



## HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

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# KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

For September 2016





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**Headteacher:**  
**Rachel Cave BSc. NPQH**

October 2016

Dear Parents and students

At Highdown School and Sixth Form Centre we value the way in which we work together with parents to ensure that all students maximise their success. We have published this guide to give parents an overview of all the courses that their son/daughter will study between now and the end of Year 11. Of course, students too will want to refer back to this booklet to ensure that they are keeping to all the advice given to them by their subject teachers.

Each subject has provided a breakdown of what is required in each of their examinations and controlled assessments. A list of the main recommended resources is also supplied which should be used regularly. Each department has also provided tips for success.

The booklet also contains other relevant information for parents and students. For example, who can students turn to if they are feeling the pressure and stress of KS4 and who can parents turn to for information about the school.

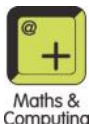
We hope this is a useful guide for both parents and students in setting out our expectations. Hopefully, you will find it a useful reference over the next two years as we strive for excellence and maximum achievement for all our students.

Thank you in anticipation of your continued support.

Yours sincerely

Emma Turner  
Head of Achievement (Year 10)

Matthew Grantham  
Deputy Headteacher (Curriculum and Learning)



# Contents

## Section for students

**4 - 60** Course Information and Steps to Success

**61** Revision and Examination Advice

**62** Assessment and Controlled Assessment

**63** Careers

**64** Emotional Support

## Section for Parents

**65** How can you make a difference?

**66** Tips for Parents: Revision and Examinations

**67** Key Dates

**68** Attendance

# Course Information...

## ...about GCSE Art and Design

Examination Details	Assessment Details
AQA 8201  Reformed GCSE	Coursework Portfolio: 60% Externally Set Task: 40%

<p><b>Course Information</b></p> <p>Our approach to Art and Design will introduce you to a variety of themes, materials and techniques and will help to build on those already gained. The course will provide you with the skills to communicate ideas and will develop your ability to investigate, analyse and experiment.</p> <p><b>What will I study?</b></p> <p>The course begins with a teacher led project introducing a variety of materials and processes such as drawing, printmaking, painting, photography, mixed media, ceramics and wire. As the course progresses, you will be able to follow a more individual program. This will be developed through tutorials with your teacher and will be based around your strengths and interests.</p> <p>A variety of artists, designers and craftspeople will be studied. These will be both contemporary and from other times and cultures working within varied fields.</p> <p>In your GCSE you will study a variety of themes including</p> <ul style="list-style-type: none"><li>• Food and Drink</li><li>• Identity</li><li>• Portraiture</li></ul> <p><b>Coursework - 60%</b></p> <p>You will produce a portfolio of work, which will consist of two to three projects. A coursework unit includes preparatory work, sketchbooks, artist research and analysis, experimentation with materials and design ideas related to the final piece(s) in relation to the chosen theme.</p> <p><b>Examination - 40%</b></p> <p>You will complete research and develop ideas in response to your chosen examination theme. You will then sit a ten hour examination over two days.</p> <p>You will need to meet four assessment objectives for both coursework and examination:</p> <p>AO1 – Looking at and responding to the work of others</p> <p>AO2 – Exploring materials and techniques</p> <p>AO3 – Collecting imagery and observational drawing</p> <p>AO4 – Presenting a personal response</p>
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# Steps to Success...

## ...in GCSE Art and Design

1	Discuss your work and ideas with your teacher and listen to their advice.
2	Make sure you understand the assessment objectives and cover all of these in your coursework and examination preparation.
3	Keep up to date with class work and home learning.
4	Coursework is started from the September in Year 10. Everything that is completed is coursework, therefore, make sure everything is of the best quality. This is 60% of your overall grade and is handed in for final assessment in the January of Year 11.
5	When the examination paper is handed out, you have to research the question and produce preparation work. This work is handed in during the examination. Use this time wisely, the examination is 40% of the overall grade. The ten hour examination is a practical examination completed over two days. During this time you will produce your final piece.
6	Visit a London art or photography gallery with family or a friend!
7	Attend workshops and extra sessions after school and at lunchtime.
8	Thoroughly annotate your work.
9	Make sure you look closely at other artists' work that is relevant to what you are studying and analyse what they are trying to say. Always express your thoughts and opinions and always use your own words.

**Useful books: BBC Bitesize Art and Design ISBN:978-1-4066-5436-3**

**Useful websites:**

[www.studentartguide.com](http://www.studentartguide.com)

[www.pinterest.com](http://www.pinterest.com)

[www.tate.org.uk](http://www.tate.org.uk)

[www.theroyalacademy.org.uk](http://www.theroyalacademy.org.uk)

**“Excellence is in the details. Give attention to the details and excellence will come.”**

# Course Information...

## ...about GCSE Art Graphics

### Examination Details

AQA  
8203

Reformed GCSE

### Assessment Details

Coursework Portfolio: 60%  
Externally Set Task: 40%

### Course Information

Art Graphics involves students working to a brief and in a more two-dimensional way compared to the Art & Design course. Students have the opportunity to use their own ideas and interests as part of their design work. They will also use art skills such as layout, design and typography.

Students will be taught constructed and freehand drawing, as well as rendering and presentation skills. The course involves students working with the design process, with a strong emphasis on creating their own original art work from research of artists and designers and also experimenting with different materials and techniques.

#### Unit 1: Portfolio of Work - 60%

The portfolio of work is selected from work undertaken during the course of study and must include **more** than one project. This is internally and externally assessed.

Themes may include:

Portraiture

Typography

#### Unit 2: Externally Set Task - 40%

Ten hours of sustained focused study to complete a final outcome in examination conditions.

Students will complete research and develop ideas in response to their chosen examination theme.

This is externally set and is assessed internally and externally.

You will need to meet four assessment objectives for both coursework and examination:

A01 – Looking at and responding to the work of others

A02 – Exploring materials and techniques

A03 – Collecting imagery and observational drawing

A04 – Presenting a personal response

# Steps to Success...

## ...in GCSE Art Graphics

1	Discuss your work and ideas with your teacher and listen to their advice.
2	Make sure you understand the assessment objectives and cover all of these in your coursework and examination preparation.
3	Keep up to date with class work and home learning.
4	Coursework is started from the September in Year 10. Everything that is completed is coursework, therefore, keep up to date with class and home learning. This is 60% of your overall grade and is handed in for final assessment in the January of Year 11.
5	When the examination paper is handed out, you have to research the question and produce preparation work. This work is handed in during the examination. Use this time wisely, the examination is 40% of the overall grade. The ten hour examination is a practical examination completed over two days. During this time you will produce your final piece.
6	Visit an art or photography gallery with a friend!
7	Attend workshops after school and at lunchtime.
8	Thoroughly annotate your work.
9	Make sure you look closely at other artists' and designers' work that is relevant to what you are studying and analyse what they are trying to achieve. Always express your thoughts and opinions and always use your own words.

### Useful websites:

[www.studentartguide.com](http://www.studentartguide.com)

[www.pinterest.com](http://www.pinterest.com)

[www.behance.com](http://www.behance.com)

[www.tate.org.uk](http://www.tate.org.uk)

**“Don’t waste time or time will waste you.”**

# Course Information...

## ...about GCSE Business Studies

### Examination Details

Edexcel  
2BS01

### Assessment Details

Unit 1 – Introduction to Small Business – 25% - 45 minute multiple choice exam

Unit 2 – Investigating Small Businesses – 25% - controlled assessment

Unit 3 – Building a Business – 50% - 90 minute exam with multiple choice, short and long written answers

While studying the first two units of the course, students are likely to learn a lot of new things. Students will be introduced to the world of small businesses and will look at what makes someone a successful business person. Students will find out how to develop an idea and spot an opportunity, turning that into a successful business. Students will understand how to make a business effective and manage money well. Students will also see how the world around us affects small businesses and all the people involved. In Unit 3 students will learn more about how small businesses are developed and discover how businesses promote themselves and keep their customers happy. Students will learn how businesses manage both their finances and the people who work for them.

### Course Information

#### Unit 1 – Introduction to small business

- Spotting a business Opportunity
- Showing Enterprise
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context

#### Unit 2 – Investigating Small Business

- Specific research question based on Unit 1 learning. Students will need to carry out primary and secondary research for a small business in the local area.

#### Unit 3 – Building a Business

- Marketing
- Meeting Customer needs
- Effective financial management
- Effective people management
- The wider world affecting business



# Steps to Success...

## ...in GCSE Business Studies

1	Have a positive attitude - this will help you to meet the new challenges this course will give you!
2	Look out for relevant news articles and TV programmes.
3	Know your course and keep thinking about how it relates to your life.
4	Take responsibility for yourself and your learning. Your teacher should not have to stand over you and check what you are doing all the time.
5	Plan your time carefully - keep up-to-date with your work.
6	Ask your teacher for help when you do not understand the work.
7	Try and learn at least one new word from every lesson to widen your vocabulary.

### Recommended Revision Guides

Pearson – Edexcel GCSE Business Studies Revision Guide (available from the department for £2)

### Past Papers can be found at

[www.edexcel.org.uk](http://www.edexcel.org.uk)

### Recommended Revision Websites

Highdown Twitter and Facebook Page - @highdownbus and Business Studies at Highdown

[www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.tutor2u.net](http://www.tutor2u.net)

**“Excellence is not a skill. It is an attitude.”**

# Course Information...

## ...about NCFE VCert in Business

### Examination Details

**NCFE**

**601/0048/5**

### Assessment Details

Unit 1 – Introduction to business and enterprise 25%

Unit 2 – Marketing for business and enterprise 25%

Unit 3 – Finance for business and enterprise 25%

Unit 4 – Plan, outline and take part in a business enterprise or project 25%

The qualification is designed for students who would like an introduction to business and enterprise, including a hands-on vocational element. The qualification will appeal to students who wish to either set up their own business, move into employment or progress to further study.

#### **Unit 1 – Introduction to Business and Enterprise**

Understand types of business

Understand the characteristics of an entrepreneur

Know about risks and rewards in business and enterprise

Understand how to plan a business or enterprise project

#### **Unit 2 – Marketing for Business and Enterprise**

Understand different aspects of marketing

Know different methods of market research

Understand the marketing mix

#### **Unit 3 – Finance for Business and Enterprise**

Know sources of business funding

Know basic financial terminology of a business or enterprise

Understand responsibilities regarding tax and National Insurance liabilities in the UK

Know about financial record-keeping

#### **Unit 4 – Plan, outline and take part in a business enterprise or project**

Be able to identify and research a project

Be able to outline a project plan

Be able to take part in a project

Be able to review a business or enterprise project

# Steps to Success...

## ...in NCFE VCert in Business

1	Have a positive attitude - this will help you to meet the new challenges this course will give you!
2	Look out for relevant news articles and TV programmes.
3	Know your course and keep thinking about how it relates to your life.
4	Take responsibility for yourself and your learning. Your teacher should not have to stand over you and check what you are doing all the time.
5	Plan your time carefully - keep up-to-date with your work.
6	Ask your teacher for help when you do not understand the work.
7	Try and learn at least one new word from every lesson to widen your vocabulary.

### Recommended websites to support portfolio building

Highdown Twitter and Facebook Page - @highdownbus and Business Studies at Highdown

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

[www.tutor2u.net](http://www.tutor2u.net)

[www.young-enterprise.org.uk](http://www.young-enterprise.org.uk)

<http://www.bbc.co.uk/news/business-22434141>

**“An entrepreneur is an innovator, a job creator, a game-changer, a business leader, a disruptor, an adventurer”**

## Examination Details

Edexcel  
2CN01

## Assessment Details

Listening (5CN01): written examination (20%), 2 tiers of entry  
Reading (5CN03): written examination (20%) , 2 tiers of entry  
Speaking (5CN02): controlled assessment, 2 tasks (30%)  
Writing (5CN04): controlled assessment, 2 tasks (30%)

## Course Information

### Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

### Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

### Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

### Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

1	Complete all home learning set as this is general preparation for controlled assessment. Reflect upon all feedback given by the teacher.
2	Attend revision sessions run by individual teachers to practise your speaking and writing skills. Record your conversation with the teacher for revision.
3	Know the success criteria for each language skill, especially for speaking and writing.
4	Refer regularly to and make good use of Core Vocabulary and Grammar Lists given by your teacher.
5	<p>Useful sentence patterns:</p> <p>因(yīn) 为(wéi)... 所(suǒ) 以(yǐ)... = because... so; 除(chú) 了(le)... 还(hái)... = besides... also</p> <p>越(yuè) 来(lái) 越(yuè) ... + adj = more and more...; 一(yī)... 就(jiù) = as soon as... then</p> <p>虽(suī) 然(rán)... 可(kě) 是(shì)... = although... but; 如(rú) 果(guǒ)... 就(jiù) = if... then</p> <p>很(hěn) + adj/verb = very... ; 最(zuì) + adj/verb = most; 比(bǐ) 较(jiào) + adj/verb = more</p> <p>也(yě) + adj/verb = also</p> <p>A + (没(méi)有(yǒu)) 比(bǐ) + B + adj = A is (not) more adj than B;</p> <p>A + 跟(gēn) + B + 一(yí)样(yàng) + adj = A is the same adj as B</p> <p>Future: person + future time + 会(huì) / 想(xiǎng) / 要(yào) + verb</p> <p>Past: person + past time + verb + 了(le)</p>
6	<p>Controlled assessment (60% of a full GCSE):</p> <p>There will be 3 CA carried out over the two years for speaking and writing and your teacher will select the best two for the exam board. Treat every CA as if it will be submitted to the exam board.</p>

## Useful websites:

[www.bitesize.co.uk](http://www.bitesize.co.uk);  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk);  
<http://www.atantot.com/menu.htm>;  
<http://www.linguascope.com/> (username and password given in class);  
<http://quizlet.com/> (search 'highdown')  
<https://www.edmodo.com/> (virtual learning platform where home learning is set, discussions generated and resources uploaded)  
[www.s-cool.co.uk](http://www.s-cool.co.uk)  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
<http://www.bbc.co.uk/schools/gcsebitesize/>  
[www.zut.org.uk](http://www.zut.org.uk) (no password needed after 4pm or at weekends)  
<http://www.ashcombe.surrey.sch.uk/Curriculum/modlang>

# Course Information... ...about GCSE Computing

Examination Details	Assessment Details
AQA 8520  Reformed GCSE	Paper 1: Computational Thinking 1 hour 30 minute examination - 40% Paper 2: Computing Theory 1 hour 30 minute examination - 40% Controlled Assignment (Programming Project) – 20%

Course Information
<p><b>Paper 1: Computational thinking and problems solving – 40%</b></p> <p><b>Overview of content</b></p> <p>This paper can be considered applied computing, the students will develop critical thinking, analysis, problem solving and code tracing skills. This will involve learning about the fundamentals of algorithms, data representation, programming and what a computer system actually is.</p> <p>The skills developed throughout this course are directly transferable to other subjects and can even be applied in day-to-day life. This section of the course also involves the students becoming proficient in a third generation object orientated programming language.</p> <p><b>Paper 2: Computing Theory – 40%</b></p> <p><b>Overview of content</b></p> <p>This unit will give students an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". By the end of the course students will understand the fundamentals of computer networks, software development, cyber security and the architecture of computer systems.</p> <p>Papers 1 and 2 are examinations marked externally by AQA</p> <p><b>Controlled Assignment (Programming Project) – 20%</b></p> <p><b>Overview of content</b></p> <p>The programming project allows students to engage in some real life coding and begin to understand more about how code works and how they can use it to complete tasks in the real world. In addition to designing, writing and testing the code students will produce an original report outlining its development.</p> <p>As part of the controlled assessment students develop their problem solving, logic and most importantly time management skills.</p> <p>In this unit students carry out a controlled assessment which is set by AQA and marked by the classroom teacher.</p>

# Steps to Success...

## ...in GCSE Computing

1	Ask your teacher for help if you are having problems mastering a specific computing skill, especially coding.
2	Attend revision sessions provided by the department at intervals throughout the year. These are specific to computing and the skills required.
3	Make sure that you are using coding skills where needed to gain a better understanding of syntax.
4	Ensure that your work is completed to the best standard, don't forget there are marks available for how well you write the projects as well as the content.
5	In any piece of coursework make sure it is your best work. Show off your skills!
6	Keep your coursework portfolio up-to-date and in the correct order. Add the correct information to each page.
7	Never delete any work. If you run out of disk space remove duplicate files and clean out your email folder. You could also try asking for more disk space.
8	All the work you submit in your e-portfolio should follow the laws of copyright. All materials used in your project should be listed in a sources table.
9	Be sure to use the revision guide and computing books where possible.
10	Use Alison.com for software practice.
11	Use the revision guide, HLP resources, BBC Bitesize and <a href="http://www.teach-ICT.com">www.teach-ICT.com</a> to take notes on these topics
12	Make sure that you download and install all programming software that is needed
13	Ensure that you practice your programming skills using the given websites and the IDE programme you have downloaded from school.
14	Be sure to save all coding projects so that you have a bank of programming tips in case you need them at a later stage.

### Useful Resources:

[www.teach-ict.com](http://www.teach-ict.com)

<http://www.codecademy.com/>

<http://www.homeandlearn.co.uk/NET/vbNet.html>

<http://www.cambridgegcsecomputing.org/cogbooks-information>

<http://www.arstechnica.com/>

<https://projecteuler.net/>

### Recommended books

Inventing Games with Python(free, online)

AQA GCSE Computer Science Student's Book by Steve Cushing

Examination Details	Assessment Details
AQA	1 written examination - (40%)
8261	1 performance coursework - (60%)
Reformed GCSE	1 tier of entry for all students

Course Information
<b>Written Examination/ Component 1 (40%)</b>  The written paper comprises three sections: <ul style="list-style-type: none"><li>• Knowledge and understanding of drama and theatre</li><li>• Study of one set play from a choice of six</li><li>• Analysis and evaluation of the work of live theatre makers</li></ul>
<b>Performance Coursework (60%):</b>
<b>Component 2 – Devising Drama</b>
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Process of creating devised drama</li><li>• Performance of devised drama (students may contribute as performer or designer)</li><li>• Analysis and evaluation of own work</li></ul>
<b>How it's assessed</b> Devising log (60 marks) Devised performance (20 marks) 80 marks in total 40% of GCSE
<b>Component 3: Texts in practice (practical)</b>
<b>What's assessed</b> Performance of two extracts from one play (students may contribute as performer or designer)
Free choice of play but it must contrast with the set play chosen for Component 1
<b>How it's assessed</b> Performance of Extract 1 (20 marks) and Extract 2 (20 marks) 40 marks in total 20% of GCSE



1	Be enthusiastic in lessons – ‘Have a go’!
2	You must attend all lessons and rehearsals (lunchtime and after school) to avoid letting others down in group assessment situations.
3	Be supportive of others’ performance work. You can learn a lot from evaluating the work of other people.
4	Be organised about looking after the notes and scripts you are given. Complete all written tasks diligently. This will help you in your coursework and final examination.
5	Attend as much live theatre as possible.
6	Be the leader – do not be afraid to initiate ideas. Listen to everyone’s ideas and select the best ones to try out.
7	Listen to the advice of your teachers and act upon it.
8	Think about the emotions of the character. Can you imagine how they feel?
9	Think about your voice: pitch, pace and volume.
10	Think about your body language, posture, facial expressions and gestures.
11	Keep a journal of all the lessons in which you participate. Explain the skills you are learning or developing. Make sure you keep a record of the ideas you contributed and how others responded to those ideas and how you respond to the ideas of others.

### Useful websites:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk – schools/GCSE bitesize/drama](http://www.bbc.co.uk/schools/GCSE/bitesize/drama)

**“Paint a masterpiece daily. Always autograph your work with excellence.”**

# Course Information...

## ... about GCSE Food Preparation & Nutrition

### Examination Details

EDUQAS  
C560P1  
Reformed GCSE

### Assessment Details

Component 1 (50%): Written examination: 1 hour 45 minutes  
Component 2 (50%): Non examination assessment: Assessment 1: 8 hours,  
Assessment 2: 12 hours

### Course Information

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.

#### Topics covered:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

#### Examination (50%)

##### **Component 1: Principles of Food Preparation and Nutrition**

##### **Written examination: 1 hour 45 minutes**

This component will consist of two sections both containing **compulsory questions** and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

#### Non Exam Assessment: (50%)

##### **Component 2: Food Preparation and Nutrition in Action**

##### **Non-examination assessment: internally assessed, externally moderated**

##### **Assessment 1: Food Investigation (15%)**

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation, looking at working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

##### **Assessment 2: Food Preparation Assessment (35%)**

Written or electronic portfolio including photographic evidence of three final dishes. Task 2 looks at students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

These assessments will be based on a choice of tasks released by EDUQAS annually.

# Steps to Success...

## ...in GCSE Food Preparation & Nutrition

1	Select your coursework brief very carefully. Choose something that will interest you and about which you will be able to find out some facts. Ensure your practical ideas are skilful, unique and will enable you to demonstrate your capability.
2	Keep up-to-date with your controlled assignment. Draft out work ahead of the deadline and give it in to the teacher for proofreading and then improve it.
3	Be concise. Use a small font and only write about relevant information. <u>DO NOT</u> copy out chunks of textbooks or stick in sheets from the internet. (Use your own words to show understanding of the information).
4	Attend GCSE clubs for one-to-one support and advice.
5	Use ICT to present work and spell check.
6	Cook as much as you can at home – practice makes perfect!
7	Read the whole paper first because one question leads to the next.
8	Read every question twice before starting and fill in every question. (Never leave a gap – always guess). Underline the key points in the question.
9	Check the mark allocation and make sure you have given one fact for every mark available.
10	Use lesson time wisely.

### Useful Resources:

**Eduqas GCSE Food Preparation & Nutrition: Student Book** by Alison Clough-Halstead and Fiona Dowling

**WJEC EDUQAS GCSE Food Preparation and Nutrition** by Helen Buckland and Jacqui Keepin

[www.foodfactoflife.com](http://www.foodfactoflife.com)

[www.foodlink.org.uk](http://www.foodlink.org.uk)

[www.Sainsbury.co.uk](http://www.Sainsbury.co.uk) [processes]

[www.dtonline.org](http://www.dtonline.org)

[www.samlearning.com](http://www.samlearning.com)

[www.nutrition.org.uk](http://www.nutrition.org.uk)

# Course Information...

## ...about GCSE D&T: Product Design

### Examination Details

WJEC  
4140

### Assessment Details

Unit 1 - written examination (40%): 2 hours  
Unit 2 - controlled assignment (60%)

All students are entered for the same tier.

### Course Information

Students will learn a wide range of practical skills and this will be backed up with theory work. All of this together will help toward the controlled assessment and exam.

#### Examination

#### **UNIT 1: PRODUCT DESIGN WRITTEN PAPER**

##### **Written Paper 2 hours (40%)**

Candidates will be required to sit an examination of two hours' duration (split into two sections), set and marked by the WJEC. Specific papers will be set for each of the six focus areas. The papers for all focus areas follow a similar structure. Section 1 is designed to be answered in 60 minutes and consists of four questions. These questions are set so as to be accessible to candidates from all focus areas and will relate to Product Analysis, Overarching Principles, Designers and Practitioners and The Design Process. The quality of written communication will be integrated into question 3 and will necessitate paragraphs or essay style responses. Section 2 consists of four questions: these are focus area specific, and designed to take 60 minutes to answer. Differentiation will be achieved by using a variety of styles of questioning to ensure that specification content is tested in such a way as to provide a meaningful examination to candidates of different levels of ability. The principle of incline of difficulty will be built into questions so that the examination will provide an adequate test across the targeted ability range.

#### Controlled Assessment (Coursework) Information

#### **UNIT 2: PRODUCT DESIGN TASK**

##### **Controlled Assessment 30 hours (60%)**

The WJEC is responsible for 'task setting' and details of the controlled assessment tasks for Design and Technology will be forwarded to all centres in September each year. Candidates are required to complete one 30 hour design, make and evaluate task. The task is divided into two sections. Section A is concerned with designing the product and Section B is concerned with planning, making and evaluating the product. The task is time limited and teachers are required to monitor and verify this time limit.

# Steps to Success...

## ...in GCSE D&T: Product Design

1	Ask another member of your family to proof read your work to check for mistakes.
2	Meet all deadlines and ensure you act on teacher feedback to improve your work.
3	Be concise. Use a small font and only write relevant information. <u>DO NOT</u> copy chunks of information from textbooks, or stick sheets in from the Internet – you must use your own words to show your understanding of the information.
4	Attend GCSE clubs for one-to-one support and advice.
5	Use a variety of presentation techniques within your project (including ICT).
6	Use lesson time wisely.
7	Read the whole paper first (one question usually leads on to the next).
8	Read each question carefully and then underline key points. Never leave spaces (always make a guess at the answer).
9	Check how many marks are available for each question and make sure you have given one fact for every mark.
10	Remember to bring a pencil, ruler, rubber, calculator, pair of compasses and colouring pencils.

### Useful Resources:

CGP AQA D&T Product Design Revision Guide, Exam Practice Workbook & Answers

Design & Technology Product Design Nelson Thorne ISBN 9781408502747

Type Idea Index ISBN: 1581808062

Colour index 2 ISBN: 0715328484

Any other graphical design magazines and publications. Design Week

[www.bbc.co.uk/education/gcsebitesize](http://www.bbc.co.uk/education/gcsebitesize)

[www.incpen.org/pep](http://www.incpen.org/pep)

[www.techsoft.com](http://www.techsoft.com)

[www.dtonline.org](http://www.dtonline.org)

[www.data.org.uk](http://www.data.org.uk)

[www.technologystudent.com](http://www.technologystudent.com)

[www.helenhudspith.com](http://www.helenhudspith.com)

[www.samlearning.com](http://www.samlearning.com)

# Course Information...

## ...about GCSE Textile Design

<b>Examination Details</b>	<b>Assessment Details</b>
AQA	Component 1 – Portfolio (60%)
8204	Component 2 – Externally set assignment (40%)
Reformed GCSE	All students are entered for the same tier.

### Course Information

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. During the course, you will have the opportunity to explore: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles & installed textiles.

#### Component 1: Portfolio

##### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

##### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

#### Component 2: Externally set assignment

##### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

# Steps to Success...

## ...in GCSE Textile Design

1	Use lesson time wisely.
2	Meet all deadlines and ensure you act on teacher feedback to improve your work.
3	Don't be afraid to take risks – your work should be experimental.
4	Attend GCSE clubs and catch up sessions for one-to-one support and advice.
5	Use a variety of presentation techniques within your project (including ICT).
6	Be creative – think outside the box.
7	Your work should be unique and individual.
8	Be proactive in your work – develop independent working skills and be organised.
9	Practice drawing techniques and styles.
10	Create a Pinterest board for inspiration and save ideas.

### Useful Resources:

[www.dupont.com](http://www.dupont.com)  
[www.helenhudspith.com](http://www.helenhudspith.com)  
[www.marks-and-spencer.com](http://www.marks-and-spencer.com)  
[www.Tencel.com](http://www.Tencel.com)  
[www.cotton.org](http://www.cotton.org)  
[www.butterick.com](http://www.butterick.com)  
[www.textile-recycling.org.uk](http://www.textile-recycling.org.uk)  
[www.bbc.co.uk/schools/gcsebitesize/design](http://www.bbc.co.uk/schools/gcsebitesize/design)

[www.bsieducation.org](http://www.bsieducation.org)  
[www.gorefabrics.com](http://www.gorefabrics.com)  
[www.isew.co.uk](http://www.isew.co.uk)  
[www.fabrics.net/weaves.asp](http://www.fabrics.net/weaves.asp)  
[www.apparelsearh.com](http://www.apparelsearh.com)  
[www.gossard.com](http://www.gossard.com)  
[www.samlearning.com](http://www.samlearning.com)

# Course Information...

## ...about Level 2 Creative Studies: Craft

### Examination Details

NCFE  
601/0043/6

### Assessment Details

A portfolio of evidence covering 4 units.  
Three internally assessed units, one externally examined

### Course Information

This course is taught with either a **Carpentry** or **Food** focus

This qualification aims to:

- develop a broad understanding of craft
- develop a significant knowledge core which spans the vocational sector
- provide academic and study skills that will support progression within craft and more broadly.

This qualification will help learners to:

- use raw materials, tools and equipment in a safe and competent manner
- review their own work, and develop ideas and learning through the craft process
- develop an understanding of health and safety considerations in the craft environment
- develop communication skills through a range of media

### What will I study?

You will learn:

- to identify hazards and risks and apply safe working practices
- skills in planning
- skills in the use of craft materials
- social and moral skills, with an emphasis on environment and sustainable issues
- how to combine skills with knowledge and understanding to design quality products
- development of positive attitudes towards working as a team and co-operation
- to manage resources appropriately and efficiently
- to manage resources with regard to personal safety and safety of others

### Assessment:

Unit 1: Exploring Craft and Enterprise Skills

Unit 2: Research and Develop Design Ideas for Craft Items

Unit 3: Respond to a Craft Brief – External Assignment

Unit 4: Produce Final Craft Work

Unit 3 is an external assessment

The 30 hours external assessment is split as follows:

- 15 hours preparation time – there will be specific tasks that learners must complete within this time. The completion of the preparation tasks must be supervised by the Teacher and can be carried out in the normal classroom environment.
- 15 hours timed external assessment – there will be specific tasks that learners must complete within this time. These tasks must be done under timed external assessment conditions.



# Steps to Success...

## ...in Level 2 Creative Studies: Craft

1	Complete all practical work to the best of your ability to develop your skills
2	Meet all deadlines and ensure you act on teacher feedback to improve your work
3	When researching, do not copy chunks of information from textbooks, or stick sheets in from the Internet – you must use your own words to show your understanding of the information
4	If you do fall behind, attend catch up sessions after school
5	Use a variety of presentation techniques within your project (including ICT)
6	Use lesson time wisely
7	Include as much detail as you can in your written work
8	Keep your work organised and your evidence tracker up to date
9	Spend time outside of lessons developing your skills
10	Remember to bring a pen, pencil, ruler, rubber and colouring pencils.

### Useful Resources:

Design Week magazine  
[www.technologystudent.com](http://www.technologystudent.com)  
<http://www.bbc.co.uk/food/>

**“You can’t use up creativity. The more you use  
the more you have”**

# Course Information...

## ...about European Computer Driving Licence

Examination Details	Assessment Details
ECDL	Unit 1: Presentations Unit 2: Spreadsheets Unit 3: Word Processing Unit 4: Improving Productivity

### Course Information

The new Computing curriculum requires that every child leaves school 'digitally literate' – and ECDL is an important building block, equipping students with the digital skills they'll need as they progress to further education and employment. As the leading international computer skills qualification, ECDL is the benchmark for digital literacy in educational systems around the globe.

ECDL teaches students how to use a computer confidently and effectively, building a more productive, efficient learner and encouraging problem-solving, creativity and communication. In the UK alone, over 2.5 million people have taken ECDL since 1997, making it the qualification that employers recognise and look for as proof of IT user competence. This means students gain a head start when they join the competitive job market.

Each assessment is worth 25% of the final award, unusually the exams are sat online and focus on the practical skills the students have developed in using typical office applications to solve real world problems.

Learners will gain a variety of skills which can be used to support their learning in other subject areas as well as help them progress to the next level of learning.

In summary, learners will benefit by:

- using word processing skills to accurately create and edit a variety of documents;
- using tools such as macros and mail merge to work efficiently;
- using spreadsheets to present and analyse data, and prepare management information;
- creating effective presentations to communicate well with the audience;
- planning, evaluating and improving procedures involving IT to make tasks more productive and efficient;
- using sound and video to present effectively;
- gaining the confidence to use IT systems and software effectively;
- provides the learner with an effective knowledge of IT applications that can be used for future study or their chosen career path.

# Steps to Success...

## ...in European Computer Driving Licence

1	Ask your teacher for help if you are having problems mastering a specific ICT skill.
2	Attend revision sessions provided by the department at intervals throughout the year.
3	Use the feedback from mock exams to target those areas you need to develop further.
4	Be clear about 'who, why, what, where' the tasks will be used for. Marks are also awarded for sense of audience and purpose.
5	In any piece of work make sure it is your best work. Show off your skills!
6	Keep your coursework portfolio up-to-date and in the correct order. Add the correct information to each page.
7	Never delete any work. If you run out of disk space remove duplicate files and clean out your email folder. You could also try asking for more disk space.
8	All the work you submit in your e-portfolio should follow the laws of copyright. All materials used in your project should be listed in a sources table.
9	Use Alison.com for software practice.
10	Use the revision guide, BBC Bitesize and <a href="http://www.teach-ict.com">www.teach-ict.com</a> to take notes on these topics
11	Check you have used technical words in your answers.
12	PRACTISE your skills before exams.

### Useful Resources:

[www.teach-ict.com](http://www.teach-ict.com)

<http://www.bbc.co.uk/schools/gcsebitesize/ict/>

[www.alison.com](http://www.alison.com)

# Course Information...

## ...about GCSE English Language

### Examination Details

AQA English Language  
(8700)  
Reformed GCSE

### Assessment Details

Unit 1- Explorations in Creative Reading and Writing Exam (50%)  
Unit 2- Writers' Viewpoints and Perspectives Exam (50%)  
Unit 3- Non- Exam Spoken Language Assessment (0%)

### Course Information

#### Unit 1- Explorations in Creative Reading and Writing Exam

- This exam is worth 50% of the final grade for GCSE English Language.
- Students will have 1 hour and 45 minutes to complete this paper.
- Students will take this exam at the end of Year 11.

This paper is split into two sections:

#### Section A- Reading- 1 Literary Fiction Text from the 19<sup>th</sup> Century (25%)

One short answer question – explicit and implicit information

Two longer answer questions – analysis of language and structure

One extended answer question – evaluation of ideas and perspectives

#### Section B- Writing- Descriptive or Narrative Writing (25%)

One extended writing question

#### Unit 2- Writer's Viewpoints and Perspectives Exam (50%)

- This exam is worth 50% of the final grade for GCSE English Language.
- Students will have 1 hour 45 minutes to complete this paper.
- Students will take this exam at the end of Year 11.

This paper is split into two sections:

#### Section A- Reading- 1 Non- Fiction Text and 1 Literary Text

One short answer question – explicit and implicit information

Two longer answer questions – comparing content and analysing language

One extended answer question – evaluative comparison

#### Section B- Writing- Writing to Present a Viewpoint

One extended writing question

#### Unit 3- Non- Exam Spoken Language Assessment

- This unit does not count towards the final GCSE English Language grade, but will be awarded separately on the GCSE certificate.

Students need to:

- Deliver a presentation in a formal context.
- Respond to questions and feedback.
- Use spoken Standard English.

**“There's a way to do better... find it.”**

# Steps to Success...

## ...in GCSE English Language

1	Practise reading a text quickly but accurately, highlighting and annotating key points.
2	Answer the question you have been asked, highlighting key words so that what you write is relevant to the question.
3	Plan your answer very carefully, using the bullet points that are given to help you structure your response.
4	Use quotations as evidence to support the points that you make.
5	Adapt your style appropriately (vocabulary, sentence structure, tone) for your reader / audience.
6	Remember to use paragraphs.
7	When discussing prose remember C.S.T.T.R. (Content, Style, Tone, Theme and Response).
8	Stick to your time limit for each question.
9	Make sure you are using subject specific terminology in your response to each reading question.
10	Try to leave five minutes at the end of the examination to check your work and correct errors of punctuation and spelling.

### Useful websites:

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

<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.universalteacher.org.uk/>

<http://revisionworld.co.uk/gcse-revision/english>

[YouTube – ‘Mr Bruff’](#)

**“English is a funny language. A fat chance and a slim chance are the same thing”**

# Course Information...

## ...about GCSE English Literature

Examination Details	Assessment Details
AQA English Literature (8702)	Unit 1- Shakespeare and the 19th Century Novel (40%)
Reformed GCSE	Unit 2- Modern Text and Poetry (60%)

Course Information
<b>Unit 1- Shakespeare and the 19<sup>th</sup> Century Novel</b> <ul style="list-style-type: none"><li>• This exam is worth 40% of the final grade for GCSE English Literature.</li><li>• Students will have 1 hour 45 minutes to complete this paper.</li><li>• Students will take this exam at the end of Year 11.</li></ul> <p>This paper is split into two sections:</p> <p><b>Section A- Shakespeare</b></p> <p>Students respond to one question on a Shakespeare play that they have studied during the GCSE course.</p> <p><b>Section B- 19<sup>th</sup> Century Novel</b></p> <p>Students respond to one question on a 19<sup>th</sup> Century novel play that they have studied during GCSE course.</p> <p><b>Unit 2- Modern Text and Poetry (60%)</b></p> <ul style="list-style-type: none"><li>• This exam is worth 60% of the final grade for GCSE English Literature.</li><li>• Students will have 2 hours 15 minutes to complete this paper.</li><li>• Students will take this exam at the end of Year 11.</li></ul> <p>This paper is split into three sections:</p> <p><b>Section A- Modern Texts</b></p> <p>Students respond to one question on a modern text that they have studied during the GCSE course.</p> <p><b>Section B- Anthology Poetry</b></p> <p>Students respond to one comparative question on two poems that they have studied during the GCSE course.</p> <p><b>Section C- Unseen Poetry</b></p> <p>Students respond to one question on an unseen poem and then respond to a comparative question on two unseen poems.</p>

**“Excellence is not an exception, it is a prevailing attitude.”**

# Steps to Success...

## ...in GCSE English Literature

1	Practise reading a text quickly but accurately, highlighting and annotating key points.
2	Answer the question you have been asked, highlighting key words so that what you write is relevant to the question.
3	Plan your answer very carefully, using the bullet points that are given to help you structure your response (10 minutes!).
4	Use quotations as evidence to support the points that you make.
5	Discuss the techniques which authors use and their effects.
6	Remember to talk about the message of the text and its socio-historic context.
7	When discussing poetry / prose remember C.S.T.T.R. (Content, Style, Tone, Theme and Response).
8	Stick to your time limit for each question.
9	Do not waste words in the examination - make your points clearly and concisely.
10	Try to leave five minutes at the end of the examination to check your work and correct errors in your expression.

### Useful websites:

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

[http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/)

<http://www.universalteacher.org.uk/>

<http://revisionworld.co.uk/gcse-revision/english>

[YouTube – 'Mr Bruff'](#)

**“To survive you must tell stories”**

## Examination Details

AQA  
Specification A  
8062  
Reformed GCSE

Buddhism  
Christianity (all denominations)

Relationships and families  
Religion and life  
Religion, peace and conflict  
Religion, human rights and social justice

## Assessment Details

100% written examination  
2 examinations – Both written exams: 1 hour 45 minutes • 96 marks (plus 5 marks for spelling, punctuation and grammar (SPaG))  
• Each exam is 50% of GCSE

### Component 1: The study of religions:

Beliefs, teachings and practices of (all) Christianity and Buddhism

### Component 2: Thematic studies

Theme A: Relationships and families. • Theme B: Religion and life. • Theme D: Religion, peace and conflict. • Theme F: Religion, human rights and social justice

## Course Information

This course encourages thinking about the connections between religions and moral issues people face in life. You do not have to be religious to study this course. You need to be interested in discussing modern ethical issues, forming your own opinions and being open to other points of view.

This GCSE course is an opportunity to develop your knowledge and understanding of some of the most important moral and social issues in our world. It will cause you to think more about the different views people have on these issues and help you develop your own beliefs and ethical viewpoints. You will need to use your thinking skills, personal skills and an ability to listen and learn from other cultures to be successful.

Students should remember that Christianity is the main religious tradition of Great Britain. For some of the issues in the philosophical and ethical themes, you will need to identify contrasting views between Christianity and Buddhism (as the other world religion as per the course requirements). You should also bear in mind non-religious views such as atheism and humanism, and understand the influence of beliefs, teachings and practices on individuals, communities and societies.

**“The noblest search is the search for excellence”**



1	Use the HLP for revision!
2	Become informed and involved in World issues, through watching the news.
3	Learn some key religious teachings for Buddhism and all denominations of Christianity and be able to use them in your written answers.
4	Make sure you use specialist words.
5	Make sure you know and understand what the different religious attitudes are and the reasons for these attitudes.
6	Practise writing under timed conditions.

## Useful Resources:

All revision guides for GCSE are found on the HLP/Ethics/GCSE

## Recommended revision websites

Please use the HLP first

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

[www.reonline.org.uk](http://www.reonline.org.uk)

## Where to find past papers

[www.aqa.org.uk](http://www.aqa.org.uk)

**“Hold yourself responsible for a higher standard than anybody expects of you. Never excuse yourself.”**

## Examination Details

AQA

8658

Reformed GCSE

## Assessment Details

Paper 1: Listening (25%)

Paper 2: Speaking (25%)

Paper 3: Reading (25%)

Paper 4: Writing (25%)

## Course Information

Theme 1: Identity and culture

### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

### Topic 2: Technology in everyday life

- Social media
- Mobile technology

### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

### Topic 4: Customs and festivals in French-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

### Topic 1: Home, town, neighbourhood and region

### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

### Topic 3: Global issues

- The environment
- Poverty/homelessness

### Topic 4: Travel and tourism

Theme 3: Current and future study and employment

### Topic 1: My studies

### Topic 2: Life at school/college

### Topic 3: Education post-16

### Topic 4: Jobs, career choices and ambitions

1	Complete all home learning set. Reflect upon and respond to all feedback given by the teacher.			
2	Attend revision sessions run by individual teachers to practise all skills.			
3	Know the success criteria for each language skill, especially for speaking and writing.			
4	Refer regularly to and make good use of Core Vocabulary and Grammar Lists given by your teacher.			
5	<p>Know your sentence and question building blocks like:</p> <table><tr><td>Est-ce que Qu'est-ce que Quand est-ce que Où est-ce que</td><td>je peux / tu peux je dois / tu dois je vais / tu vas je veux / tu veux</td><td>aller faire acheter avoir</td></tr></table>	Est-ce que Qu'est-ce que Quand est-ce que Où est-ce que	je peux / tu peux je dois / tu dois je vais / tu vas je veux / tu veux	aller faire acheter avoir
Est-ce que Qu'est-ce que Quand est-ce que Où est-ce que	je peux / tu peux je dois / tu dois je vais / tu vas je veux / tu veux	aller faire acheter avoir		
6	Be proactive; take an active role in your learning by researching, practising and stretching yourself.			

## Useful websites for independent learning:

[www.bitesize.co.uk](http://www.bitesize.co.uk)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

<http://www.atantot.com/menu.htm>

<http://www.linguascope.com/> (username and password given in class)

<http://quizlet.com/> (search 'highdown')

<https://www.edmodo.com/> (virtual learning platform where home learning is set, discussions generated and resources uploaded)

[www.s-cool.co.uk](http://www.s-cool.co.uk)

<http://www.bbc.co.uk/schools/gcsebitesize/>

[www.zut.org.uk](http://www.zut.org.uk) (no password needed after 4pm or at weekends)

<http://www.ashcombe.surrey.sch.uk/Curriculum/modlang>

## Examination Details

AQA (8035)

Reformed GCSE

- All exams will be sat at the end of the course.
- There is no coursework OR controlled assessment.
- Field work investigations and skills are tested in an exam.

## Assessment Details

Paper 1- Living with the physical environment:

- Written exam 1 hour 30 minutes 35% of GCSE

Paper 2- Challenges in the human environment:

- Written exam 1 hour 30 minutes. 35% of GCSE

Paper 3- Geographical applications:

- Written exam 1 hour 15 minutes 30% of GCSE

## Course Information

**Paper 1- Living with the physical environment (35%):**

***Section A: The challenge of natural hazards.***

- Tectonic hazards, Weather hazards and Climate change.

***Section B: The living world.***

- Ecosystems, Tropical Rainforests and Hot deserts.

***Section C: Physical landscapes in the UK.***

- UK physical landscapes, Coastal landscapes in the UK and River landscapes in the UK.

**Paper 2- Challenges in the human environment (35%):**

***Section A: Urban issues and challenges.***

- Urbanisation, Migration, Mega cities, Opportunities and challenges for cities in LICs and NEEs, Urban change in the UK- opportunities and challenges and Urban sustainability- resources and transport.

***Section B: Changing the economic world.***

- Development, Reducing the development gap, Impact of rapid economic development in LICs and NEEs and The changing economy of the UK.

***Section C: The challenge of resource management.***

- Resource management- overview of resources in relation to the UK and Water- chosen focus topic.

**Paper 3- Geographical applications (30%):**

***Section A: Issue evaluation.***

- Based on pre released booklet
- Geographical decision making (DMX/DME)
- Critical thinking and problem solving
- The issue/focus will be based on part of the content from the compulsory part of the course- physical and human themes
- More than one theme will be examined.
- The issue will be analysed at a range of scales, consider and select a possible option and justify their choice

***Section B: Field work***

- Two geographical enquires
- Must include primary data collection
- Must take place outside of the school grounds- residential field work trip to Juniper Hall, FCS 3 days and 2 nights
- You will be expected to follow a geographical route to enquiry

**Field Trip dates:**

***Approximately £180 per person - TBC***

- Trip 1: Monday 6-Wednesday 8 March 2017 - Trip 2: Monday 13-Wednesday 15 March 2017

1	Take an interest in the natural and human world by keeping abreast of current global issues.
2	Learn the case studies you have been given and which questions to use them for.
3	Learn all key words/terms – list them on paper and put it in your folder.
4	Use the practice questions that you have been given in your folder and complete at least one a week and hand them in to be marked.
5	Highlighting key information, concept maps, post-it notes and quizzes are all different ways to memorise information. Think what kind of revision techniques work best for you.
6	Try to include annotated diagrams to support your written answers. Always read through written work and check for mistakes. In your examination, marks are awarded for accurate spelling, punctuation and grammar.

## Useful websites:

[www.bbc.co.uk/schools/gcse/bitesize/geography/](http://www.bbc.co.uk/schools/gcse/bitesize/geography/)

[www.juiceygeography.co.uk](http://www.juiceygeography.co.uk)

[www.examzone.co.uk/home/tips-timetable/bitesize-notesplanner](http://www.examzone.co.uk/home/tips-timetable/bitesize-notesplanner)

[www.revisioncentre.co.uk/gcse/geography/index.html](http://www.revisioncentre.co.uk/gcse/geography/index.html)

[www.geographypages.co.uk/revision](http://www.geographypages.co.uk/revision)

## Recommended Revision Guides

CGP GCSE Geography - £4.50 from the Geography

Department

Letts revise Geography

# Course Information...

## ...about Level 2 Diploma in Hairdressing

### Examination Details

City & Guilds  
2762

### Assessment Details

10 Units  
1 Written Examination  
Each module has Practical Observations  
Portfolio of units

### Course Information

The Principle Learning qualification is an introduction to the world of Hair and Beauty. The Hair and Beauty sector consists of six industries: hairdressing, African type hairdressing, barbering, beauty therapy, spa therapy and nail services. You will gain skills and knowledge about what it would be like to work in this sector as well as finding out about the different roles on offer: apprentice, technician, stylist, therapist, make-up artist, nail technician, masseur, wholesaler, product researcher, manager and many more. You will look into the jobs that interest you and discover how you could progress to your chosen career pathway.

The Hair and Beauty Principle Learning qualification introduces you to the opportunities in this dynamic and expanding sector. It combines general education and sector specific theory, knowledge and practical activities which relate to employment within the Hair and Beauty sector.

Level 2 provides a gateway to the different sectors of Hair and Beauty. It allows you to build on acquired knowledge and understanding and progress into further/higher education and future employment.

### Units studied

- Unit 1 – Safe and healthy working practices in the Hair and Beauty sector and related industries
- Unit 2 – The world of Hair and Beauty
- Unit 3 – The science of Hair and Beauty
- Unit 4 – Communication and client care
- Unit 5 – History of Hair and Beauty in society
- Unit 6 – Promoting and selling products and services by professional recommendation
- Unit 7 – Salon business systems and processes
- Unit 8 – Exploring skin care and make-up
- Unit 9 – Exploring hair care and styling
- Unit 10 – Exploring hand care and nail art

### Progression

On completion students will gain the skills and knowledge required to progress to Hair and Beauty apprenticeships, or onto vocational qualifications in this subject area or other further education or university.

**Web sites:** [www.cityandguilds.com](http://www.cityandguilds.com)

# Steps to Success...

## ...in Level 2 Diploma in Hairdressing

1	Practise, Practise, Practise. You will be learning many new skills, it will take time to master them. If you fail to get something right keeping practising until you are an expert.
2	Be safe! The salon environment can be a dangerous environment for both you and your clients. Listen to the instructions of your teacher so that you learn to work in a safe and productive way.
3	Work hard to meet all of the deadlines that are set. You have a lot of new skills to master and things to learn. If you get behind arrange with your teacher a plan to catch up.
4	Take pride in your work. The skills you learn will help you progress to further training or perhaps a job in the hairdressing. Colleges and employers will want to see someone who takes pride in what they produce and someone who always wants to produce the best.
5	Ensure that you learn all the technical vocabulary needed. It is important that you understand the key words so that you can follow instructions when they are given to you.
6	Take an interest when hairdressing or hair styles are in the news. Coverage in the media may help to inspire you.

**“Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of their championship character.”**

## Examination Details

EDEXCEL

IH10

F7

## Assessment Details

Paper 1: Thematic study and historic environment – 75 minute exam

Paper 2: Period study and British depth study – 105 minute exam

Paper 3: Modern depth study – 80 minute exam

## Course Information

### Paper 1:

#### Medicine in Britain, c1250–present

#### The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

- c1250–c1500: Medicine in medieval England
- c1500–c1700: The Medical Renaissance in England
- c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain
- c1900–present: Medicine in modern Britain
- The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

### Paper 2:

#### Early Elizabethan England, 1558–88

- Queen, government and religion, 1558–69
- Challenges to Elizabeth at home and abroad, 1569–88
- Elizabethan society in the Age of Exploration, 1558–88

#### Superpower relations and the Cold War, 1941–91

- The origins of the Cold War, 1941–58
- Cold War crises, 1958–70
- The end of the Cold War, 1970–91

### Paper 3: Weimar and Nazi Germany, 1918–39

- The Weimar Republic 1918–29
- Hitler's rise to power, 1919–33
- Nazi control and dictatorship, 1933–39
- Life in Nazi Germany, 1933–39



1	Ensure all your notes are up-to-date. After each lesson re-read your notes and ensure you understand them. If you are absent, copy up work missed immediately.
2	Organise your classwork clearly and neatly. Use underlined headings, different coloured pens, etc.
3	Ensure home learning contains sufficient detail and uses correct historical language and concepts.
4	Revise thoroughly for tests, assessments and examinations. Make your own separate revision notes. These can be used again later.
5	Make sure you understand the different examination techniques for answering different types of questions.
6	Use the History Department section of the HLP for revision. The Boardworks PowerPoints are particularly good.
7	The History department will run revision sessions through year 10 and 11. Attend as many as you can.
8	Use timelines to develop your sense of chronology.
9	When answering source based questions, always support the detail of the source with your own knowledge. Remember to use COP (Content, Origin, Purpose) to help evaluate sources.
10	Make mind maps at the end of each topic and complete practice questions.
11	Make use of the past papers that are available on the Edexcel website. Use the mark schemes to help to check understanding and improve examination technique. With exam answers make sure you always link back to the question being asked.
12	Make keyword dictionaries and make sure that you know how to use each word in an examination answer.
13	Make sure you know which topics could come up on all papers.
14	Be aware of the different styles of questions that appear on the exam papers and practise each type.

## Useful websites:

[www.learnhistory.org.uk/usa](http://www.learnhistory.org.uk/usa)

[www.igshistoryonline.co.uk/Resources/GCSE%20Resources](http://www.igshistoryonline.co.uk/Resources/GCSE%20Resources)

[www.educationforum.co.uk/GCSEHistory.htm](http://www.educationforum.co.uk/GCSEHistory.htm)

[www.bbc.co.uk/schools/gcsebitesize/history/mwh](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh)

[www.johndclare.net](http://www.johndclare.net)

[www.schoolshistory.com](http://www.schoolshistory.com)

[www.learningcurve.gov.uk](http://www.learningcurve.gov.uk)

[www.schoolhistory.co.uk](http://www.schoolhistory.co.uk)

[www.boxofmystery.wikispaces.com](http://www.boxofmystery.wikispaces.com)

# Course Information...

## ...about GCSE Mathematics

### Examination Details

**Set 1**  
AQA 8300 & 8360  
**Set 2 and below**  
AQA 8300  
Reformed GCSE

### Assessment Details

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

### Course Information

#### Sets 1 and 2

Set 1 and 2 students, will take the Higher Tier linear GCSE (AQA 8300) at the end of year 11 (explained in Remainder). Set 1 students will also take the AQA Level 2 Further Maths qualification, (AQA 8360). These will test the content taught across the two years of study and help prepare students fully for A level.

AQA 8360 – Level 2 Further Maths gives high achieving students an introduction to AS level topics that will help them develop skills in algebra, geometry, matrices, calculus, trigonometry, functions and graphs.

Paper 1 (40% of assessment) is non-calculator

Paper 2 (60% of assessment) is calculator

#### Remainder

The remainder of students will take the Foundation Tier linear GCSE (AQA 8300) at the end of year 11. The Linear GCSE will test the content taught across the six areas of Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

Paper 1 (33⅓% of the GCSE Mathematics assessment) is non-calculator

Paper 2 (33⅓% of the GCSE Mathematics assessment) is calculator

Paper 3 (33⅓% of the GCSE Mathematics assessment) is calculator

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

**“Excellence is not a matter of ‘what’ you do, it is ‘how’ you do it”**

1	Mathematics is a content based subject and the more one practises the better one becomes.
2	Solving problems is the skill to take from Mathematics and you must persevere to complete tasks.
3	Try many questions and mark them – ask for help immediately if you keep getting things wrong.
4	Complete all home learning set throughout the year.
5	Complete past papers under examination conditions. Mark them yourself. Revise areas you have problems with, then repeat the process again!
6	Attend revision sessions.
7	On-going revision over the two years so that knowledge is always built on, rather than learnt then forgotten and has to be re-learnt!

## Useful websites:

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.bbc.co.uk/schools/gcsebitesize/maths](http://www.bbc.co.uk/schools/gcsebitesize/maths)

[www.aqa.org.uk/resources-zone/maths/linked-pair-pilot](http://www.aqa.org.uk/resources-zone/maths/linked-pair-pilot)

## Recommended Revision Guides

Collins Revision Guide

CGP Revision Guide and Papers

Revision guides will be available from the Maths Faculty

**“Good, better, best; never let it rest till your good is better and your better is best.”**

## Examination Details

OCR

J536

Reformed GCSE

## Assessment Details

Coursework – 2 performances and 2 compositions (60%)

Written Examination – Listening & Appraising (40%)

## Course Information

### Component 1 Integrated Portfolio

- Performance on your chosen instrument.
- Composition to a brief set by you.
- You will explore the skills and capabilities of your instrument and produce a performance to demonstrate your interpretation and technical control, and a composition written to a brief of your own choosing to demonstrate your ability to develop musical ideas.

### Component 2 Practical Component

- Ensemble performance and composition to a board set brief.
- The ensemble performance can be on any instrument and any genre.

### Component 3 Listening Exam

- Listening, appraisal and notation skills assessed in an examination at the end of the course.

Area of Study 1 My Music	Area of Study 2 The Concerto Through Time	Area of Study 3 Rhythms of the World	Area of Study 4 Film Music	Area of Study 5 Conventions of Pop
<p>Learners should study their instrument, which can be any of the following:</p> <ul style="list-style-type: none"> <li>• any instrument</li> <li>• voice – this can include styles such as rapping or beatboxing</li> <li>• DJ-ing</li> <li>• sequencing – realisation using ICT.</li> </ul>	<p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>	<p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>	<p>Learners should study a range of music used for films including:</p> <ul style="list-style-type: none"> <li>• music that has been composed specifically for a film</li> <li>• music from the Western Classical tradition that has been used within a film</li> <li>• music that has been composed as a soundtrack for a video game.</li> </ul>	<p>Learners should study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> <li>• Rock 'n' Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day.</li> </ul>

# Course Information...

## ...about GCSE Music Technology

### Examination Details

OCR  
J536  
Reformed GCSE

### Assessment Details

Coursework – 2 performances and 2 compositions (60%)  
Written Examination – Listening & Appraising (40%)

### Course Information

#### Component 1 Integrated Portfolio

- In this unit you will produce a solo sequenced realised performance of well known piece of music on the computer using the music software package Cubase.
- Composition to a brief set by you.
- You will explore the skills and capabilities of music technology software and produce a sequenced performance to demonstrate your technical control, and a composition written to a brief of your own choosing to demonstrate your ability to develop musical ideas.

#### Component 2 Practical Component

- In this unit you will produce an ensemble sequenced realised performance of well known piece of music, using the music software package Cubase.
- Composition to a board set brief.

#### Component 3 Listening Exam

- Listening, appraisal and notation skills assessed in an examination at the end of the course.

Area of Study 1 My Music	Area of Study 2 The Concerto Through Time	Area of Study 3 Rhythms of the World	Area of Study 4 Film Music	Area of Study 5 Conventions of Pop
<p>Learners should study their instrument, which can be any of the following:</p> <ul style="list-style-type: none"> <li>• any instrument</li> <li>• voice – this can include styles such as rapping or beatboxing</li> <li>• DJ-ing</li> <li>• sequencing – realisation using ICT.</li> </ul>	<p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto.</li> </ul>	<p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul>	<p>Learners should study a range of music used for films including:</p> <ul style="list-style-type: none"> <li>• music that has been composed specifically for a film</li> <li>• music from the Western Classical tradition that has been used within a film</li> <li>• music that has been composed as a soundtrack for a video game.</li> </ul>	<p>Learners should study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> <li>• Rock 'n' Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day.</li> </ul>

# Steps to Success...

## ...in GCSE Music and GCSE Music Technology

1	Build up a portfolio of performance work.
2	Be willing to try new things and listen to a wide range of music.
3	Take risks and experiment with a range of musical styles.
4	Be willing to work as part of a team/ensemble.
5	Be prepared to ask for help and guidance .
6	Be enthusiastic about the course.
7	Know when the deadlines are and plan your time so you meet them.
8	Attend support sessions after school.
9	Review and revise throughout the course, not the night before the exam!

### Useful websites:

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks2/music/piano/index.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm)

Interactive Keyboard

<http://www.good-ear.com/>

Ear trainer

<http://www.ocr.org.uk/qualifications/gcse-music-j536-from-2016/>

OCR music

<http://www.gmajormusictheory.org/Fundamentals/workbooks.html>

Music theory, Basic

<http://www.musictheory.net/lessons>

Music theory, Intermediate/ advanced

<http://www.bbc.co.uk/schools/gcsebitesize/music/>

Revision site for listening examination

## Examination Details

Edexcel  
1PEO  
Reformed GCSE

## Assessment Details

2 Theory examinations - 105 minutes + 75 minutes (60%)  
3 practical assessments (30%)  
Personal Exercise Programme coursework (10%)

## Course Information

A successful student in PE will be someone who has a passion for sport, exercise and exercise science. You will have shown commitment and dedication to extra-curricular clubs. The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. You will also be introduced to a range of interesting theoretical units.

### Practical

Students will study a wide variety of sports in Year 10 specialising in their three best in Year 11.

### Theory

Students study two sections for the theory exam.

#### 1. Fitness and Body Systems

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### 2. Health and Performance

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences

**“Excellence is not a singular act but a habit. You are what you do repeatedly.”**



1	Practical assessment is worth 30% of your final grade. It is therefore essential that you attend one course related extra-curricular PE club per week to maximise your practical marks.
2	Your class notes will become your revision notes so it is important that all class notes are presented clearly in your exercise books or folders. Make sure you catch up on any lessons missed.
3	To ensure you understand the work covered in the lesson you should always read through your class notes at home. It is helpful to highlight keywords in your class notes in order that you remember important words.
4	Home learning will be set on a regular basis to ensure you understand the work being covered. All home learning set should be completed fully and handed in on time to develop your knowledge and understanding of the various topics.
5	Preparation is the key to success. Researching a topic before or after a lesson can only develop your knowledge and understanding further. This can be done by reading set text books or by surfing the internet.
6	The more you read something the more you will remember it. Test yourself regularly by setting your own questions or by using GCSE revision guides and website recommended above on the school website.
7	Make corrections on previous Topic Tests and use these as a revision tool.
8	Use your folder check index to highlight areas of strength or weakness.
9	Attend revision clubs when advertised.

### Recommended Revision Books

Edexcel PE Unit 1 Theory of PE - Revision Guide  
- Revision Workbook

**“Your body can stand almost anything. It’s your mind that you have to convince”**



# Course Information...

## ...about VCert Health and Fitness

### Examination Details

NCFE  
601/4534/1

### Assessment Details

1 Theory examinations - 120 minutes (25%)  
3 Coursework portfolios (75%)

### Course Information

A successful student in VCert Health and Fitness will be someone who has a passion for sport, exercise and exercise science. The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. You will also be introduced to a range of interesting theory based topics which will often be delivered practically.

#### Practical

Where appropriate to support learning and testing of theoretical units.

#### Theory

Students study two sections for the theory exam.

##### 1. Principles of health and fitness

- Components of fitness and the principles of training
- Benefits and the effects of exercise on the body's system

##### 2. Healthy lifestyles

- Food and physical activity contribution to a healthy lifestyle
- The importance of diet and nutrition
- Motivations affects on participation in physical activity

##### 3. Preparing and planning for health and fitness

- Factors that affect a health and fitness plan
- Prepare and plan a health and fitness plan to improve exercise and diet
- Evaluate a health and fitness plan

##### 4. Develop a personal health and fitness programme

- Develop a health and fitness programme
- Fitness tests
- Preparation for sport

# Steps to Success...

## ...in VCert Health and Fitness

1	Your lesson by lesson tasks will build your portfolio for assessment. It is therefore very important that all class notes are presented clearly.
2	Make sure you catch up on any lessons missed.
3	To ensure you understand the work covered in the lesson you should always read through your class notes at home. It is helpful to highlight keywords in your class notes in order that you remember important words.
4	Home learning will be set on a regular basis to ensure you understand the work being covered. All home learning set should be completed fully and handed in on time to develop your knowledge and understanding of the various topics.
5	Preparation is the key to success. Researching a topic before or after a lesson can only develop your knowledge and understanding further. This can be done by reading set books or by surfing the internet.
6	Deadlines must be adhered to. Commit to completing work on time and to a high quality.
7	Respond to teachers feedback when given.
8	Use your folder check index to highlight areas of strength or weakness.
9	Good personal health and fitness is paramount to being successful on this course. It is therefore essential that you attend one course related extra-curricular PE club per week to maximise your practical marks.

**“A thumping heart is your body’s way”**

# Course Information...

## ...about Sports Leaders Award

### Examination Details

Sports Leaders UK  
601/5264/3

### Assessment Details

Demonstration of leadership - 10 hours  
1 Coursework portfolios

### Course Information

A successful student in the Sports Leaders Award will be someone who has a passion for sport and working with young athletes. The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. You will also be introduced to a range of interesting theory based topics which will often be delivered practically.

#### Practical

Where appropriate to support learning and testing of theoretical units.

#### Theory

Students study two sections for the theory exam.

1. Developing leadership
2. Plan, lead and evaluate sport/physical activity sessions
3. Assist in planning and leading a sports/physical activity event
4. Lead a sport/physical activity event

**“Excellence is not a singular act but a habit. You are what you do repeatedly.”**

# Steps to Success...

## ...in Sports Leaders Award

1	Your lesson by lesson tasks will build your portfolio for assessment. It is therefore very important that all class notes are presented clearly.
2	Make sure you catch up on any lessons missed.
3	To ensure you understand the work covered in the lesson you should always read through your class notes at home. It is helpful to highlight keywords in your class notes in order that you remember important words.
4	Practice makes perfect. To be a good leader you must practise with friends family and at your sports clubs.
5	Preparation is the key to success. Researching an activity before you lead it will help.
6	Deadlines must be adhered to. Commit to completing planning work on time and to a high quality.
7	Respond to teachers feedback when given.
8	Remain motivated. The best leaders always have a smile!
9	Good personal health and fitness is paramount to being successful on this course. It is therefore essential that you attend one course related extra-curricular PE club per week to maximise your practical marks.

**“Things turn out best for people who make the best out of the way things turn out”**

# Course Information...

## ...about GCSE Photography

Examination Details	Assessment Details
AQA 8206 Reformed GCSE	Coursework Portfolio: 60% Externally Set Task: 40%

### Course Information

Photography is an exciting and creative subject. The course requires students to be creative and well organised individuals, which are crucial qualities for those who wish to pursue a career in Photography or the arts.

You will be introduced to a variety of modern and traditional techniques and processes, including digital and chemical processing, lighting and Photoshop manipulation. You will understand what makes a good photograph and be able to create your own.

### Coursework - 60%

You will produce a portfolio of work, which will be based on different themes such as:

- Natural Form
- The Built Environment
- Portraiture
- Identity
- Colour

### Examination - 40%

You will complete research and develop ideas in response to your chosen examination theme. You will then sit a ten hour examination over two days.

You will need to meet four assessment objectives for both coursework and examination.

You will need to meet four assessment objectives for both coursework and examination:

AO1 – Looking at and responding to the work of other photographers or artists

AO2 – Explore techniques

AO3 – Collect imagery

AO4 – Present a personal response

# Steps to Success...

## ...in GCSE Photography

1	Discuss your work and ideas with your teacher and listen to their advice.
2	Make sure you understand the assessment objectives and cover all of these in your coursework and examination preparation.
3	Keep up to date with classwork and home learning.
4	Coursework is started from the September in Year 10. Everything that is completed is coursework, therefore, keep up to date with class and home learning. This is 60% of your overall grade and is handed in for final assessment in the January of Year 11.
5	When the examination paper is handed out, you have to research the question and produce preparation work. This work is handed in during the examination. Use this time wisely, the examination is 40% of the overall grade. The ten hour examination is a practical examination completed over two days. During this time you will produce your final piece.
6	Visit photography exhibitions with family or friends!
7	Attend workshops after school and at lunchtime.
8	Thoroughly annotate your work.
9	Prepare for your lessons. Take photographs outside of school and bring them in to show your teacher and work on during lessons.
10	Make sure you look closely at other photographers work that is relevant to what you are studying and analyse what they are trying to say. Always express your thoughts and opinions and always use your own words.

### Useful websites:

[www.studentartguide.com](http://www.studentartguide.com)

[www.thephotographersgallery.com](http://www.thephotographersgallery.com)

[www.pinterest.com](http://www.pinterest.com)

[www.flickr.com](http://www.flickr.com)

[www.behance.net](http://www.behance.net)

[www.trendland.com](http://www.trendland.com)

**“There are no speed limits on the road to excellence”**

## Examination Details

AQA

8698

Reformed GCSE

## Assessment Details

Paper 1: Listening (25%)

Paper 2: Speaking (25%)

Paper 3: Reading (25%)

Paper 4: Writing (25%)

## Course Information

Theme 1: Identity and culture

### Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

### Topic 2: Technology in everyday life

- Social media
- Mobile technology

### Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

### Topic 4: Customs and festivals in Spanish-speaking countries/communities

Theme 2: Local, national, international and global areas of interest

### Topic 1: Home, town, neighbourhood and region

### Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

### Topic 3: Global issues

- The environment
- Poverty/homelessness

### Topic 4: Travel and tourism

Theme 3: Current and future study and employment

### Topic 1: My studies

### Topic 2: Life at school/college

### Topic 3: Education post-16

### Topic 4: Jobs, career choices and ambitions

1	Complete all home learning set. Reflect upon and respond to all feedback given by the teacher.
2	Attend revision sessions run by individual teachers to practise all skills.
3	Know the success criteria for each language skill, especially for speaking and writing.
4	Refer regularly to and make good use of Core Vocabulary and Grammar Lists given by your teacher.
5	Students will be expected to acquire knowledge and understanding of Spanish grammar during their course. In the examination they will need to apply their knowledge and understanding e.g. interrogative ( <i>cómo, cuándo, dónde</i> ); adverbs of time and place ( <i>aquí, allí, ahora, ya</i> ); quantifiers/intensifiers ( <i>muy, bastante, demasiado, poco, mucho</i> ); demonstrative ( <i>éste, ése, aquél, esto, eso, aquello</i> ); use of <i>desde hace</i> with present tense and use of <i>desde hace</i> with imperfect tense;
6	Be proactive; take an active role in your learning by researching, practising and stretching yourself.

## Useful websites for independent learning:

[www.bitesize.co.uk](http://www.bitesize.co.uk);  
[www.languagesonline.org.uk](http://www.languagesonline.org.uk);  
<http://www.atantot.com/menu.htm>;  
<http://www.linguascope.com/> (username and password given in class);  
<http://quizlet.com/> (search 'highdown')  
<https://www.edmodo.com/> (virtual learning platform where home learning is set, discussions generated and resources uploaded)  
[www.s-cool.co.uk](http://www.s-cool.co.uk)  
<http://www.bbc.co.uk/schools/gcsebitesize/>  
[www.zut.org.uk](http://www.zut.org.uk) (no password needed after 4pm or at weekends)  
<http://www.ashcombe.surrey.sch.uk/Curriculum/modlang>  
[www.conjugemos.com](http://www.conjugemos.com)



# Course Information...

## ...about GCSE Combined Science: Trilogy

### Examination Details

AQA  
Specification 8464  
Reformed GCSE

### Assessment Details

Biology	2 x 1 hour 15 minute exams each worth 16.7% of GCSE
Chemistry	2 x 1 hour 15 minute exams each worth 16.7% of GCSE
Physics	2 x 1 hour 15 minute exams each worth 16.7% of GCSE

### Course Information

#### Biology

Paper 1: Cell Biology; Organisation; infection and response; and Bioenergetics.  
Paper 2: Homeostasis and response; inheritance; variation and evolution; and Ecology.

#### Chemistry

Paper 1: Atomic structure and the periodic table; bonding, structure, and the properties of matter; Quantative chemistry; Chemical changes; and Energy changes.  
Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

#### Physics

Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.  
Paper 2: Forces; Waves: and Magnetism and electromagnetism.

All papers contain a combination of questions; multiple choice, structured, closed short answer, and open response.

Candidates working at consistently high level in Year 10 will be selected for Separate Science GCSE's.

**“Don't waste your time or time will waste you”**

# Steps to Success...

## ...in GCSE Combined Science: Trilogy

1	Make sure you listen carefully to the advice for writing up required practicals, you need a specific technique for answering the questions and scoring full marks on methods, graphs and tables.
2	Check out the science section of the Bitesize website at <a href="http://www.bitesize.co.uk">www.bitesize.co.uk</a> . Or take a look at the Podcasts on the HLP.
3	Attend the revision sessions run by the faculty.
4	Read the questions carefully in the examination.
5	Check the number of marks for each question in the examination - Remember to use PEE (Point, Explanation, Evidence) – this is especially important for the higher mark questions.
6	Remember to revise the command word glossary - it is important to know what the question wants from you.
7	Get used to musing the periodic table and the physics formulae sheet - you will be given one in the examination and you need to be familiar with it.
8	Meet all deadlines so that you are always able to manage your work load.
9	Follow Science in the news - discuss how new discoveries relate to the topics you are studying.
10	Be an intelligent reviser! Make sure everything on the syllabus is covered. Understand your optimum learning style so you can revise effectively.

### Useful Resources:

Highdown HLP

[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

The Science Faculty sells an appropriate revision guide for each student

Past papers can be found at [www.aqa.org.uk](http://www.aqa.org.uk)

# Course Information...

## ...about Young Enterprise – Team Programme

### Examination Details

OCR

### Assessment Details

- Portfolio
- Observation
- Practical
- Work Experience

## Course Information

### Why study?

To develop your practical understanding of how small businesses are set up and the skills required to establish and develop a 'real business venture'.

The course enables students to develop the skills that are essential for employability and addresses key areas such as:

- Team Work
- Problem Solving
- Economic and Financial understanding.

In addition the Young Enterprise portfolio will contribute towards qualifications such as COPE and Duke of Edinburgh Awards.

### What will I study?

Under the Team Programme students set up and run a real firm under the guidance of a business volunteer. You will receive practical experience of the joys and pitfalls of creating a truly functioning enterprise.

Students do everything from raising the start up funds through to designing and making their product or service to selling directly to customers at specially organised trade fairs and ultimately winding up the firm and paying their taxes.

### What next?

Completion of the programme will develop skills and understanding required for Level 2 Business and Enterprise qualifications and adds to the portfolio of skills valued by employers.

# Steps to Success...

## ...in Young Enterprise – Team Programme

1	Practise, Practise, Practise. You will be learning many new skills, it will take time to master them. If you fail to get something right keeping practising until you are an expert.
2	Listen to the instructions of your teacher so that you learn to work in a safe and productive way.
3	Work hard to meet all of the deadlines that are set. You have a lot of new skills to master and things to learn. If you get behind arrange with your teacher a plan to catch up.
4	Take pride in your work. The skills you learn will help you progress to further training or perhaps a job in the hairdressing. Colleges and employers will want to see someone who takes pride in what they produce and someone who always wants to produce the best.
5	Ensure that you learn all the technical vocabulary needed. It is important that you understand the key words so that you can follow instructions when they are given to you.
6	Take an interest in the business and enterprise features that are in the media, it could inspire you.

**“Genius is 1% talent and 99% hard work.....”**

# Students: Revision and Examination Advice

## To Revise:

- Find a quiet place to revise in home, school or library.
- Check the specification to ensure that your revision is relevant!
- Read your own notes and make any extra notes from the text book.
- Summarise your notes into key headings with a clear structure. This could be in the form of a list or a 'Spider diagram'. Use visual organisers, e.g. fishbone or venn diagrams.
- Learn key definitions and basic diagrams (with labels).
- Check you understand the work. If not, ask!
- Use different techniques. Make your own mind maps, post-it notes to write up key words, create flash cards. Record your notes onto MP3 and listen to them. Ask family and friends to test you. Highlight key points in your books or notes.
- Practise past questions and refer to the mark schemes.
- Revise in the morning when you are most alert.
- Watch BBC education video clips.
- **BE ACTIVE!** Do not spend your time reading or copying out your notes – answer questions, draw diagrams, write out key words, etc.
- Make use of the subject-specific revision tips/steps to success provided by departments in this booklet
- Revision is best in short, focused bursts. Research shows that students will learn more, and remember more a week later, if they revise in three twenty minute sessions, with breaks rather than in one hour straight.
- Have a revision schedule for all modules, PPE's and final exams.
- Attend departmental intervention and revision sessions.
- Use the school website and HLP for key dates and revision.

## Examination Hints:

- Don't panic, even if you feel that you are unable to answer a question. Leave it for now BUT make sure you return to it later.
- Be prepared – make sure you have the correct equipment for the examination with you.
- Use sharp pencils for drawing and graphs – accuracy is important!
- Read the question carefully. **BUG** it! **B**ox the command word, e.g. Describe or explain, **U**nderline the context words, i.e. what is the question about, and **G**lance back at the whole question to understand what it is asking about.
- Learn what the different command words are asking you to do – do not mix up 'Describe...' and 'Explain...' for example.
- Plan your time carefully – allow a couple of minutes to work out which questions you need to answer.
- **Never leave out any questions that you must answer!**

Most GCSE's starting in September 2016 will use the new 9-1 grading system. Grade 9 is the equivalent of a high A\*, with grade 5 being considered a 'good pass'. The exceptions to this will be GCSE Business and GCSE Design Technology which will continue to be graded A\* - G.

## **Controlled Assessment a gift or a nightmare?** **It's your choice**

Every year, parents are desperate for advice about how to cope with the tension and panic caused by 'The Final Coursework/Controlled Assessment Deadline'. In order to avoid this stress and panic there are some simple rules that parents and students should follow:

- Know the difference between coursework & controlled assessment. Coursework involves preparation work in class and at home with students being able to take their coursework home with them. Controlled assessment is different, in that although preparation work is done in class and at home the actual assessment is completed in controlled conditions in school. The students are not allowed to take the work home once the assessment has started.
- Pace yourself with coursework. Little and often is better than rushing the night before.
- Know the deadlines for all work. Set intermediate deadlines by which time you will have completed a set amount of work. This will help to avoid the stress and rush of completing work the night before.
- Meet all deadlines.
- If you are struggling to meet a deadline speak to your teacher. Many departments run lunch or after school catch-up clubs. Use these so that the work does not become unmanageable.
- Try your best on all coursework/controlled assessment. It can be a great springboard to exam success.

## Careers Advice and Guidance

All KS4 students receive a one-to-one careers interview from our Careers Adviser Lyn Kenward.

These appointments usually take place during Year 11 but some students may be referred during Year 10 by their Mentor or Head of Achievement.

There are weekly lunchtime drop in sessions for students who have queries and concerns regarding their future pathways.

For more information go to the school website, the HLP or email [careers@highdown.reading.sch.uk](mailto:careers@highdown.reading.sch.uk)



## Emotional Support Matters .....

At different times in your school life you may need information and advice on a range of concerns.

If you would like to speak to someone in confidence, these are some of the services on offer:-

- Community School Nurse
- 1:1 or Group Mentoring
- School Counsellor
- Sixth Form Mentors
- Star Centre Learning Manager

You can access this support in these areas through your Tutor, Head of Achievement, by completing a referral form which are available from the Star Centre Learning Manager or the School Nurse. You can also email to [worried@highdown.reading.sch.uk](mailto:worried@highdown.reading.sch.uk).

## Who can you talk to?

### Your Child's Mentor

Miss Turner

Mrs Arnold

Miss Neal

Mr Wright

Head of Achievement (Year 10)

SENCo

Assistant Headteacher (Excellence and Achievement KS4)

Deputy Headteacher (Achievement and Outcomes)

## Support which is available in school:-

Karen Jacobs

Miss J Hunter

Community School Nurse

Inclusion Manager



# Parents: How can you make a difference?

*'Parental support is eight times more important in determining a child's academic success. The Campaign for Learning found that parental involvement in a child's education can mean the difference between an A\* and a D grade at GCSE.'* (Times Educational Supplement)

## **Encourage your child to:**

- Be motivated and take responsibility for their own learning.
- Develop strategies for persisting when the learning is challenging.
- Prepare a revision timetable .
- Organise themselves and their notes for different subjects.
- Complete work independently.
- Complete coursework and controlled assignments and not leave them to the last minute and work on them the best they can.

## **Other things to do:**

- Provide a quiet place for your child to revise.
- Make sure your child has breakfast and eats a healthy diet and drinks plenty of water.
- Ensure your child gets adequate sleep and rest.

## **Further Supporting your child's progress:**

- Encourage your child to read around the topics studied and keep up to date with current affairs.
- Ensure your child's work is always well organised and backed up, both at home and at school.
- Monitor your child's student organiser and use it to communicate with their tutor and teachers.
- Monitor home learning set via Show My Homework and ensure it is being completed.
- Encourage your child not to leave work to the last minute.
- Talk to your son/daughter about what areas are covered in their courses and to make sure that they understand what they are learning.
- Check your child's home learning after it has been marked and encourage them to make any necessary corrections.
- Check your child's student organiser for evidence that they have been attending clubs and making the most of the opportunities available to them.
- If your child has to attend practical sessions as part of their course, for example in Drama and Music, please check their student organiser to ensure they are attending. Also, check they are clear on dates for practical performances.
- Purchase useful subject/course specific revision materials – check with teachers first in order to buy the best guides and support materials available.
- Regularly look at your child's exercise books and discuss with them the WWW, EBI and MRI comments so that you know what they need to do to improve.

## **Contact the school:**

- When your child consistently tells you there is no home learning or coursework.
- If your child does not want to attend school as they are behind on coursework / controlled assignments and they feel they cannot cope.
- If your child has to be taken out of school for a particular relevant reason.

# Tips for Parents: Revision and Examinations

## Revision 'Do's and Don'ts'

### Do

- Ask your child what areas/subjects they want help with.
- Make sure that your child feels that you are there for them physically and emotionally.
- Organise some 'non-study' activities for them.
- Make sure that your child's environment is revision friendly.

### Don't

- Force your child to revise in a way you think best – everyone has their own preferred style of revising.
- Keep telling your child how much better organised you were or anyone else was when they were at that age.

## Revision Sessions

Encourage your child to have the following in a revision session:

- They are to have an aim for a session, e.g. by the end of 1 hour I will be able to answer questions on respiration.
- Identify the bits that require clarity, break revision into chunks.
- Read information and then do something that is active with it, do a test, or answer questions.
- Draw spider diagrams for the topic to link ideas and key words or concepts.
- Put notes in areas that you can have a quick look at.
- Look at the BBC GCSE website for further ideas.
- Re-visit notes briefly after a day, a week and one month and then before exams. Keeping ideas fresh in their mind is important.
- Attend school-based revision sessions.

## Before the examination

- Ask your child for their examination timetable so you know the days and times of their examinations.
- Make sure they have everything they need for the examinations, e.g. pens, pencils, erasers, ruler, calculator, etc.

## On the day of the examination

- Wake your child early, they must eat and drink well and start from home to reach school in plenty of time.
- Ask them not to panic if the mind goes blank during the examination, take a deep breath and continue.
- Ask them to make a plan. They should be aware of the total time and questions as these have been attempted before in mock examinations and on practice papers.
- They should finish all questions. If there is less time for a question, write it in note form.

# Key Dates 2016 - 2017

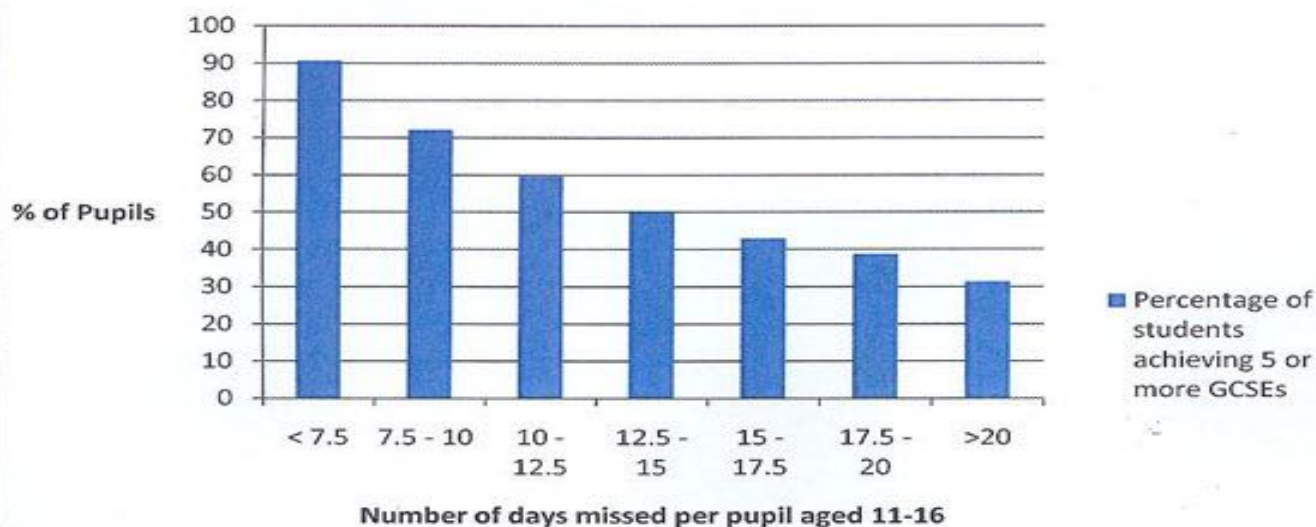
Wednesday 7 September 2016	First day of Term 1 for students 8.40 a.m.
Friday 23 September	School Photographer
Tuesday 11 October	KS4 Course Information Evening
Wednesday 19 October	Professional Learning Day 2 (closed to students)
Friday 21 October	End of Term 1
Monday 31 October	Start of Term 2
Wednesday 9 November	Big Learning Day 1 / Highdown Careers Fair
Thursday 10 November	Year 10 Progress Report 1
Wednesday 16 November	Oxford Ashmolean/Pitt Rivers Museum visit
Tuesday 29 November	Year 10 Intervention Evening
Tuesday 8 December	Christmas Concert
Wednesday 21 December	End of Term 2
Wednesday 4 January 2017	Professional Learning Day 3 (closed to students)
Thursday 5 January	Start of Term 3
Tuesday 10 January	GCSE Music performance
Thursday 26 January	KS4 Concert 7.00 p.m.
Friday 10 February	End of Term 3
Monday 20 February	Start of Term 4
Tuesday 28 February	GCSE Music practical
Thursday 2 March	World Book Day
Wednesday 8 March	Year 10 Progress Report 2
Monday 6 March to Wednesday 8 March	Year 10 Geography Field Work
Thursday 9 March	Year 10 Subject Evening 4.30 p.m.
Thursday 23 March	Big Learning Day 2
Tuesday 28 to Thursday 30 March	Whole School Production 7.00 p.m. (3 Evenings)
Friday 4 April	End of term 4
Monday 24 April	Professional Learning Day 4 (closed to students)
Tuesday 25 April	Start of Term 5
Monday 1 May	Bank Holiday: closed
Friday 26 May	End of Term 5
Monday 29 May	Bank Holiday: closed
Monday 5 June	Start of Term 6
Monday 5 June – Friday 9 June	Technical Pathway WEX
Tuesday 13 June	GCSE Music practical
Monday 26 June	Professional Learning day 5 (closed to students)
Tuesday 27 June – Thursday 6 July	PPE's
Tuesday 4 July	National Portrait Gallery Trip
Monday 10 July	Year 10 x band 6 <sup>th</sup> Form Experience day
Wednesday 12 July	Year 10 y band 6 <sup>th</sup> Form Experience day
Thursday 13 July	Sports Day
Friday 14 July	Year 5 Day (closed to students)
Friday 20 July	Year 10 Progress Report 3
Friday 21 July	End of Term 6

# Attendance

The graph below shows the relationship between attendance and academic achievement. students who attend less than 90% of the time attain on average 1 grade less in each of their GCSE subjects.

**If your child is not in lessons they cannot learn what is being taught and there will be gaps in their knowledge, understanding and skills.**

**Percentage of students achieving 5 or more GCSEs by days of school missed.**



The most important thing is to attend all lessons. Sometimes missing just one lesson means that they miss key information and start to fall behind. That one lesson could be the basis of an entire examination question.

**Encourage your child to attend revision classes and other opportunities for support that are provided.**



**Is your child missing out?**