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*)</p> <p>ASSIGNMENT 207 INTRODUCTION TO ANIMAL AND PLANT HUSBANDRY</p> <p>ASSIGNMENT 211 INTRODUCTION TO ANIMAL AND PLANT BIOLOGY</p> <p>ASSIGNMENT 217 CONSERVATION AND IMPROVEMENT OF BRITISH HABITATS</p>		
Exam	N/A	N/A	N/A
Extra guidance for students			
What should a student do before each Agriculture lesson?	Each Assignment has an Assignment Sheet 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?	Listen, think and ask questions. 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 Assignment Sheets . 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 Assignment Sheet which gives information on what work you need to produce to achieve each level. Look carefully at your Student Feedback Sheets 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		
Extra guidance for parents			
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 Assignment Sheets and Student Feedback Sheets 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)?	http://cdn.cityandguilds.com/ProductDocuments/Land_Based_Services/Agriculture/0073/0073_Level_2/Centre_documents/0073-02_Qualification_handbook_v3.pdf		
Controlled Assessment/Coursework/ Practical	<p>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*)</p> <p>ASSIGNMENT 201 UNDERTAKE AND REVIEW WORK RELATED EXPERIENCE IN THE LANDBASED INDUSTRIES</p> <p>ASSIGNMENT 202 ENVIRONMENTAL AND LAND-BASED BUSINESS</p> <p>ASSIGNMENT 204 INTRODUCTION TO FARM ANIMAL PRODUCTION</p>		
Exam	N/A	N/A	N/A
Extra guidance for students			
What should a student do before each Agriculture lesson?	Each Assignment has an Assignment Sheet 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?	Listen, think and ask questions. 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 Assignment Sheets . 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 Assignment Sheet which gives information on what work you need to produce to achieve each level. Look carefully at your Student Feedback Sheets 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		
Extra guidance for parents			
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 Assignment Sheets and Student Feedback Sheets 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 1ADO		
Where is the specification (syllabus)?	Lesson Store/ AAA Revision/ GCSE years 10 and 11/Art/Specification or Edexcel web site.		
Controlled Assessment/Coursework/ Practical	60% of final grade consisting of: A personal portfolio and 2 sketchbooks. Done in class time under controlled conditions		
Exam	Summer 2017	1X 10 hour	40%
Extra guidance for students			
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?	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.		
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.		
Extra guidance for parents			
Do we provide an art revision guide?	Yes – students can refer to L:\AAA Revision\Years 10 & 11\Art 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 art club 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 http://www.bbc.co.uk/arts/sections/art-and-artists .		

Biology

Syllabus	AQA Biology exam from June 2018	
Where is the specification (syllabus)?	http://www.aqa.org.uk/subjects/science/gcse/biology-8461	
Controlled Assessment/Coursework/ Practical	None	
Exam	Paper 1; 1 hour 45 minutes; 50% of GCSE grade Topics 1 – 4: Cell biology; Organisation; Infection and response; and Bioenergetics.	Paper 2; 1 hour 45 minutes; 50% of GCSE grade Topics 5 – 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
Extra guidance for students		
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>Listen, think and ask questions.</p> <p>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 first year of this specification. Specimen papers can be found at http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources There are many past papers from the previous specification which can still be used. http://www.aqa.org.uk/subjects/science/gcse/biology-4401/past-papers-and-mark-schemes</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: 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.</p>	
Extra guidance for parents		
Do we provide a biology revision guide?	Yes: each student has one at home to use.	

<p>A suggested revision guide for more detail? The bonus of this is it can be written in and have annotations added.</p>	<p>New Grade 9-1 GCSE Biology: AQA Revision Guide with Online Edition ISBN: 1782945563</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 homework club. 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). 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 guidance for students 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, and a glossary of the key terms. Read them and ask to be tested on these key points. Make the glossary into flash cards.</p>

Business Studies

Controlled Assessment/Coursework/ Practical	Autumn Term – 6wks of research & 3hrs for analysis and evaluation report – 25%		
Exam	Summer 2018	2hrs	75%
Extra guidance for students			
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.</p> <p>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>		
Extra guidance for parents			
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 www.tut_or2u are very useful and in particular the diagrams which they include in the explanations. Also www.wjec.com 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>		

Chemistry

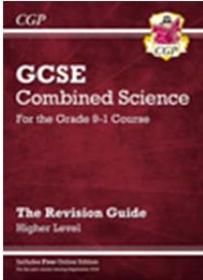
Syllabus	GCSE Chemistry (8462) For exams in 2018 onwards		
Where is the specification (syllabus)?	http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF		
Required practical	You need to complete several 'required practicals' in class. Questions will be set on these practical activities in the real exam. (15%) of the marks. If you miss lessons and miss one of these practicals there will be questions in the exam you cannot answer. Keep your notes on these practicals in a folder at home. You will need to revise from these.		
Exam	Summer 2018	2 x Written exam: 1 hour 45 minutes Foundation and Higher Tier	100 marks each 50 % of GCSE each
Extra guidance for students			
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>Listen, think and ask questions.</p> <p>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 the key points are. 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 the past papers are and how many should I do?	This is the first year of this specification. There will not be many past papers but you can use the old specification papers to practice. They can be found here: www.aqa.org.uk/subjects/science/gcse/chemistry-4402/past-papers-and-mark-schemes		
What is the best way to use past papers in chemistry?	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.		
Extra guidance for parents			
A suggested revision guide. 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) www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old		
What's the best way to support your child with learning chemistry?	Provide a quiet place to work 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 of new work. Help them mark their past papers. See 'past paper' information above in the guidance for students section.		
My child likes to revise using digital media	http://freesciencelessons.co.uk/new-gcse-spec/ are just great or try '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.		

Child Development

Syllabus	OCR Level ½ Cambridge National Certificate in Child Development Code J818		
Where is the specification (syllabus)?	http://www.ocr.org.uk/Images/264237-centre-handbook.pdf		
Controlled Assessment/Coursework	Unit R019 – 25% of final grade. Completed throughout Year 10. Unit R020 – 25% of final grade. Completed throughout Year 11.		
Exam	Unit R018	Examined January 2018	1 x 1 hour 15 minutes
	50% of final grade	One re-sit opportunity May 2018	
Extra guidance for students			
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 organized and up-to-date theory folder.		
What should a student do after each Child Development theory 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.		
When should a student start revision for the exam in January 2018?	In September start regular weekly revision.		
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. Use the checklist at the front of the revision guide to ensure that you revise and understand all examined topics.		
What topics should I revise first?	Start revising the topics covered early in the course. Topics to start with: childhood health and illness, parenthood, pre-conceptual care, postnatal checks/characteristics of a newborn baby and premature babies.		
Where are the past papers?	This is a new qualification and there are currently no past papers. You will be provided with a booklet of practice exam questions and a questions answer book.		
What is the best way to use practice exam questions in child development?	Attempt the questions independently with no revision notes. Use the answers booklet to carefully mark your answers. Use the answers to update and improve your revision resources.		
What controlled assessment tasks will a student complete for Child Development?	<u>Year 10</u> Task 1 – Choosing equipment and clothing for children birth to five years. Task 2 – Nutritional requirements for children from birth to five years. Task 3 – Practical feeding solutions for a young child (plan and make a two course meal for a four year old child).	<u>Year 11</u> Task 1 – Physical, intellectual and social development norms from birth to five years. Task 2 – Benefits of learning through play. Task 3 – Planning play activities for a chosen development area for a child from birth to five years. Task 4 – Carrying out play activities for a chosen development area from birth to five years.	
What should a student do outside of lessons for controlled assessment?	Be aware of interim and final deadlines. Complete preparation research. Source any required resources e.g. food ingredients, presentation materials etc. Plan practical work in advance and organized yourself with your plan before your practical		

	lesson(s). Attend Child Development drop-in sessions for additional support.
Extra guidance for parents	
Resources to support independent study and revision	All students have been loaned an OCR Child Development text book. In Year 11 students will be loaned a revision guide.
What's the best way to support your child with learning Child Development?	Provide a quiet place to work. Students are encouraged to attend Child Development drop-in sessions at lunchtimes or after school. (See Year 10 parent handbook). Discuss what Child Development homework has been set – homework is regularly set and details will be on Showmyhomework. Ask about work deadlines and when practical work will be taking place.

Combined Science : Trilogy

Syllabus	AQA Combined Science: Trilogy (8464) for first teaching in 2016
Where is the spec?	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance
Controlled assessment/ coursework/ practical	No controlled assessments or coursework. There are 16 required practical activities that will be completed throughout the course. These are not assessed, but taking part in them will make some questions easier to answer on the final exams.
Exam	Summer 2018 – 100% terminal Two exams each for Biology, Chemistry and Physics. Each exam is available in Higher or Foundation tier and lasts for 1 hour and 15 minutes
Dates	tbc
Extra Guidance for students	
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	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?	http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources
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 http://www.bbc.co.uk/education/subjects/zrkw2hv GCSE science http://www.gcse-science.com/ s-cool http://www.s-cool.co.uk/gcse Youtube (free science lessons) https://www.youtube.com/watch?v=W1KegBdatN8
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:  Unless these were purchased, they will need to be returned after the y11 exams
Any other additional revision guides that you can suggest?	Collins Foundation support workbooks are available for each of the sciences (http://www.collins.co.uk/product/9781844194728/Collins+GCSE+Essentials+-+AQA+Science+A%3A+Revision+Guide) Oxford University Press also produce a variety of useful resources (https://global.oup.com/education/content/secondary/series/aqa-gcse-science/?view=ProductList&region=uk)

How can I support my child?	<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>
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Computer Science

Specification	GCSE Computer Science 8520	
Where is the syllabus?	http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520	
Coursework	Submit Jan 2018	20%
Exam	June 2018	80%
Books	AQA Computer Science for GCSE Student Book Steve Cushing (ISBN-13: 978-1471866197)	
Websites	<ul style="list-style-type: none"> • Dynamic Learning – http://my.dynamic-learning.co.uk/ • BBC Bitesize - http://www.bbc.co.uk/education/subjects/z34k7ty • Teach-ICT – http://www.teach-ict.com/gcse_computing.html • Samlearning – https://www.samlearning.com/ • AQA videos – https://www.youtube.com/playlist?list=PL04uZ7242_M7vEYGO_r_QDVJJNAfip_iEh 	
How should students be prepared for learning each lesson?	<ul style="list-style-type: none"> • Create revision notes from each theory lesson. • Keep up to date with recent trends on the BBC Technology webpages. • Complete homework theory tasks. • Develop programming skills through websites such as https://www.codecademy.com/ and https://www.khanacademy.org/ 	

Dance

Syllabus	AQA Dance 8236 exam from 20187		
Where is the specification (syllabus)?	http://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF		
Controlled Assessment/Coursework/ Practical	60% of final grade consisting of: 3 practical performances done in class time, internally marked and externally moderated		
Exam	Summer 2018	1hr 30mins	40%
Extra guidance for students			
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 refine the practical dance work i.e. set phrases, choreography and performance in a group.		
What should a student do during each dance lesson?	Ensure that you have full kit. Remove all jewelry. Any injuries/non participation must be accompanied by a note/email from parent.		
What should a student do after each dance lesson?	Theory – 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?		
How should I use my revision guide/modular booklet?	Start with one topic/set work i.e. infra/		
Where are the past papers and how many should I do?	There are no past papers as yet but all interim assessments/mock papers will be uploaded onto AAA revision with mark schemes.		
What is the best way to use past papers in dance?	Once you have completed an interim mock paper go onto AAA revision to access the mark scheme and check your answers. Add these corrections/answers to your revision cards/notes and learn them.		
Extra guidance for parents			
Do we provide a dance revision guide?	No. each set work has a work booklet created by Mrs Gentle “modular”.		
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 after school rehearsals that are every day including lunchtimes. 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 (see below). At least one lunch and one afterschool per week.		
My child likes to revise using digital media	Access the 6 set professional works on youtube videos		
What’s the best way to revise from You Tube?	Watch and re-read your notes on each work and add any additional information. It is advised that all students watch each work in full on Youtube and also view other works by choreographers for inspiration. It is also advised that students use youtube/spotify/itunes to listen to and access interesting music for their choreography exam where they are marked for their choice of music. Students can also watch and learn the set phrases from the AQA website http://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF		

Drama

Syllabus	<p>1DR0 (first teaching from September 2016) Please note that for 2016-17 there is what will become a legacy specification also on the website.</p>
Where is the specification (syllabus)?	Edexcel website (first teaching from September 2016)
Assessment	<ul style="list-style-type: none"> • Component 1 Devising (Practical and written 'coursework') 40% • Component 2 Performance from text (Practical) 20% • Component 3 Written exam (Theory) 40% <p>Please refer to KS4 options booklet for more detail.</p>
Extra guidance for students	
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, arrange additional rehearsals if necessary, catch up on any lessons missed (particularly theory), watch recordings of past exam performances to widen repertoire, read ahead (theory work), have prepared questions to clarify understanding, 'let go' of any unhelpful moodiness and prepare to be positive!
What should a student do during each drama lesson?	Be willing to try out ideas, offer ideas, make marginal notes on their scripts, ask questions about their characters, genre and plot, clarify misunderstandings, practice using technical terminology, be prepared to receive critical feedback.
Extra guidance for parents	
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, take them to see local and London plays (not just musicals, although these, too are fun!), avoid planning holidays in term time, contact the drama department (ext 2631) if you have any questions or concerns.

Environmental & Land Based Science

Syllabus	OCR Environmental and Land-Based Science (J271) from 2012		
Where is the specification (syllabus)?	http://www.ocr.org.uk/Images/82524-specification.pdf		
Controlled Assessment/Coursework/ Practical	<p>60% of final grade consisting of:</p> <p>Investigative Project (12-15hrs 32rganiz.) worth 24%. Done in class time under controlled conditions.</p> <p>Work-Based Report (12-15hrs 32rganiz..) worth 24%. Done in class time under controlled conditions.</p> <p>Practical Skills (12-15hrs 32rganiz.) worth 12%. 4 Practical tasks are assessed worth 3% each. Done in class time under controlled conditions.</p>		
Exam	Summer 2018	2 x 1 hour (B681 Management of the Natural Environment & B683 Commercial Horticulture, Agriculture and Livestock Husbandry) each worth 20%	40%
Extra guidance for students			
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?	Listen, think and ask questions. 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		
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>http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/ 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 http://www.ocr.org.uk/qualifications/gcse-environmental-and-land-based-science-j271-from-2012/</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>
Extra guidance for parents	
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>Lesson Store/AAA Revision/Years 10 & 11/ ELBS/Revision Materials/B681 and B683 revision guide</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) www.cgpbooks.co.uk/Student/whoAreYou.books_gcse_chemistry?range=old</p> <p>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> <p>The website http://www.elbs.info/ provides teaching notes, past-papers and other useful information</p> <p>It also has copies of the text-book Rural Science 1, 2 and 3 which provide a useful revision resource.</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>

Food Preparation & Nutrition

Syllabus	WJEC Eduqas GCSE Food Preparation and Nutrition	
Where is the specification (syllabus)?	http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/eduqas-gcse-food-preparation-nutrition-spec-from-2016	
Controlled Assessment Practice (not contributing to the final grade)	Year 10 The Food Preparation Assessment (November 2016) The Food Investigation Assessment (June 2017)	
Exam	Year 10 Summer 2017	1 hour 45 minutes
Year 11		
Controlled Assessment (this contributes to the final GCSE grade)	Year 10 The Food Preparation Assessment (November- January 2018) 35% of the qualification The Food Investigation Assessment (October 2017) 15% of the qualification	
Exam	Mock exam December Actual exam May/June 2018	50% of the qualification 1 hour 45 minutes(paper or online)
Extra guidance for students		
What should a student do before each Food Preparation and Nutrition 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. Select appropriate skilled dishes. Prepare ingredients for practical lessons, read the recipe thoroughly from beginning to end.	
What should a student do during each Food Preparation and Nutrition lesson?	Listen, think and ask questions. Don't just copy blindly from the board or textbook. Ask questions about anything not understood from the previous lesson. Make sure all tasks are completed in detail. Practical lessons: Follow the recipe, think about the ingredients used, what are they doing in the recipe? How does it relate to the theory? Try to work independently, clean as you go, show good time management – finish on time.	
What should a student do after each Food Preparation and Nutrition lesson?	Go over your class notes and annotate your class notes. Can you make a summary card of the key points and store it in a folder? Use the glossary in the textbook or illuminate digital – make sure you understand the meaning of any new terminology. Complete your definitions sheet, in lesson if time or at home.	
How should I use my online textbook? www.illuminate.digital/eduqasfood	Student username SRED4 Password STUDENT4 Start with current 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. Test yourself using the questions at the end of the section.	
Where are the past papers and how many should I do?	This is the first year of this specification. There are no past papers on the eduqas website. Sample questions can be found on the online textbook.	

What is the best way to use the sample question?	Try a question. Mark the paper very carefully (answers are at the back of the book): 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.
Extra guidance for parents	
Do we provide a Food Preparation and Nutrition revision guide?	Not yet, this is a new course. Revision guides are due to be available Spring 2017, information about this will be supplied as it becomes available
How can I support my child at home?	Check which lessons are allocated for practical lessons – make sure that practicals are planned in advance especially when students are asked to research their own recipes to meet a brief. Encourage students to cook and clear up at home. Practical skills and good hygienic practices are vital for the controlled assessment. Practice good time management and presentation.
What's the best way to support your child with learning Food Preparation and Nutrition?	Provide a quiet place to work for theory work. 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 – each unit has an end of unit topic test, it is important to consolidate the learning from each unit. Review the paper after marking and make notes on any areas you found difficult. Help them evaluate their practical work, consider ways the recipes can be improved/developed or made suitable for different dietary needs.
My child likes to revise using digital media	Try the youtube videos – there are some excellent resources explaining food science and the functions of ingredients.

French

Exam	May/June 2018	<p>Speaking 1FR0/2F and 2H Foundation tier: 7–9 minutes plus 12 minutes preparation time; 70 marks Higher tier: 10–12 minutes plus 12 minutes preparation time; 70 marks</p> <p>Writing 1FR0/4F and 4H Foundation tier: 1 hour 10 minutes; 60 marks Higher tier: 1 hour 20 minutes; 60 marks.</p>	Speaking=25% Writing=25%
Exam	May/June 2018	<p>Listening 1FR0/1F and 1H Foundation tier: 35 minutes including 5 minutes reading time; 50 marks Higher tier: 45 minutes including 5 minutes reading time; 50 marks</p> <p>Reading 1FR0/3F and 3H Foundation tier: 45 minutes; 50 marks Higher tier: 1 hour; 50 marks</p>	Listening=25% Reading=25%
Extra guidance for students			
What should a student do before each French lesson?	<ul style="list-style-type: none"> • Revise vocabulary from previous lesson and re-read notes. • Check all homework has been completed (check Show my Homework and planner) • Make sure all your equipment is in your bag ready for the lesson • Look at your target and consider what you can do to work on it • Check your school email account regularly 		
What should a student do during each French lesson?	<ul style="list-style-type: none"> • Make sure you are copying vocabulary correctly from the board • Participate fully • Update target sheets as appropriate • Ask questions if you don't understand 		
What should a student do between French lessons?	<ul style="list-style-type: none"> • Complete homework the night it is set wherever possible • Contact the teacher in advance of the lesson if you have any problems • Spend time every day learning / revising vocabulary • Create revision notes mindmaps etc. • Re-write notes where necessary • Update vocabulary book / excel spreadsheet of vocabulary • Work on vocabulary sheets on Lesson Store • Use websites such as memrise.com / languages online (for other websites see AAA revision on Lesson Store) 		
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 36rganize 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		
Extra guidance for parents			
What's the best way to support your child with learning French?	<ul style="list-style-type: none"> • Provide your child with a quiet place to learn • Encourage your child to spend time every day on learning vocabulary • Help your child by testing them on vocabulary and verb endings • Play games with your child to 36rganize key vocabulary • Practise the questions for the speaking exam with your child • Get your child to try to teach you something that they have learnt • Get them to 36rganize numbers, alphabet, days, dates, months, colours, weather etc on a regular basis 		

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| | <ul style="list-style-type: none">• Encourage your child to put posters of vocabulary around their room• Encourage them to use an app on phone to record themselves to 37rganize speaking• Ask your child for 1 new word they have learnt each day• Do not allow your child to use any website translators. Encourage them to use wordreference.com or Collins dictionary online. |
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Geography

Specification	Edexcel (9-1) Geography A (1GAO) http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-a-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2Fspecification-and-sample-assessments		
	June- July 2016/ Autumn Term 2016	Spring Term 2017	Summer Term 2017
Topics to cover	Weather hazards and climate change Resource Management	Changing Landscapes of the UK Fieldwork (Physical)	Changing Cities
Extra resources	A revision guide will be published in due course; please speak to your geography teacher Sam Learing		
How should students be prepared for learning each lesson?	Be equipped with everything that is needed to complete the required geographical skills: Highlighter pens, pen, ruler, pencil, calculator, protractor, compass, glue stick, green pen, scissors, coloured pencils. We 38rganize skills every lesson, so these are vital.		
How will students know what they are going to learn each lesson?	<ul style="list-style-type: none"> • Learning objectives given at the start of each lesson. • Skills work is shown by this symbol: (these are mathematical and statistical skills for geographers, details can be found in the specification p. 32-33) • Located examples are shown by this symbol (from developed, emerging and developing countries) • Case studies are shown by this symbol. There are 3 in- depth studies over the course. 		
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"> • Complete homework set on time. • Create revision cards using your located examples and case studies from the lesson. • Watch or read the use to keep up to date with knowledge of geographical issues and events. 		
How should I revise?	<ul style="list-style-type: none"> • Make fact files, posters, flashcards and mind maps using symbols, images and colour. • Create a key word dictionary. • Revision guides are useful to create summaries of key concepts. • Practise exam questions from your past assessments/ lessons under timed conditions. 		
Websites	http://www.coolgeography.co.uk/ http://www.worldmapper.org/ http://www.bbc.co.uk/schools/gcsebitesize/geography/		

German

Syllabus	AQA 8668			
Where is the specification (syllabus)?	See AAA revision on lesson store or AQA website			
Exam	Y10 mock exam	June/July 2017	Listening 25% Speaking 25% Reading 25% Writing 25%	Foundation 35 mins Higher 45 F 7-9 mins, H 10-12 mins F 45 mins, H 60 mins F 1 hour, H 1 hour 15 mins
	Y11 mock exam	December 2017	Listening 25% Speaking 25% Reading 25% Writing 25%	Foundation 35 mins Higher 45 F 7-9 mins, H 10-12 mins F 45 mins, H 60 mins F 1 hour, H 1 hour 15 mins
	GCSE exam	May / June 2018	Listening 25% Speaking 25% Reading 25% Writing 25%	Foundation 35 mins Higher 45 F 7-9 mins, H 10-12 mins F 45 mins, H 60 mins F 1 hour, H 1 hour 15 mins
	GCSE German has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). All 4 papers must be taken in the same tier. Each paper makes up 25% of the overall GCSE.			
Extra guidance for students				
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. Remember that questions are very important as well as answers.			
What should a student do after each lesson?	Review what has been covered. Learn new vocabulary, phrases, questions and sentences. Complete any homework set.			
Do we provide a revision guide?	At the end of each section of the course, we will create our own individual revision guide, which will be on the computer, so that it will not be lost. Revise regularly using your own guide. Memrise courses for Redborne students are the best way to learn vocabulary and phrases / sentences. Any commercially available revision guide which includes listening and reading will be of some use, but it is absolutely not necessary to purchase one.			
Where are the past papers?	See revision hints and tips on AAA revision on Lesson Store. Please do NOT use Sample Assessment Materials on AQA website. If you want to do practice papers, use old papers from the previous spec for practice listening and reading materials.			
Extra guidance for parents				
What's the best way to support your child with learning German?	Encourage regular vocabulary learning – this should be for a short amount of time but every day if possible. Encourage students to use Memrise – 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. The topic vocabulary courses include sentences using different tenses and can therefore help with revision for speaking and writing tests as well. Allow students to put up vocabulary posters around the home – this can be especially useful for students with a strong visual memory. Test students – on key vocabulary or sentences.			

Graphic Products

Syllabus	OCR D&T: Graphics J303 Specification from 2012		
Where is the specification (syllabus)?	http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/		
Controlled Assessment (2 Units)	Unit 1 – Introduction to designing and making (30%) Unit 2 – Making quality products (30%)		
Exam	Summer 2018	1 x 1.5 hours Sustainability and Technical Aspects	40%
Extra guidance for students			
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: http://www.ocr.org.uk/qualifications/gcse-design-and-technology-graphics-j303-from-2012/ 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: parents could you help? Note what the 'exam board answers' look like and compare them to yours.		
Extra guidance for parents			
Do we provide a Graphics revision guide?	Yes, these will be available through the DT department at a 40organized40 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: https://www.cgpbooks.co.uk/School/books_gcse_dt_graphic.book_TGRR42		
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 guidance for students section.		
My child likes to revise using digital media	Look for revision apps - J Plimmer, Gojimo		

History

Specification	OCR History A (Explaining the Modern World) J410		
	Year 10 Autumn & Spring Terms	Year 10 Summer Term Year 11 Autumn Term	Year 11 Autumn Term onwards
Topics to cover	International Relations 1918-2001 The USA 1945-1974	The English Reformation 1520-1550 Castles: Form & Function	Power, Monarchy & Democracy in Britain 1000-2014
Extra resources	A revision guide will be published in due course. There are two main text books that will be used to support the course: Ben Walsh: Modern World History (Period & Depth Studies) Power, Reformation & the Historic Environment		
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"> • Learning objectives given at the start of each lesson. • Students will be given topic outlines at the beginning of each unit of work 		
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 (1-9)		
What should I do outside of the lesson?	<ul style="list-style-type: none"> • Complete homework set on time. • Create revision cards using the templates provided by the department • Watch relevant tv programmes and read around the subject • Revise work done in class at least every two weeks 		
How should I revise?	<ul style="list-style-type: none"> • Make fact files, posters, flashcards and mind maps using symbols, images and colour. • Revise work regularly throughout Year 10 & 11 – don't leave it all to the last minute. • Learn key words • Revision guides are useful to create summaries of key concepts. • Practise exam questions from your past assessments/ lessons under timed conditions. 		
Websites	http://www.ocr.org.uk/qualifications/by-subject/history/ http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/		

Hospitality

Syllabus	WJEC GCSE in Hospitality Teaching from 2012		
Where is the specification (syllabus)?	http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&level=GCSE		
Controlled Assessment/Coursework/ Practical	<p><u>Year 10:</u> Mock controlled assessment (not towards final grade) 25 hour event based task, e.g. afternoon tea Research, plan, deliver and evaluate the event</p> <p><u>Year 11:</u> controlled assessment 60% of final grade 45 hour event based task, e.g. 3 course sit down meal Research, plan, deliver and evaluate the event</p>		
Exam	Summer 2018	1 ¼ hour	40%
Extra guidance for students			
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.</p> <p><u>Practical lesson:</u> ensure an appropriate recipe has been selected, ingredients organized and recipe read in preparation.</p>		
What should a student do during each hospitality lesson?	<p><u>Theory:</u> Listen, think and ask questions. Don't just copy blindly from the board. Ask questions about anything not understood from the previous lesson.</p> <p><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?</p> <p><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: http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=hospitalityAndCatering&level=GCSE&pastpaper=true</p> <p>Hospitality past papers are <u>unit 4</u> – make sure you download and complete the correct ones</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: 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.</p>		
Extra guidance for parents			
Do we provide a hospitality revision guide?	Yes: these are issued in year 11.		

<p>If you wanted to buy the revision guide yourself? The bonus of this is that you can write in it and have annotations added.</p>	<p>WJEC GCSE Hospitality & Catering: My Revision Notes (Revision Guide)</p> <p>http://www.hoddereducation.co.uk/Product/9781444153897.aspx#!</p>
<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 guidance for students section.</p>

ICT

Syllabus	Edexcel ICT 2IT01 from 2012	
Controlled Assessment/Coursework/ Practical	Submit Jan 2018	60%
Exam	May 2018	40%
Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/ict-2010.html	
Websites	<ul style="list-style-type: none"> • SAMLearning – https://www.samlearning.com/ • Bitesize – http://www.bbc.co.uk/education/subjects/zqmtsbk • Teach-ict – http://www.teach-ict.com/gcse_new/gcse_ict_home.html 	
Books	Edexcel GCSE ICT Student Book (ISBN: 9781846906145)	
How should students be prepared for learning each lesson?	<ul style="list-style-type: none"> • Research and practice skills for the controlled assessment topics in own time. • Keep up to date with recent trends on the BBC Technology webpages. • Refer back to the revision guide given to you in year 11. • Complete topic test homework. 	

Latin

Syllabus	WJEC Eduqas GCSE Latin (C990PB)		
Where is the specification (syllabus)?	http://bit.ly/2gAAFgU and in the AAA revision folder		
Latin Language exam	June 2018	90 minutes	50%
Latin Literature and Sources exam	June 2018	75 minutes	30%
Roman Civilisation exam	June 2018	60 minutes	20%
Extra guidance for students			
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 every weekday .		
Where are the past papers and how many should I do?	This is the first year of this specification. There are no past papers. However, as sample materials become available and be used to support students. Students can also use the previous specification past papers as the standard of Latin required has remained almost the same: http://www.wjec.co.uk/qualifications/qualification-resources.html?subject=latin&level=Level12Certificate&pastpaper=true Use those 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)		
Extra guidance for parents			
Do we provide a Latin revision guide?	No. The textbook and Memrise courses are more suitable. There will also be student guides to the poetry and literature provided during lessons for use as revision.		
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 guidance for students section.		
My child likes to revise using digital media	http://www.wjeclatinresources.com/eduqas-latin-gcse.html Use the school-devised Memrise courses		

Music

Syllabus	Edexcel Pearson GCSE		
Where is the specification (syllabus)?	http://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf		
Controlled Assessment/Coursework/ Practical	There will be a variety of short composition activities and then you will begin the first compete composition. There will be regular performance opportunities.		
Exam	No Exam	N/A	N/A
Extra guidance for students			
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>Listen, think and ask questions.</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 and how many should I do?	At the end of each set work we will do at least 1 exam style question. Because this is a new course there are no previous papers to look at but we will be providing papers for the mock exam and exam style questions in the run up to the exam for you to look at.		
Extra guidance for parents			
Do we provide a Music revision guide?	We will offer the opportunity for students to purchase a revision guide through the school during the year.		
A suggested revision guide for more detail?	CGP New GCSE Music Edexcel Complete Revision & Practice (with Audio CD) – for the Grade 9-1 Course		
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 we will increasingly add more revision resources to the AAA folder throughout the course.		

Music BTEC

Syllabus	Edexcel BTEC First Award		
Where is the specification (syllabus)?	http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Music/2013/Specification-and-sample-assessments/9781446936177_BTECFIRST_L12_AWD_MUSIC_Iss2.pdf		
Controlled Assessment/Coursework/ Practical	Unit 7 – Introduction to Sequencing (25%). This will be completed between December and June.		
Exam	Summer 2017	1 hour	25%
Extra guidance for students			
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?	<p>Listen, think and ask questions. 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.</p>		
What should a student do after each Music lesson?	Listen to a range of musical genres. Research into the aspects of the music industry discussed.		
Where are the past papers and how many should I do?	http://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.coursematerials.html#filterQuery=category:Pearson-UK:Category%2Fexternal-assessments&filterQuery=category:Pearson-UK:Document-Type%2Fquestion-paper&filterQuery=category:Pearson-UK:Unit%2Funit-1 You can do as many of the past papers as you would like. This will definitely support you in the exam.		
Extra guidance for parents			
Do we provide a Music revision guide?	We will offer the opportunity for students to purchase a revision guide through the school during the year.		
A suggested revision guide for more detail?	Wider reading: Careers in music by Sara Peacock published by Rhinegold. This is an excellent book with appropriate materials		
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 regular revision of the music industry.		
My child likes to revise using digital media	Try using careers websites and there are lots of revision resources in the AAA folder.		

Philosophy, Ethics & Religion

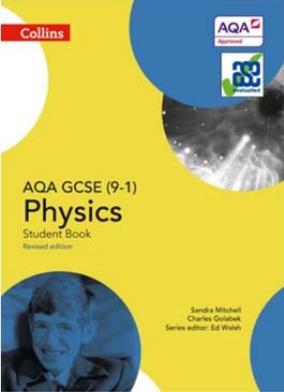
Controlled Assessment/Coursework/ Practical	No controlled assessment		
Exam	Summer 2018	2 x 1hr 1x 2hr	100%
Extra guidance for students			
What should a student do before each lesson?	<ul style="list-style-type: none"> • Listen to the news – come to class with a relevant story that relates to a topic we have studied and be willing to discuss it • Check your notes from last lesson – if you were away/forget your book, make sure you are up to date • If you know you will be away, email your teacher and ask for what you missed 		
What should a student do during each lesson?	<p>Listen, think and ask questions. 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?	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		
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 (1-9)		
How should I use my revision guide?	Start with using key terms Make sure you understand what the different religions you have studied believe about the key issues Learn relevant religious teachings for each topic Time yourself 30mins on a set of questions and email to your teacher for marking		
Where are the past papers and how many should I do?	OCR website http://www.ocr.org.uk/qualifications/gcse-religious-studies-j625-j125-from-2016/		
What is the best way to use past papers?	Try a paper under timed conditions. Mark it yourself using the exam board mark schemes: parents could you help? Note what the 'exam board answers' look like and compare them to yours.		
Extra guidance for parents			
Do we provide a revision guide?	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		
What's the best way to support your child?	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. 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. Help them mark their past papers. See 'past paper' information above in the guidance for students section.		
My child likes to revise using digital media	Encourage students to follow BBC news on Twitter and the Reborne Religious Studies twitter page @RedborneRS		

Physical Education

Syllabus	AQA PE 8582 exam from 2016		
Where is the specification (syllabus)?	http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582		
Controlled Assessment/Coursework/ Practical	40% practical consisting of 3 chosen sports		
Exam	Summer 2017	2 x 1.5 hour	60%
Extra guidance for students			
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?	<p>Listen, think and ask questions. Don't just copy blindly from the board. Ensure notes are neat for revision later. Ask questions about anything not understood.</p>		
What should a student do after each PE lesson?	Go over your class notes. Can you make a summary card/mind map of the key points and answer revision questions.		
Where are the past papers and how many should I do?	Papers from end of topic test located on Lessonstore.		
What is the best way to use end of topic PE test?	Try a paper under timed conditions. Mark the paper very carefully, parents could you help? Compare the mark scheme to your answers carefully. Add these answers to your revision cards/notes and learn them.		
Extra guidance for parents			
What's the best way to support your child with learning PE?	<p>Provide a quiet place to work or ask him/her to attend our study club 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 11. All of this will be tested in their GCSE final exams.</p> <p>Help them mark their end of topic tests. See "past paper" information above in the guidance for students section.</p>		
My child likes to revise using digital media	Ensure Show my Homework is accessed regularly. To check lesson powerpoints.		
What's the nest 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.		

Physics

Syllabus	GCSE AQA Physics 8463 exam from 2016
Where is the spec?	http://www.aqa.org.uk/subjects/science/gcse/physics-8463 Lessonstore: L:\AAA Revision\Years 10 & 11\Physics\Specification
Controlled assessment/ coursework/ practical	No assessed practical coursework but students will complete 10 required practical tasks throughout years 9, 10 and 11 that may have questions about in the exam.
Exam	Summer 2018 onwards Make up 100% of final grade There are two papers to sit: Paper 1: covers topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure. Written exam: 1 hour 45 minutes, available in Foundation and Higher Tier, 100 marks = 50% of GCSE Questions consist of multiple choice, structured, closed short answer, and open response answers Paper 2: covers topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity. Written exam: 1 hour 45 minutes, available in Foundation and Higher Tier, 100 marks = 50% of GCSE Questions consist of multiple choice, structured, closed short answer, and open response answers.
Dates	Provisional timetables for May/June 2018 will be available from 28 February 2017 on http://www.aqa.org.uk/exams-administration/dates-and-timetables
Extra Guidance for students	
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?	http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources
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 After completing a paper, use the mark scheme to assess your understanding, 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?	http://freesciencelessons.co.uk/new-gcse-spec/ are just great BBC bitesize http://www.bbc.co.uk/education/subjects/zpm6fg8 GCSE science http://www.gcscience.com/gcse-physics-revision.htm s-cool http://www.s-cool.co.uk/gcse/physics Youtube (free science lessons) https://www.youtube.com/watch?v=W1KEgBdatN8
Extra guidance for parents	
Does the school provide a revision guide?	<p>Each pupil has been given the chance to buy them from the department. We will also ensure that students have access to these if they haven't purchased one. The look like this:</p>  <p>Unless purchased, these will need to be returned after the y11 exams</p>
Any other additional revision guides that you can suggest?	Many companies haven't caught on to the new specification yet. Keep your eyes open for CGP revision guides (AQA) but as of Feb 2017 they hadn't released any.
How can I support my child?	<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>

Product Design

Syllabus	OCR Design and Technology: Product Design		
Where is the specification (syllabus)?	http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/		
Controlled Assessment 60%	2 units of controlled assessment – 30% Design 30% Make Completed throughout year 10 and 11		
Exam 40%	Summer 2018	20 % - 6.5 hour Innovation Challenge	20% - 1.5 hour Designer Influence
Extra guidance for students			
What should a student do before each chemistry 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: http://www.ocr.org.uk/qualifications/gcse-design-and-technology-product-design-j305-from-2012/ 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 Product Design?	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.		
Extra guidance for parents			
Do we provide a PD 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: https://www.cgpbooks.co.uk/Student/books_gcse_dt_product		
What's the best way to support your child with learning PD?	Ensure that you child attends the after school support sessions every week. Raise any concerns with the students and member of staff – please contact stkbrooks@redborne.com with any concerns. Help them mark their past papers. See 'past paper' information above in the guidance for students section.		
My child likes to revise using digital media	App – Gojimo – DT area. www.technologystudent.com		

Spanish

Exam 1SPO	1SPO: May/June 2018	<p>Speaking 1SP01/2F: Foundation Tier: 7-9 mins + 12 mins prep 1SP01/2H: Higher Tier: 10-12 mins + 12 mins prep</p> <p>Listening 1SP01/1F: Foundation Tier: 35 minutes + 5 minutes reading time 1SP01/1H: Higher Tier: 45 minutes + 5 minutes reading time</p> <p>Reading 1SP03/3F: Foundation tier: 45 minutes 1SP01/3H: Higher tier: 1 hour 1SP01/4F: Writing Foundation Tier: 1hr 10 mins 1SP01/4H: Higher Tier: 1 hr 20 mins</p>	<p>Speaking=25%</p> <p>Writing=25%</p> <p>Listening=25%</p> <p>Reading=25%</p>
Extra guidance for students			
What should a student do before each Spanish lesson?	<ul style="list-style-type: none"> • Revise vocabulary from previous lesson and re-read notes. • Check all homework has been completed (check Show my Homework and planner) • Make sure all your equipment is in your bag ready for the lesson • Look at your target and consider what you can do to work on it • Check your school email account regularly 		
What should a student do during each Spanish lesson?	<ul style="list-style-type: none"> • Make sure you are copying vocabulary correctly from the board • Participate fully • Update target sheets as appropriate • Ask questions if you don't understand 		
What should a student do between Spanish lessons?	<ul style="list-style-type: none"> • Complete homework the night it is set wherever possible • Contact the teacher in advance of the lesson if you have any problems • Spend time every day learning / revising vocabulary • Create revision notes mindmaps etc. • Re-write notes where necessary • Update vocabulary book / excel spreadsheet of vocabulary • Work on vocabulary sheets on Lesson Store • Use websites such as memrise.com / languages online (for other websites see AAA revision on Lesson Store) 		
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		
Extra guidance for parents			
What's the best way to support your child with learning Spanish?	<ul style="list-style-type: none"> • Provide your child with a quiet place to learn • Encourage your child to spend time every day on learning vocabulary 		

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| | <ul style="list-style-type: none">• Help your child by testing them on vocabulary and verb endings• Play games with your child to practise key vocabulary• Practise the questions for the speaking exam with your child• Get your child to try to teach you something that they have learnt• Get them to practise numbers, alphabet, days, dates, months, colours, weather etc on a regular basis• Encourage your child to put posters of vocabulary around their room• Encourage them to use an app on phone to record themselves to practise speaking• Ask your child for 1 new word they have learnt each day• Do not allow your child to use any website translators. Encourage them to use wordreference.com or Collins dictionary online. |
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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	<p>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.</p>		
Extra guidance for students			
What should a student do before each Sport Studies lesson?	<p>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.</p>		
What should a student do during each Sport Study lesson?	<p>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?".</p>		
What should a student do after each Sport Study lesson?	<p>Go over class notes. If following the exam unit, annotate your LO booklet/revision guide. Start to create revision cards.</p>		
How should I use my revision guide?	<p>Make sure you can recall the bullet points from the LO booklet and include examples. Get your parents/friends/family to test you.</p>		
Where are the past papers and how many should I do?	<p>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.</p>		
What is the best way to use past papers in Sport Study?	<p>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.</p>		
Extra guidance for parents			
Do we provide a Sport Study revision guide?	<p>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.)</p>		
What's the best way to support your child with learning Sport Study?	<p>Ensure your child knows the bullet points from the booklet and can supplement them with examples. Help them mark their past papers.</p>		
What's the best way to support your child with coursework units?	<p>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.</p>		

Textiles

Syllabus	DT: Textiles Technology (OCR) J307 (from 2012)		
Where is the specification (syllabus)?	http://www.ocr.org.uk/Images/324473-specification-from-2016-.pdf		
Controlled Assessment/Coursework/ Practical	A571: Introduction to designing and making (30%) A573: Making Quality Products (30%)		
Exam	Summer 2018	1.5 hour	40%
Extra guidance for students			
What should a student do before each Textile lesson?	For practical 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. For theory lessons students need to ensure they have completed any homework or preparatory work set by the teacher.		
What should a student do during each Textile lesson?	Practical: 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. Theory: Students should make notes using their own preferred learning style and ask questions about any topics they are unsure of.		
What should a student do after each Textile lesson?	Practical: consider the next stages of their project and write a target for next lesson. Theory: At the end of each topic (e.g. Industrial Processes) Read through the relevant revision guide section and complete the questions.		
How should I use my revision guide?	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.		
Where are the past papers and how many should I do?	Past papers are available online http://www.ocr.org.uk/qualifications/gcse-design-and-technology-textiles-technology-j307-from-2012/ 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.		
What is the best way to use past papers in Textiles?	Try a paper under timed conditions, then go through the answers correcting any incorrect answers in a different colour or Focus on a style of question (e.g. explaining how to work a specific technique) or topics you have found difficult in mock exams.		
Extra guidance for parents			
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.		
What's the best way to support your child with learning Textiles?	<ul style="list-style-type: none"> • Provide a quiet place to work • 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. • Help students plan their study time to take into account all subject and ensure they plan in sufficient breaks and time to enjoy other 		

	<p>activities.</p> <ul style="list-style-type: none"> • If they have access to a sewing machine at home encourage students to practice techniques learnt in class. • Please encourage regular revision of up to 30 minutes a week as well as their regular homework tasks. • Help them mark their past papers.
My child likes to revise using digital media	Try the youtube videos listed in the AAA revision guide. This can be particularly useful when revising Industrial processes and smart materials.
What's the best way to revise from video tutorials?	<p>Watch and make notes of the key points. Make a note of any question you want to ask your teacher</p>