



ARCHBISHOP ILSLEY  
CATHOLIC SCHOOL

*Justus et Tenax Propositi - Just and Firm of Purpose*

# Year 11 Family Handbook

Supporting Your Child  
on their  
Journey to Exam Success  
in 2020

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# A Message from the Head

Welcome to our Year 11 Parent Handbook.

In this document we hope to offer a practical guide for you, which will provide key dates, an overview of the support for every student and important contacts should you wish to get in touch with us.

I recognise that some of you will have older children and will have already experienced the GCSE journey. We have some changes to our support this year, with one-to-one meetings with leadership team members already in progress and a focus on identifying the support every individual student may require. There will be a range of targeted activities through the year and a dedicated section of the website will enable you to keep in touch with what is happening.

This is a very different year, with the national expectations moving to a 'strong' pass (Grades 9-5). Our aim is support and our focus is ensuring that we provide every individual with the encouragement, guidance and information that they need to secure their future progression routes.

We have absolute confidence in our students and their ability to rise to the challenge. We also know that a range of tried and tested initiatives, which run at different points throughout the time up to the exams, have a proven record of success. More importantly, students have valued the support, motivation and impact they provide.

The list of dates outlines the opportunities you will have to receive progress information and to meet with and talk to teachers in school in the coming months. However, should you wish to talk to us about any issues at all, please do not hesitate to get in touch.

Helen Burrows  
Headteacher



# Our Pledges

## Together We Pledge

As a learner, I embrace every opportunity to shape my development as a person, a future leader and a global citizen.

1. I attend every day, am on time to every lesson, wear my correct uniform and have my correct equipment.
2. I work as hard as I can and strive to achieve demonstrating effort in all my lessons.
3. I take great pride in the presentation of all my work, including keeping my Revision Planner and diary neat and up-to-date.
4. I am a role model for and have the highest expectations for myself and my peers.
5. I treat everyone and everything in my school community with respect, and respond first time, every time.
6. I am resilient, reflective and highly ambitious about what I can achieve at Ilsley and in my future.
7. I embrace all opportunities to prepare for my working life beyond Ilsley
8. I meet my home learning deadlines, revise at least 90 minutes a day over five day and will increase this closer to my exams and reflect on how to do even better next time.
9. I use technology, the internet and social media safely, appropriately and to enhance my learning.
10. I ensure any letters or messages sent home are received by my parents/carers.

As a parent/carer, I am an active partner in my child's learning.

1. I have the highest aspirations for my child, and work in partnership with the school to ensure they fulfil their academic and social potential so that they are prepared for their life beyond Ilsley.
2. I ensure my child attends and is punctual, and do not take family trips or holidays in term-time.
3. I ensure my child is 'school ready' with the correct learning equipment and uniform.
4. I support Ilsley practices, including those on behaviour and attitude to learning.
5. I attend Consultation Evening, Student Self Review Day and any other meetings to discuss my child's progress.
6. I encourage my child to embrace opportunities to shape, enrich and lead their personal development.
7. I encourage and motivate my child to seek out leadership opportunities and step out of their comfort zone.
8. I support my child's home learning and revision for exams by providing a suitable environment for them and checking their Revision planer, diary and Google classroom every week.
9. I ensure my contact details are up-to-date and inform school of any changes.
10. I take responsibility for any equipment, books and diary my child loses or damages.

As a school we put students first, nurture their talent and prepare them as future leaders.

1. We provide a learning environment with a curriculum, which is challenging, inclusive and forward thinking.
2. We ensure teaching and learning is meeting the standards required for your child to do well and always seek ways to innovate.
3. We see every student as an individual, and personalise our support and tutoring accordingly.

4. We set challenging targets for individual students to aspire to and review them regularly.
5. We provide opportunities for students to pursue leadership opportunities, and provide enrichment activities, which are varied, inclusive and fun.
6. We prepare students for life beyond Ilsley, for entering the world of work and forging a career.
7. We build confidence through recognising, rewarding and celebrating students' success in all its forms.
8. We communicate with parents/carers about their child's individual progress through their books and reports home, and provide opportunities to talk.
9. We share any concerns with parents/carers about their child's individual attendance, behaviour or effort.
10. We set home learning and revision that is meaningful and impacts on progress towards qualification.

*Year 11 students will require resilience – lessons will be challenging and will push students to reach their full potential. Students **must learn** that they will not always master and understand things first time. **They will make mistakes. It is learning from these mistakes which will help them achieve their full potential.** As a school, we are with you every step of the way.*

*Mr McDonald*

# You Make All the Difference

## Every Parent or Carer can have a Positive Impact

Your involvement during this year can make an enormous difference between success and failure or gaining a Grade 3 and a Grade 5 (the difference between getting into further education or not). You don't need to be an expert in any subject your child chooses to make a real difference, and you don't have to become a 'super parent', giving up your own life and responsibilities - you just need to know how best to spend the time you do have, at each stage of the process.

**Your role in helping your child to succeed will vary according to their needs and strength, but may include some or all of the following:**

- **Partner with school and children** - attending after-school events, asking questions and finding out how you can best help your child at home.
- **Provider of the tools for home learning and revision** - a quiet space, a 'workbox' of pens, Post-its, and other necessities.
- **Banker** - paying for the tools, files and revision guides they need.
- **Study buddy**- showing an interest in their learning, helping with home learning tasks (but not doing it for them), testing them when they ask you etc.
- **Entertainment officer**- finding out about websites, podcasts, apps, theatre productions, films etc. that are relevant to your child's learning, and enjoying them together.
- **Sounding board and adviser** - helping your child to break tasks down so that they are manageable, keeping a subtle eye on progress and celebrating achievements, and helping to find a positive way forward when things go badly.
- **Project manager** - agreeing the rules for home learning and revision (they won't work if they're imposed), helping them to make realistic a timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
- **Go-between** - for your child and Ilsley when necessary; making sure problems are nipped in the bud and asking the questions your child can't or won't.
- **Information provider and interpreter** - searching out websites, finding out about the subject, and familiarising yourself with exam structures and content etc.

Whatever your individual child's needs, your chief role will always be for that person who you care most in the world. Be champion of their needs, and admirer of every achievement. The most important role you will play is that of the person who will love them and be proud of them whatever happens.



# Attendance Matters

## Every Lesson of Year 11 Counts towards a Qualification

Regular and punctual school attendance is essential to enable all students to gain the maximum benefit from the opportunities provided throughout their education. Improving attendance and punctuality is a vital element of school improvement and as research indicates, positively impacts on the levels of achievement of students.

From 2015, the government reduced the persistent absence threshold from 15% to 10%. Therefore, a student is now considered to have persistent absence if their attendance falls below 90%. A student's progress is severely affected if they do not regularly attend school:

If your child's attendance is...	Then your child has been absent for...	Which equates to this many weeks...	And this much lost learning...	Over 5 years, this equates to...
95%	9 days	2 weeks	50 lessons	¼ Year
90%	19 days	4 weeks	100 lessons	½ Year
80%	38 days	8 weeks	200 lessons	1 Year
70%	57 days	11 ½ weeks	288 lessons	1 ¼ Year

Archbishop Ilsey's Attendance Definitions	
100%	Excellent
Above 97%	Expected
Above 95%, but below 97%	Satisfactory
Above 90%, but below 95%	A cause for concern as they are missing a month of school per year*
Below 90%	A serious cause for concern*

*\*We understand that there are exceptional circumstances when levels of attendance may fall below 98% or even 95% for reasons beyond the student and parents' control. That said, these are very rare exceptions rather than the rule.*

According to NHS guidance, children do not require time off for the following: Cold; Cold sores; Cough; Headache; Head lice; Sore throat; Threadworms; Tonsillitis; Warts, Verrucae.

For more information, visit the NHS guidance or government's guidance here:

<http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx/>

<https://www.gov.uk/government/publications/health-protection-in-schools-and-otherchildcare-facilities/chapters-1-and-2-introduction-and-infections-in-childcare-settings/>

**To report your child absent**, please contact school before 8.30am via: Telephone on **0121 7064200** Your MyEd App at 'Absence Messages'

# Year 11 Calendar



Please take note of these important key dates for your 2019-20

Date	Event
24 October 2019	Academic Tutorial / Your child's latest data report
7 November 2019	Post-16 Open Evening / Careers Convention
2 December 2019	Mocks exams start
13 December 2019	Mock exams end
20 December 2019	School closes for Christmas
7 January 2020	School re-opens
9 January 2020	Year 11 Parent Consultation / Mock Exam Results
13 February 2020	Sixth Form applications deadline
14 February 2020	School closes for half term
24 February 2020	School re-opens
16 March 2020	Pre-public examinations
3 April 2020	School closes for Easter
20 April 2020	School re-opens
27 April 2020	Your child's final data report coming home this week
8 May 2020	VE Day: Bank holiday
11 May 2020	GCSE exams start
22 May 2020	School closes for half term
2 June 2020	School re-opens
18 June 2020	GCSE exams end
1 July 2020	Year 11 Prom
20 August 2020	Results Day



# Year 11 Key Contacts

To email a member of staff, please use [enquiry@ilsley.bham.sch.uk](mailto:enquiry@ilsley.bham.sch.uk) and write in the title 'Attention of ... with the name below'

Miss H Burrows	Headteacher
Mr B Bloomer	Deputy Headteacher
Mr P McDonald	Assistant Headteacher Progress Data (Year 11 Co-ordinator)
Ms A Pereira	Assistant Headteacher Teaching and Learning
Mr D Corrigan	Assistant Headteacher Safeguarding
Mr J Simmons	Assistant Headteacher Behaviour
Mr J El'habid	Assistant Headteacher RSL Sixth Form
Mr A Morris	Assistant Headteacher KS3 Curriculum
Mr C Corrigan	Associate Assistant Headteacher Pupil Premium
Mrs L Grant	Associate Assistant Headteacher Curriculum Leader
Mrs Herron	English Faculty Lead and Media
Mrs T Cole	Maths Faculty Lead
Mr J Brown	Science Faculty Lead
Mr N Royston	Humanities Faculty Lead
Mrs N Loota	Acting Design Technology Faculty Lead
Mrs S Chesterman	Acting Modern Foreign Languages Faculty Lead
Mr D Smith	Faculty Lead of Vocational Studies and IT
Mr M Morris	Art and Music Faculty Lead
Mr K Hemmings	Physical Education Faculty Lead
Mr M Smith	Head of St Catherine of Siena
Mrs K Benton	Head of St Augustine
Mrs K Hughes	Head of St Joseph
Mr M Newman	Head of St Francis Xavier
Mr S Daniels	Head of St Brigid
Mr A Bruton	Head of St Monica
Mrs T Shannon	SENCO
Mrs K Cheevers-Morgan	School Nurse
Mr M Dougan	Careers Advisor
Mrs T Clarke	Attendance Officer
Mr J Brookes	11-JBR
Mrs L Barnes	11-LB
Mrs K Jones	11-KJ
Mrs T Shannon	11-TS
Mr A Lynch	11-AL
Ms T Gardner	11-TG
Miss T Ahmed	11-TAH
Mr G Jackson	11-GJ
Miss M Hodgson	11-MH
Mr H Islam	11- HI
Mr J Blair	11-JBL
Mrs E McKeown	11-EMC
Mrs T Cole	11- TC
Miss Hodgson	11-MH

# Homework and Revision

## Believe it or not...

- 66% of material that you have learnt is forgotten after 7 days
- 88% of material that you have learnt is forgotten after 6 weeks
- Just reading notes and text books leads to a mere 10% retention

## Homework tasks and coursework isn't strictly revision!

Usually, homework tasks are used to support your learning in the classroom. Coursework is a different form of assessment from the exam board. It is vital that students studying a subject that has coursework meet the deadlines set by their teacher.

## **STUDENTS SHOULD PRIORITISE HOMEWORK AND COURSEWORK FIRST!**

Students should not waste time in lesson; they haven't got time to. The more they do in school the more time they will have to revise prior knowledge at home.

Most exams will require students to write, so students will need to do quite a bit of writing to revise for their exams.

Students should practise sustained writing – they need to be tolerant to write enough quality material in a relatively short amount of time.

In Maths every week students will be set a task that will take approximately and 45 minutes in KS4. This will be generally set at the first and the last part of that week. The homework may be structured to allow pupils to practice a skill that was modelled in the lesson. This promotes a student's understanding, reinforces the skill and helps commit it to the memory. It also highlights any misconceptions a student may have so that the teacher can correct this for the next lesson.

Homework could be set from Mathletics or Mathswatch. Ilesley subscribe to these two sites on our pupils behalf. All pupils have a user name and password in their diary. There is a wealth of fluency practice on mathletics and an abundance of video clips on mathswatch that support the whole of the mathematics curriculum.

Please encourage your child to complete their homework and coursework on time. Support is available after school.

# Academic Intervention & Support



**Period six provision** – for students who would benefit from extra teaching time in their subjects, we have a weekly timetable of lessons that run between 3:20 – 4:10. Students will be targeted for this and it is an expectation that they attend. There will be the timetable schedule on the school website. Please contact your child’s Head of House should there be extenuating circumstances as to why your child cannot attend a study support session.

**Personalising the curriculum on offer** - in order to ensure all of our students achieve the best overall outcomes we review their timetables following data collections. In some cases we would make changes to the subjects they study. Both you and your child would be involved in discussions before any changes are made.

**Tutor groups and revision planners** – all students have an English or Maths tutor in Year 11. It will also allow better pastoral support across the year group as the tutor will remain with them for the whole year and will want to keep in contact with you throughout the year. All students have a revision planner to use weekly and require having this on them every day.

**Intervention groups in tutor time** - for students needing shorter intervention session we will be running small classes in the core subjects (Maths and English) during tutor time each week. Students will be targeted for this and it is an expectation they attend.

**Mentoring** - a member of the senior leadership team will each be assigned a small group of students who would benefit from mentoring sessions in the run up to exams.

**Exam focussed master classes** - when the curriculum has been taught, our teaching staff will run master classes in their timetabled lessons to ensure each student receives the teaching they need to be successful.

**‘De-stress for success’** sessions will be offered to the whole year group for tips and ideas on avoiding stress in the run up to exams.

## Dedicated Period 6 for Year 11

These sessions run from **3:15-4.00pm** and are an invaluable opportunity for your child to consolidate their learning from lesson time. The subjects which students must attend appeared in the end year report from year 10. Attendance at these sessions is expected.

**They are not a substitute for homework or studying at home.**

Monday	Week 1	A Band English B Band Maths
	Week 2	A Band Maths B Band English
Tuesday	Week 1	Option A
	Week 2	Option B
Thursday	Week 1	A Band RS B Band Science
	Week 2	B Band RS A Band Science
Friday	Week 1	Option D
	Week 2	Option C

Options	Timetabled lessons	Subjects
Option A	Wk1 Wed 5 / Fri 2 Wk2 Wed 3 / Fri 3 / Fri 4	Computer Science, DT, Food, Geography, History, Physics
Option B	Wk1 Tue 1 / Wed 1 / Thurs 3 Wk2 Wed 1 / Thurs 5	Computer Science, French, Geography, History, ICT, Physics, Spanish
Option C	Wk1 Wed 3 / Wed 4 / Fri 4 Wk2 Thu 1 / Thu 2	Art, Business, Sport, DT, Geography, HSC, Media Studies
Option D	Wk1 Tue 3 / Tue 4 Wk2 Tue 1 / Tue 2 / Wed 5	Art, Business, Computer Science, DT, Food, HSC, History, ICY, Media Studies, Music

# Supporting Revision

**By doing revision beyond lesson time your child will learn how to read and follow directions independently, manage and budget their time, complete work neatly and to the best of their ability. It also helps them develop a sense of responsibility, pride in their work, and a work ethic that will benefit them well beyond their school years.**

**Decide on the workspace:** Somewhere comfortable, quiet and accessible to you so you can provide encouragement and help. Some like the kitchen or dining room table while others prefer their room - but check in with them periodically and review their work when it's completed if this is the case.

**Setting-up for success:** Make sure it is well-lit, comfortable, stocked-up with school supplies, quiet and free from distractions.

**Supporting them:** Help them interpret instructions, and review completed work. Resist the urge to provide the right answers just to get it done! They'll grow in confidence if you help them develop the problem-solving skills they'll need to get through the task. Support your child in choosing one good revision aid - book, app or website - for each subject. It's the best investment you will make.

**Make it routine:** Be clear that schoolwork is a priority with ground rules like using the work- space and agreeing a regular time to get it done. Make it clear that there's no TV, phone calls, video game-playing, etc., until it's done and checked. Help your child to plan their revision timetable. It will take an investment of your time (probably several hours), but it is the single thing that will make the biggest difference to the effectiveness of the revision, and therefore the outcome. Children vary in the amount of support they need at each stage of the process.

**Empower them:** Some might want to tackle the harder tasks first, while others prefer to get the easier tasks over with. By helping them create a strategy when they're young, they'll do it independently later. Allow short breaks if needed, then guide them back to it with fresh focus and energy.

**Instil organisation skills:** Encourage your child to use their Learning Planner, a calendar or reminders on their phone to help get organised. Ask them to empty their bag and file hand outs and information from lessons at the end of each day. They won't seem important until they need them, at which point they are likely to be lost under a mountain of random papers.

**Make links to the "real world":** Talk about how meeting deadlines is important in the world of work, or how their learning and history relates to today's news.

**Praise them:** Recognise and reward their concentration, resilience and effort.

# Different ways to revise



Flashcards For key information and facts, use them to remind and test yourself - carry them around with you and test yourself anywhere!

Read-Cover-Recall-Check Read the text you want to remember, cover it up, write out what you remember then check to see how much you forgot.

Online quizzes/revision guide questions Answer the questions, note down the score, revise the topic some more, have another go at the questions.

Make a card sort Make a set of cards to mix up & match Use them to remember pieces of information that go together or write a key word on the front & definition on the back

Mind Maps, Past Exam questions, Acronyms, Mnemonics, Podcasts, Apps, Picture stories/Image chains, Keywords

# Maintaining motivation and Building resilience

## Tips for parents

- Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key - if a special night comes up, agree that they can make up the work at a specified time.
- All students will fall behind, feel de-motivated or overwhelmed, or struggle with the balance of social, work and school demands at times. When your child feels like this, berating and threatening them will have a negative effect. Talk to them about the issues, acknowledge their feelings and adopt a sensible attitude in wanting to find a solution. Help them prioritise and if necessary talk to the school about rescheduling deadlines where possible.
- Consider using a reward structure to motivate your child. This is NOT bribery; it is a reward, just as you are rewarded by a salary or bonuses for working even when you don't feel like it.

## Strategies for dealing with excuses

- Keep track of the 'excuses' (they won't be able to!), writing them down with the date and subject.
- Agree or suggest a solution e.g. that he or she brings the work home and shows you the next day, follow this up without fail!
- As a last resort, explain that you are concerned about the problem, for example that the school 'isn't giving you homework' and that you will need to con- tact them.
- Remember that the aim is to get the work done, not win the battle. Let your child save face, as long as they agree to do the work and stick to it.



# Useful revision websites

**BBC Bitesize** <http://www.bbc.co.uk/education/>

**Revision Help Sites:** <http://getrevising.co.uk/>

**GCSE Revision - Study Wise:** <https://studywise.co.uk/gcse-revision/>

**Create an electronic revision planner:** <https://getrevising.co.uk/planner/>

**English:** <http://www.englishbiz.co.uk/>

**Maths:** <http://www.s-cool.co.uk/gcse/maths/>

Mathletics or Mathswatch. These sites are paid by the school. Each student has a username and password

**Getrevising.co.uk** (you can make flashcards and revision notes and it tests you interactively)

**U2learn.com** (gives you links to all the key subject based websites that have handy revision material)

**QZZR.com** (has ready made quizzes for you to use.)

**YouTube** (Search the topic or question, there might be a video lesson on it). You may need to monitor the use of this!

*Exam boards for past papers:*

Find out what exam board your child is doing and use the website to access past papers, marks schemes and other helpful documents. **MOST SPECIFICATIONS ARE ON THE DEPARTMENT PAGES OF THE SCHOOL WEBSITE!**

**WJEC:** <http://www.wjec.co.uk/students/past-papers/>

**Edexcel:** <http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html/student/>

**OCR** <http://www.ocr.org.uk/i-want-to/download-past-papers/>

**AQA** <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes/>

**Tips to succeed:** <http://unstoppableteen.com/>

Or visit the Homework page on the Ilsley website for details of subject specific websites

# Useful careers websites

<https://nationalcareersservice.direct.gov.uk>

<https://www.gov.uk/apply-apprenticeship>

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

<https://www.ucas.com>

[https://www.birmingham.gov.uk/info/50161/courses\\_training\\_and\\_learning](https://www.birmingham.gov.uk/info/50161/courses_training_and_learning)

**Apprenticeships Jobs in Birmingham – September 2018:**

<https://www.indeed.co.uk/Apprenticeships-jobs-in-Birmingham>

<https://www.bmet.ac.uk/our-courses/apprenticeships/>

Revision App: [www.gojimo.com](http://www.gojimo.com)

Countdown App: Exam Countdown Lite



# Employability and Careers

## Information, Advice and Guidance

At Ilsley we are committed to providing a comprehensive programme of careers and information guidance to all students to think about, plan, reflect and refine their decision about their post-16 and post 18 options. As part of this, we aim to establish strong links with the wider community including industry experts, businesses, parents, former Ilsley students and charities in order to prepare students for life beyond Ilsley.

We work with outside agencies, University and colleges, employers and gap year organisations to provide you with the most up to date information. We have a specialised Careers advisor who will work with you offering advice.

Your child will be given a personalised careers meeting which we recommend the parent / carer to attend this. Our hugely successful careers convention on 7<sup>th</sup> November is well attended by apprenticeships schemes, university, colleges and gap year opportunities.

There are career drop in sessions available throughout the year to support your child as they look beyond GCSEs.

### EXERCISE

Physical activity is proven to reduce stress. The brain uses 20% of oxygen in your blood. Think about your posture and exercise to your body is getting enough oxygen. 30 minutes is all you need.

### SLEEP

You should be getting 8 hours of sleep. You need this for your body to recharge and for your brain to process the information you revise. Don't revise after 9pm as this might prove counterproductive.

### HEALTHY EATING

When revising and preparing for exams, be mindful of your diet. Make sure it is balanced. Drink plenty of water and eat fresh fruit and vegetables. Avoid junk food, high caffeine energy drinks and sugary drinks.

## HELP KEEP STRESS AWAY

### KEEP CALM

### KEEP FOCUSED

### SET REALISTIC GOALS

If you set yourself unrealistic targets and you don't achieve them, you will stress yourself out. Set small, achievable goals. That way, you'll have a sense of accomplishment when you complete a set of revision.

### TALK

It is amazing what talking can do. If you're feeling stressed, talk to someone you trust; a family member, friend or teacher. Don't just bottle it up, speak up. A problem shared is a problem halved.

### CHILDLINE

ChildLine have some good hints and tips to help you. Check their website or call 0800 1111.

### BE POSITIVE

We can be our own worse enemy. Talk positively to yourself. Ignore the inner voice telling you that you can't do it. You can do it and you will do it. If you believe you're a failure then you will become it.

### TAKE TIME TO RELAX

Use relaxation techniques to keep you calm. Have a hot bath or shower. Listen to calming music. Colour in some pictures or just do what you know relaxes you. A relaxed mind will help you revise.

### PRAY

Take a few moments to pray and ask God for guidance.

### FIND COMFORTABLE SPACE TO REVISE

This might be your bedroom, or a study or the kitchen. Some of you might find it easier to revise if your parents are there with you.

### AVOID DISTRACTIONS

Keep your TV, Phone, Social Media and any games consoles away. If you need to use a computer, be strict and only use it for the purpose of revision. Some people find music useful as it helps concentration. If you do set your playlist and leave it. Avoid listening on YouTube as it's easy to get lost in the comments! Do not waste time or delay starting.

### TAKE A BREAK

Move around and away from your revision desk. Drink some water. Keeping hydrated will help retain information. Eat something. Keep it healthy like fruit.

### BE TIDY

You will need a desk or a table that is not cluttered so you can spread things out on. You might want to leave things out for the next session.

## Final Tips

### SLEEP WELL AND BE HEALTHY

Do not revise into the small hours of the morning, this isn't good revision. Exercise regularly as this will help energy levels up. Eat well and avoid sugary drinks.

### CREATE SPACE

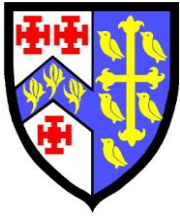
Clear space to store folders, textbooks and revision. It is going to be around for a while so make space for it. Make sure you tell parents what it is and where it is so they do not move it or throw it out!

### TELL PEOPLE AT HOME WHEN YOU ARE REVISING

They can help by keeping distractions away from you including brothers, sisters, friends and pets and keeping the house quiet. Parents can help and support you by testing you and keeping you on track if you lose focus.

### SET GOALS AND REWARD YOURSELF

Set yourself goals that you can achieve them. Every time you achieve a goal, reward yourself. This could be playing of your PS4 or going to the cinema.



# Archbishop Ilsey Catholic School

*'Justus et Tenax Propositi'*



## Effective Revision Guidance Subject Specific – Class of 2020

Subject	Examination information	Revision advice
English Literature  AQA 8702	<p><b>English Literature Paper 1:</b> Macbeth and Jekyll and Hyde. 1 hour and 45 minutes.</p> <p><b>English Literature Paper 2:</b> An Inspector Calls/Lord of the Flies, Poetry Anthology and Unseen Poetry. 2 hours and 15 minutes.</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"><li>• Attend any interventions that you have been invited to attend.</li><li>• Learn key quotes.</li><li>• Re-read and annotate your copies of the texts/poems.</li><li>• Practise essay planning and writing timed responses.</li><li>• Know the chronological order of the plays/novels that you have studied.</li></ul> <p><b>Resources</b></p> <ul style="list-style-type: none"><li>• Revision guides (Click <a href="#">here</a> to buy via ParentMail)</li><li>• Google drive</li><li>• Pixl Lit app</li></ul> <p><b>Remember</b></p> <ul style="list-style-type: none"><li>• Resilience is key, especially with Paper 2</li><li>• Attempt all questions</li><li>• Plan your essays before you start</li></ul>
English Language  AQA 8700	<p><b>English Language Paper 1:</b> Fiction - Creative Reading and Writing. <i>1 hour and 45 minutes</i></p> <p>Section A: Reading (1 hour)</p> <ul style="list-style-type: none"><li>• one literature fiction text</li></ul> <p>Section B: Writing (45 minutes)</p> <ul style="list-style-type: none"><li>• descriptive or narrative writing</li></ul> <p><b>English Language Paper 2:</b> Writers' Viewpoints and Perspectives. <i>1 hour and 45 minutes</i></p> <p>Section A: Reading (1 hour)</p> <ul style="list-style-type: none"><li>• one non-fiction text and one literary nonfiction text</li></ul> <p>Section B: Writing (45 minutes)</p> <ul style="list-style-type: none"><li>• writing to present a viewpoint</li></ul>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"><li>• Attend any interventions that you have been invited to attend</li><li>• The single best revision technique is to complete timed attempts of practice questions/papers</li><li>• Learn the technique in order to answer each question</li><li>• Remember that marks equate to minutes</li><li>• Your vocabulary in your question 5 answers is key; there are many marks available for your vocabulary choices. Wider reading will help you to extend your vocabulary</li></ul> <p><b>Resources</b></p> <ul style="list-style-type: none"><li>• Revision guides</li><li>• Google drive</li><li>• The CPG revision guides (purchase online through Amazon) include practice papers</li></ul> <p><b>Remember</b></p> <ul style="list-style-type: none"><li>• The importance of the writing sections. They are worth 50% of <b>the entire</b> Language GCSE!</li></ul>

<p>Mathematics</p> <p>AQA 8300</p>	<p><b>Mathematics Paper 1</b> Non-calculator – 90 minutes – 80 marks</p> <p><b>Mathematics Paper 2</b> Calculator – 90 minutes – 80 marks</p> <p><b>Mathematics Paper 3</b> Calculator – 90 minutes – 80 marks</p> <p>Any topics can come up on any of the three papers e.g. trigonometry on paper 1 would use the exact values we need to know i.e. 0, 30, 45, 60 and 90 degrees</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• The best way to improve in mathematics is to do lots of questions and mark your answers to see how much you really understand.</li> <li>• Complete fully the past exam papers you are given.</li> <li>• The following resources will help you when you get stuck!</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Make use of <i>hegartymaths</i> – watch the videos for the topics you are struggling with/were coded red in your trial exams or class tests</li> <li>• Use mathswatch</li> <li>• <a href="http://www.mathsgenie.com">www.mathsgenie.com</a> has exam style practice on every topic.</li> <li>• <a href="http://www.senecalearning.com">www.senecalearning.com</a> – plenty of practice questions on all areas of the syllabus</li> <li>• <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> – approximately 400 videos covering all topics. They go over example questions and facts and then there are plenty of practice questions to do</li> <li>• Track your progress by downloading the pixl maths app. Logins have been issued to you by your maths teacher.</li> <li>• <i>Revision guides and exam practice booklets</i> can be purchased from your teacher for</li> <li>• £5</li> <li>• <a href="https://online.justmaths.co.uk/">https://online.justmaths.co.uk/</a> - JustMaths loads of crossover questions and topics. Students login: IlsleyStudent, Password: Ilsley</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• If you are doing past papers (<a href="http://www.onmaths.com">www.onmaths.com</a>) it is hugely beneficial to go over the answers with the mark scheme so you can see where they allocate marks for working out. Don't forget to learn all the formulae</li> <li>• The new GCSE has a shift towards more problem-solving questions so make sure you include these in your revision, as well as learning the facts!</li> </ul>
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<p>Combined Science</p>	<p><b>Biology Paper 1</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines</p> <p><b>Biology Paper 2</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles</p> <p><b>Chemistry Paper 1</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria</p> <p><b>Chemistry Paper 2</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science</p> <p><b>Physics Paper 1</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity</p> <p><b>Physics Paper 2</b>  <b>60 marks, 1 hour 10 minutes</b>          Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – particle model, Topic 15 – Forces and matter</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Good subject knowledge will help you secure the marks available for recall which make up 40% of the total. This will provide a firm foundation for the application of facts and concepts that makes up another 40 % but to guarantee those marks you must practice examination questions. The final 20% comes from analysis and evaluation so learn the required practicals.</li> <li>• Mind maps help to develop the links between key concepts .</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Combined Science revision guides are available from the science department.</li> <li>• GCSE Bitesize is a useful website but make sure that you are on the Edexcel pages.</li> <li>• Use the past papers available in the AQA website.</li> <li>• Complete the weekly revision HW</li> <li>• For required practicals &amp; general explanations:  <a href="https://www.freesciencelessons.co.uk/videos">https://www.freesciencelessons.co.uk/videos</a></li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Six-mark questions can often be split up into more manageable chunks; consider the use of subheadings in your response.</li> <li>• Never leave a multiple-choice question blank.</li> <li>• Show your workings on calculation questions.</li> <li>• Follow guidance in the question about decimal places or significant figures.</li> </ul>
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Triple Science	<p><b>Biology</b></p> <p><b>Paper 1</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines</p> <p><b>Paper 2</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles</p> <p><b>Chemistry</b></p> <p><b>Paper 1</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria, Topic 5 – Separate chemistry 1</p> <p><b>Paper 2</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science, Topic 9 – Separate chemistry 2</p> <p><b>Physics</b></p> <p><b>Paper 1</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity, Topic 7 – Astronomy</p> <p><b>Paper 2</b>  <b>100 marks, 1 hour 45 minutes</b>  Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 11 – Static electricity, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Good subject knowledge will help you secure the marks available for recall which make up 40% of the total. This will provide a firm foundation for the application of facts and concepts that makes up another 40 % but to guarantee those marks you must practice examination questions. The final 20% comes from analysis and evaluation so learn the required practicals.</li> <li>• Mind maps help to develop the links between key concepts .</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Combined Science revision guides are available the science department.</li> <li>• GCSE Bitesize is a useful website but make sure that you are on the Edexcel pages.</li> <li>• Use the past papers available in the AQA website.</li> <li>• Complete the weekly revision HW</li> <li>• For required practicals &amp; general explanations:  <a href="https://www.freesciencelessons.co.uk/videos">https://www.freesciencelessons.co.uk/videos</a></li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Six-mark questions can often be split up into more manageable chunks; consider the use of subheadings in your response.</li> <li>• Never leave a multiple-choice question blank.</li> <li>• Show your workings on calculation questions.</li> <li>• Follow guidance in the question about decimal places or significant figures.</li> <li>• GCSE Bitesize is a useful website but make sure that you are on the Edexcel pages.</li> <li>• Seneca is useful for developing and testing your knowledge</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Six-mark questions can often be split up into more manageable chunks; consider the use of subheadings in your response.</li> <li>• Never leave a multiple-choice question blank.</li> <li>• Show your workings on calculation questions.</li> <li>• Follow guidance in the question about decimal places or significant figures.</li> <li>• These examinations are very long so you will need to be resilient.</li> </ul>
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<p>Geography</p> <p>AQA</p> <p>8035</p>	<p><b>Paper 1: Living with the physical environment</b>  <b>- PHYSICAL GEOGRAPHY (35%) 90 minute exam</b>  Section A: The challenge of natural hazards  Section B: The living world (ecosystems)  Section C: Physical landscapes in the UK - rivers and coasts are our chosen options</p> <p><b>Paper 2: Challenges in the human environment</b>  <b>HUMAN GEOGRAPHY (35%)</b>  <b>90 minute exam</b>  Section A: Urban issues and challenges  Section B: The changing economic world  Section C: The challenge of resource management - water is our chosen option</p> <p><b>Paper 3: Geographical applications (30%)</b>  <b>75 minute exam</b>  Section A: Issue evaluation  Section B: Fieldwork</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Learn the key geographical vocabulary and key terms</li> <li>• Learn what each command word is asking you to do</li> <li>• Complete your flashcards and then use these as the basis to make even more concise revision notes - keep repeating this until you can get each section for each exam onto 2 sides of A4 paper.</li> <li>• Practise your longer written answers (9 markers) in timed conditions. Make sure you are exploring both sides of an argument or issue</li> <li>• Learn your case studies and examples.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• CGP Revision guides.</li> <li>• Geography Department revision booklets.</li> <li>• PiXL App.</li> <li>• Google classroom video clips - ask your teacher for the class code.</li> <li>• Your own flashcards.</li> <li>• Your teachers!! Attend student support sessions (intervention).</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Always refer to the figures/resources/ photographs when you are asked to in the exam - even for 2 mark questions.</li> <li>• Always attempt questions even if you are not sure of the answer - this is especially important on the 9 mark questions that have 3 SPAG marks - as your SPAG will get you marks.</li> <li>• Show your workings on 2 mark calculation questions.</li> <li>• If you're struggling with a distribution question, at the very least give examples of areas e.g. continents, countries, regions and use compass directions.</li> <li>• Don't muddle up your LICs, NEEs and HICs - choose the right case study / example.</li> <li>•</li> </ul>
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<p>History</p> <p>Edexcel 1H10</p>	<p><b>Paper 1, 52 marks (30%), 1 hour 15 minutes:</b> Section A: Whitechapel, c.1870-c.1900 Section B: Thematic study and historic environment: Crime and Punishment, c.1000- present</p> <p><b>Paper 2, 64 marks (40%), 1 hour 45 minutes :</b> Period study and British depth: Section A, 32 marks (20%): Superpower Relations and the Cold War, 1941-1991 Section B, 32 marks (20%): Henry VIII and his Ministers, 1509-40. (This paper will have two separate answer booklets, make sure that you are answering in the correct booklet).</p> <p><b>Paper 3, 52 marks (30%), 1 hour 20 minutes:</b> Modern depth study: Weimar and Nazi Germany, 1918-1939</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Understand how to analyse sources and analyse interpretation</li> <li>• Regularly practise your longer answer questions, focus on explanation and making references back to the question asked</li> <li>• Learning key events, people, historical terms and dates for each topic</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Revision guides from LRC</li> <li>• Use of revision booklets for trial examinations given by your teacher</li> <li>• Use the subject specific words for each topic.</li> <li>• Complete flashcards provided by teachers, the revision booklets will help you to do this thoroughly.</li> <li>• PiXL App.</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Annotate questions (find command words and key terms, dates etc.)</li> <li>• Attempt every question asked. You will not be marked down for getting something wrong, you will only gain marks for what you know.</li> <li>• Always use the language of the question in your answer.</li> </ul>
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<p>Religious Studies</p> <p>Eduqas Route B</p>	<p><b>Paper 1:</b> Component 1: Foundational Catholic Theology (Origins &amp; Meaning and Good &amp; Evil) 1 hour 30 mins. 37.5% of GCSE</p> <p><b>Paper 2:</b> Component 2: Applied Catholic Theology (Life &amp; Death and Sin &amp; Forgiveness) 1 hour 30 mins. 37.5% of GCSE</p> <p><b>Paper 3:</b> Component 3: Judaism 1 hour. 25% of GCSE</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• KISS the question</li> <li>• Know the theologians, bible stories or artwork that are mentioned in the specification</li> <li>• Make sure answers are supported with Biblical and scholarly views</li> </ul> <p><b>Resources</b> You have these at home or they are on Google Classroom - use them!</p> <ul style="list-style-type: none"> <li>• Flashcards and audio files</li> <li>• Homework booklets</li> <li>• Revision booklet with PLC</li> <li>• Mandalas and other revision grids</li> <li>• Revision Guide available through your RS teacher</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Answer every question</li> <li>• The 15 mark evaluation answers are worth half your total marks - start with these in the exam</li> <li>• In Paper 1 - Foundational Catholic Theology you may be asked to consider the views of different Christians groups (i.e Catholics and Protestants), or Christians and Jews, or the views of humanists.</li> </ul>
<p>French</p> <p>AQA 8658</p>	<p><b>Listening</b> Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier). 40 marks (Foundation Tier), 50 marks (Higher Tier). 25% of GCSE</p> <p><b>Speaking</b> 7–9 minutes (Foundation Tier) + preparation time. 10–12 minutes (Higher Tier) + preparation time. 60 marks (for each of Foundation Tier and Higher Tier). 25% of GCSE</p> <p><b>Reading</b> Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier). 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE.</p> <p><b>Writing</b> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks at Foundation Tier and 60 marks at Higher Tier. 25% of GCSE</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• All four skills are separate, but link together</li> <li>• Learn vocabulary – words and phrases for listening and reading</li> <li>• For speaking and writing use present tense, past tense and future tense</li> <li>• Include opinions and give reasons</li> <li>• Use complex sentence structures and demonstrate you know word order rules</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Speaking test booklets</li> <li>• Revision guides</li> <li>• After-school classes</li> <li>• AQA website – past papers</li> <li>• Past papers completed at school</li> <li>• WAGOLL</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Every word you learn could be a point in the exam</li> <li>• That one point could move you up a grade</li> </ul>

Spanish	Listening	Key Advice
AQA 8698	<p>Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier). 40 marks (Foundation Tier), 50 marks (Higher Tier). 25% of GCSE</p> <p><b>Speaking</b> 7–9 minutes (Foundation Tier) + preparation time. 10–12 minutes (Higher Tier) + preparation time. 60 marks (for each of Foundation Tier and Higher Tier). 25% of GCSE</p> <p><b>Reading</b> Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier). 60 marks (for each of Foundation Tier and Higher Tier) 25% of GCSE.</p> <p><b>Writing</b> Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier). 50 marks at Foundation Tier and 60 marks at Higher Tier. 25% of GCSE</p>	<ul style="list-style-type: none"> <li>• All four skills are separate, but link together</li> <li>• Learn vocabulary – words and phrases for listening and reading</li> <li>• For speaking and writing use present tense, past tense and future tense</li> <li>• Include opinions and give reasons</li> <li>• Use complex sentence structures and demonstrate you know word order rules</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Speaking test booklets</li> <li>• Revision guides</li> <li>• After-school classes</li> <li>• AQA website – past papers</li> <li>• Past papers completed at school</li> <li>• WAGOLL</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Every word you learn could be a point in the exam</li> <li>• That one point could move you up a grade</li> </ul>
<p><b>Music</b></p> <p>OCR J536/05</p>	<p><b>Listening Paper:</b> Includes 8 questions of unfamiliar listening on the four Areas of Study. There will be 2 questions for each Area of Study. There will be an extended writing question and two score based questions. Total marks available: 80. 40% of GCSE.</p> <p><b>Areas of Study</b></p> <p>Area of Study 2: Concerto Through Time</p> <ul style="list-style-type: none"> <li>- Baroque Solo and Concerto Grosso</li> <li>- Classical Concerto</li> <li>- Romantic Concerto</li> </ul> <p>Area of Study 3: Rhythms of the World</p> <ul style="list-style-type: none"> <li>- Samba, African Drumming, Calypso</li> <li>- Bhangra, Indian Classical</li> <li>- Greek, Israel &amp; Palestine</li> </ul> <p>Area of Study 4: Film Music</p> <p>Area of Study 5: Development of Popular Music</p> <ul style="list-style-type: none"> <li>- Rock n’Roll</li> <li>- Rock Anthems</li> <li>- Pop Ballads</li> <li>- Solo Artists</li> </ul>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Learn key musical terminology that is specific to each Area of Study and sub-topic and other generic musical vocabulary</li> <li>• Listen to examples of each style of music studied</li> </ul> <p><b>Resources</b></p> <p>Google Classroom provides:</p> <ul style="list-style-type: none"> <li>• Knowledge Organisers for all sub topics</li> <li>• OCR GCSE Music Virtual Textbook via YouTube</li> <li>• Playlists for each Area of Study via YouTube</li> <li>• Students have access to Focus on Sound including an online musical dictionary with lessons and quizzes on a range of applicable topics. Links are available through Google Classroom.</li> <li>• OCR GCSE Music Revision Guide ISBN: 978-1785581618</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Look for clues to questions during your reading time.</li> <li>• Highlight key terms as the questions are read to you.</li> <li>• Divide the questions between the number of times the extract is played</li> <li>• Plan your answer to the extended writing question</li> <li>• Do not turn the page until the next question is read to you!</li> </ul>

<p><b>Computer Science</b></p> <p>WJEC Eduqas GCSE (9-1) in COMPUTER SCIENCE</p>	<p><b>Written Paper</b></p> <p><b>Component 1: Understanding Computer Science</b>  <b>Written examination: 1 hour 45 minutes 62.5% of the qualification</b> This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.</p> <p><b>Paper 2</b>  <b>Component 2: Computational Thinking and Programming On-screen examination: 2 hours 37.5% of the qualification</b></p> <p>You will be required to code in Greenfoot, Python, HTML, Little Man Computing. You will need to know data structures, data types, security and authentication. Searching and Sorting Methods will also be covered.</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Learn key terminology such as IDE and know what they mean.</li> <li>• To practise programming each week as you have to learn the code off by heart.</li> <li>• Use practise questions and past papers. Look at the mark schemes to see what the exam board wants not what you think.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Mr. Pulsford's award-winning website: Computer Science Newbies:</b> <a href="http://www.csnewbs.com">www.csnewbs.com</a></li> <li>• Revision tasks for component 2 on Google classroom</li> <li>• Make sure you have Greenfoot, Python and HTML on your own computer so you can practice tasks.</li> <li>• Revision booklets and sheets on Google classroom and these have been printed for each each topic.</li> <li>• Flash cards</li> <li>• Questions by Questo and homework booklets.</li> <li>• CraigNDave videos on youtube(these are OCR spec but cover most of what we do)</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• Each <b>mark</b> in a question needs a full sentence answer.</li> <li>• Write down the Binary &amp; HEX scale as soon as you start the exam.</li> <li>• Some of the programming exam can be memorized so practise it!</li> </ul>
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<p>Media Studies</p> <p>WJEC</p> <p>Eduqas</p> <p>C680QS</p>	<p><b>Component 1: Exploring the Media</b>  <b>Written examination 1 hour 30 minutes</b>  <b>40% of qualification</b>  <b>Section A: Exploring Media Language and Representation</b> Two questions on either magazines, marketing (film posters), newspapers, or print advertisements.</p> <p>One question assessing media language in relation to one set product</p> <p>One two-part question assessing representation in relation to one set product and one unseen resource in the same media form.</p> <p><b>Section B: Exploring Media Industries and Audiences</b>  This section assesses two of the following media forms: film, newspapers, radio, video games. It includes: one stepped question on media industries one stepped question on audiences.</p> <p><b>Component 2: Understanding Media Forms and Products</b>  <b>Written examination 1 hour 30 minutes</b>  <b>30% of qualification</b>  <b>Section A: Television</b> one question on either media language or representation, which will be based on an extract from your set television programme. You will see the extracts in the exam.</p>	<p><b>Key Advice:</b></p> <ul style="list-style-type: none"> <li>• Know your set products in depth and what theoretical concept you will be questioned on</li> <li>• i.e. for 'This Girl Can' and 'Quality Street' know the adverts in terms of context, media language and representation</li> <li>• Make sure you can recall information for 1 or 2 mark questions</li> <li>• E.g. Who owns 'The Sun'?, Who regulates the gaming industry in the UK?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Set product Fact Sheets</li> <li>• Class notes</li> <li>• Teaching powerpoints on Google Classroom</li> <li>• Seneca Learning (Click <a href="#">here</a> to join the classroom)</li> <li>• Revision Guide (Click <a href="#">here</a> to buy on ParentMail)</li> </ul> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>• Attend intervention with your teacher in order to complete NEA work to the highest standard</li> <li>• You will be asked to apply your learning in a variety of ways and incorporate the opinions of media theorists (Barthes' Enigma Code, Propp's character types, Blumler and Katz audience Use and Gratifications). Know who these are and how they apply to your set products.</li> <li>• Answer ALL of the questions and look at the amount of marks as your guide for timings and the amount that you should write.</li> </ul>
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## Business

NCFE Level 1/2  
Technical Award in  
Business And  
Enterprise  
QN 603/2955/5

**GCSE Exam date - 29/11/19 at 9am!**

### Unit 1 - Introduction to Business and Enterprise [40% of qualification]

- This unit gave students an understanding of what it means to be an entrepreneur and how businesses are organised. It also gave students knowledge of marketing, operations, management and internal/external influences that affect businesses
- The external assessment will be in the form of a written examination, which will assess the learner's knowledge and understanding of content from Unit 01.
- Exam Paper is split into **3 sections**:
  - Section 1 is multiple choice questions
  - Section 2 is short-medium response style questions
  - Section 3 is 3 long response style questions
- A variety of assessment styles will be used, including multiple-choice, short-answer and extended response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge.
- As far as possible, real-world case studies and contexts which are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.
- All questions will be compulsory, with available marks clearly identified.
- hour 30 mins to complete an 80 mark question paper.
- All the teaching and learning for Unit 1 was delivered in Year 10!

- Grades awarded are as follows:

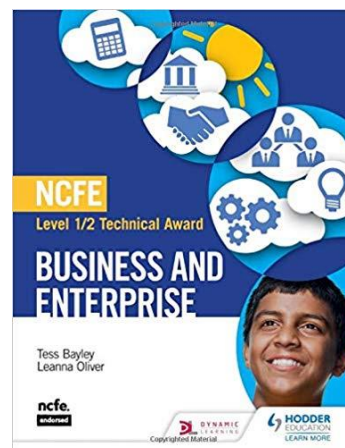
Old GCSE Grading Structure	New GCSE Grading Structure	V Cert Grading Structure	
A*	9	Level 2	D* 8.5
A	8		D 7
B	7		M 5.5
C	6		P 4
	5	Level 1	D* 3
D	4		D 2
E	3		M 1.5
F	2		P 1
G	1	NYA (not yet achieved)	
U	U		

## Key Advice

- Ensure that you have completed all your summer revision booklets, this will help you maintain the knowledge learnt in Year 10
- Can read your flash cards once a week per topic to maintain your memory until the exam has been sat
- Attend **ALL** intervention sessions so that you can recall, complete past paper questions and revise areas that may need focussing on, Intervention sessions from Sep-Nov will be purely on exam techniques and past paper questions
- Use practise questions and past papers. Look at the mark schemes to see what the exam board wants not what you think
- Know the various command words so that you can structure your response accordingly - these are on Google Classroom if you have misplaced the sheet!

## Resources

- Teaching PowerPoints are on Google Classroom - refer to this at all times
- Class notes and assessment folder
- There is a textbook that you can purchase to aid your learning



## Remember

- Each mark in a question needs a full sentence answer, be guided by the marks.
- Read the questions carefully and keep a note of your time allocations per section
- Make sure that you prepare thoroughly - preparation is key, do not leave studying to the last week or a few days before the exam! You can make up your own flash cards, team up with friends/family and get them to ask you questions
- Answer every question, never leave a question blank; give an educated answer you never know you may pick up marks for understanding!

	<p><b>Unit 2 - Understanding resources for business and enterprise planning [60% of qualification]</b>  <b>Deadline 31- March 2019</b>  <b>21 hours to complete a synoptic project in class time -regardless if this is incomplete they are not allowed an extension</b></p> <ul style="list-style-type: none"> <li>The internal assessment will be in the form of a synoptic project, this will test the learners' ability to respond to a real-world situation. This will be externally set by NCFE, a different synoptic project brief will be released every December with a January start and roughly a March/April Completion deadline. This project will assess the learner's in each of the <b>Assessment Outcomes</b> - AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding and AO3 Analyse and evaluate knowledge and understanding.</li> <li>This unit looks at business planning, including research, resource planning and growth. It will help learners develop knowledge of Human Resources and Finance and how they support business and enterprise planning</li> <li>All learners will only be allowed to do this during class time under exam style conditions</li> <li>Open-book policy - students can refer to notes available to them and the Internet but cannot ask guidance from the class teacher, they have to complete and submit the project themselves, they are not allowed to work on this outside of school, special log-ins will be provided for them.</li> </ul>	
<p>Health and Social Care</p> <p>Pearson BTEC Tech Award Level 1/2</p>	<p><b>The course is broken down into three components and are completed over the two year course.</b></p> <p><b>Component 1 - Human Lifespan Development (30% Coursework - completed in year 10)</b></p> <ul style="list-style-type: none"> <li>Development through the life stages</li> <li>Life Events</li> </ul> <p><b>Component 2 - Health and Social Care Services and Values (30% Coursework - completed in year 10)</b></p> <ul style="list-style-type: none"> <li>Health &amp; Social Care Services used</li> <li>Care Values Role Play</li> </ul> <p><b>Component 3 - Health and Wellbeing (40% Exam - 2 hours - completed in year 11)</b></p> <ul style="list-style-type: none"> <li>Factors affecting health &amp; wellbeing</li> <li>Interpreting health indicators</li> <li>Creating an improvement plan</li> </ul>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>Know the key command words for each of the assessment criteria e.g. describe, analyse, evaluate</li> <li>Meet the deadlines set for coursework so you do not fall behind</li> <li>Keep revising over key words, factors and sources of support. They are applied throughout the course.</li> <li>Attend intervention to complete coursework and gain further support.</li> <li>Attempt all tasks to ensure you are working at the highest standard.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Google classroom - all assignment tasks, lesson plans, exam papers are available</li> <li>Class notes - use your books to help write assignments and revise</li> <li>Internet research - newspapers, youtube, NHS website</li> <li>BTEC website  <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/healthand-social-care.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/healthand-social-care.html</a></li> </ul>

		<p><b>Remember</b></p> <ul style="list-style-type: none"> <li>· Meet the deadlines for coursework</li> </ul> <p>Attend intervention when invited</p> <ul style="list-style-type: none"> <li>· Keep revising all components in preparation for exam.</li> </ul>
<p>IT: Creative Media</p> <p>OCR</p>	<p><b>Coursework Unit 1: R082 Digital Graphics</b> - Moderated May 2019.</p> <p><b>Coursework Unit 2: R085 Websites</b> - Moderation deadline 25th October 2019.</p> <p><b>Exam Unit: R081 Pre-Production Skills exam</b> Wednesday 8th January 2020 PM.</p> <p><b>Coursework Unit 3: R087 Interactive Multimedia Product</b> - Moderation deadline 3rd April 2020.</p> <p>All units are worth 25% each.</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>● Know the key command words for each of the assessment criteria e.g. describe, analyse, evaluate</li> <li>● Meet the deadlines set for coursework so you do not fall behind</li> <li>● Attempt all tasks in full detail to ensure you are working at the highest standard.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Google classroom - all assignment tasks split into each LO, revision books and past exam papers.</li> <li>● Revise using class notes and the revision book.</li> <li>● Learn keywords and be able to give an example relating to a creative scenario</li> <li>● OCR website <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/</a></li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>● Attend intervention to make sure coursework is up to date and completed for the deadline.</li> </ul>

**Paper 1 – 50% - 2 hours**

**SECTION A – Core Technical Principles**

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding

- Mechanical Devices
- Sustainability / Environment
- Timbers
- Polymers
- Metals
- Paper and Board
- CAD / CAM
- Textiles (Fabrics)
- Electronics and Systems
- Modern and Smart Materials

**SECTION B – Specialist Material Area** Chosen material area to study. (paper and board, timber, polymer or metal)

A material investigated in detail. Knowing how it is made from the raw material (process), types and properties, tools, equipment, processes stock form, finishes etc

**SECTION C – Designing and Making** principles Questions on Designing and its' process. Work of Others and Communication Techniques.

**NEA – Coursework – 50%**

Substantial design and make task

Assessment criteria:

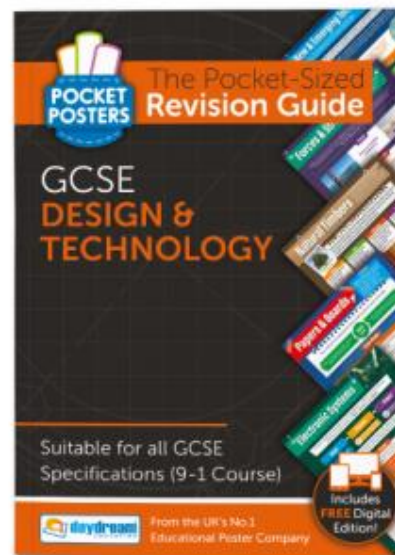
- Identifying/investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

**Key Advice**

- Section A is multiple choice questions.
- Revise all the different types of your chosen material and their properties.
- Use your design journal notes to revise
- Know the key process of how your material is produced from its raw material.
- Learn keywords/vocabulary for each revision topic.
- Look over past exam questions in your journals. Attend all interventions and meet all deadlines set for your NEA.
- Buy a revision guide, available through your DT teacher

**Resources**

- GCSE Revision Journal
- AQA Text Book – on Google classroom
- Technologystudent.com
- BBC bitesize revision
- Revision Booklets
- Technology student
- Pocket-Sized Revision Guide- GCSE DT

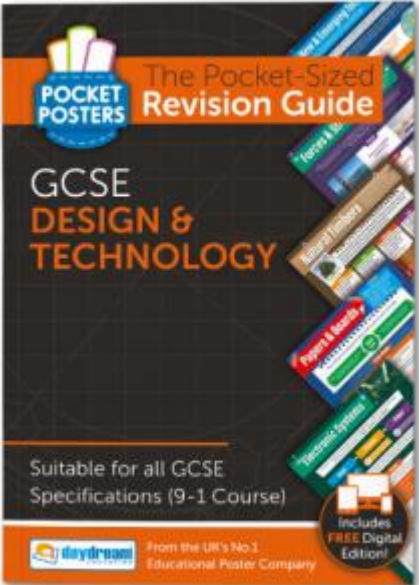


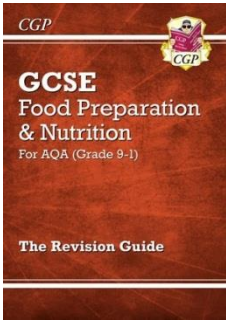
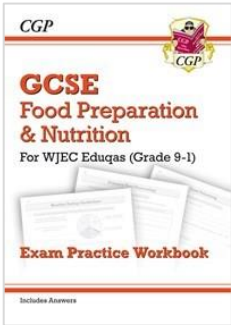
**Remember**

Your NEA (Coursework) has to be completed and handed into your teacher by **April 2020**.



<p>Art</p> <p>Exam board OCR</p>	<p><b>Unit 1: Coursework Portfolio (J171)</b> <b>60% of GCSE /120 marks</b></p> <p>Culmination of Year 10 and the first term of Year 11. All preparatory work and the final piece completed in the Mock Exam held in December, with the students returning to finalize this unit in April. It is imperative that every possible mark is attained from this unit and so perseverance is crucial over the two years.</p> <p><b>Unit 2: Externally Set Task/Examination</b> <b>40% of GCSE / 80 marks</b></p> <p>Paper released in January with exam taking place 29<sup>th</sup> March and 1<sup>st</sup> of April. The submission consists of a body of work produced in class and at home and is dedicated to one chosen theme.</p> <p>All preparatory work and final exam piece is then submitted on 1<sup>st</sup> April with no extended deadlines.</p> <p>Both unit 1 and unit 2 are internally assessed with an external moderation of all grades. The units are added together in order to obtain the final grade.</p>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Attending all Interventions sessions is vital as the work you produce enhances your opportunities of success.</li> <li>• Homework plays a crucial role in supplementing the work created in class, whether the homework is new preparatory work or finishing off a specific task already started.</li> <li>• Focus in class, with direction and purpose is paramount for swift progress to take place. Take responsibility, showing commitment, effort and resilience.</li> </ul> <p><b>Resources</b> <b>The OCR art and design web site offers examples to help pupils.</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bbcbitesize">www.bbcbitesize</a> gcse art and design</li> <li>• <a href="http://www.studentartguide.com">www.studentartguide.com</a></li> <li>• <a href="http://www.tate.org.uk">www.tate.org.uk</a></li> <li>• The Department is well resourced with good models and visuals of successful projects at both GCSE and A Level Fine Art; use these for inspiration and support</li> </ul> <p><b>Remember</b></p> <ul style="list-style-type: none"> <li>• A Level Art with Science, Maths and Technology</li> <li>• The STEM to STEAM movement is surging! STEAM is an educational approach to learning that uses the Arts alongside Science, Technology, Engineering and Maths to create learners of a higher calibre, with inquiring minds and greater critical thinking.</li> <li>• The end results are students who take thoughtful creative risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century! Could you be one of these?</li> </ul>
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<p>Design &amp; Technology</p> <p>AQA 8552</p>	<p><b>Paper 1 – 50% - 2 hours</b></p> <p><b>SECTION A – Core Technical Principles</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding</p> <ul style="list-style-type: none"> <li>- Mechanical Devices</li> <li>- Sustainability / Environment</li> <li>- Timbers</li> <li>- Polymers</li> <li>- Metals</li> <li>- Paper and Board</li> <li>- CAD / CAM</li> <li>- Textiles (Fabrics)</li> <li>- Electronics and Systems</li> <li>- Modern and Smart Materials</li> </ul> <p><b>SECTION B – Specialist Material Area</b> Chosen material area to study. (paper and board, timber, polymer or metal)</p> <p>A material investigated in detail. Knowing how it is made from the raw material (process), types and properties, tools, equipment, processes stock form, finishes etc</p> <p><b>SECTION C – Designing and Making principles</b> Questions on Designing and its' process. Work of Others and Communication Techniques.</p> <p><b>NEA – Coursework – 50%</b> Substantial design and make task Assessment criteria:</p> <ul style="list-style-type: none"> <li>- Identifying/investigating design possibilities</li> <li>- Producing a design brief and specification</li> <li>- Generating design ideas</li> <li>- Developing design ideas</li> <li>- Realising design ideas</li> <li>- Analysing &amp; evaluating</li> </ul>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Section A is multiple choice questions.</li> <li>• Revise all the different types of your chosen material and their properties.</li> <li>• Use your design journal notes to revise</li> <li>• Know the key process of how your material is produced from its raw material.</li> <li>• Learn keywords/vocabulary for each revision topic.</li> <li>• Look over past exam questions in your journals. Attend all interventions and meet all deadlines set for your NEA.</li> <li>• Buy a revision guide, available through your DT teacher</li> </ul>  <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• GCSE Revision Journal</li> <li>• AQA Text Book – on Google classroom</li> <li>• Revision Booklets</li> <li>• Technology student</li> <li>• Pocket-Sized Revision Guide- GCSE DT</li> </ul> <p><b>Remember</b> Your NEA (Coursework) has to be complete and handed into your teacher by <b>April 2020</b>.</p>
<p>Food Preparation and Nutrition</p>	<p><b>Subject content</b> Food preparation skills – these are intended to be integrated into the five sections:</p> <ol style="list-style-type: none"> <li>1. Food, nutrition and health</li> <li>2. Food science</li> </ol>	<p><b>Key Advice</b></p> <ul style="list-style-type: none"> <li>• Revise all the different topics.</li> <li>• Use your exercise book notes to</li> </ul>

	<p>3. Food safety 4. Food choice 5. Food provenance</p> <p><b>What's assessed</b> Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p><b>How it's assessed</b> Written exam: 1 hour 45 minutes 100 marks 50% of GCSE</p> <p><b>Questions</b> Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)</p> <p>Non-exam assessment (NEA)</p> <p><b>What's assessed</b> <b>Task 1:</b> Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p><b>Practical investigations are a compulsory element of this NEA task.</b> <b>Task 2:</b> Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.</p> <p>Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p><b>How it's assessed</b> <b>Task 1:</b> Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation. <b>Task 2:</b> Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included</p>	<p>revise</p> <ul style="list-style-type: none"> <li>• Learn keywords/vocabulary for each revision topic.</li> <li>• Look over past exam questions.</li> <li>• Attend all interventions and meet all deadlines set for your NEA.</li> <li>• Buy a revision guide, available through your DT teacher</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Resources on Google classroom</li> <li>• Revision Booklets</li> <li>• GCSE Bitesize website</li> <li>• CGP GCSE Food &amp; Nutrition for AQA (grade 9-1) revision guide and workbook.</li> </ul> <p><b>Remember</b></p> <p>Your NEA (Coursework) has to be complete and handed into your teacher by <b>April 2020</b>.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">   </div>
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We look forward to meeting you again, at the year 11 academic tutorial on Thursday 24<sup>th</sup> October 2019.