



# The Polesworth School

ENSURING EXCELLENCE



## Year 11 GCSE Success Information Booklet

Name:

Tutor Group:

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# The Polesworth School

Ensuring Excellence

## Welcome

At The Polesworth School, we recognise the importance of working in partnership with students and parents/carers to secure the best possible outcomes for the young people in our care. Therefore, we have built the face-to-face GCSE Success evening on the positive feedback from parents about the virtual Key Stage 4 Curriculum Evening last year. The aim of this event is to provide you with the advice and guidance that you need to support your son or daughter to achieve their very best in their qualifications, to maximise their opportunities, working with the end in sight in Year 11. We feel that this event is a valuable opportunity for all involved to improve the outcomes for our students.

Mr C Quinney and Mr O Ford  
Deputy Headteachers

## Programme for the GCSE Success evening

|           | Schedule 1   | Schedule 2   | Schedule 3   | Schedule 4   | Schedule 5   | Schedule 6   |
|-----------|--|--|--|--|--|--|
| 6.00-6.20 | N2 - Supporting your child in GCSE English         | N3 - Supporting your child in GCSE Maths           | N4 - Supporting your child in GCSE Science         | N1 - Revision techniques and support               | Hall - how to support your child in other subjects | Hall - how to support your child in other subjects |
| 6.20-6.40 | N4 - Supporting your child in GCSE Science         | N2 - Supporting your child in GCSE English         | Hall - how to support your child in other subjects | Hall - how to support your child in other subjects | N1 - Revision techniques and support               | N3 - Supporting your child in GCSE Maths           |
| 6.40-7.00 | Hall - how to support your child in other subjects | N4 - Supporting your child in GCSE Science         | N2 - Supporting your child in GCSE English         | N3 - Supporting your child in GCSE Maths           | Hall - how to support your child in other subjects | N1 - Revision techniques and support               |
| 7.00-7.20 | N1 - Revision techniques and support               | Hall - how to support your child in other subjects | Hall - how to support your child in other subjects | N2 - Supporting your child in GCSE English         | N3 - Supporting your child in GCSE Maths           | N4 - Supporting your child in GCSE Science         |
| 7.20-7.40 | Hall - how to support your child in other subjects | N1 - Revision techniques and support               | N3 - Supporting your child in GCSE Maths           | N4 - Supporting your child in GCSE Science         | N2 - Supporting your child in GCSE English         | Hall - how to support your child in other subjects |
| 7.40-8.00 | N3 - Supporting your child in GCSE Maths           | Hall - how to support your child in other subjects | N1 - Revision techniques and support               | Hall - how to support your child in other subjects | N4 - Supporting your child in GCSE Science         | N2 - Supporting your child in GCSE English         |

# How we learn?

**Retrieval practice + Spaced practice =  
Long term memory**

Long-lasting memory requires 4-5 correct retrievals or recalls

The Ebbinghaus forgetting curve on the right shows how information is lost over time when there is no attempt to retrieve it.

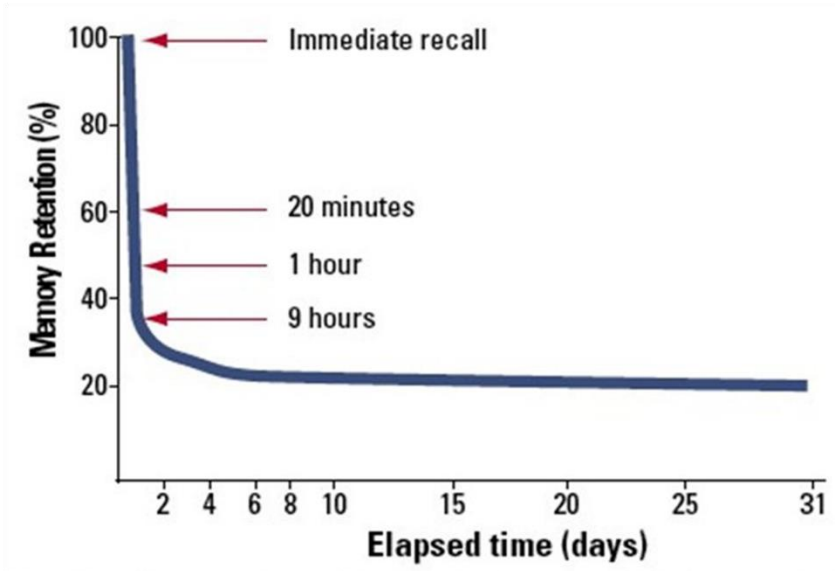


Image reference: securityawarenessapp.com

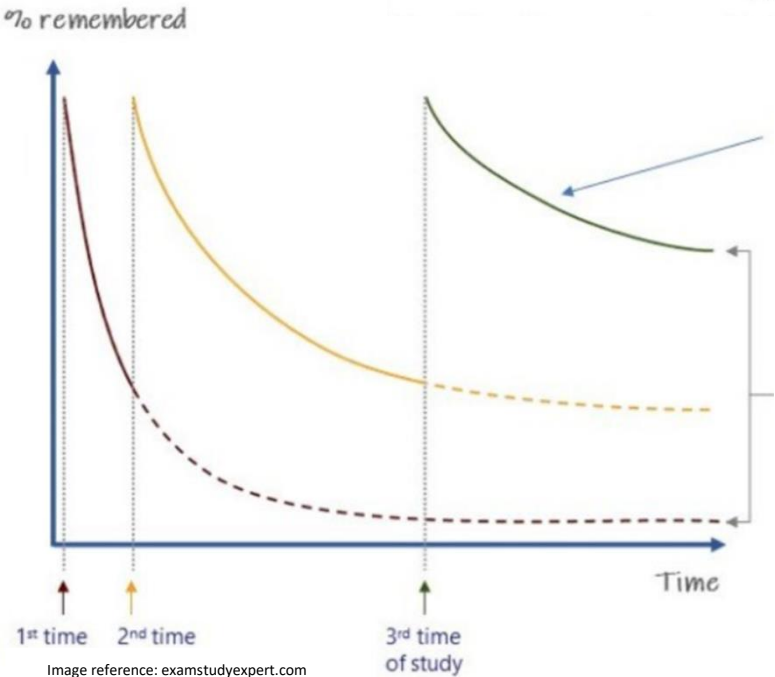


Image reference: examstudyspecialist.com

Look at how much more slowly you forget after revisiting a couple of times!

Look at how much more you can remember after revisiting the material a few times versus only studying it once!

# What helps us learn?

If you're determined to do well, you need to understand what helps us learn. Nothing beats hard work, especially when it comes to studying, but there are ways you can guide your brain to recall information more easily, which supports your ability to learn.

## Believe in yourself

Recognise your own potential and aim to meet or exceed this. Don't compare yourself to others. All that matters is that you do the best that you can do. Don't let negative thoughts take over. Just because you have the thought does not mean that it is true or that you must believe it.

## Use Mind Maps to connect ideas

If you find it difficult to remember lots of study notes, Mind Maps may be the key to improving your memory. A Mind Map making tool can be found on the Get revising website: <https://getrevising.co.uk/> along with Flash Card and Revision Card making tools.

## Practice, Practice, Practice

Mix up your study habits and methods by trying some of these: listening to podcasts; watching videos or documentaries; writing quizzes; moving to a different study area; or even something as simple as using different colours for your study notes.

## Adapt for different subjects

It may seem obvious, but many students try to study for different subjects using the same study methods. **Your learning should take account of the difference between your subjects** and the challenges they represent.

For example, flashcards are ideal for learning in languages and Science where you need to remember key definitions. However, <https://hegartymaths.com>

is a great way to test your GCSE Maths skills. Once you understand that different subjects need to be approached in different ways, there is no stopping you!



Image reference: [www.medium.com](http://www.medium.com)

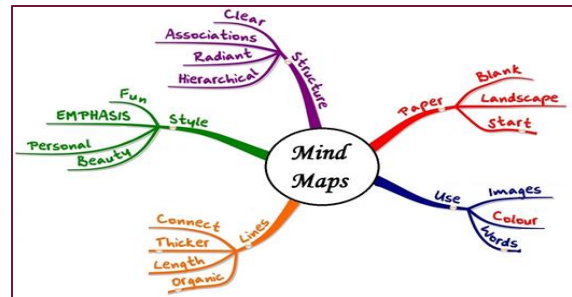


Image reference: [www.lifehack.org](http://www.lifehack.org)

Image reference: [www.thereadingadvicehub.com](http://www.thereadingadvicehub.com)





# Helping you deal with exam stress

Tests and exams can be a challenging part of school life for children and young people. But there are ways to ease the stress.

## Watch for signs of stress

If you are stressed, you may:

- worry a lot
- feel tense
- have headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- not enjoy activities they previously enjoyed
- be negative and have a low mood
- feel hopeless about the future



Having someone to talk to about your work can help. Support from a parent, tutor or study buddy can help you share your worries and keep things in perspective.

You can always talk to a member of school staff who you feel is supportive.

## Make sure you eat well

A balanced diet is vital for your health and can help you feel well during exam periods.

You might find high-fat, high-sugar and high-caffeine foods and drinks, such as energy drinks, cola, sweets, chocolate, burgers and chips, make you hyperactive, irritable and moody.

Where possible, get involved in shopping for food and choose some healthy snacks.

## Get enough sleep

Good sleep improves thinking and concentration. Most teenagers need 8 to 10 hours' sleep a night.

Allow half an hour or so to wind down between studying, watching TV or using a computer and going to bed, to help get a good night's sleep.

Cramming all night before an exam is usually a bad idea. Sleep will benefit you far more than a few hours of panicky last-minute study.



Image reference: [www.vox.com](http://www.vox.com)

## Get help with study

Make sure you have somewhere comfortable to study. Ask your parents/carers for support with your revision.

They may have some good practical ideas that will help you revise, such as drawing up a revision schedule or getting hold of past papers for practice.

### Talk about exam nerves



Image reference: [www.telegraph.co.uk](http://www.telegraph.co.uk)

Remember that it's normal to feel anxious. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. If anxiety is getting in the way rather than helping, practise the activities you'll be doing on the day of the exam. This will help it feel less scary. For example, this may involve doing practice papers under exam conditions or seeing the exam hall beforehand. School staff should be able to help with this. Get help facing your fears and see

these activities through, rather than avoiding them. Think about what you know and the time you have already put into studying to feel more confident.

### Exercise during exams

Exercise can help boost energy levels, clear the mind, and relieve stress. It does not matter what it is – walking, cycling, swimming, football, and dancing are all effective.

Activities that involve other people can be particularly helpful.



Image reference: [www.sportsinjuryclinic.net](http://www.sportsinjuryclinic.net)

### When to get help

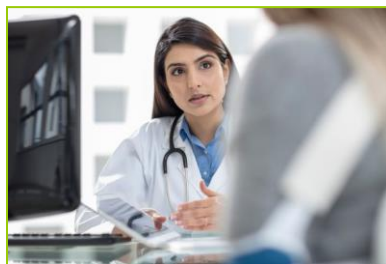


Image reference: [www.mirror.co.uk](http://www.mirror.co.uk)

Some young people feel much better when exams are over, but that's not the case for all young people.

Get help if your anxiety or low mood is severe, persists and interferes with their everyday life. Seeing a GP is a good place to start.

Remember our Student Support Managers are always here to help should you need any further guidance. You can email them at any time for confidential support and advice.

Pastoral support email: [help@thepolesworthschool.com](mailto:help@thepolesworthschool.com)

Health advice email: [www.nhs.co.uk](http://www.nhs.co.uk)



# Inclusion Department

At Polesworth we appreciate that some of our students may find assessments and exams really challenging, both academically and emotionally. It is the role of the Inclusion department to ensure that our students with additional needs have those needs met when it comes to taking their exams or completing assessments.

The Inclusion department is a large team that works across the whole school. We have several very experienced members of staff who are trained in how to get the best out of our students. They are also highly skilled at building relationships, nurturing, and mentoring.

If you think that your child needs some extra support for their exams it is important that we know about this as soon as possible so that we can put things in place and so that your child can familiarize themselves with what could end up being a new way of working. The Joint Council for Qualifications (JCQ) specifies that for a student to have extra-time or a scribe in exams they must meet certain criteria and they also must complete a standardized assessment completed by a trained assessor. They also require school to provide evidence that endorses the need for extra support. For example, if using a laptop is their normal way of working, we would need to show proof that this is how they work normally and not just something that we have requested for their exams.

If you would like to discuss things further or need to raise any concerns, please get in touch with the Inclusion department by phone or email.

SEN support email: [inclusionstaff@thepolesworthschool.com](mailto:inclusionstaff@thepolesworthschool.com)

SENCO email: [p.rosten@thepolesworthschool.com](mailto:p.rosten@thepolesworthschool.com)



## Curriculum information for Art Year 11

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| <b>Which exam board and course are used?</b>                                 | AQA GCSE Art and Design (Fine Art)   |
| <b>What curriculum topics are being covered this year?</b>                   | <p>September Year 10 to January Year 11</p> <p>Students will produce a self-led/directed project from a limited number of starting points/themes.</p> <p>February Year 10 to January Year 11.</p> <p>Students will produce another self-led/directed project from a limited number of starting points/themes.</p> <p>Within each project students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques, and processes</li> <li>• record their ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study.</li> <li>• use drawing skills for different needs and purposes, appropriate to context</li> <li>• realise personal intentions through sustained application of the creative process</li> </ul> <p>This represents 60% of the total GCSE mark.</p> |
| <b>How many exams have students got and what is covered in each one?</b>     | <p>In January 2023, students will receive the exam paper from the exam board. They will develop a project/theme of work which will culminate in them making a final piece of work in the 10-hour exam. This will take place the week after the Easter holidays.</p> <p>This represents 40% of the total mark.</p>  |
| <b>What should students be focusing on?</b>                                  | <p>Students should be focusing on ensuring that all deadlines are met and that the coursework is as high a quality as they can possibly make it.</p> <p>Art takes time to make; it needs time to make it good.</p>   |
| <b>What is the best way for parents to support students in this subject?</b> | <p>Promote a sense of resilience within your child to continually improve their work. Too often students see projects that are just a series of tasks. To achieve top quality marks, top quality work that has been continually improved is essential.</p>   |

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|---|--|
| <p><b>What websites and resources would be helpful?</b></p> <p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p> | <p><a href="https://www.bbc.com/bitesize/subjects/z6hs34">https://www.bbc.com/bitesize/subjects/z6hs34</a></p> <p><a href="https://www.studentartguide.com/articles/art-sketchbook-ideas#sketchbook-contents">https://www.studentartguide.com/articles/art-sketchbook-ideas#sketchbook-contents</a></p> <p><a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a></p> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <p>'Art takes time to make, put the time and effort in and it pays off!'</p> <p>'Don't just rely on working in the classroom, you need to work at home as well!'</p>   |

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## Curriculum information for Business Year 11

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| <b>Which exam board and course are used?</b>                                 | OCR GCSE Business (J204)  |
| <b>What curriculum topics are being covered this year?</b>                   | <p><b>Operations:</b> Production processes, quality of goods and services, sales process and customer service, consumer law, business location and working with suppliers.</p> <p><b>Influences on business:</b> ethical and environmental considerations, the economic climate and globalisation.</p> <p><b>Finance for business:</b> role of the finance function, sources of finance, revenues, costs, profit and loss, break-even, cash and cash flow.</p> <p><b>The interdependent nature of business.</b> How interdependencies underpin all business activity across all functional areas.</p>   |
| <b>How many exams have students got and what is covered in each one?</b>     | <p>4x internal tests based upon the 4 topics above. Operations Management, Finance, Influences on Business, and Interdependencies.</p> <p>Each of the topics will be assessed through internally marked <b>End of Topic Tests</b>. These will be in the form of 50-minute tests comprised of questions taken from previous exam papers. These will be completed in exam conditions (timed, in silence, without prior knowledge of the questions themselves). Students will be given several weeks warning that the test is approaching.</p> <p>2 x external examinations (summer exam series 2023).</p> <p>Paper 1: Business 1: business activity, marketing, and people (J204/01).</p> <p>Paper 2: Business 2: operations, finance, and influences on business (J204/02).</p>  |
| <b>What should students be focusing on?</b>                                  | <p>The main difficulty that GCSE students face is the sheer amount of content that needs to be learned. Students are strongly advised to revisit material covered in lesson and put together revision notes/posters/mind maps as <b>they go</b> rather than leaving it until each topic has been completed.</p> <p>Students should pay particular attention to:</p> <ul style="list-style-type: none"> <li>• Learning key terms and making use of business language in written responses.</li> <li>• Applying business theories to real life business examples i.e., through the case studies used in booklets and relevant examples of businesses in the news.</li> <li>• Being able to construct in-depth responses considering the implications of business decisions/recommendations and justifying why businesses should make certain decision (skills of analysis and evaluation).</li> <li>• Using past paper to improve examination technique and recall knowledge</li> </ul> |
| <b>What is the best way for parents to support students in this subject?</b> | <ul style="list-style-type: none"> <li>• Test them on their knowledge of key terms.</li> <li>• Ensure that your child is revising for end of topic tests.</li> <li>• Encourage them to take an interest in businesses reported in the news to help them apply their classroom learning to real life business examples.</li> </ul>   |

|   |   |
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|   | <ul style="list-style-type: none"> <li>• Help ensure homework and deadlines are met with relevant level of detail and use of key terms.</li> <li>• Support attendance at intervention and/or revision sessions.</li> </ul>  |
| <p><b>What websites and resources would be helpful?</b></p> <p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p> | <ul style="list-style-type: none"> <li>• BBC Bitesize, Tutor2U, Two Teachers, OCR</li> <li>• Students have been provided with everything that they need in the form of <b>content booklets</b> for each of the main topic areas. They will have 8 booklets of information across both years (2x People booklets).</li> <li>• Revision guides are available to purchase on the school shop</li> <li>• In addition to physical copies of these booklets, all materials have been uploaded to Microsoft Teams and can be accessed remotely.</li> </ul> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <p>“Learn the key terms so you don’t lose easy marks in the exam by not knowing them.”</p> <p>“Use the suggestions and tips your teacher gives for answering long exam questions.”</p> <p>“Take an interest in businesses reported in the news. It helps to understand things better.”</p> <p>“Use all the time you have in the exam to read over your answers.”</p> <p>“Read the business information carefully and use this in your answers to questions.”</p>  |

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## Curriculum information for Drama Year 11

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| <b>Which exam board and course are used?</b>                                 | AQA GCSE Drama, specification 8261/W  |
| <b>What curriculum topics are being covered this year?</b>                   | <p>Written examination – 40%.</p> <ul style="list-style-type: none"> <li>• Stage space, stage configurations; theatre roles.</li> <li>• Around the World in 80 Days</li> <li>• Ubu</li> </ul> <p>Practical examination (two performances) – 20%.</p>  |
| <b>How many exams have students got and what is covered in each one?</b>     | <p>As year 11 is the final year of the GCSE course, students complete both practical and written examinations which represent the final 60% of the GCSE (40% completed in year 10):</p> <ul style="list-style-type: none"> <li>• Written Examination: tbc 2021.</li> <li>• Practical Examination – tbc, Jan/Feb 2022.</li> </ul>  |
| <b>What should students be focusing on?</b>                                  | <ul style="list-style-type: none"> <li>• Developing their practical skills for performance work (acting, set, lighting, sound, costume).</li> <li>• Completing research to guide practical ideas.</li> <li>• Experimenting in practical work with theatrical style, techniques.</li> <li>• Learning all content taught in preparation for final examination.</li> </ul>   |
| <b>What is the best way for parents to support students in this subject?</b> | <p>Ask them about their current performance work:</p> <ul style="list-style-type: none"> <li>• Which skill have you chosen? / Which role are you playing?</li> <li>• What are you trying to communicate to the audience? How?</li> <li>• Listen to them say their lines – comment on vocal tone / facial expression / eyeline.</li> <li>• Ask them to explain / show their design ideas.</li> <li>• Encourage them to research to develop their understanding of their chosen role.</li> </ul> <p>Ask them to tell you about their set play, 'Around the World in 80 Days':</p> <ul style="list-style-type: none"> <li>• The story / the journey around the world.</li> <li>• What is Fogg / Fix / Passepartout / Mrs Aouda? How does the multi-roling work?</li> <li>• Are any of the characters like anyone we know / famous people? How and why?</li> <li>• What would the set / costumes / props / puppets / lights for this play look like?</li> </ul> <p>Ask them to tell you about the play that they saw:</p> <ul style="list-style-type: none"> <li>• What was the story?</li> <li>• Can you tell me the style and genre of the performance?</li> <li>• Which actors did you like best? Why?</li> <li>• Can you give me an example of a section which you particularly liked and why?</li> <li>• What did you think of the play?</li> <li>• What did (particular actor) do which impressed you? How did they create their character(s)?</li> </ul> |

|  |  |
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| <b>What websites and resources would be helpful?</b><br><b>What wider reading would be helpful?</b><br><b>Where can I get resources?</b> | <ul style="list-style-type: none"><li>• Resources on Teams.</li><li>• Re-read Around the World in 80 Days– every student has a copy.</li><li>• Exam board resources - <a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a>.</li></ul> |
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## Curriculum information for English Year 11

|   |   |
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| <b>Which exam board and course are used?</b>  | AQA   |
| <b>What curriculum topics are being covered this year?</b>  | <p><b>Language:</b> Paper 1 and Paper 2- Creative writing, writing to argue, analysis skills, comparison skills, summary skills, SPaG.</p> <p><b>Literature:</b> An Inspector Calls, Macbeth, and revision of the other set texts.</p>  |
| <b>How many exams have students got and what is covered in each one?</b>  | <p><b>Language:</b> Whole Paper 2 in December, Whole paper 1 by March in lessons.</p> <p><b>Literature:</b> Assessments each term on the set texts - An Inspector Calls in November, Macbeth in February, and Unseen Poetry in April.</p>   |
| <b>What should students be focusing on?</b>   | <p>Analytical skills and reading skills.<br/>Practice papers for English Language.<br/>Revision for literature texts to understand characters, plot, themes, and the effects of the writers' techniques.<br/>Making detailed notes.</p>   |
| <b>What is the best way for parents to support students in this subject?</b>  | <ul style="list-style-type: none"> <li>• Testing them on quotations from key texts.</li> <li>• Making sure all homework tasks are complete.</li> <li>• Read through the Walking Talking mock scripts to help them time each question for the language papers.</li> <li>• Guide them through the activities in revision booklets provided by the English Department.</li> <li>• Providing opportunities for students to work quietly at home.</li> </ul> |
| <p><b>What websites and resources would be helpful?</b><br/><b>What wider reading would be helpful?</b><br/><b>Where can I get resources?</b></p> | <ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Seneca</li> <li>• Spark notes</li> <li>• Youtube - Mr Bruff's Channel</li> <li>• CGP and Collins revision guides</li> <li>• York Notes</li> <li>• Massolit</li> <li>• Teams revision resources provided by class teachers</li> </ul> <p>The revision guides are available on the school shop on ParentPay.</p>   |
| <b>Have previous students got any tips or advice for this subject?</b>  | <p>"Make notes and quotation banks throughout the year rather than all at the end. Make revision cards as you go as there is no time in Year 11."</p> <p>"Your class notes are really important when it comes to revision so make sure you catch up on them if you miss a lesson."</p>  |

## Curriculum information for BTEC Enterprise Year 11

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| <b>Which exam board and course are used?</b>   | BTEC Tech Award in ENTERPRISE Level 1/Level 2 (603/1916/1)  |
| <b>What curriculum topics are being covered this year?</b>   | <p><b>Component 3:</b> Promotion and Finance of Enterprise.</p> <p><b>AO1:</b> Demonstrate knowledge and understanding of elements of promotion and financial records.</p> <p><b>AO2:</b> Interpret and use promotional and financial information in relation to a given enterprise.</p> <p><b>AO3:</b> Make connections between different factors influencing a given enterprise.</p> <p><b>AO4:</b> Be able to advise and provide recommendations to a given enterprise on ways to improve its performance.</p> <p>Resubmission of <b>Component 2</b> (where applicable).</p> |
| <b>How many exams have students got and what is covered in each one?</b>   | <p>Students have one externally assessed examination in Year 11. Students have the opportunity to sit the examination in:-</p> <ul style="list-style-type: none"> <li>• January 2023</li> <li>• June 2023</li> </ul>  |
| <b>What should students be focusing on?</b>  | <ul style="list-style-type: none"> <li>• Learn key theory including key terms and formulae.</li> <li>• Practise applying these formulae by doing practice questions.</li> <li>• Develop their written responses to analyse and evaluate business decisions.</li> <li>• Create appropriate revision resources to encourage recall of concepts and theories.</li> </ul>   |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Test them on their knowledge and understanding of key theory.</li> <li>• Have a calculator for lessons.</li> <li>• Ensure they complete homework.</li> <li>• Ensure they revise for end of topic tests.</li> <li>• Support attendance at intervention.</li> <li>• Purchase the revision guide from the school shop.</li> </ul>   |
| <b>What websites and resources would be helpful?</b><br><b>What wider reading would be helpful?</b><br><b>Where can I get resources?</b> | <p>BBC Bitesize. Two teachers. Pearson</p> <p>You tube videos on finance and promotion</p> <p>Component booklets and resources are provided by the department.</p> <p>Revision guides are available from the school website shop.</p> <p>Past papers can be completed from the Pearson website and handed in for feedback.</p>  |
| <b>Have previous students got any tips or advice for this subject?</b>   | <p>“Read questions in the exam carefully and always show your working to calculation questions.”</p> <p>“Learn the key terms and formulae so you don’t lose marks on short answer questions in the exam and have to re-sit.”</p> <p>“Use the structure given by your teacher to answer long mark questions”.</p>  |

## Curriculum information for Geography Year 11

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|--|---|
| <b>Which exam board and course are used?</b>   | AQA   |
| <b>What curriculum topics are being covered this year?</b>   | Fieldwork including 2 trips one to Carding Mill Valley fieldwork and one to Polesworth, Resources in the UK, Global Water Resources, Tropical Storms, pre-release Issue Evaluation booklet, and then revision.  |
| <b>How many exams have students got and what is covered in each one?</b>   | <p>Students will have one formal large assessment at the end of each topic and one mini-test on the theory of each topic. Additionally, practice past-paper questions will be embedded throughout each topic to be completed either during lessons or as homework activities. Prior to Christmas they will have a mock exam that will include a combination of questions from all 3 papers.</p> <p><b>GCSE Paper 1: Physical Geography:</b> Ecosystems &amp; Tropical Rainforests, Hot Deserts, Coasts, Rivers, Diverse Landscapes, Climate Change, Tectonics, Tropical Storms &amp; UK Weather Hazards.</p> <p><b>GCSE Paper 2: Human Geography:</b> Resources in the UK, Global Water Issues, Development (inc. Nigeria), UK Urban Change, Urbanisation [Mumbai] &amp; UK Economic Futures.</p> <p><b>GCSE Paper 3:</b> Issue Evaluation (based on pre-release) &amp; Unseen Fieldwork/Geographical Skills.</p> |
| <b>What should students be focusing on?</b>  | Students should be focusing on learning the key content and practicing their geographical skills such as describing, explaining, assessing, evaluating and map-skills.  |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Talk and ask them what they have been learning about.</li> <li>• Encourage them to watch any geographical documentaries.</li> <li>• Watch the news or follow a news App, also the department twitter feed <a href="#">@Polesworth_Geog</a></li> <li>• Encourage them to revise key geographical terminology, and revise for assessments.</li> </ul>  |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | <ul style="list-style-type: none"> <li>• <b>Timeforgeography.</b> This is a fantastic website which allows students to revise their understanding of physical and human processes. <a href="https://timeforgeography.co.uk/#">https://timeforgeography.co.uk/#</a> .</li> <li>• The <b>BBC bitesize Geography website</b> is also really good and specific to the AQA course <a href="https://www.bbc.com/education/examspecs/zy3ptyc">https://www.bbc.com/education/examspecs/zy3ptyc</a></li> <li>• Seneca. Useful for revision and testing subject knowledge.</li> <li>• Buy a GCSE revision guide, there is one on parent pay to purchase for £2.59.</li> <li>• Students will be given a knowledge organiser that contains a summary of the course which can be used for revising.</li> </ul>   |
| <b>Have previous students got any tips or advice for this subject?</b>   | Use your knowledge organiser [these will be re-issued before PPEs].<br>Buy a revision guide early, these can be bought on through parent pay.<br>If you are unsure ask your teacher – they are there to help you.   |

## Curriculum information for History Year 11

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| <p><b>Which exam board and course are used?</b></p>                                 | <p>OCR History SHP B</p>  |
| <p><b>What curriculum topics are being covered this year?</b></p>                   | <p>We have 5 key components of the GCSE course:</p> <ul style="list-style-type: none"> <li>● People’s Health, 1250 - Present</li> <li>● Making of America, 1789 - 1900</li> <li>● The Elizabethans 1580-1603.</li> <li>● Life in Nazi Germany 1933-1945.</li> <li>● History Around Us Site Study (Raglan Castle).</li> </ul> <p>We are completing the Raglan Castle Site Study section of the course before October Half Term. The expectation is that the exam process will return to normal form, and we will be required to complete all the modules referenced above.</p> <p>We will therefore be able to study Elizabethans until March, before providing students with time to revise for their exams by revisiting the earlier modules such as People’s Health and Life in Nazi Germany.</p> |
| <p><b>How many exams have students got and what is covered in each one?</b></p>     | <p>We have 3 exams at the end of year 11:</p> <p><b>British history</b> – Thematic study and Depth study (1 h 45 min)<br/> <b>World history</b> – Period study and Depth study (1 h 45 min)<br/> <b>History Around Us</b> – Site study (1 hour)</p>   |
| <p><b>What should students be focusing on?</b></p>                                  | <ul style="list-style-type: none"> <li>● We need to finish the final module on Raglan Castle, students need to be completing work and making sure their notes are up to date for this (as well as all their other completed modules). There is still one more trip to go and those students will have the opportunity to reinforce their classroom learning.</li> <li>● Clearly, REVISION. We have limited time in lessons, so they need to ensure that they are doing work outside of lessons. This can take various forms.</li> <li>● Use of Seneca will embed learning in the first three modules listed above.</li> <li>● Practise exam questions using the resources provided.</li> </ul>  |
| <p><b>What is the best way for parents to support students in this subject?</b></p> | <ul style="list-style-type: none"> <li>● Just keep them going!</li> <li>● Making sure they are revising and keeping up with home learning tasks.</li> <li>● Encouragement to attend additional sessions nearer to exams.</li> <li>● There will be some revision files with teacher narration to aid their studies. They could create low stakes quizzing to aid them, and you could ask the questions!</li> </ul>   |

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| <p><b>What websites and resources would be helpful?</b><br/> <b>What wider reading would be helpful?</b><br/> <b>Where can I get resources?</b></p> | <p><b>Seneca.</b> It is an online system that has 3 revision areas: The Elizabethans (1580-1603), Life Under the Nazis (1933-45) and People’s Health Over Time (1250-Present). Questions have been set as an ‘assignment’ and their scores and time spent on Seneca is communicated to their teachers.</p> <p><b>Revision booklets.</b> We have created revision ‘workbooks’ with tasks, revision ‘knowledge organisers’ and exam skills materials. They need to be completing these and attempting tasks to help in their revision.</p> <p><b>OCR Revision Guides.</b> We have utilised the revision guides available to form the booklets, but there are published revision guides available to buy at various online outlets.</p> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <p>Some helpful tips from students:</p> <p>“Revise in bitesize chunks. It makes it easier to go back over things as well.”</p> <p>“Start early! There is a lot to get through and little time to get it done!”</p> <p>“Use the revision sessions available. I found it helped to remind me of areas we have studied.”</p> <p>“Make sure you cover all topic areas. There are 5 and they all need to be studied.”</p> <p>“As far as possible try past exam questions to help you understand the different approaches.”</p>  |

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## Curriculum information for IT - iMedia Year 11

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| <p><b>Which exam board and course are used?</b></p>                                 | <p>OCR Level 1/2 Cambridge National Certificate in Creative iMedia - J817.</p>   |
| <p><b>What curriculum topics are being covered this year?</b></p>                   | <p><b>R081 - Exam (resits students only).</b><br/> <b>R087 - Creating an Interactive Multimedia Product (Coursework - 25% of overall grade).</b></p> <ul style="list-style-type: none"> <li>• LO1 Understand the uses and properties of interactive multimedia products.</li> <li>• LO2 Plan an interactive multimedia product.</li> <li>• LO3 Create an interactive multimedia product.</li> <li>• LO4 Check &amp; review an interactive multimedia product.</li> </ul> <p><b>R092 - Developing Digital Games (Coursework - 25% of overall grade).</b></p> <ul style="list-style-type: none"> <li>• LO1 Understand game creation, hardware, software, and peripherals.</li> <li>• LO2 Plan a digital game.</li> <li>• LO3 Create a digital game, software features, properties, interaction, gameplay.</li> <li>• LO4 Check &amp; review the digital game including testing.</li> </ul> |
| <p><b>How many exams have students got and what is covered in each one?</b></p>     | <p>In year 11, some students may be required to do the re-sit of the R081 exam. R087 interactive multimedia product coursework project and R092 game development coursework project will be moderated and externally assessed throughout the year.</p>   |
| <p><b>What should students be focusing on?</b></p>                                  | <ul style="list-style-type: none"> <li>• Revising R081 content in preparation for their external exam (resit students only).</li> <li>• Practicing their Photoshop and Clickteam Fusion 2.5 skills and watching YouTube tutorials on Photoshop and Fusion covering some of the advanced skills.</li> <li>• Understanding the coursework content.</li> <li>• Meeting deadlines (students may have to attend catchups if they miss lesson time on their coursework).</li> </ul> <p><b>(Please note coursework should be completed under supervision in school, but if remote learning is needed then these will be timed and logged sessions. Students are not allowed to complete work at home outside of the timed sessions.)</b></p>  |
| <p><b>What is the best way for parents to support students in this subject?</b></p> | <p><b>R081 (Resit Exam).</b></p> <ul style="list-style-type: none"> <li>• Help students revise for the resit exam.</li> <li>• Assist them to learn key terms and definitions.</li> <li>• Encourage them to complete R081 past papers (available: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/</a>)</li> <li>• Read their practise answers / look at their pre-production planning designs and ask them to explain their ideas to you.</li> </ul> <p><b>R082, R087 and R092 (Coursework Projects).</b></p>   |



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|   | <ul style="list-style-type: none"> <li>• Help them understand and interpret the scenario and tasks required.</li> <li>• Supporting them with conducting relevant research on LO1 to aid the relevant project.</li> <li>• Encourage them to practice creating relevant pre-production documents, i.e. mood boards, mind maps, visualisation diagrams etc.</li> </ul>  |
| <p><b>What websites and resources would be helpful?</b><br/> <b>What wider reading would be helpful?</b><br/> <b>Where can I get resources?</b></p> | <ul style="list-style-type: none"> <li>• BBC Bitesize Media Studies Concepts - <a href="https://www.bbc.com/bitesize/subjects/ztnygk7">https://www.bbc.com/bitesize/subjects/ztnygk7</a></li> <li>• Photoshop/PowerPoint/Dreamweaver/Fusion YouTube tutorials.</li> <li>• Graphics design and creation related websites:<br/> <a href="https://www.sqa.org.uk/e-learning/BitVect01CD/page_01.htm">https://www.sqa.org.uk/e-learning/BitVect01CD/page_01.htm</a><br/> <a href="https://1stwebdesigner.com/graphic-design-basics-elements/">https://1stwebdesigner.com/graphic-design-basics-elements/</a><br/> <a href="https://www.lifewire.com/what-is-graphic-design-1697521">https://www.lifewire.com/what-is-graphic-design-1697521</a></li> <li>• Interactive multimedia related websites:<br/> <a href="https://formula-d.co.za/journal/">https://formula-d.co.za/journal/</a><br/> <a href="https://www.awwwards.com/websites/web-interactive/">https://www.awwwards.com/websites/web-interactive/</a><br/> <a href="https://www.bloomberg.com/graphics/infographics/">https://www.bloomberg.com/graphics/infographics/</a></li> <li>• Game design and creation related websites:<br/> <a href="https://pegi.info/">https://pegi.info/</a><br/> <a href="https://www.bbc.com/bitesize/articles/z3whpv4">https://www.bbc.com/bitesize/articles/z3whpv4</a><br/> <a href="http://hitboxteam.com/designing-game-narrative">http://hitboxteam.com/designing-game-narrative</a></li> </ul> |

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## Curriculum information for Maths Year 11

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| <b>Which exam board and course are used?</b>   | Edexcel GCSE Mathematics (9-1)   |
| <b>What curriculum topics are being covered this year?</b>   | Surface Area and Volume<br>Transformations<br>Congruence and Similarity<br>Vectors<br>Algebra and Algebraic Proof<br>Algebraic Fractions<br>Inequalities and Regions<br>Circle Geometry<br>Simultaneous Equations<br>Functions and Iteration<br>Further Trigonometry   |
| <b>How many exams have students got and what is covered in each one?</b>   | <p><u>Final External Assessment (Examined in Year 11).</u></p> <ul style="list-style-type: none"> <li>• 3 Papers (2 Calculator, 1 Non-Calculator).</li> <li>• Each Paper is 1 hour 30 minutes.</li> <li>• Each paper is worth 80 marks.</li> </ul> <p><u>Internal Assessment.</u></p> <ul style="list-style-type: none"> <li>• End of term assessments based on work that students have covered so far will be assessed.</li> <li>• Mock exams will be the same set-up as the final examinations.</li> </ul>   |
| <b>What should students be focusing on?</b>  | <p>Students have homework set on Sparx weekly. Full completion of the homework is essential as research has shown this has a great impact on their overall grade. Homework questions are individualised for every student and there is opportunity to extend using the 'Target' section.</p> <p>Once their assessments have been completed a grid highlighting their personal strengths and weaknesses will be shared with students and parents. Students should use this as a guide for their revision.</p>   |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Support students in completing the suggested revision from their grid.</li> <li>• Encourage you child to complete their Sparx fully every week.</li> <li>• Ensure your child has the correct equipment including a scientific calculator that can be found on the school shop (costing £8.30).</li> </ul>   |
| <b>What websites and resources would be helpful?</b><br><b>What wider reading would be helpful?</b><br><b>Where can I get resources?</b> | <p><b>Sparx Maths</b> - <a href="http://www.sparxmaths.com">www.sparxmaths.com</a><br/>Personalised homework suited to the student's level.</p> <p><b>Maths Genie</b> - <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a><br/>Suitable for Exam Practice and Topic Based Revision (Solutions are available).</p> <p><b>On Maths</b> – <a href="http://www.onmaths.com">www.onmaths.com</a><br/>Suitable for Online Paper Practice (Self-marking Exam Papers).</p> <p><b>Physics and Maths Tutor</b> – <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a><br/>GCSE Revision by Topic/Grade and Past Paper Practice.</p> <p><b>Revision Guides, Workbooks and Scientific Calculators are also sold on Parent Pay.</b></p> |

## Curriculum information for Modern Foreign Languages Year 11

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| <b>Which exam board and course are used?</b>   | AQA   |
| <b>What curriculum topics are being covered this year?</b>   | <p>Y11 – Theme 3 AQA GCSE - Education and world of work:</p> <ul style="list-style-type: none"> <li>• My studies</li> <li>• Life at school / college</li> <li>• Education post-16</li> <li>• Jobs, career choices and ambitions</li> </ul> <p>Social issues:</p> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> <li>• Future family &amp; life plans</li> </ul>       |
| <b>How many exams have students got and what is covered in each one?</b>   | <p>Four skills – 25% each during year 11:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading &amp; translation</li> <li>• Writing</li> <li>• Speaking</li> </ul>   |
| <b>What should students be focusing on?</b>  | <ul style="list-style-type: none"> <li>• Building up vocabulary over time.</li> <li>• Structure to transfer from topic to topic.</li> <li>• Developing answers.</li> <li>• Revise / develop confidence with tenses and using 3 tenses confidently.</li> </ul>   |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Vocabulary practice – test them if that is possible.</li> <li>• Encourage them to practise their paragraphs aloud.</li> <li>• Encourage them to use their language skills at home.</li> <li>• Watch a new or favourite film / series in the foreign language with subtitles.</li> <li>• Reinforce the value of languages in our modern globalised world.</li> </ul>                    |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | <ul style="list-style-type: none"> <li>• GCSE Bitesize.</li> <li>• Kerboodle – log-in issued by class teacher.</li> <li>• Quizlet/Mem-rise.</li> <li>• CGP revision booklet / practice book.</li> <li>• Teachit revision booklet (issued by teacher in lessons).</li> <li>• Purple speaking booklet – with model answers and phrases to support home learning.</li> <li>• Vocabulary packs and Knowledge organisers.</li> </ul> |
| <b>Have previous students got any tips or advice for this subject?</b>   | <ul style="list-style-type: none"> <li>• Revise little and often (10 – 15 minutes daily).</li> <li>• Practise <i>aloud</i> any aspect of the speaking.</li> <li>• Practise vocabulary every day.</li> <li>• Attend weekly 30-minute revision sessions regularly.</li> </ul>   |

## Curriculum information for Music Year 11

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| <b>Which exam board and course are used?</b>   | Pearson BTEC Level 2 First Award in Music Practice.   |
| <b>What curriculum topics are being covered this year?</b>   | BTEC is a vocational course with an emphasis on real life scenarios. Over the course students will be looking at jobs in the industry, music performance, ensemble skills, creating a product and studying musical styles and genres.   |
| <b>How many exams have students got and what is covered in each one?</b>   | There will be a 1-hour exam about the music industry taken in year 10 with a possibility of a resit in year 11 (January 2022). The course is moderated over the two years however two out of the three units will be completed under workshop and controlled conditions and will be externally assessed. Students will be expected to perform in several concerts and events which will be used as evidence in their performance units.   |
| <b>What should students be focusing on?</b>  | Instrumental practice at home making sure they are confident and secure with their parts. Listening to music at home and expanding their experience of styles and genres. Reading around techniques and styles covered in class.  |
| <b>What is the best way for parents to support students in this subject?</b>   | Parents/carers can support their child in their music making by making sure they establish a regular practice routine at home.<br>Arrange specialist instrumental lessons for them.<br>Ensure they complete work set to a deadline.<br>Attend any performance opportunities – Live Lounge, Summer Sessions.   |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | Students will be given a unit booklet that will have all the recommended websites and resources needed to complete the relevant tasks.<br>These will also be on the departmental website which can be accessed through <a href="http://www.thepolesworthschool.com">www.thepolesworthschool.com</a> .<br><br>The library has a designated section for BTEC music which also includes books about the music industry, careers, and events management. There is also an excellent source of reference books, guidance booklets and printed scores/lead sheets in the department that can be accessed throughout the course. Publications that would help develop your child’s ability are published by RSL (Rock School) and ABRSM who publish grade books for all instrumental disciplines. Staff in the music department would be able to advise you further (s.glover@thepolesworthschool.com) |
| <b>Have previous students got any tips or advice for this subject?</b>   | Practice, practice and practice some more!<br><br>You get out of the course what you put in. Only you can learn your part, but the best buzz is when you go up on stage with your band and hear it all put together.<br><br>You make mistakes all the time. The key is to learn from them and not make the same mistakes again – Ed Sheeran.  |

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## Curriculum information for GCSE PE Dance Year 11

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| <b>Which exam board and course are used?</b>                                 | AQA GCSE Dance   |
| <b>What curriculum topics are being covered this year?</b>                   | <p><b>Year 10:</b><br/>Solo set phrases (Breathe and Shift)<br/>4 Professional set works<br/>Duet<br/>Technique/skills of a dancer<br/>Choreography</p> <p><b>Year 11:</b><br/>Choreography<br/>2 Professional set works<br/>Critical appreciation of own work<br/>All Practical assessments<br/>Revision</p>  |
| <b>How many exams have students got and what is covered in each one?</b>     | <p><b>1 practical exam:</b><br/>2 set phrases<br/>1 Duet/Trio<br/>1 piece of choreography</p> <p><b>1 theory paper:</b><br/><i>Section A</i> – Knowledge and understanding of choreographic processes and performing skills<br/><i>Section B</i> – Critical appreciation of own work<br/><i>Section C</i> – Study and analysis of 6 professional works</p>   |
| <b>What should students be focusing on?</b>                                  | <p><b>Performance:</b> Physical, technical, expressive, and mental skills.</p> <p><b>Choreography:</b> Selection and use of appropriate actions and dynamics, space and relationships, structuring devices, choreographic devices, aural setting, and performance environment.</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Understand the theory of choreography and associated key terms.</li> <li>• Understand safe dance practise</li> <li>• Be able to define, explain and example physical, technical, expressive, and mental skills</li> <li>• Study and understand 6 professional set works in detail, being able to compare them and give clear examples</li> <li>• Analyse and evaluate own performances and choreography</li> </ul> |
| <b>What is the best way for parents to support students in this subject?</b> | <p>-Encourage/support your child to attend clubs/ dance performances, shows and competitions in and out of school.</p> <p>-Support them in completing homework, set tasks and practical deadlines on time.</p>   |

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|  | -Encourage your child to maintain commitment towards subject and keeping physically fit and active to aid with practical elements.   |
| <b>What websites and resources would be helpful?</b><br><b>What wider reading would be helpful?</b><br><b>Where can I get resources?</b> | <p>A wide variety of Dance resources are provided through booklets and revisions aids.</p> <p>Students have access to the schools Planet E-Stream, where all the professional works are available to watch.</p> <p>Students can access the set phrase videos through the AQA website, either search for the subject or type in the URL below:<br/> <a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases</a></p> |
| <b>Have previous students got any tips or advice for this subject?</b>   | <ul style="list-style-type: none"> <li>• Stay organised and on top of deadlines, particularly within practical elements.</li> <li>• Use rehearsal time in school during class or lunchtimes to get help and refine practical aspects.</li> <li>• Use past papers to understand the structure of questions and technique required.</li> <li>• Watch the videos of the professional works as much as possible.</li> </ul>  |

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## Curriculum information for PE Sports Science Year 11

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| <b>Which exam board and course are used?</b>                                 | OCR - Cambridge National Sport Science   |
| <b>What curriculum topics are being covered this year?</b>                   | <p><b>Year 9:</b></p> <ul style="list-style-type: none"> <li>• Fitness and training coursework (LO1-4).</li> <li>• Injuries exam (LO1&amp;2).</li> </ul> <p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>• Injuries exam (LO3&amp;4).</li> <li>• Physiology coursework (LO1-2).</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Physiology coursework (LO3-4).</li> <li>• Nutrition coursework (LO1-LO4)</li> </ul>   |
| <b>How many exams have students got and what is covered in each one?</b>     | <p><b>Year 10 Injury exam (1 paper)</b></p> <ul style="list-style-type: none"> <li>▪ Extrinsic factors &amp; risk of injury.</li> <li>▪ Intrinsic factors &amp; risk of injury.</li> <li>▪ Warm-up &amp; cool-down to prevent injury.</li> <li>▪ How to respond to injuries.</li> <li>▪ Common medical conditions.</li> </ul>  |
| <b>What should students be focusing on?</b>                                  | <p><b>Coursework – 75% of course:</b></p> <ul style="list-style-type: none"> <li>▪ Applying the theory of fitness, physiology and nutrition to practical sporting examples.</li> <li>▪ Thinking about how to improve performance by utilising the theories behind fitness, physiology and nutrition.</li> </ul> <p><b>Injury exam – 25% of course:</b></p> <ul style="list-style-type: none"> <li>▪ Understand how extrinsic and intrinsic factors can increase risk of injury.</li> <li>▪ Identify, explain, and apply treatments to common sporting injuries.</li> <li>▪ Understand how a warm-up and cool-down can help prevent injury.</li> <li>▪ Understand the symptoms of, and treatments for common medical conditions.</li> </ul> |
| <b>What is the best way for parents to support students in this subject?</b> | <ul style="list-style-type: none"> <li>▪ Support and encourage your child to meet their <u>RO43 (Physiology)</u> coursework deadline and their <u>RO45 (Nutrition)</u> coursework deadlines that will follow.</li> <li>▪ Pupils will be shown how to use Microsoft OneDrive (cloud-based) but can alternatively use a memory stick or Google Drive to save their work and may need support accessing these at home. They should check their MS Teams and school email accounts regularly (ideally once a day).</li> <li>▪ Encourage your child to seek support and/or attend catch-up sessions when needed.</li> <li>▪ Contact us if you have any concerns / queries.</li> </ul>   |
| <b>What websites and resources would be helpful?</b>                         | <p>Course textbook/revision guide is comprehensive:<br/>Cambridge National Level 1/2 Sport Science, Murray &amp; Howitt 2019.<br/><a href="https://www.amazon.co.uk/Cambridge-National-Level-Sport-Science/dp/1510456430">https://www.amazon.co.uk/Cambridge-National-Level-Sport-Science/dp/1510456430</a></p>  |

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| <p><b>What wider reading would be helpful?</b><br/><b>Where can I get resources?</b></p> | <p>Teachers' slides are always available and signposted in lessons. They are saved in the 'Pupil Shared Area' drive for pupils to refer to after a lesson has been taught.</p> <p>Students will be provided with student checklists for each of the coursework units.</p> <p>Students will be provided with exam unit summary sheets and exam questions.</p> <p>Students should be actively interested in sport, developing a greater breadth and depth of understanding to enhance their work.</p> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>            | <ul style="list-style-type: none"> <li>• Stay as organised as possible.</li> <li>• Work hard every lesson.</li> <li>• Use practical sporting examples.</li> <li>• Use the internet to find case studies from specific athletes.</li> </ul>  |

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## Curriculum information for Religious Studies Year 11

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| <b>Which exam board and course are used?</b>                                 | AQA, specification A.   |
| <b>What curriculum topics are being covered this year?</b>                   | <ul style="list-style-type: none"> <li>• Islam Practices</li> <li>• Relationships and Families</li> <li>• Religion and Life</li> </ul>  |
| <b>How many exams have students got and what is covered in each one?</b>     | <p><b>External examinations:</b> Two examinations in the summer. Both exams are 1 hour 45 minutes.</p> <ul style="list-style-type: none"> <li>• Paper 1 will be on Christian Beliefs, Christian Practices, Islam Beliefs, and Islam Practices.</li> <li>• Paper 2 will be on Theme A Relationships and Families, Theme B Life and Death, Theme D Peace and Conflict and Theme E Crime and Punishment.</li> </ul> <p>Students must answer 5 compulsory questions from each of the units above.</p> <p><b>Internal assessments:</b> mid and end of each unit.</p> <ul style="list-style-type: none"> <li>• These will be under exam conditions and timed. Questions will be taken from previous GCSE exam papers and are marked in accordance to the GCSE mark scheme.</li> </ul> |
| <b>What should students be focusing on?</b>                                  | <p>Students should secure their understanding by reviewing their learning periodically. All students were given a revision guide free of charge. Revision materials can also be found on Teams, BBC Bitesize and Oak National Academy. There is a lot of content to learn and so students would benefit from creating revision resources, such as flash cards and mind maps, which they can use through the whole of their course.</p> <p>All units are of equal value however many student find paper 1 harder than paper 2. Students should concentrate on learning key terms so that they can access what each question is asking them, and ensure that they can provide evidence for each idea. This can be a quote, example or statistic.</p>                              |
| <b>What is the best way for parents to support students in this subject?</b> | <p>Parents can test their son/daughter’s knowledge and understanding of key terms and ideas, especially in the run up to assessments. Parents should encourage their son/daughter to revisit topics previously learnt to keep their knowledge fresh.</p> <p>Parents can also talk and debate with their son/daughter about the issues which have come up in the various topics. This helps develop evaluation skills and supports students in being able to explain arguments clearly.</p>  |

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| <p><b>What websites and resources would be helpful?</b><br/> <b>What wider reading would be helpful?</b><br/> <b>Where can I get resources?</b></p> | <p>The most useful websites for revision are BBC Bitesize and senecalearning.com. Both sites provide information and explanation, as well as quick quizzes to test knowledge. The revision guide issued also has a code at the front that allows students access to a further revision resource.</p> <p>Resources can also be found on Teams.</p>  |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <ul style="list-style-type: none"> <li>• Give yourself plenty of time to revise for assessments and exams. Leaving it until the last-minute means you do not do your best work.</li> <li>• Try to think about how ideas relate to each other. There are many times that quotes used in one topic can be used in others as well.</li> <li>• Revise by completing past questions. Doing this will help you know what you have remembered, as well as ensuring you know where there are gaps in your skills.</li> </ul> |

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## Curriculum information for Retail Business Year 11

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| <b>Which exam board and course are used?</b>   | WJEC Vocational Certificate in Retail Business   |
| <b>What curriculum topics are being covered this year?</b>   | In Year 11 students will be completing their coursework for Unit 3 Retail Operations. During this unit they will study: <ul style="list-style-type: none"> <li>• Functional areas</li> <li>• Rights and responsibilities of retail staff</li> <li>• Legislation</li> <li>• Encouraging sales</li> <li>• Using technology in retail</li> <li>• Seasonality</li> <li>• Preparing for unplanned situations</li> <li>• Proposing changes to retail store operations</li> </ul>                 |
| <b>How many exams have students got and what is covered in each one?</b>   | Students in Year 11 were scheduled to take their only exam in this subject in the summer of Year 10, due to the cancellation of summer exams students will receive a Centre Assessed Grade instead. The only formal assessment this year is their Unit 3 coursework.   |
| <b>What should students be focusing on?</b>  | Students should be focusing on completing their Unit 3 coursework and staying up to date.  |
| <b>What is the best way for parents to support students in this subject?</b>   | Encourage students to give opinions about the service that you experience while you are shopping, discuss business news with them and ask them how they think retailers may be affected by different situations.   |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | <a href="https://www.bbc.co.uk/news/business">https://www.bbc.co.uk/news/business</a><br><a href="https://www.businessed.co.uk/">https://www.businessed.co.uk/</a><br><a href="https://www.bbc.co.uk/bitesize/subjects/zpsvr82">https://www.bbc.co.uk/bitesize/subjects/zpsvr82</a><br>Resources can be found at <a href="https://www.wjec.co.uk/qualifications/retail-business-level-1-2/#tab_overview">https://www.wjec.co.uk/qualifications/retail-business-level-1-2/#tab_overview</a> |
| <b>Have previous students got any tips or advice for this subject?</b>   | <p>“Stay up to date with your coursework.”</p> <p>“Always think about how a retailer could change or improve when you’re shopping.”</p>  |

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## Curriculum information for Combined Science Year 11

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| <b>Which exam board and course are used?</b>   | AQA – Trilogy (Combined Science)  |
| <b>What curriculum topics are being covered this year?</b>   | Topic numbers included in brackets – these link to the revision guide   |
|  | <b>Biology</b>   Inheritance, Variation and Evolution (6), Ecology (7)  |
|  | <b>Chemistry</b>   Organic Chemistry (7), Chemical Analysis (8), Chemistry in the Atmosphere (9), Using Resources (10)  |
|  | <b>Physics</b>   Waves (6), Magnetism and Electromagnetism (7)  |
| <b>How many exams have they got and what is covered in each one?</b>   | Students continue to have end of topic tests as a form of formal assessment. In the summer term, students will sit their End of Year exam which is a Paper 1 PPE for Biology, Chemistry and Physics. Combined Science exams each last 1hr 15mins. Single Science exams each last 1hr 45mins.  |
|  | <b>6 exams in total (Paper 1 &amp; Paper 2 in each Science) to sit in May/June:</b>   |
|  | <b>Biology</b>   2x 1hr 15mins exams.<br>Paper 1 – Topics (1), (2), (3), (4) & Paper 2 – (5), (6), (7)  |
|  | <b>Chemistry</b>   2x 1hr 15mins exams.<br>Paper 1 – Topics (1), (2), (3), (4), (5) & Paper 2 – (6), (7), (8), (9), (10)  |
|  | <b>Physics</b>   2x 1hr 15mins exams.<br>Paper 1 – Topics (1), (2), (3), (4) & Paper 2 – (5), (6), (7)  |
| <b>What should students be focusing on?</b>  | Key word definitions for all subjects and equations for Physics.<br>Completing practice papers and any revision booklets provided.<br>Completing homework on Educake and setting self-tests on Educake to further revise.<br>Completing lessons on Oak Academy for any topics which students have found difficult or missed due to absence.   |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Ensure your child has a quiet area to do regular revision or homework on a weekly basis.</li> <li>• Ask your child to show you the work they have completed during this time.</li> <li>• Talk to your child about the topics they have been taught recently and how they link to previous topics; ask them what they have done in lesson that day.</li> <li>• Ensure students have got resources for revision/homework using the information below.</li> </ul>   |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | <ul style="list-style-type: none"> <li>• Educake – used for homework/revision - <a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a></li> <li>• BBC bitesize – <a href="https://www.bbc.com/bitesize/examspecs/z8r997h">https://www.bbc.com/bitesize/examspecs/z8r997h</a></li> <li>• AQA Specification - <a href="https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF">https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF</a></li> <li>• Free science lessons - <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw</a></li> </ul> |



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|   | <ul style="list-style-type: none"> <li>• Revision guides can be bought through the school shop on parent pay. (Order online and then students can collect after 3 working days subject to availability).</li> <li>• Oak academy - <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science</a></li> <li>• SENeca learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> </ul> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p> | <p>Start regular sessions of revision early – from the beginning of year 11.<br/>Learn all your equations for Chemistry and Physics and download the 23 Equations app!<br/>Revise little and often to keep it fresh in your mind.</p>   |

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## Curriculum information for Triple Science Year 11

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| <b>Which exam board and course are used?</b>   | AQA – Single Sciences (Triple) – Biology, Chemistry, Physics   |
| <b>What curriculum topics are being covered this year?</b>   | Topic numbers included in brackets – these link to the revision guide  |
|  | <b>Biology</b>   Inheritance, Variation and Evolution (6), Ecology (7)   |
|  | <b>Chemistry</b>   Organic Chemistry (7), Chemical Analysis (8), Chemistry in the Atmosphere (9), Using Resources (10)   |
|  | <b>Physics</b>   Waves (6), Magnetism and Electromagnetism (7) and Space (8)   |
| <b>How many exams have students got and what is covered in each one?</b>   | Students sit a Paper 1 PPE for each Science in December and a Paper 2 PPE in March. These results are used to inform summer exam tier entries for students.  |
|  | <b>6 exams in total (Paper 1 &amp; Paper 2 in each Science) to sit in May/June:</b>  |
|  | <b>Biology</b>   2x 1hr 45mins exams.<br>Paper 1 – Topics (1), (2), (3), (4) & Paper 2 – (5), (6), (7)   |
|  | <b>Chemistry</b>   2x 1hr 45mins exams.<br>Paper 1 – Topics (1), (2), (3), (4), (5) & Paper 2 – (6), (7), (8), (9), (10)   |
| <b>Physics</b>   2x 1hr 45mins exams.<br>Paper 1 – Topics (1), (2), (3), (4) & Paper 2 – (5), (6), (7), (8)          |  |
| <b>What should students be focusing on?</b>  | <p>Key word definitions for all subjects and equations for Physics.</p> <p>Completing homework on Educake and setting self-tests on Educake to further revise.</p> <p>Completing practice papers and any revision booklets provided.</p> <p>Completing lessons on Oak Academy for any topics which students have found difficult or missed due to absence.</p>   |
| <b>What is the best way for parents to support students in this subject?</b>   | <ul style="list-style-type: none"> <li>• Ensure your child has a quiet area to do regular revision or homework on a weekly basis.</li> <li>• Ask your child to show you the work they have completed during this time.</li> <li>• Talk to your child about the topics they have been taught recently and how they link to previous topics; ask them what they have done in lesson that day.</li> <li>• Ensure students have got resources for revision/homework using the information below.</li> </ul>  |
| <b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b> | <ul style="list-style-type: none"> <li>• Educake – used for homework/revision - <a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a></li> <li>• BBC bitesize – Combined - <a href="https://www.bbc.com/bitesize/examspecs/z8r997h">https://www.bbc.com/bitesize/examspecs/z8r997h</a></li> <li>• BBC bitesize – Single Sciences - <a href="https://www.bbc.com/bitesize/subjects/zrkw2hv">https://www.bbc.com/bitesize/subjects/zrkw2hv</a></li> <li>• Free science lessons –</li> <li>• <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw</a></li> <li>• Oak academy - <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</a></li> <li>• SENECA learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Revision guides can be bought through the school shop on parent pay. (Order online and then students can collect after 3 working days subject to availability).</li> </ul>                           |
| <b>Have previous students got any tips or advice for this subject?</b> | <p>Start regular sessions of revision early – from the beginning of year 11.</p> <p>Learn all your equations for Chemistry and Physics and download the 23 Equations app!</p> <p>Revise little and often to keep it fresh in your mind.</p> |

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## Curriculum information for Sociology Year 11

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| <p><b>Which exam board and course are used?</b></p>                                 | <p>AQA GCSE Sociology (8192)</p>   |
| <p><b>What curriculum topics are being covered this year?</b></p>                   | <p>Revision of:</p> <ol style="list-style-type: none"> <li>1) Sociological Theory</li> <li>2) Research Methods</li> <li>3) Families</li> <li>4) Education</li> <li>5) Crime and Deviance</li> <li>6) Social Stratification</li> </ol>  |
| <p><b>How many exams have students got and what is covered in each one?</b></p>     | <p>External exams: 2 x 1hr 45mins.</p> <p>Both exams will be sat at the end of the year. The first exam will test knowledge on Families and Education. The second exam will test knowledge on Crime and Deviance and Social Stratification. Sociological theory and research methods run through all sections of the course and will therefore be tested on both papers within the 4 sections mentioned above.</p> <p>Internal tests: TBD.</p> <p>This year has been set aside for revision of content and the honing of exam skills. Therefore, students will face frequent assessment – both planned and “blind”. Students will be made aware of upcoming tests and essays at least 1 week in advance.</p> |
| <p><b>What should students be focusing on?</b></p>                                  | <p>The main difficulty that GCSE students face is the sheer amount of content that needs to be learned. Students are strongly advised to begin their revision immediately and put together revision notes/posters/mind maps throughout the year rather than leaving it until a few weeks before the exams.</p> <p>Students should pay particular attention to:</p> <ul style="list-style-type: none"> <li>• The ideas of <b>key theorists</b> (these will be clearly marked in their booklets).</li> <li>• <b>Key debates</b> within each section (which will often be tested as 12-mark essay questions).</li> <li>• The application of <b>research methods</b> to the study of society.</li> </ul>         |
| <p><b>What is the best way for parents to support students in this subject?</b></p> | <ul style="list-style-type: none"> <li>• Test them on the contributions of key theorists. Information on these can be found in your child’s content booklets. Look for “<b>Key Theorist: &lt;name&gt;</b>”.</li> <li>• Test them on their knowledge of key terms. Students will be provided with a glossary of key terms and definitions for each section of the course.</li> <li>• Ensure that your child is revising for end of topic tests.</li> </ul>  |

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| <p><b>What websites and resources would be helpful?</b><br/> <b>What wider reading would be helpful?</b><br/> <b>Where can I get resources?</b></p> | <ul style="list-style-type: none"> <li>• There are no particularly good websites for GCSE sociology since it is not offered in every school around the country. Furthermore, as this is a new specification, most online resources are no longer applicable.</li> <li>• Students have been provided with everything that they need in the form of <b>content booklets</b>. For each of the main topic areas, they will have 3 booklets of information. In addition to this, they will be given a <b>key terms booklet</b> as well as a “<b>revision booklet</b>” containing exam questions which will be completed for homework.</li> <li>• In addition to physical copies of these booklets, all materials have been uploaded to Microsoft Teams and can be accessed remotely.</li> </ul> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <p>“Don’t leave it until the last minute!”<br/> “Make sure you keep refreshing your knowledge of research methods – there are so many questions on these.”<br/> “Ask your teachers for help when you need it and don’t just miss out questions you don’t know the answer to.”<br/> “Watch the clock when you’re doing exam questions. Don’t rush through the shorter ones, but also make sure you’re giving yourself enough time for the essays.”</p>  |

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## Curriculum information for Cambridge National Child Development Year 11

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| <p><b>Which exam board and course are used?</b></p>   | <p>OCR - <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/">https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/</a></p>   |
| <p><b>What curriculum topics are being covered this year?</b></p>   | <p>Year 11 – Unit R020 - HT1 - Benefits of play. Revise for the retake if applicable .HT2 - Plan play activities. Revise for the retake if applicable. HT3 - Carry out activities. Retake the exam if the grade in year 10 is not high enough to reach the target grade in Half term 3 January 11<sup>th</sup>, 2023.<br/>HT4 - Evaluate play activities and hand in HT5 – Make any amendments before this is sent off.</p>  |
| <p><b>How many exams have students got and what is covered in each one?</b></p>   | <p>Year 11 – The exam has been taken in Year 10 and the results published in August for R018 units as well as the coursework unit RO19. Should your child’s grade be insufficient to reach their target grade they will retake the exam and possibly re-enter the coursework in May.<br/>RO20 – Coursework, is the current piece of work your child will be studying and completing in class.</p>  |
| <p><b>What should students be focusing on?</b></p>  | <p>Students are currently completing an information leaflet on ‘Types of Development’ and then an information booklet on ‘Play’ which could be used to train nursery practitioners. They should then be focused on planning their developmental visits to a child using the knowledge and information that is taught in their lessons. Finally, they will carry out and evaluate these play activities with a child. This could be in person or sent via email to a friend or relative’s child. However, if retaking the exam, the whole of December should involve revision at home and attending after school classes. The exam is on the 11<sup>th</sup> of January 2023.</p> |
| <p><b>What is the best way for parents to support students in this subject?</b></p>   | <p>Support your child by watching videos or using the websites below when they are completing coursework. Attend the curriculum/parents’ evenings during the year to gain a better understanding of your child’s progress. Pass any emails about deadlines on to your child and email <a href="mailto:h.miller-jones@thepolesworthschool.com">h.miller-jones@thepolesworthschool.com</a> should you require any further information.<br/>Making sure they attend after school intervention sessions where appropriate.</p>   |
| <p><b>What websites and resources would be helpful?</b><br/><b>What wider reading would be helpful?</b><br/><b>Where can I get resources?</b></p> | <p>TV Programme on catch up and or Youtube: -</p> <ul style="list-style-type: none"> <li>• The Secret Life of a 3/4/5-year-old – Information on physical development, social development, and intellectual development. (Channel 4).</li> </ul> <p>OCR Cambridge National Child Development – links and resources.<br/><a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/">https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-j818/</a></p>   |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>   | <p>Keep up to date with your coursework and do your best in the units. Ask for feedback and advice. Use the guides provided and Teams which also has a files section to help you. Attend catch ups if you find you are not meeting deadlines.</p>  |

## Curriculum information for Graphics Year 11

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| <b>Which exam board and course is it?</b>                               | AQA Design & Technology 9-1 (Specialism Paper & Boards)  |
| <b>What curriculum topics are being covered this year?</b>              | For most of the year students focus on completing the NEA task set by the exam board. This is worth 50% of their final grade. They must produce a portfolio of work, including research, designing and evaluation. Students are also expected to make a working prototype showing the skills that they have learnt during the course. Once the coursework is completed, we then focus on revising for the written exam in the summer term. Students will need to recall the information that they learned during year 9 and 10. Further to this, lessons will be planned for students to individualise their revision and focus on areas that they do not feel confident in. |
| <b>How many exams have they got and what is covered in each one?</b>    | During the school year students will sit a mock exam in the first term and their final written exam in the summer term. This exam is split into three sections, core technical principles, specialist technical principles (paper & boards), and design and making principles. The written exam is worth 50% of their final grade.   |
| <b>What should my child be focusing on?</b>                             | While completing the coursework, students should ensure that they are using the skills and knowledge that they have learned in the last two years. They should use the deadline checklist and help booklet to ensure that they achieve maximum marks.  |
| <b>What is the best way for me to support my child in this subject?</b> | Support your child by watching videos or using the websites below when they are completing homework, coursework, or revision. Attend the curriculum evening to gain a better understanding of how to support your child. Check Teams, as it is updated with key information weekly.  |
| <b>What websites and resources would be helpful?</b>                    | Buy a Design & Technology – Paper & Boards Pack on Parent Pay Shop. This includes a revision guide, stationery, and pencil case that they can use during lessons, for their coursework and during their exam. The pack also includes all the folders that they will need for their classwork, revision and coursework.   |
| <b>What wider reading would be helpful?</b>                             | <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> - covers all the key knowledge needed for the exam and there is also guidance for the students when completing their coursework.   |
| <b>Where can I get resources?</b>                                       | <a href="https://www.bbc.com/bitesize/examspecs/zby2bdm">https://www.bbc.com/bitesize/examspecs/zby2bdm</a> - a fantastic resource that is tailored to the exam boards specification. Here you can revise the key information, watch videos to motivate students and there are quick tests at the end to ensure that the information has been understood.<br>GCSE Design & Technology (Pocket Poster App) – this is a free app that has many posters that condenses the information to easy and memorable chunks. This is perfect for visual learners.   |
| <b>Have previous students got any tips or advice for this subject?</b>  | Keep up to date with your coursework and make sure that you write in detail. Continue to revise after you have finished your theory work, as it is easy to forget knowledge if you are not revising regularly.   |

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## Curriculum information for Food Preparation and Nutrition Year 11

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| <b>Which exam board and course are used?</b>                                 | AQA- GCSE Food Preparation and Nutrition  |
| <b>What curriculum topics are being covered this year?</b>                   | <p>Food preparation skills and theory are intended to be integrated into the five sections:<br/> <b>1.</b> Food nutrition and health <b>2.</b> Food science <b>3.</b> Food safety <b>4.</b> Food choice <b>5.</b> Food provenance.</p> <p><b>Year 11</b> – In the final year of the GCSE students will undertake one NEA and their exam. Students will use the knowledge they have gain in previous years to complete their NEA to their full potential. Revision lessons will also take place in year 11 to ensure students have a secure knowledge.</p>   |
| <b>How many exams have students got and what is covered in each one?</b>     | <p><b>Year 11</b> – Mock exam at Christmas and their final GCSE exam in the summer.<br/> <b>Written exam:</b> 1 hour 45 minutes- 100 marks and 50% of GCSE - Pupils will be assessed on theoretical knowledge of food preparation and nutrition from Sections 1 to 5.</p> <p><b>NON-Exam Assessment</b> –<br/> <b>NEA 1:</b> Food investigation assessment (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory part of this NEA task. Students will need to document their investigations in a report containing photographic evidence.<br/> <b>NEA 2:</b> Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook, and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> |
| <b>What should students be focusing on?</b>                                  | <ul style="list-style-type: none"> <li>• Knowledge and information that is taught in lesson. (Exam questions and quizzes).</li> <li>• Homework and revision to help them retain the information and this will help the students learn how to apply their knowledge.</li> </ul>  |
| <b>What is the best way for parents to support students in this subject?</b> | <ul style="list-style-type: none"> <li>• Encourage your child to revise and complete work on time.</li> <li>• Involve your child in preparing and cooking dishes at home.</li> <li>• Attend the curriculum/ parents' evenings during the year.</li> <li>• Quiz nights – Create a Kahoot account and you can search for quizzes <u>based on the course.</u></li> </ul>   |
| <b>What websites and resources would be helpful?</b>                         | <ul style="list-style-type: none"> <li>• <b>TV programmes:</b> Master Chef, The Great British Bake off and Inside the factory.</li> </ul>   |



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| <p><b>What wider reading would be helpful?</b><br/><b>Where can I get resources?</b></p> | <ul style="list-style-type: none"> <li>• <b>Revision guides/packs:</b> Exam specific revision guides (AQA)- available on parent pay.</li> <li>• <b>Website: AQA:</b> <a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-andnutrition-8585/assessment-resources">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-andnutrition-8585/assessment-resources</a></li> <li>• <b>Website: BBC Bitesize:</b> <a href="https://www.bbc.com/bitesize/subjects/zdn9jhv">https://www.bbc.com/bitesize/subjects/zdn9jhv</a></li> <li>• <b>Website: Seneca:</b> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• <b>Website: Food a fact of Life:</b> <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></li> </ul> |
| <p><b>Have previous students got any tips or advice for this subject?</b></p>            | <ul style="list-style-type: none"> <li>• Practice practical skills at home.</li> <li>• Ensure you stay up to date with NEAs.</li> <li>• Attend any catch ups or revision sessions scheduled.</li> </ul>   |

Notes:

## Curriculum information for Resistant Materials Year 11

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| <p><b>Which exam board and course are used?</b></p>   | <p>AQA GCSE Design and Technology<br/> <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a></p>   |
| <p><b>What curriculum topics are being covered this year?</b></p>   | <p>For most of the year students focus on completing the NEA task set by the exam board. This is worth 50% of their final grade. They must produce a portfolio of work, including research, designing and evaluation. Students are also expected to make a working prototype showing the skills that they have learnt during the last three years. Once the coursework is completed, we then focus on revising for the written exam in the summer term. Students will need to recall the information that they learned during year 10. Further to this, lessons will be planned for students to individualise their revision and focus on areas that they do not feel confident in.</p>  |
| <p><b>How many exams have students got and what is covered in each one?</b></p>   | <p>During the school year students will sit a pre-public exam in the first term and their final written exam in the summer term. This exam will cover core content in Section A, more technical knowledge of their chosen specialism in section B, and designing and making principles in section C. The written exam is worth 50% of their final grade.</p>   |
| <p><b>What should students be focusing on?</b></p>  | <p>While completing the coursework, students should ensure that they are using the skills and knowledge that they have learnt in the last two years. They should use the deadline checklist and help booklet to ensure that they achieve maximum marks.</p>  |
| <p><b>What is the best way for parents to support students in this subject?</b></p>   | <p>Encourage your son/daughter to watch YouTube videos or use the websites below when they are completing homework, coursework, or revision. Attend the curriculum to gain a better understanding of how to support your son/daughter's progress. Check Teams, as it is updated with key information.</p>  |
| <p><b>What websites and resources would be helpful?</b><br/> <b>What wider reading would be helpful?</b><br/> <b>Where can I get resources?</b></p> | <p>The Design &amp; Technology – RM Pack. This includes a revision guide, stationery, and pencil case that they can use during lesson, for their coursework and during their exam. The pack also includes all the folders that they will need for their classwork, revision and coursework. There is also an apron and mask that ensures the safety of your child which is recommended by CLEAPSS.<br/> <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> - covers all the key knowledge needed for the exam and there is also guidance for the students when completing their coursework.<br/> <a href="https://www.bbc.com/bitesize/examspecs/zby2bdm">https://www.bbc.com/bitesize/examspecs/zby2bdm</a> - a fantastic resource that is tailored to the exam boards specification. Here you can revise the key information, watch videos to motivate students and there are quick tests at the end to ensure that the information has been understood.<br/> GCSE Design &amp; Technology (Pocket Poster App) – this is a free app that has many posters that condenses the information to easy and memorable chunks. This is perfect for visual learners.</p> |

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| <b>Have previous students got any tips or advice for this subject?</b> | Make sure that you go to catch up sessions so that you do not fall behind on your work. The revision sessions are fun, especially when we do practical within them. |
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## Curriculum information for Travel & Tourism Year 11

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| <b>Which exam board and course are used?</b>   | Year 11 – BTEC FIRST Award Travel & Tourism.<br>Pearson Edexcel is the exam board.  |
| <b>What curriculum topics are being covered this year?</b>   | Completion of Unit Four<br><br>International Tourist Destinations   |
| <b>How many exams have students got and what is covered in each one?</b>   | There are no exams in year 11, unless students missed their year 10 exam. In which case the exam will be January 2022.<br>Students need to complete the final piece of coursework, which is based on international destinations.<br>The students will be given scenarios in which they have to plan, assess and evaluate two tourism destinations for specific pen profiles.<br>They will also have to consider how two different destinations meet the need of a honeymooning couple and a family holiday.   |
| <b>What should students be focusing on?</b>  | Knowledge and usage of key terms is the bare essential.<br>Ability to understand context of scenarios and make realistic justifications.<br>Analysing and evaluating figures and data relating to the industry and drawing realistic conclusions.   |
| <b>What is the best way for parents to support students in this subject?</b>   | Coursework: -<br><ul style="list-style-type: none"> <li>• Ensure they meet deadlines and work that is submitted meets the specific criteria.</li> </ul>   |
| <b>What websites and resources would be helpful?<br/>What wider reading would be helpful?<br/>Where can I get resources?</b> | All courses require students to read around the subject and the following are suggestions: -<br><ul style="list-style-type: none"> <li>• Watch travel programmes and reports on the television.</li> <li>• Simon Reeves has excellent travel documentaries.</li> <li>• BBC travel programmes.</li> <li>• BBC website for travel and tourism updates.</li> <li>• Travel Weekly website for current affairs.</li> <li>• Hotel &amp; accommodation programmes.</li> <li>• Visit Britain.org for national promotion and data.</li> <li>• Tour operator websites, Thomas Cook, Tui.</li> <li>• Airline websites, EasyJet.</li> </ul> |
| <b>Have previous students got any tips or advice for this subject?</b>   | Keep up to date with coursework.<br>Ask for help when required.<br>E-mail <a href="mailto:m.dandy@thepolesworthschool.com">m.dandy@thepolesworthschool.com</a> for help.  |