



THE EARLS HIGH SCHOOL

AD 1652

Subject Specific Tips

Subject	Art and Design	Exam Board	AQA
Class and Homework Expectations Students should bring their work to every lesson All homework should be completed and projects worked on between lessons			
Scheme of work Year 10 Autumn term – drawing and mixed media Project 1 – Designing and final piece Autumn term – Project one finishing with a practical exam linked to the project.			
Year 11 Autumn term – self directed Spring term – Exam project leading to 10 hour practical exam			
Assessment objectives			
AO1 Develop ideas through investigations, demonstrating critical understanding of sources.	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO3 Record ideas, observations and insights relevant to intentions as work progresses.	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Assessment Component 1 - Portfolio Component 2 - Exam project (externally set assignment)			
How to do well in the subject at GCSE - Maintain focus in lessons. - Complete work on time - Use extra opportunities offered to complete work			
Support Available - One to one support from Mr Hickman and Mrs Evans - Extra time after school on Wednesday, Thursday and Friday - Interventions in Year 11			
How parents could help support - Please check your child is organising their work and it is kept up to date - Check they are doing homework - Encourage them to attend intervention sessions			
Helpful websites or resources AQA Pinterest			

Subject	Art Textiles	Exam Board	AQA
Class and Homework Expectations Students should bring their work to every lesson All completed work should be left in their folder in school All homework should be completed and projects worked on between lessons			
Scheme of work Year 10 Autumn term – drawing with a variety of media and textile skills Spring term – Project 1 Autumn term – Project one finishing with a practical exam linked to the project.			
Year 11 Autumn term – Project 2 Spring term – Exam project leading to 10 hour practical exam			
Assessment objectives			
AO1 Develop ideas through investigations, demonstrating critical understanding of sources.	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO3 Record ideas, observations and insights relevant to intentions as work progresses.	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
Assessment Component 1 - Portfolio Component 2 - Exam project (externally set assignment)			
How to do well in the subject at GCSE - Maintain focus in lessons. - Complete work on time - Use extra opportunities offered to complete work			
Support Available - One to one support from Mrs Narrowsmore - Extra time after school on Thursdays - Interventions in Year 11			
How parents could help support - Please check your daughter is organising their work and it is kept up to date - Check they are doing homework - Encourage them to attend sessions on a Thursday			
Helpful websites or resources AQA Pinterest			

Achieving Success – Subject Specific Tips

Subject	GCSE Business Studies	Exam Board	AQA
Class and Homework Expectations Students should bring the following items each lesson: Exercise book Writing equipment including pen, pencil, ruler, highlighters Calculator Revision workbook			
Scheme of work Year 10 - Business in the real world - Influences on business - Business operations - Human resources Year 11 - Marketing - Finance			
Assessment objectives AO1 Demonstrate knowledge and understanding of business concepts and issues. AO2 Apply knowledge and understanding of business concepts and issues to a variety of contexts. AO3 Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.			
Assessment Paper 1: Influences of operations and human resources activity What's assessed - Business in the real world - Influences on business - Business operations - Human resources How it's assessed - Written exam: 1 hour 45 minutes 90 marks 50% of GCSE Questions - Section A has multiple choice questions and short answer questions worth 20 marks. - Section B has one case study/data response stimulus with questions worth approximately 34 marks. - Section C has one case study/data response stimulus with questions worth approximately 36 marks.			
Paper 2: Influences of marketing and finance activity What's assessed - Business in the real world - Influences on business - Marketing - Finance How it's assessed - Written exam: 1 hour 45 minutes 90 marks 50% of GCSE Questions - Section A has multiple choice questions and short answer questions worth 20 marks. - Section B has one case study/data response stimulus with questions worth approximately 34 marks. - Section C has one case study/data response stimulus with questions worth approximately 36 marks.			

How to do well in the subject at GCSE - Catch up with any work missed by seeing your teacher - Students must keep up to date with the news and be able to apply these examples to their answers Practising past paper questions and the exam skills of analysis and evaluation is crucial - Student should know all key terms - Students should consolidate learning after lessons by taking notes from the book/websites/you tube revision - Set our clear point paragraphs in an organised structure	
Support Available - One to one support from Business Staff - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams	
How parents could help support - Please check you son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc	
Helpful websites or resources www.tutor2u.co.uk www.bgsbusinessstudiesonline.com www.bgsbusinessstudiesonline.com	

Achieving Success – Subject Specific Tips

Subject	Btec Child Development	Exam Board	Pearson
Class and Homework Expectations Students should bring the following items each lesson - • Exercise book • Pens • Highlighters • Pencils • Ruler			
Scheme of work Year 10			
September - December Component 1 Children's Growth & Development Coursework - Learning Aim A (Understand the characteristics of children's development from birth to five years old)			
January - May Component 1 Children's Growth & Development Coursework - Learning Aim B (Explore factors that affect growth and development)			
May - July Component 3 Supporting Children to Play, Learn and Develop Exam ** - Section: A - Investigate individual circumstances that may impact on learning and development B - Create safe environments to support play, learning and development in children aged from birth to five years			
September - December Component 2 Learning Through Play Coursework - Learning Aim A (Understand how children play)			
January - February Component 3 Supporting Children to Play, Learn and Develop Exam ** - Section: A - Investigate individual circumstances that may impact on learning and development B - Create safe environments to support play, learning and development in children aged from birth to five years C - Adapt play to promote inclusive learning and development*			
February - May Component 2 Learning Through Play Coursework - Learning Aim B (Demonstrate how children's learning can be supported through play)			
**External Examination in February			
Preparation for PPE (mock)			
Assessment objectives - Component 3 (Exam) Only			
AO1 Know about adaptations that may need to be made to activities for children in order to support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments	AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual circumstances and environmental risks and hazards that may impact children's learning and development	AO3 Apply knowledge and understanding to adapt activities to include all children and promote inclusion	AO4 Evaluate activities to ensure they best support all children to develop and promote inclusion

Assessment 2 x Coursework Tasks (worth 60%) Component 1 - 30% Component 2 - 30% 1 x Written Exam (worth 40%)	
How to do well in the subject at GCSE • Attend all lessons • If absent, ensure all work is caught up, this is your responsibility • Learn/practice all new keywords and their meanings to apply to your coursework • Research new content learnt in lessons to help improve knowledge and understanding • Continue your coursework at home to help meet deadlines • Ask questions in class or discuss areas you're unsure of with your teacher • Review your learning on a regular basis (weekly) • Listen to class feedback and take notes of where and what to improve • Aim to achieve a Level 2 Distinction in your coursework	
Support Available • One to one support from Mrs Gariff • Interventions in Year 11 • Use of Teams	
How parents could help support • Discuss the topics they have learnt during lessons • Check their exercise book regularly for excellent presentation • Question their understanding of the topics learnt • Watch documentaries together with this subject in mind and discuss various topics • Help them apply SPICE (Social, Physical, Intellectual, Communication & Language and Emotional development) to children's lives through your own or other experience • Contact Mrs Gariff if necessary	
Helpful websites or resources • BBC iPlayer - age appropriate documentaries/ series • Netflix - age appropriate documentaries/ series • https://www.nhs.uk/ • https://www.bournvill.com/ • https://www.mpsct.org.uk/keeping-children-safe/support-for-parents/book-day-time-plan/ • https://www.cdc.gov/nbcbdd/childdevelopment/facts.html • https://kidshealth.org/en/teens/	

Achieving Success – Subject Specific Tips

Subject	GCSE Computer Science	Exam Board	OCR
Class and Homework Expectations Students should bring the following items each lesson Exercise book Writing equipment including pen, pencil, ruler, highlighters Calculator Revision workbook			
Scheme of work Year 10 - Systems Architecture – How a computer processes data in the form of Von Neumann Architecture. - Memory – The different types of memory – RAM, ROM, Virtual Memory & Flash - Storage – The typical storage devices used by computers – Optical, Magnetic and Solid State. - Programming techniques - Understand the three main programming concepts – Iteration, Selection and Sequence - Network topologies, protocols and layers – protocols in networking and the different layers of sending data over a network			
Year 11 - Algorithms - Programming Project - Data representation - Ethical, legal, cultural and environmental concerns – Ongoing issues regarding computer systems in the world. - System security – Common types of attacks/viruses and prevention methods.			
Assessment objectives AO1 Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.			
Assessment The GCSE (9–1) in Computer Science is a linear qualification with a 100% terminal rule. There are two externally examined components (01 and 02) weighted at 50% each.			
How to do well in the subject at GCSE - Attend all lessons and catch up with any work missed by seeing your teacher - Keep your exercise book up to date and work on the feedback given by your teacher - Practising past paper questions and the exam skills of analysis and evaluation is crucial - Students should know all key vocabulary terms - Practice programming skills with tutorials and practice problems - Work through past papers from OCR website and ask your own answers using the mark schemes Askus for help if you are stuck			

Support Available - One to one support from Computer Science teachers - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams			
How parents could help support - Please check you son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mods etc			
Helpful websites or resources			

Achieving Success – Subject Specific Tips

Subject	Cambridge Nationals Creative iMedia	Exam Board	OCR
Class and Homework Expectations Students should bring the following items each lesson Exercise book Writing equipment including pen, pencil, ruler, highlighters Calculator Revision workbook			
Scheme of work Year 10 RO81 – Pre-production skills RO82 – Creating digital graphics			
Year 11 RO85 – Creating a multipage website RO87 – Creating interactive multimedia products			
Assessment			
RO81: Pre-production skills Written paper OCR set and marked 1 hour 15 mins – 60 marks (60 UMS) Learners answer all questions RO82: Creating digital graphics Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS) RO85: Creating a multipage website Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS) RO87: Creating interactive multimedia products Centre-assessed tasks OCR-moderated Approx 10 hours – 60 marks (60 UMS)			
How to do well in this subject - Catch up with any work missed by seeing your teacher - Practising past paper questions and the exam skills of analysis and evaluation is crucial - Student should know all key terms - Students should consolidate learning after lessons by taking notes from the book/websites/youtube revision - Set our clear point paragraphs in an organised structure			
Support Available - One to one support from Creative iMedia teachers - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams			
How parents could help support - Please check you son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc			
Helpful websites or resources			

Achieving Success – Subject Specific Tips

Subject	GCSE Dance	Exam Board	AQA
Class and Homework Expectations Students should bring the following items each lesson: PE or dance kit, a folder for storing handouts in, pencil case that contains pen, ruler, pencil, colouring pencils, scissors, glue stick, a range of colours (min. 4) in highlighter pens.			
Scheme of work Year 10 Link to the online scheme of work we use by AQA GCSE Dance https://filestore.aqa.org.uk/resources/dance/AQA-8236-SOW.PDF			
Year 11 Link to the online scheme of work we use by AQA GCSE Dance https://filestore.aqa.org.uk/resources/dance/AQA-8236-SOW.PDF			
Assessment objectives AO1: Physical, technical, expressive and mental skills AO2: Create dance to communicate choreographic intention AO3: Demonstrate knowledge and understanding of choreographic processes AO4: Critically appreciate own works and professional works			
Assessment Internal moderations: 2 set phrases (solo) The development of 2 set phrases (duo or trio) Choreography of a solo or group dance A written paper on dance appreciation: 1.5 hours duration			
How to do well in the subject at GCSE - Attend lessons regularly, on time and with all equipment - Take part in dance extra-curricular activities - Practice dance moves independently - Watch professional dance performances for ideas and instruction - Keep organised notes - Practice dances as often as possible. - Listen to the advice of your teachers			
Support Available - One to one support from Mrs Wycherley or Mrs Booth - Revision classes - Revision guides available to students - Interventions in Year 11			

Use of Teams	How parents could help support: - Please check your son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend sports clubs after school in the evening and at weekends
Helpful websites or resources	
AQA GCSE Set Phrases: https://www.aqa.org.uk/resources/dance/aqa/dance/ready/set-go-phrases Dance anthology:	
1) Infra by Wayne McGregor: https://www.rtm.org.uk/productions/infra-by-wayne-mcgregor 2) Within Her Eyes by James Coulins: https://www.jamescoulinscompany.com/within-her-eyes 3) Emancipation of Expressionism by Kenneth H20 Sandy: http://boyblueart.com/Tease_id=16352 4) Shadows by Christopher Bruce: https://www.phoenixtheatre.co.uk/production/shadows/ 5) Artificial Things by Lucy Bennett: https://www.stopdance.com/production/artificial-things/ 6) A Linka Curva by Itzik Galili: https://www.ramibet.org.uk/whats-on/a-linka-curve/	

Achieving Success – Subject Specific Tips

Subject	Drama	Exam Board	OCR
Class and Homework Expectations			
Students should bring the following items each lesson:			
Pens			
Pencils			
Ruler			
Rubber			
Highlighters			
Purple Exercise Book			
Purple Folder containing resource/ revision sheets			
Costume (teacher will give guidance on this)			
Portfolio (teacher will tell students when this is needed)			
Scheme of work			
Year 10		Year 11	
Set Text: Blood Brothers (25%). Assessed through written examination.		Scripted NEA: Assessed through two performances and theoretical Concept Proformas (30%)	
Devising Mock: Salem Witch Trials. Assessed through group performance and theoretical portfolio.		Live Review: The Woman in Black/ Billy Elliot. Assessed through a written examination. (15%)	
Devising NEA: Stimulus to be set by OCR. Assessed through group performance and theoretical portfolio. (30%)		Revision: Blood Brothers (25%)	
Assessment objectives			
AO1	AO2	AO3	AO4
Create and develop ideas to communicate meaning for theatrical performance	Apply theatrical skills to realise artistic intentions in live performance	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	Analyse and evaluate their own work and the work of others.
Assessment			
Set Text: Blood Brothers (25%). Assessed through written examination.			
Devising NEA: Stimulus to be set by OCR. Assessed through group performance and theoretical portfolio. (30%)			
Scripted NEA: Assessed through two performances and theoretical Concept Proformas (30%)			

Live Review: The Woman in Black/ Billy Elliot: Assessed through a written examination. (15%)
How to do well in the subject at GCSE
- Learn lines - Regularly revise content for written exam - Blood Brothers and The Woman in Black - Have excellent attendance - Complete all homework to a high standard and meet deadlines - Be a team player - Be supportive towards peers in rehearsals - Take direction from staff when working practically - Attend theatre productions - Take part in the whole school play
Support Available
- Rehearsal support and portfolio catch up available after school - Blood Brothers revision guides available to students - Interventions in Year 11 - Use of Teams
How parents could help support
- Please support your child with organising their folder and keeping it up to date - Check pupils are doing homework - Help them by checking their understanding prior to test/mocks - Support them in line learning - run lines with them at home - Support them in attending school
Helpful websites or resources
https://www.bbc.co.uk/bitesize/examinations/abigprod01 https://www.bbc.co.uk/bitesize/topics/ocr7sg8

Assessment	
Year 10	Students will be assessed on practical projects, theory work, homework, starter activities, tests, PPE and online quizzes. They will also complete Unit R039 in June which will account for 30% of their final mark.
Year 11	Students will be assessed on practical projects, theory work, homework, starter activities, tests, PPEs and online quizzes. They will also complete Unit R040 in January which will account for 30% of their final mark and Unit R038 at the end of year 11 which will account for 40% of their final mark.
How to do well in the subject at Level 1/2	
• Read through the marking criteria on the specification that will be shared on teams, one drive or class charts. • Try and meet deadlines • Be organised • Listen to advice • Break your revision up into small chunks • Ask questions if you don't understand	
Support Available	
• One to one support • Revision classes • Revision guides available to students • Interventions in Year 11 • Use of Teams	
How parents could help support	
• Check your son or daughter are up to date with coursework • Check they are doing homework and meeting deadlines • Help them by checking their understanding prior to test/PPEs, etc • Encourage them to attend intervention sessions	
Helpful websites or resources	
More information for the course can be found at: https://www.ocr.org.uk/qualifications/cambridge-national/engineering-design-level-1-2-2022/ The specification for the course can be found at: https://www.ocr.org.uk/images/610944-specification-cambridge-national-engineering-design-1822.pdf	

Assessment			
Year 10			
Students will be assessed on practical projects, theory work, homework, starter activities, tests, PPE and online quizzes. They will also complete Unit R039 in June which will account for 30% of their final mark.			
Year 11			
Students will be assessed on practical projects, theory work, homework, starter activities, tests, PPEs and online quizzes. They will also complete Unit R040 in January which will account for 30% of their final mark and Unit R038 at the end of year 11 which will account for 40% of their final mark.			
How to do well in the subject at Level 1/2			
- Read through the marking criteria on the specification that will be shared on teams, one drive or class charts. - Try and meet deadlines - Be organised - Listen to advice - Break your revision up into small chunks - Ask questions if you don't understand			
Support Available			
- One to one support - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams			
How parents could help support			
- Check your son or daughter are up to date with coursework - Check they are doing homework and meeting deadlines - Help them by checking their understanding prior to test/PPEs, etc - Encourage them to attend intervention sessions			
Helpful websites or resources			
More information for the course can be found at: https://www.ocr.org.uk/qualifications/cambridge-national/engineering-design-level-1-2-812/ The specification for the course can be found at: https://www.ocr.org.uk/images/610944-specification-cambridge-national-engineering-design-1822.pdf			

Achieving Success – Subject Specific Tips

• Revision guides available to students • Interventions as and when necessary throughout the two year course • Use of Teams and school website for access to study materials	• Check that homework is being completed to a high standard according to the teacher's instructions. Provide a comfortable place for them to work at home without distractions from family members, friends and devices that can access social media • Test them on their knowledge and understanding of the set texts for English Literature • Encourage them to share their opinions with you and debate topical issues together • Encourage them to keep a journal of their thoughts and feelings and describe key moments in their life • Watch a film/TV dramatisation of the set texts for English Literature with them and evaluate the performance together • Listen to them read aloud and question them on what they've read to test their comprehension and response to the text. Reading newspaper, magazines and online articles is just as valid as novels and short stories, especially if the topic is of interest to both of you.
How parents could help support	Helpful websites or resources https://www.bbc.co.uk/bitesize/guides/zg8zdy4 GCSE English Language https://www.bbc.co.uk/bitesize/guides/zg8zdy4 GCSE English Literature https://www.bbc.co.uk/teach/subjectwise/Developments-in-reading-writing-soe111end-grammar

- Revision guides available to students - Interventions as and when necessary throughout the two year course - Use of Teams and school website for access to study materials	- Check that homework is being completed to a high standard according to the teacher's instructions. Provide a comfortable place for them to work at home without distractions from family members, friends and devices that can access social media - Test them on their knowledge and understanding of the set texts for English Literature - Encourage them to share their opinions with you and debate topical issues together - Encourage them to keep a journal of their thoughts and feelings and describe key moments in their life - Watch a film/TV dramatisation of the set texts for English Literature with them and evaluate the performance together - Listen to them read aloud and question them on what they've read to test their comprehension and response to the text. Reading newspaper, magazines and online articles is just as valid as novels and short stories, especially if the topic is of interest to both of you.
Helpful websites or resources	
https://www.bbc.co.uk/bitesize/examspecs/ebdchiv4 GCSE English Language https://www.bbc.co.uk/bitesize/examspecs/ebdchiv4 GCSE English Literature https://www.bbc.co.uk/bitesize/subjects/ebdchiv4 Develop skills in reading, writing, spelling and grammar	

Achieving Success – Subject Specific Tips

Subject	Film Studies GCSE	Exam Board	EDUQAS (WJEC)
Class and Homework Expectations Students should bring the following items each lesson: Film Studies exercise book Folder containing PPEs and revision resources Revision booklets for film being studied at the time			
Scheme of work Year 10 Component 1 – Invasion of the Body Snatchers E.T. Developments in film technology Component 2 – Attack the Block			
Year 11 Component 1 – Whiplash Component 2 – Slumdog Millionaire Trainspotting Component 3 – Produce the opening two minutes of a screenplay (film or screenplay, plus Shooting Script and evaluation)			
Assessment objectives			
AO1 Demonstrate knowledge and understanding of elements of film	AO2 Apply knowledge and understanding of elements of film, including to: • analyse and compare films • analyse and evaluate own work in relation to other professionally produced work	AO3 Apply knowledge and understanding of elements of film to the production of film or screenplay.	
Assessment			
Component 1: Key Developments in US Film Written examination: 1 hour 30 minutes 35% of qualification This component assesses knowledge and understanding of three US films chosen from a range of options			
Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes 35% of qualification This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options.			
Component 3: Production Non-exam assessment 30% of qualification This component assesses the ability to apply knowledge and understanding of film to a production and its accompanying evaluative analysis. Learners produce: • one genre-based film extract (either from a film or from a screenplay) • one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays.			

How to do well in the subject at GCSE - Watch key sequences on YouTube – test your ability to identify and explore film form/film language - Practise writing PEDAL responses when exploring films. - Revise the key dates and events in the development of film technology - Respond to feedback and adapt future responses - Quiz yourself to check understanding of key film terms - Practise past papers in timed conditions - Explore alternative/independent viewpoints in your responses - Ensure you always have at least three examples of film form in a response which requires you to include film form	Support Available - One to one support from Mrs Clifford - Revision classes upon request - Revision guides, booklets and daily revision activities provided to students - Interventions in Year 11 - Use of Teams as communication tool and to suggest activities that can be completed at home - Repeat screenings of films upon request - Text book available to support Film Studies GCSE (available on Amazon)
How parents could help support - Help them by checking their understanding prior to test/mocks etc - Test them on key film terms - Let them narrate key sequences, explaining the effect of film form on the audience - Encourage them to explore the meaning created in films you watch together	Helpful websites or resources https://www.educast.co.uk/qualification/film-studies-gcse/#tab_overview Film Studies Specification https://www.youtube.com/channel/UCES8wQd9nA-V7wGzVgMg My Film Studies Youtube Channel https://resources.wjec.co.uk/Page/Resource/Avgs.aspx?highlight=50&wjec=3 Link to past papers and revision resources.

Achieving Success – Subject Specific Tips

Subject	Food Preparation and Nutrition	Exam Board	Eduqas
Class and Homework Expectations Students should bring the following items to lessons: Stationery Exercise book Homework Ingredients and containers			
Scheme of work Year 10 - Principles of nutrition - Diet and good health - Fruit and vegetables - The science of cooking food - Food spoilage - Cereals - Food provenance and food waste - Milk, cheese and yogurt - Cultures and cuisines - Meat, poultry, fish and eggs - Alternative proteins - Fats and sugars - Technological developments - Factors affecting food choice			
Year 11 - Assessment 1: - All externally set - NEA 1- Food investigation assessment- 15% final GCSE grade, 8 hours recommended time, 1500-2000 words, September to end October half term - NEA 2- Food preparation assessment- 12 hours recommended time with a 3 hour practical cooking task included- 35% final GCSE grade, November to the beginning of March, 30 sides of A4 pages. - Revision of year 10 theory - GCSE written paper in June- 50% final grade			
Assessment objectives AO1 Demonstrate knowledge and understanding of nutrition, food, cooking and preparation AO2 Apply knowledge and understanding of nutrition, food, cooking and preparation AO3 Plan, prepare, cook and present dishes, combining appropriate techniques AO4 Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others			
Assessment Component 1: Written examination paper, 1 hour 45 minutes sat in June in year 11. The paper is mainly short answer and extended writing questions, 100 marks Component 2: - NEA 1 – 30 marks Food investigation assessment - 15% final GCSE grade, 8 hours recommended time, 1500-2000 words, September to end October half term - NEA 2- 70 marks- Food preparation assessment - 35% final GCSE grade, 12 hours recommended time with a 3 hour practical cooking task included, 30 sides of A4 pages, November to the beginning of March.			
Internally marked and externally moderated How to do well in the subject at GCSE Attend all lessons and complete homework on TEAMS			

- Keep up to date with any work missed and check TEAMS for ingredients lists - Respond to feedback and practice tasks at home - Organise yourself and ensure you bring ingredients to every practical - Practice past papers/extended writing questions - Meet deadlines in NEA tasks	Support Available - Revision classes will be scheduled in the run up to the final exams - Revision guides available to students - Interventions in Year 11 for NEA catch up
How parents could help support - Please check with your son/ daughter to ensure ingredients are brought in - Check homework is submitted - Encourage them to cook at home and to help shop for and organise their own ingredients before a practical lesson - Evaluate the food they make and offer constructive criticism - Help them by checking their understanding prior to test/mocks etc - Talk to them about any relevant stories in the news about food	Helpful websites or resources GCSE Food Preparation and Nutrition Eduqas BBC Good Food Recipes and cooking tips - BBC Good Food - Home - British Nutrition Foundation Safer food, better business teaching resources for colleges Food Standards Agency Free Homework & Revision for A Level, GCSE, KS3 & KS2 genecalearning.com

Achieving Success – Subject Specific Tips

How to do well in the subject at GCSE	- Attend all lessons - If absent, ensure all work is caught up, this is your responsibility - Learn/ practice all new keywords and their meanings to apply to your coursework - Research new content learnt in lessons to help improve knowledge and understanding - Continue your coursework at home to help meet deadlines - Ask questions in class or discuss are as you're unsure of with your teacher - Review your learning on a regular basis (weekly) - Listen to class feedback and take notes of where and what to improve - Aim to achieve a Level 2 Distinction in your coursework
Support Available	- One to one support from Mrs Gariff - Interventions in Year 11 - Use of Teams
How parents could help support	- Discuss the topics they have learnt during lessons - Check their exercise book regularly for excellent presentation - Question their understanding of the topics learnt - Watch documentaries together with this subject in mind and discuss various topics - Help them apply PILES (Physical, Intellectual, Emotional and Social development) to life experience - Contact Mrs Gariff if necessary
Helpful websites or resources	- BBC iPlayer - age appropriate documentaries/ series - Netflix - age appropriate documentaries/ series https://www.nhs.uk/ https://www.england.nhs.uk/ https://digital.nhs.uk/ https://www.nhs.uk/nhs-services/

How to do well in the subject at GCSE			
- Attend all lessons - If absent, ensure all work is caught up, this is your responsibility - Learn/practice all new keywords and their meanings to apply to your coursework - Research new content learnt in lessons to help improve knowledge and understanding - Continue your coursework at home to help meet deadlines - Ask questions in class or discuss areas you're unsure of with your teacher - Review your learning on a regular basis (weekly) - Listen to class feedback and take notes of where and what to improve - Aim to achieve a Level 2 Distinction in your coursework			
Support Available			
- One to one support from Mrs Gariff - Interventions in Year 11 - Use of Teams			
How parents could help support			
- Discuss the topics they have learnt during lessons - Check their exercise book regularly for excellent presentation - Question their understanding of the topics learnt - Watch documentaries together with this subject in mind and discuss various topics - Help them apply PIES (Physical, Intellectual, Emotional and Social development) to life experience - Contact Mrs Gariff if necessary			
Helpful websites or resources			
- BBC Player - age appropriate documentaries/series - Netflix - age appropriate documentaries/series https://www.nhs.uk/ https://www.england.nhs.uk/ https://digital.nhs.uk/ https://www.nhs.uk/nhs-services/			

Subject	History	Exam Board	AQA
Class and Homework Expectations Work book, booklet, pens, ruler, highlighter			
Scheme of work			
Year 10 Autumn Term Germany 1890 – 1945 Spring Term Complete Germany 1890 – 1945 Britain: Health and the People Summer Term Complete Britain: Health and the People		Year 11 Autumn Term Conflict and Tension: Inter-War Years 1919-39 Spring Term Complete Conflict and Tension: Inter-War Years 1919-39 Elizabethan England Summer Term Elizabethan England	
PPE and practice exam question set throughout the course			
Assessment objectives			
AO1 Demonstrate knowledge & understanding of the key features and characteristics of the periods studied.	AO2 Explain and analyse historical events and periods studied using second order historical concepts.	AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
Assessment			
Paper 1: Germany 1890-1945 & Conflict & Tension 1919-39 Written exam, 2 hours (hour for each topic) Each topic contributes 25% of grade 40 marks available for each paper		Paper: Britain: Health & the People Elizabethan England Written exam, 2 hours (hour for each topic) Each topic contributes 25% of grade 40 marks available for each paper	
How to do well in the subject at GCSE			
• Ensure you focus in your lessons and contribute to check understanding • Demonstrate independence and desire of learning and progress • Identify any areas of weakness and work on these, seeking assistance where necessary • Meet all deadlines set •			
Support Available			
• Revision classes • Revision guides available to students • Interventions in Year 11 • Use of Teams			
How parents could help support			
• Please check your son or daughter to organise their work and keep it up to date • Check they are doing homework • Help them by checking their understanding prior to test/mocks etc • Encourage them to attend revision sessions after school			
Helpful websites or resources			
BBC Bitesize - https://www.bbc.co.uk/bitesize/subjects/t26n39 John D Clare - https://www.johndclare.net/			

Achieving Success – Subject Specific Tips

Subject	Mathematics	Exam Board	AQA
Class and Homework Expectations			
Students should bring the following items each lesson:			
- Pen - Pencil - Ruler - Rubber - Calculator - Protractor - Pair of Compasses			
Students will be set homework once per week. This needs to be done to ensure work done in class is consolidated and fully learned. Students are expected to complete all set homeworks on time. Revision homeworks may be set as well as regular homeworks, students should use their PLCs to guide them when revising.			
Scheme of work			
Year 10 and 11			
Students complete a programme of study to complete AQA GCSE Mathematics specification. GCSE in Mathematics should enable students to:			
- Develop fluent knowledge, skills and understanding of mathematical methods and concepts. - Acquire, select and apply mathematical techniques to solve problems. - Reason mathematically, make deductions and inferences and draw conclusions. - Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.			
The Maths GCSE can be broken down into 6 key areas which students are expected to be proficient in. These are as follows:			
- Number - Algebra - Ratio, proportion and rates of change - Geometry and measures - Probability - Statistics			
Assessment objectives			
AO1 (approx. 50%) Use and apply standard techniques. Students should be able to:	AO2 (approx. 25%) Reason, interpret and communicate mathematically. Students should be able to:	AO3 (approx. 25%) Solve problems within mathematics and other contexts. Students should be able to:	
- Accurately recall facts, terminology and definitions. - Use and interpret notation correctly. - Accurately carry out routine procedures or set tasks requiring multi-step solutions.	- Make deductions, inferences and draw conclusions from mathematical information. - Construct chains of reasoning to achieve a given result. - Interpret and communicate information accurately. - Present arguments and proofs. - Assess the validity of an argument and critically	- Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes. - Make and use connections between different parts of mathematics. - Interpret results in the context of the given problem. - Evaluate methods used and results obtained. - Evaluate solutions to identify how they may	

Assessment	evaluate a given way of presenting information	have been affected by assumptions made
3 external assessments, all to be taken in May/June at the end of the course. Paper 1 - 1h30min Non-Calculator Paper (a third of overall grade) Paper 2 - 1h30min Calculator paper (a third of overall grade) Paper 3 - 1h30min Calculator paper (a third of overall grade)		
You will also be assessed by your Maths teacher throughout the year and from these assessments you will have targets which you must address. Key assessment times are as follows		
November – Paper 2 mock in the hall January – Paper 1 and 3 mock in the hall March – Paper 1, 2 and 3 mock in the hall (full mock)		
How to do well in the subject at GCSE		
Check the syllabus so that you know what topics you need to cover. Make sure you know which tier you have been entered for - foundation, or higher.		
Find out which formulas are printed on your exam paper and which ones you have to learn (more information on this to come in February).		
Ensure you use the PLCs generated from your PPE exams and start addressing your targets on MathsWatch, Hegarty Maths or with another revision resources straight away. This has been done to help you structure your revision starting immediately. The more you do now the better you will be come your final exams.		
Start with simple examples until you are sure you know what you are doing. Move onto more difficult examples.		
Work through past papers from the AQA website or a revision book. The best way to revise Maths is to practise!		
Don't leave your revision to the last minute. Plan it well. Break it down into sections and topics. You need strong foundations in basic Maths to build on.		
Make sure you have the correct equipment, 2 pens, 2 pencils, ruler, eraser, sharpener, compass, protractor, calculator.		
Always check your answers when there is time.		
Support Available		
- One to one support from classroom teacher - Revision classes (Thursday for foundation, Friday for higher) - Revision guides available to students - Use of Teams and revision guidance provided online		
How parents could help support		
- Please check in with your son or daughter to organise their revision and make sure it is a continuous process from now until the exams - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend revision sessions		
Helpful websites or resources		
https://www.mathswatch.co.uk/faq/ - revision will be set on here – you can also access revision without it being set! You can search for topics you want to practise.		

<https://thebettermaths.com/login/learnit> - homeworks will sometimes be set on here -- you can also access any topic you want by searching for it, it doesn't need to be set to you on here either!
Use the videos to remind you of what to do and answer the quizzes to practise.
<https://thebettermaths.com/> - a very good website with lots of videos on different topics and worksheets to practise questions from with answers for you to check your understanding.

Subject	MFL (French, German/Spanish)	Exam Board	Edexcel
Class and Homework Expectations			
- Students should bring their exercise book to each lesson, including any support materials they have been given. - Students should complete weekly home learning set on Teams, which may include vocab learning using Quizlet, reading, listening and grammar using Activelearn and speaking and writing tasks. - Students should use support materials for both support and to "WOW" the examiner i.e. speaking exam – Support and conversation booklet, GCSE progress and support booklets, GCSE vocab booklet - Students should regularly revise grammar points			
Scheme of work			
The GCSE covers the following five themes: 1: Identity and culture. 2: Local area, holiday and travel 3: School 4: Future aspirations, study and work 5: International and global dimension			
Assessment objectives			
AO1	AO2	AO3	AO4
Listening – 25%	Speaking – 25%	Reading – 25%	Writing – 25%
Assessment			
Paper 1 – Listening: Different types of spoken language <u>When: Year 11 Summer term</u> - Foundation paper – 35 minutes, Higher paper 45 minutes - Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played Paper 2 – Speaking: Communicating and interacting effectively in speaking <u>When: Year 11 April/May</u> - Teacher recorded and externally assessed. - Foundation 7-9 minutes + preparation time. Higher 10-12 minutes + preparation time - Both the Foundation and Higher speaking exams include a role play, picture based task and conversation Paper 3 – Reading: Understanding and responding to different types of written texts <u>When: Year 11 Summer term</u>			

- Foundation paper – 45 minutes, Higher paper 60 minutes Paper 4 – Writing: Communicating effectively in writing for a variety of purposes <u>When: Year 11 Summer term</u> - Foundation paper – 1hr 10 minutes, Higher paper 1hr 20 minutes	How to do well in the subject at GCSE - Use ALL support materials both in class and home learning to both support you and "WOW" the examiner - Use TOPIC FIESTA (in support booklet) as a tick list when practising speaking and writing to "WOW" the examiner - Weekly vocab learning using Quizlet, creating your own mind maps, revision cards etc - Weekly grammar revision – create grammar cards/ posters etc Remember to build your confidence with past, present and future tenses - Lots of speaking practice at home – can you record yourself and then listen back? - Use past exam papers to practice your exam skills Support Available - Support materials on class Teams - Support materials given to students as required - Revision guides available to students - Interventions in Year 11 - Speak to your teacher if you would like any further support How parents could help support - Please encourage regular vocab learning and grammar practice – little and often works best! - Check they are doing the home learning tasks set on Teams - Help them by checking their understanding prior to assessments etc - Encourage them to attend any revision sessions offered - Ask them to practise speaking with you at home. Helpful websites or resources www.edexcel.com www.languagesonline.org.uk Range of tasks www.activelearn.co.uk (logins provided by teacher) Reading, listening and grammar tasks www.bbc.co.uk/bitesize Select subject. Practice independently by topic area or grammar point. Exam style practice tasks. Audio helps with your listening skills. www.lyricstraining.com Great for listening! Find songs in French/German/Spanish – listen/ sing along with the lyrics and do different activities to practice. www.translator.net Paste in a text, select language and hear the correct pronunciation https://mobile-dictionary.reverso.net/ Very reliable online dictionary – gives you examples in sentences. Has a useful conjugation tab to check verb forms. www.booklet.com Search 1000s of topics to play fun games to practise vocabulary Recommended Apps: Quizlet – vocab learning – vocab sets allocated by teacher and you can create your own!
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Duolingo – Vocab and structures with games. Audio to help listening

Voice Record Pro – record yourself speaking and listen back

Achieving Success – Subject Specific Tips

Subject	Music	Exam Board	Pearson Edexcel
Class and Homework Expectations Students should bring the following items each lesson - A4 Lever Arch Folder - Highlighters - Small blue exercise book (with manuscript paper in) - Standard stationary – pen / pencil / rubber / ruler etc. - Instrument if required - Sheet music for performance if required			
Scheme of work			
Year 10			
Autumn Term - Develop understanding of musical elements that are utilised across all set works. - Development of student listening skills in order to recognise genres and musical elements within each. - Set Work 1: Killer Queen - Set Work 2: Music for a While - First solo performance (NEA)			
Spring Term - Set Work 3: Brandenburg Concerto - Set Work 4: Beethoven - Second solo performance (NEA) - Mock Blues Performance			
Summer Term - Third solo performance - First composition preparation - Set Work 5: Star Wars - Study of music for film - Life and works of John Williams - Star Wars films - Analysis of 'Main Title/Rebel Blockade Runner' - Key musical features - Analysis of PPE			
Year 11			
Autumn Term - Set Work 6: Defying Gravity - Final solo performance (NEA) - Completion of first composition - Ensemble performance preparation - Beginning of second composition - PPE 2			
Spring Term - Set Work 7: Samba Em Preludio - Completion of second composition - Completion of ensemble performance - PPE 3 - Set Work 8: Release			
Summer Term - Set Work 8 Continued: Release - Final examination preparation			
Assessment objectives			
AO1 Perform with technical control, expression and interpretation	AO2 Compose and develop musical ideas with technical control and coherence	AO3 Demonstrate and apply musical knowledge	AO4 Use appraising skills to make evaluative judgements about music
Assessment			

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Performing	30	0	0	0	30
Component 2: Composing	0	30	0	0	30
Component 3: Appraising	0	0	30	20	40
Total for GCSE	30	30	30	20	100%
How to do well in the subject at GCSE - Practise, practise, practise!!! Your performance pieces need to be fluent and confident - Regularly revise content for written exam - Keep your lever arch folder organised according to the contents sheet - Create revision resources for each of the set works - Have excellent attendance - Complete all homework to a high standard and meet deadlines - Take direction from staff when working practically - Attend music concerts - Take part in music extracurricular activities					
Support Available - One to one support from Mrs Sevier or Mr Place - Revision classes - Student workbook click here for link - Use of Teams - Improving performance through involvement in extra curricular activities					
How parents could help support - Please check your son or daughter to organise their folder and keep it up to date - Check they are doing homework / practising their instrument for at least 10 minutes everyday - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend music extracurricular clubs after school, in the evening and at weekends					
Helpful websites or resources https://www.bbc.co.uk/bitesize/revision/music/11gcse/ Revision Section on TEAMS					
The 8 Set works https://www.youtube.com/watch?v=QJnnJUYvG4 https://www.youtube.com/watch?v=UPLA9ewZus https://www.youtube.com/watch?v=3jW6GtJH6dY https://www.youtube.com/watch?v=2dDVLuP9cQ8&list=PLUxWWMQd57nRf5gn_aRdM1e-KZ3K7T https://www.youtube.com/watch?v=xmD0rFQaZc https://www.youtube.com/watch?v=VX0GcU3JZFs https://www.youtube.com/watch?v=2Q3e8801NH4&list=PLUxWWMQd57nRf5gn_aRdM1e-KZ3K7T https://www.youtube.com/watch?v=CSj_v2En_cA					

Achieving Success – Subject Specific Tips

Subject	GCSE PE	Exam Board	Pearson
Class and Homework Expectations			
Students should bring the following items each lesson			
Theory Lessons		Practical Lessons	
Completed homework		Perfect kit	
Well organised and up to date folder		Any additional equipment necessary	
Stationary (pens, pencil, ruler, highlighter)		e.g. shin pads, studded footwear	
Scheme of work			
Year 10	Year 11		
Paper 1- Health Fitness and Well- Being	Paper 1 – Applied Anatomy and Physiology		
PARQ	Structure and functions of the musculoskeletal systems		
Components of Fitness	Structure and Functions of the cardio-respiratory system		
Principles of Training	Anaerobic and Aerobic exercise		
Performance enhancing drugs	The long and short term effects of exercise		
Long term effects of exercise	Paper 1- Movement Analysis		
Optimising training and preventing injury	Lever Systems		
Effective use of warm up and cool down	Planes and Axis		
Paper 2 – Health and Performance	Joint classification		
Physical, emotional, social health and well being	Lever systems, examples of their use in activity and mechanical advantage they provide in movement		
Lifestyle choices	Paper 2 – Socio-Cultural Influences		
Optimum weight	Planes and axes of movement		
Energy use, diet, nutrition and hydration	Social groups in activity and sport		
Paper 2 – Sport Psychology	Commercialisation of physical activity and sport		
Goal Setting	Ethical and sociocultural issues		
Classification of skill	Use of data		
Mental preparation	PEP – Write up		
Guidance and Feedback on performance			
PEP – Planning			
Practical performance in different activities		Practical performance in different activities	
Assessment objectives		Assessment objectives	
AO1	AO2	AO3	AO4
Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance
Assessment			
Paper 1			
Written exam 1 hr 45 minutes			
90 marks			
30% of GCSE			
Paper 2			
Written exam 1 hr 15 minutes			
70 marks			
24% of GCSE			
Practical Performance			
Assessed by teachers			
Moderated by Pearson			

105 Marks (35 marks per sport) 30% of GCSE 3 sport 1 must be individual and 1 free choice
PEP (NEA)
- Written analysis marked by teachers and moderated by Pearson 20 marks 10% of GCSE
How to do well in the subject at GCSE
Theory
- Attend all lessons and catch up with any work missed by seeing your teacher - Keep your booky/folder up to date and complete all homework set - Practice past paper questions - Students should learn all key terms - Check books, folders carefully that you have all the necessary notes - A lot of the theory paper is knowledge recall, time must be spent learning facts, names and definitions
Practical Performance
- Students should be prepared as well as possible for the practical assessments - Students should attend clubs both in and outside school to maximise their grades
Support Available
- One to one support from Mrs Wycheley or Mrs Booth - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams
How parents could help support
- Please check you son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mods etc - Encourage them to attend sports clubs after school in the evening and at weekends
Helpful websites or resources
www.youtube.com
www.youtube.com
PE4Learning
BBC Bitesize PE

Achieving Success – Subject Specific Tips

Subject	Design & Technology [Product Design]	Exam Board	AQA
Class and Homework Expectations Students should bring the following items to each lesson: Pen, pencil, ruler, rubber, pencil sharpener, pencil crayons (if you prefer to use your own), protractor. In class, students will do a variety of tasks that will include theory, practical, computer aided design and skills such as analysing and evaluating that will prepare them to complete their exam assessment and NEA (non-exam assessment) Homework will be set every week in year 10. This includes research tasks, quizzes and revision tasks. In year 11, students will complete any outstanding coursework, complete quizzes and revise.			
Scheme of work.			
Year 10	Students will have to cover: Core Technical Principles Specialist Technical Principles Design and Making Principles This will be in the form of a range of theory lessons and homework tasks. Students will also complete two projects that will try and replicate the NEA that they will have to complete during year 11. Students have to complete tests and PPE 1 so revision will also take place during lessons Students will start their NEA when the context is released on June 1 st .	Year 11 Autumn term: NEA Revision PPE 2 Spring term: Complete NEA Revision PPE 3 Summer term: Revision for GCSE exam	
Assessment objectives			
AO1	AO2	AO3	AO4
Identify, investigate and outline design possibilities to address needs and wants.	Design and make prototypes that are fit for purpose.	Analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.	Demonstrate and apply knowledge and understanding of technical principles designing and making principles.
Assessment			
Year 10 Students will be assessed on projects, theory work, homework, starter activities, tests, PPE and online quizzes.			
Year 11 Exam 50% of GCSE NEA: 50% of GCSE			
How to do well in the subject at GCSE			
- Read through the marking criteria on the help guides that are shared on teams and one drive - Look at previous examples of student work on the help guides - Try and meet deadlines - Be organised - Listen to advice			

- Break your revision up into small chunks - Ask questions if you don't understand
Support Available
- One to one support - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams
How parents could help support
- Check your son or daughter are up to date with coursework - Check they are doing homework and meeting deadlines - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend intervention sessions
Helpful websites or resources https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552 http://www.bbc.co.uk/schools/gcsebitesize/design/ http://www.technologystudent.com

Achieving Success – Subject Specific Tips

Subject	RELIGIOUS STUDIES	Exam Board	AQA Religious Studies Full Course A
Class and Homework Expectations Students should bring the following items each lesson: Their revision guide (already provided by class teacher) Equipment/stationery Homework: to be completed to an excellent standard			
Scheme of work Year 10 Unit 1: Origins and key beliefs/practices of Christianity and Islam Unit 2: Crime and punishment Unit 3: Religion and Life Unit 4: Relationships and families Year 11 Unit 5: Human rights and social justice Unit 6: 'Religious Practices.' Key beliefs and practices of Christianity. Unit 7: 'Religious Practices.' Key beliefs and practices of Islam.			
Assessment objectives AO1 Demonstrate knowledge and understanding of religious beliefs and sources of authority The influence on individuals, communities and societies and their similarities and differences. AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence. AO3 AO4			
Assessment Sample AQA questions, using assessment guidance and sample questions from text books, timed tests and practice past papers. Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24. In year 11 at the end of the course: 1 Written exam: 1 hour 45 minutes (Islam and Christianity)/96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE 1 Written exam: 1 hour 45 minutes (Themes) 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG)) 50% of GCSE			
How to do well in the subject at GCSE - Learn appropriate subject vocabulary - Test yourself on and use subject keywords to strengthen written responses - Learn quotes from holy scripture - Develop an opinion on a specific topic and be prepared to argue and reason in your extended answers - Be resilient and learn from quick tests of knowledge - Ask for further help when unsure			

Support Available - One to one support from Mrs Wycheley or Mrs Booth - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams
How parents could help support - Please check your son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend sports clubs after school in the evening and at weekends
Helpful websites or resources BBC Bitesize: http://www.bbc.co.uk/schools/gcsebitesize/religious_studies/

Achieving Success – Subject Specific Tips

Subject	Design and Technology: Resistant Materials	Exam Board	AQA
Class and Homework Expectations Students should bring the following items each lesson • Ensure design equipment (such as pencils) are brought to every lesson Student expectations • Come to the lesson ready to participate • Work purposefully and conscientiously in lesson time • See your teacher if you are absent from a lesson to ensure you catch up on missing work • Complete and submit all home learning • Revise for all examinations Scheme of work			
Year 10 A series of key focused tasks designed to develop knowledge, skills and understanding Project 1 Focus on Timbers Storage Box Project Project 2 Focus on Polymers -Clock Project Project 3 Focus on Metals -Pewter keyring Assessment criteria: • Home learning • Producing a design brief and specification • Designing • Making • Analysing and evaluating • Examinations			
Year 11 Work on Non exam Assessment Which is a substantial design and make task Assessment criteria: • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating • Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence • Work will be marked by teachers and moderated by AQA			
Helpful websites or resources • https://www.bbc.co.uk/bitesize/examspcs/br/10dm • https://www.technologystudent.com/ • http://www.mr-dt.com/ • http://www.design-technology.info/home.htm			

How to do well in the subject at GCSE			
• Attend all lessons and catch up with any work missed by seeing your teacher • Keep your exercise book up to date and work on the feedback given by your teacher • Students must keep up to date with their NEA and meet deadlines • Practising past paper questions • Attend any additional sessions outside of lesson time			
Support Available • Revision classes • Revision guides available to students • Interventions in Year 11 • Use of Teams • Internal examinations to provide practice and feedback on exam technique • Revision materials to help prepare students for the examinations			
How parents could help support • Please check your son or daughter is keeping it up to date with coursework and preparing for exams • Check they are doing homework each week • Help them by checking their understanding prior to test/mocks etc • Encourage them to attend clubs after school			

Subject	Design and Technology: Resistant Materials	Exam Board	AQA
Class and Homework Expectations Students should bring the following items each lesson • Ensure design equipment (such as pencils) are brought to every lesson Student expectations • Come to the lesson ready to participate • Work purposefully and conscientiously in lesson time • See your teacher if you are absent from a lesson to ensure you catch up on missing work • Complete and submit all home learning • Revise for all examinations Scheme of work			
Year 10 A series of key focused tasks designed to develop knowledge, skills and understanding Project 1 Focus on Timbers Storage Box Project Project 2 Focus on Polymers -Clock Project Project 3 Focus on Metals -Pewter keyring Assessment criteria: • Home learning • Producing a design brief and specification • Designing • Making • Analysing and evaluating • Examinations			
Year 11 Work on Non exam Assessment Which is a substantial design and make task Assessment criteria: • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing & evaluating • Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA • Students will produce a prototype and a portfolio of evidence • Work will be marked by teachers and moderated by AQA			
Helpful websites or resources • https://www.bbc.co.uk/bitesize/examspcs/br/10dm • https://www.technologystudent.com/ • http://www.mr-dt.com/ • http://www.design-technology.info/home.htm			

Assessment			
AO1 Identify, investigate, and outline design possibilities to address needs and wants.			
AO2 Design and make prototypes that are fit for purpose			
AO3 Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others			
AO4 Demonstrate and apply knowledge and understanding of: technical principles designing and making principles			

Assessment			
Component 1 Paper 1 Written exam in summer, 2 hours, 100 marks and contributing to 50% of GCSE. Three sections Section A – Core technical principles (20 marks) Section B – Specialist technical principles (30 marks) Section C – Designing and making principles (50 marks)			
Component 2 The Non-exam assessment will contribute towards 50% of the student's overall mark. The NEA project in its entirety should take between 30-35 hours to complete and consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper, equivalent A4 paper or the digital equivalent.			

Subject	Combined Science & Separate Sciences	Exam Board	AQA
Class and Homework Expectations			
Students must bring the following items each lesson: - Pen, pencil, 30cm ruler - Scientific calculator Students may also wish to bring: - Highlighters - Revision guide or revision notes / flashcards			
Scheme of work			
Year 9 Cells and Cell Transport (B1) Pathogens and Disease (B5-7) Respiration and Photosynthesis (B8-9) Atomic Structure and Bonding (C1-3) States of Matter and Radioactivity (P6-7) Energy Resources (P3)	Year 10 Digestion and Enzymes (B3) Circulation and Breathing (B4) Ecology and Adaptations (B16-18) Quantitative Chemistry (C4) Metal and Acid Reactions (C5) Electrolysis and Energy Changes (C6-7) Energy Transfers (P1) Electricity (P4-5) Waves and EM Spectrum (P12-14)	Year 11 Homeostasis and the Nervous System (B10-12) Reproduction, Genetics and Classification (B13-15) Rate of Reaction (C8) Organic Chemistry (C9-11) Chemical Analysis (C12) Atmospheric Chemistry (C13) Water Treatment and Sustainability (C14) Forces and Motion (P8-10)	
Assessment objectives			
A01 40% Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures	A02 40% Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures	A03 20% Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures	
Assessment			
Combined Science 6x 75-minute exams - Biology Paper 1 and Paper 2 - Chemistry Paper 1 and Paper 2 - Physics Paper 1 and Paper 2	Triple Science 6x 105-minute exams - Biology Paper 1 and Paper 2 - Chemistry Paper 1 and Paper 2 - Physics Paper 1 and Paper 2		
How to do well in the subject at GCSE			
• Learn your keywords! – correct terminology is essential in Science • Ongoing revision – there is too much to memorise in a short time so spread it out • Required practicals – don't neglect them, remember these account for 25% of the exam			
Support Available			
• One to one support from your science teacher • Revision classes • Revision guides available for purchase (see Mrs King)			
How parents could help support			
• Please check your son or daughter is revising for assessments and test them on the content regularly • Check they are doing homework			
Helpful websites or resources			
www.aqa.org.uk – used for homework, regular testing and revision GCSE Combined Science – AQA Trilogy – BBC Bitesize – reliable and concise, a great starting place			

Subject	BTEC in Sport	Exam Board	Edexcel
Class and Homework Expectations Students should bring the following items each lesson Writing and presentation equipment, PE kit when Required			
Scheme of work			
Year 10	Year 11		
Unit 1 – Sport for Fitness (Online exam)	Unit 2 – Practical Sport (Coursework)		
Unit 6 – Sports Leadership (Coursework)	Unit 3 – Applying Principles of Training		
Assessment objectives			
AO1	AO2	AO3	AO4
Assessment Unit 1 – Online exam, assessed by Edexcel. Units 6, 2 and 3 coursework assessed by teacher of the group.			
How to do well in the subject at BTEC			
- Organise your work correctly. (Folders and exercise books.) - Produce work that is neat and easy to read. - Keep to coursework deadlines. - Attend all lessons. - Listen carefully to the instructions given by your member of staff. - Give every lesson / piece of work 100%.			
Support Available			
- One to one support from Mrs Wycharley or Mrs Booth - Revision classes - Revision guides available to students - Interventions in Year 11 - Use of Teams			
How parents could help support			
- Please check you son or daughter to organise their folder and keep it up to date - Check they are doing homework - Help them by checking their understanding prior to test/mocks etc - Encourage them to attend sports clubs after school in the evening and at weekends			
Helpful websites or resources			