

KIRK BALK

How to help
your child succeed.

A Great Place to Learn



Welcome to the Year 11 'How to Help Your Child Succeed' Evening

Welcome to this very special evening for Year 11 students and their parents/carers. This evening has a very specific focus. It is about providing information, guidance and support ahead of this next term whereby your children will be revising thoroughly in order to achieve the best grades that they can by the end of the summer term. It is essential that we enlist your support as parents/carers so that you can be fully involved in the progress of your child.

On this evening the following will take place:

1. A Key Messages Talk in the Main Hall

A range of key staff will give an insight into the work taking place this year, focussing on how parents/carers can support their children throughout their last few months at Kirk Balk Community College. This talk is designed to equip parents, carers and students with the tools they need to be successful, with a particular focus on English, Mathematics and Science.

2. A Specific Talk - Pertinent to the Needs of Your Child.

Some parents/carers and students will also be invited to attend a specific talk with a key member of staff which is pertinent to their individual needs. For instance, some students, according to our own data, are on track to achieve 5 or more GCSE grades C's or above, but this does not include Mathematics. Therefore this particular child would benefit from the Maths specific talk. Likewise, the same may be true in the case of those students who need further in English.

All parents/carers and students are invited to the Key Messages Talk in the Hall. You will know if you are invited to the 'specific talks', as this will be reflected in the letter that you received with your child's latest grades. The timings of each talk are also included in your letter.

Year 11 students have made an excellent start to their final year. It is pleasing to see so many students working so hard and they clearly recognise the significance of achieving good qualifications. Staff in the college have commented on their enthusiasm, focus and motivation. Key to their continued success is the guidance and support offered by school and, crucially, parents and carers. We hope that this evening will be really useful in enabling parents and carers to support their child in making the very most from the time that remains here.

It is worthwhile noting at this point that the more traditional parents evening, whereby you will be able to make specific and individual appointments with your child's class teachers, is scheduled to take place in a little under two weeks on:

Tuesday 20th January 2015.

Again, your attendance at this event is vital.

Thanks you once more for your on-going support.

D. Buckley
Vice Principal

Information from Subject Leads

All subject areas have provided a simple overview of the courses students are currently engaged with in Year 11. There is information about the course content, examination boards, where to find revision materials and top tips for success.

If parents need to contact individual subject leaders they can do so by e-mailing them directly:

English	Language and Literature	Mrs Craddock	hCraddock@Barnsley.org
Mathematics		Mrs Stones	nStones@Barnsley.org
Science	<i>Core, Additional, Biology, Chemistry and Physics</i>	Mr Gilder	bGilder2@Barnsley.org
Humanities	<i>History, Geography and Sociology</i>	Mr Fisher	jFisher3@barnsley.org
Modern Foreign Languages	<i>German and Spanish</i>	Mr Nelson	mNelson@Barnsley.org
Technology		Mrs Crehan	sCrehan@Barnsley.org
Expressives	<i>Performing Arts Music PE/Sport Art</i>	Mrs Denhem	IDenham@Barnsley.org
Other Subjects	<i>IT Business Studies Child Development</i>	Mrs Stones	nStones@Barnsley.org

In addition, the Year 11 students are supported by the Year 11 Leadership Team, comprising of:

Year Group Leader
Head of Year
Senior Links

Miss Simmons
Mr Martin
Mr Goodwin
Mr Buckley

ISimmons@Barnsley.org
sMartin@Barnsley.org
rGoodwin@Barnsley.org
dBuckley2@Barnsley.org

**English Language
WJEC Examination Board (4710)**

Controlled Assessment	Examination
40% of final grade	60% of final grade
<p>Four controlled assessment tasks totalling 6 hours writing time.</p> <p><u>Narrative writing – 7.5%</u> One first or third person narrative (around 500 words) from a choice of 15 titles set by WJEC.</p> <p><u>Descriptive writing – 7.5%</u> One piece of descriptive writing (around 500 words) from a choice of 5 titles set by WJEC.</p> <p>In both written assessments, students must demonstrate their ability to write imaginatively and accurately.</p> <p><u>Studying written language – 15%</u> One reading assessment where students must demonstrate their ability to explore writers ideas and analyse how Steinbeck uses language, structure and form to present a selected character in 'Of Mice and Men'.</p> <p><u>Studying spoken language – 10%</u> One written assessment where students must demonstrate their ability to explore spoken language by analysing the way people use and adapt language and the influences within society that shape our language use.</p>	<p>Assessed through two examinations</p> <p><u>Unit 1 Reading (30%) – 1hr</u> Students will be given two non-fiction texts to read and are expected to answer questions on these texts. Students will be assessed on their ability to locate and retrieve information, explore how writers present impressions or thoughts and feelings, analyse and evaluate how writers use language and compare and contrast texts. There are usually four questions each worth 10 marks each.</p> <p><u>Unit 2 Writing (30%) – 1 hr</u> Two written tasks worth 15% each - 30 minutes per task. The tasks will assess students' ability to write functionally and accurately. They will cover two of the following text types: formal or informal letter, leaflet, article, speech, review, report</p>

Revision Tips

- Collect non-fiction material from magazines and newspapers and apply exam questions to them to help your practise your skills on real texts.
- Practise reading and tracking unseen texts to speed up your ability to read and process texts more quickly.

Tips for Success –Reading Exam

- Read the first question carefully, track the text for the answer and then write. Repeat for the next question.
- Manage exam time effectively – spend no more than 12 minutes for every question then move on.
- Answer all questions set.

Tips for Success – Writing Exam

- Read both tasks and FATP the task. (Form, Audience, Topic, Purpose)
- Plan 5 minutes, write for 20 minutes, check, correct and edit 5 minutes. Repeat.
- Use a range of language devices appropriate to the purpose
- Write in well organised paragraphs.
- Aim for 500 words (2 sides of A4)
- Use punctuation accurately and vary sentence starts and structures.

<http://www.bbc.co.uk/education/topics/zrsc87h>

<http://www.bbc.co.uk/education/clips/z66rkqt>

https://www.cgpbooks.co.uk/School/books_gcse_english_wjec_revision

https://www.cgpbooks.co.uk/School/books_gcse_english.books_gcse_english_spag

http://www.amazon.co.uk/English-Language-Foundation-Revision-Workbook/dp/0435027557/ref=pd_sim_b_3?ie=UTF8&refRID=00NMYHA1MVGDV49RDBQ9

http://www.amazon.co.uk/English-Language-Higher-Revision-Workbook/dp/0435027565/ref=pd_sim_b_1?ie=UTF8&refRID=0RWSPTX437AG93BX3329#customerReviews

English Literature AQA Examination Board (9715)

Controlled Assessment	Examination
25% of final grade	75% of final grade
<p>One controlled assessment task totalling 4 hours writing time.</p> <p>Unit 3 Shakespeare and poetry</p> <p>How do the writers present relationships in 'Romeo and Juliet' and the selected poetry studied?</p> <p>Working independently students must demonstrate their ability to explore writers' ideas and analyse the way writers use language, structure and form to present their ideas.</p>	<p>Assessed through two examinations</p> <p>Unit 1 Modern texts (40%) – 1hr 30 mins</p> <p>One essay based question on either 'An Inspector Calls' or 'DNA' (modern play) 20%</p> <p>One part a) extract based question and part b) whole text question on social/historical context on 'Of Mice and Men' 20%</p> <p>Unit 2 Poetry and Unseen 35% 1hr 15 mins</p> <p>One essay based comparison question on two poems from the 'Relationships' or 'Character and Voice' cluster in AQA anthology- 'Moon on the Tides'. 23%</p> <p>One essay based question on an unseen poem 12%</p>

Revision Tips

- Read the play and the novel again.
- Create character maps for all characters and produce a timeline of events for the novel in chronological order.
- Learn off by heart up to 5 quotations that sum up each character and associated themes.
- Revise poems in pairs by theme – create mind maps to show similarities and differences with at least 2 quotations from each poem as a key area of analysis.
- Use those poems not studied in the Moon on the Tide anthology to practise skills for the unseen poetry exam.

Tips for Success

- Always use quotations to support your ideas about the writers' ideas.
- Analyse the writers' word choices in detail making sure that you pick on specific words or phrases to ensure that you can justify what ideas you think the writer is trying to communicate.
- Remember to write in clear and coherent sentences so that good ideas are not lost.

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/prosemicemen/
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/dramainspectorcalls/
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetrycharactervoice/
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryrelationships/

Course: Edexcel GCSE in Mathematics A (1MA0)

Course Structures Edexcel Examination Board		
Overview of content		
1. Number	3. Geometry	5. Statistics
2. Algebra	4. Measures	6. Probability
Overview of assessment:		
<ul style="list-style-type: none">• Two written papers: each contributes 50% of the final grade• The time given for each paper is 1 hour 45 minutes• 100 marks on each paper• Paper 1 is non-calculator and Paper 2 is calculator• Foundation tier grades are C-G• Higher tier grades are A*-D (E allowed)		

More information can be found at www.edexcel.com/quals/gcse/gcse10/maths/maths-a/Pages/default.aspx

Useful Revision Resources

www.methodmaths.com Centre ID = kbcc
www.mathswatchvle.com Centre ID = kirkbalk Enter your personal username and password.
www.mymaths.co.uk School username = kirkbalk School password = square Enter your personal username and password.
www.bbc.co.uk/schools/gcsebitesize/maths/
http://collinsrevisionapps.co.uk/
www.hegartymaths.com
<ul style="list-style-type: none">• Any revision guide is useful, provided it includes practice questions with answers. The ones to the right are very good if accompanied by the Revision Guide.
<ul style="list-style-type: none">• Resources available from College If students bring in a memory stick, we can provide various resources, including video guides and a virtual textbook.

How to be a successful mathematician

- Practice, practice, practice exam questions. Do not just read, revision must be active. You need to be able to link the theory you have learnt to what the question is asking. At the end of each revision session try a few exam questions to test yourself.
- Use information in different ways to ensure it goes into your long term memory.
 - ▶ Use 'mind maps'/'spider diagrams' to display revision notes.
 - ▶ Make flash cards - these can help summarise key notes/phrases & in turn you'll be able to visualise the card in an exam.
 - ▶ Use Acronyms - making a word that's made up of the initial letters of other words.
 - ▶ Mnemonics - Think up a sentence, song or rap that helps you to remember the subject content. It may feel silly doing this but it's surprising how easily you'll remember key info in an exam using this method!

Science – Core (AQA Science A 4405)

Controlled Assessment (Coursework)	Exams
25% of Final Grade	75% of Final Grade
<p>This is approximately 8 hours of controlled assessment broken down into 2 short exams.</p> <p>The task is centred around an investigation which the students plan, carry out and then analyse the results from.</p>	<p>Biology B1, Chemistry C1, and Physics P1 exams each worth 25% of final grade. Each one hour.</p> <p>Each exam involves a variety of questions which range from ones which require a very short answer as well as a longer answer, essay type question. There is t a Higher (A*-D) and Foundation (C-G) version of each exam.</p>

Course Structure – Additional (AQA Additional Science 4408)

Controlled Assessment (Coursework)	Exams
25% of Final Grade	75% of Final Grade
<p>This is approximately 8 hours of controlled assessment broken down into 2 short exams.</p> <p>The task is centred around an investigation which the students plan, carry out and then analyse the results from.</p>	<p>Biology B2, Chemistry C2, and Physics P2 exams each worth 25% of final grade. Each one hour.</p> <p>Each exam involves a variety of questions which range from ones which require a very short answer as well as a longer answer, essay type question. There is t a Higher (A*-D) and Foundation (C-G) version of each exam.</p>

Course Structure – Biology (AQA Biology 4401)

Controlled Assessment (Coursework)	Exams
25% of Final Grade	75% of Final Grade
<p>This is approximately 8 hours of controlled assessment broken down into 2 short exams.</p> <p>The task is centred around an investigation which the students plan, carry out and then analyse the results from.</p>	<p>Biology B1, B2 and B3 exams each worth 25% of final grade. Each one hour.</p> <p>Each exam involves a variety of questions which range from ones which require a very short answer as well as a longer answer, essay type question. There is t a Higher (A*-D) and Foundation (C-G) version of each exam.</p>

Useful websites:
<http://www.aqa.org.uk/>
 youtube.com
 bbc bitesize

Course Structure – Chemistry (AQA Chemistry 4402)	
Controlled Assessment (Coursework)	Exams
25% of Final Grade	75% of Final Grade
<p>This is approximately 8 hours of controlled assessment broken down into 2 short exams.</p> <p>The task is centred around an investigation which the students plan, carry out and then analyse the results from.</p>	<p>Chemistry C1, C2 and C3 exams each worth 25% of final grade. Each one hour.</p> <p>Each exam involves a variety of questions which range from ones which require a very short answer as well as a longer answer, essay type question. There is t a Higher (A*-D) and Foundation (C-G) version of each exam.</p>
Course Structure – Physics (AQA Physic 4403)	
25% of Final Grade	75% of Final Grade
<p>This is approximately 8 hours of controlled assessment broken down into 2 short exams.</p> <p>The task is centred around an investigation which the students plan, carry out and then analyse the results from.</p>	<p>Physics P1, P2 and P3 exams each worth 25% of final grade. Each one hour.</p> <p>Each exam involves a variety of questions which range from ones which require a very short answer as well as a longer answer, essay type question. There is t a Higher (A*-D) and Foundation (C-G) version of each exam.</p>

Top Tips for revision:

- 1. Past exam papers** – these are available on the AQA website below, alongside the relevant mark-schemes. Learn the types of questions asked and what the examiner is looking for. You will find that many of the papers overlap with similar questions year-in, year-out.
- 2. Revision guides and workbooks** – every student completing Core Science this year has been given a free workbook, and revision guides and workbooks are available for all other courses from school at a discounted price. Buy them, but more importantly, USE THEM!
- 3. 6 Mark Questions** – on each exam there is a longer answer question which is worth 6 marks, it is crucial that the students complete this question well as it can be the difference between a whole grade. Practice, practice, practice using the booklet we have provided them with.
- 4. Make use of You-tube** – search on You-tube for e.g. “AQA Science B1 adaptations” and it will bring up a wealth of revision videos and clips for quick 5 minute recaps of key concepts
- 5. Keywords** – In many ways Science is like learning a new language with many terms and phrases which are not used in everyday life. You need to use these effectively in the exam to demonstrate your understanding. Why not make keyword cards?

Top tips for success:

- 1. RTQ, RTQ, RTQ** – Read the question! Read it again! Are you sure you understand what you are being asked? Read it again!
- 2. Mark a minute** – it is a 60 mark exam in 60 minutes, make sure you use every second, but don't ponder too long on a question and run out of time.
- 3. Keywords** – Often the examiner is looking for the use of a keyword, and you will only get the mark if you use it correctly
- 4. Command words** – There is a big difference between a “describe” question and an “explain” question, know the difference. Also, if it says “use the data” or “use information from the passage/article” then it wants you to quote from the information in front of you.

Course Structure – AQA Examination Board	
Controlled Assessment (Coursework)	Exam
25% OF FINAL GRADE	75% of Final Grade
<p>This is a local fieldwork investigation. The investigation should take approximately 24 hours of research collection, teaching time and writing up in high level control.</p> <p>Working independently, students must identify a relevant geographical question and establish an appropriate investigation; incorporating enquiry skills and finally reaching an effective geographical conclusion. Pupils will need to effectively evaluate the success of their investigations.</p>	<p>There are two written exams for this GCSE:</p> <p>Paper 1: Physical Geography (37.5%)</p> <ul style="list-style-type: none"> • 1 hour 30 minute examination • Candidates answer three questions over two different sections of the paper: Section A: Restless Earth Section B: Water on the land and The Coastal Zone. <p>Paper 2: Humans Geography (37.5%)</p> <ul style="list-style-type: none"> • 1 hour 30 minute examination • Candidates answer three questions, over two different sections of the paper: Section A: Population Change Section B: The Development Gap and Tourism

Top Tips for revision:

- 1. Past exam papers** – these are available on the AQA website below, and from your geography teacher. Learn the types of questions asked and what the examiner is looking for. Please practice at home and bring papers in for marking. Practice makes perfect!
- 2. Revision guides and workbooks** – revision books can be purchased online for the AQA A Specification. Speak to your Geography teacher about the best revision guide for you. Buy them, but more importantly, USE THEM!
- 3. Make use of You-tube** – search on You-tube for e.g. “AQA Geography Restless Earth” and it will bring up a wealth of revision videos and clips for quick 5 minute recaps of key concepts.
- 4. Keywords** – You need to use these effectively in the exam to demonstrate your understanding. Why not make keyword cards?
- 5. Flashcards** – You need to know 6 different topics, but the content is more manageable than you think. Why not make a set of flashcards with all essential information on them. This will make remembering the facts easier!
- 6. Group revision** – Often the easiest and most effective way to revise to teach others. Gather your friends together and revise key content, look at exam questions. It will definitely help!

Top tips for success:

- 1. RTQ, RTQ, RTQ** – Read the question! Read it again! Are you sure you understand what you are being asked? Read it again!
- 2. Command words** – There is a big difference between a “describe” question and an “explain” question, know the difference.

Useful websites:

<http://www.aqa.org.uk/subjects/geography/gcse/geography-a-9030>
<http://www.bbc.co.uk/schools/gcsebitesize/geography/>
<http://www.coolgeography.co.uk/GCSE/AQA%20GCSE.htm>

Course Structure – AQA Examination Board	
Controlled Assessment (Coursework)	Exam
25% OF FINAL GRADE	75% of Final Grade
<p>A British historical enquiry: The British People in War</p> <p>The enquiry is split in to two questions:</p> <p>Q1: Study sources A-D. Explain how useful these sources have been in informing you in your enquiry into recruitment to the armed forces in the First and Second World Wars.</p> <p>Q2: ‘The roles played by women on the Home Front and in the armed forces were essentially the same in both World Wars: they were expected to do no more than replace the men who went off to fight’</p> <p>How far do sources E-K support this interpretation of the role of women in the First and Second World Wars.</p>	<p>There are two written exams for this GCSE:</p> <p>Paper 1: International Relations: Conflict and Peace in the 20th Century (37.5%)</p> <ul style="list-style-type: none"> • 1 hour 45 minute examination • Candidates answer questions on three topics: Topic 1: Hitler’s Foreign Policy and the Origins of the Second World War Topic 2: The Origins of the Cold War 1945–1960 Topic 3: Crises of the Cold War and Détente 1960–1980 <p>Paper 2: 20th Century Depth Studies (37.5%)</p> <ul style="list-style-type: none"> • 1 hour 45 minute examination • Candidates must answer 1 question from 3 different sections of the exam paper: Section A: The Roaring 20s: USA, 1919–1929 Section B: Hitler’s Germany, 1929–1945 Section C: Race Relations in the USA, 1945–1968

Top Tips for revision:

1. **Past exam papers** – these are available on the AQA website below, alongside the relevant mark schemes. Learn the types of questions asked and what the examiner is looking for. Please practice at home and bring papers in for marking. Practice makes perfect!
2. **Revision guides and workbooks** – revision books are available and can be purchased through the department. Buy them, but more importantly, USE THEM! Please purchase: **AQA GCSE Modern World History Revision Guide 2nd Edition (ISBN: 1471831752)**
3. **Make use of You-tube** – search on You-tube for e.g. “AQA History Hitler’s foreign policy” and it will bring up a wealth of revision videos and clips for quick 5 minute recaps of key concepts.
4. **Keywords** –You need to use these effectively in the exam to demonstrate your understanding. Why not make keyword cards? There are marks for spelling so key terms need to be spelt correctly.
5. **Flashcards** – You need to know 6 different topics, but the content is more manageable than you think. Why not make a set of flashcards with all essential information on them. This will make remembering the facts easier!
6. **Group revision** – Often the easiest and most effective way to revise to teach others. Gather your friends together and revise key content, look at exam questions. It will definitely help!

Top tips for success:

1. **RTQ, RTQ, RTQ** – Read the question! Read it again! Are you sure you understand what you are being asked? Read it again!
2. **Command words** – There is a big difference between a “describe” question and an “explain” question, know the difference.

Useful websites:

<http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/>
<http://www.johndclare.net/>

Course Structure	
Controlled Assessment (Coursework)	Exam
60% of Final Grade	40% of Final Grade
<ul style="list-style-type: none"> • 30% Speaking – Internally assessed through 2 controlled assessments (1 each year) , lasting 4-6 minutes each. • 30% Writing – Externally assessed through 2 controlled assessments (1 each year), each 200-300 words (written within 1hour). • Students cover the topics for each controlled assessment over approximately 4-6 weeks of lessons. They are then given the task sheet and have 2-3 weeks to prepare and learn their draft for the final controlled piece. They are allowed access to a 40 word prompt sheet in the test and a bilingual dictionary (writing assessment only) • Current assessment topics: talking about films/ my school and future plans (speaking) my healthy life/my local area (writing) 	<ul style="list-style-type: none"> • 20% Listening – Externally assessed through an exam in May of the final year. Tiered entry (Foundation paper = 35 minutes. Higher paper = 50 minutes). • 20% Reading - Externally assessed through an exam in May of the final year. Tiered entry (Foundation paper = 30 minutes. Higher paper = 45 minutes).

Top tips for revision

Listening/Reading

- Learn vocabulary little and often (20-30 minutes twice a week) prioritising weaker topics.
- Review past papers completed in class and mock exams.
- Complete regular tasks from AQA workbook (provided by the MFL department) in addition to those set by your teacher.
- Spend time regularly on the websites listed below to broaden vocabulary and inference skills.

Speaking/Writing

- Produce an English translation with your draft, so that a non-linguist can support you.
- Create a schedule to learn a small part of your draft each day. Spend approximately 30 minutes per day. Review previous learning before each session.
- Work with a partner who can prompt and give you feedback.
- Use the Look, Cover, Write, Check technique, adding more each time.
- Record your draft onto your phone and play in the background or play, pause and speak.
- Display difficult vocabulary and phrases somewhere visible at home (wall, wardrobe, fridge etc)
- Choose words for your prompt sheet carefully (key words, sentence starters, hard to remember words)

Top tips for success

- Make sure you participate fully in lessons and take every opportunity to speak German to develop confidence and fluency
- Always try to develop your spoken and written language using a range of connectives, tenses, opinions and time phrases.
- Note down any additional vocabulary mentioned in lessons.
- Complete all homework tasks to the best of your ability
- Do NOT use Google translator. It does not translate accurately into German.
- Look for sources of authentic German outside lessons (Youtube/Aldi/Amazon.de/Ebay.de etc)

Useful websites

www.aqa.org.uk/subjects/german/gcse/german-4665
 www.s-cool.co.uk/gcse/german
 www.yjc.org.uk
 http://www.bbc.co.uk/schools/gcsebitesize/german/

Past papers and mark schemes
 Topics for reading and grammar revision
 A range of topics for revision
 Tiered Listening and Reading tasks

AQA GCSE Spanish 4695

Course Structure	
Controlled Assessment (Coursework)	Exam
60% of Final Grade	40% of Final Grade
<ul style="list-style-type: none"> • 30% Speaking – Internally assessed through 2 controlled assessments (1 each year) , lasting 4-6 minutes each. • 30% Writing – Externally assessed through 2 controlled assessments (1 each year), each 200-300 words (written within 1hour). • Students cover the topics for each controlled assessment over approximately 4-6 weeks of lessons. They are then given the task sheet and have 2-3 weeks to prepare and learn their draft for the final controlled piece. They are allowed access to a 40 word prompt sheet in the test and a bilingual dictionary (writing assessment only) • Current assessment topics: talking about films/ my healthy life (speaking) my school and future plans /my local area (writing) 	<ul style="list-style-type: none"> • 20% Listening – Externally assessed through an exam in May of the final year. Tiered entry (Foundation paper = 35 minutes. Higher paper = 50 minutes) • 20% Reading - Externally assessed through an exam in May of the final year. Tiered entry (Foundation paper = 30 minutes. Higher paper = 45 minutes).

Top tips for revision

Listening/Reading

- Learn vocabulary little and often (20-30 minutes twice a week) prioritising weaker topics.
- Review past papers completed in class and mock exams.
- Complete regular tasks from AQA workbook in addition to those set by your teacher.
- Spend time regularly on the websites listed below to broaden vocabulary and inference skills.

Speaking/Writing

- Produce an English translation with your draft, so that a non-linguist can support you.
- Create a schedule to learn a small part of your draft each day. Spend approximately 30 minutes per day. Review previous learning before each session.
- Work with a partner who can prompt and give you feedback.
- Use the Look, Cover, Write, Check technique, adding more each time.
- Record your draft onto your phone and play in the background or play, pause and speak.
- Display difficult vocabulary and phrases somewhere visible at home (wall, wardrobe, fridge etc)
- Choose words for your prompt sheet carefully (key words, sentence starters, hard to remember words)

Top tips for success

- Make sure you participate fully in lessons and take every opportunity to speak Spanish to develop confidence and fluency
- Always try to develop your spoken and written language using a range of connectives, tenses, opinions and time phrases.
- Note down any additional vocabulary mentioned in lessons.
- Complete all homework tasks to the best of your ability
- Do NOT use Google translator. It does not translate accurately into Spanish.
- Look for sources of authentic Spanish outside lessons (Youtube/Asos.es/Amazon.es/Ebay.es etc)

Useful websites

www.aqa.org.uk/subjects/spanish/gcse/spanish-4695
www.aprender.org.uk/
www.bbc.co.uk/schools/gcsebitesize/spanish/

Past papers and mark schemes
 A range of KS3/4 topics for revision
 Tiered Listening and Reading tasks

GCSE Catering

Course Qualifications	WJEC GCSE Catering (4731)
<p>Controlled Assessment (Coursework)</p> <p>60% of Final Grade</p> <p>The course is taught over two year with controlled assessment taking place in both years; Year 10 (20% and 15 hours) and year 11 (40% and 30 hours). Working independently students are to complete each piece of work within the time allowed in lessons. Each assessment consists of a practical exam which is equivalent to half of the available marks (20 marks for year 10 and 40 marks for year 11). Students are able to choose from a list of tasks provided by the exam board; tasks this year for year 11 focus on a two course menu suitable for service in a restaurant based around a Multi-cultural event, a special diet or a healthy school meal. To accompany the practical exam is a written piece of work which evidences a range of skills and planning requirements needed at GCSE, these include; research, the application of research to make a decision, costing, costing for profit, nutritional analysis and evaluation, sensory evaluation, improvements and developments, acceptability to the customer and management of time. The year 10 assessment is limited to 10 sides of written work and the year 11 assessment is limited to 20 sides of work.</p>	<p>Exam</p> <p>40% of Final Grade</p> <p>This exam takes place in May, and lasts 1¼ hours; it is worth 80 out of the possible 200 marks available on the course. The exam is based upon the Catering industry and covers a range of industry issues that include;</p> <ul style="list-style-type: none"> • The structure of the Catering industry, • Organisation and management resources, • Health and Safety, • Nutrition and costing • An understanding of the food and beverage industry and communication and social skills. <p>The exam consists of 9 questions which can cover any part of the specification. Students do not receive any guidance or preparation sheets prior to the exam as they may do in other technology subjects so they must revise the entire syllabus. The exam paper uses a variety of different question styles, it usually begins with true and false statements, followed by short factual based questions, which are broken down into a number of different sections (these account for approximately 75% of the available marks. The last 2 questions are extended writing questions, which again can cover any part of the syllabus and usually account for 25% of the total marks available. Timing is the key to success in this exam along with a broad range of knowledge and understanding of not only the theory work but also the practical work which has been carried out over the 2 years, as some of the questions examine practical skills.</p>

Revision

Students have been encouraged to purchase a revision guide (CGP), these are available at school (£3.25) or on line. These are a comprehensive revision guide with exam style questions to complete with the answers available for marking. Revision should be taking place now and to support this students have access through central resources to a large range of different revision materials. These include past papers, interactive power points, games and quizzes.

To be successful students should be doing revision a little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

Useful websites include the WJEC, Hospitality and Catering section and Foodfactoflife for nutrition, healthy eating and menu planning.

GCSE Engineering

Course Qualifications	AQA Engineering (4852)
Controlled Assessment (Coursework)	Exam
60% of Final Grade	40% of Final Grade
<p>This consists of two separate components and is allocated 45 hours to complete. It is worth 90 marks.</p> <p>Part A Designing and Communicating: you will produce a design portfolio showing how you have used your engineering skills and knowledge to design an engineering product. Here you will clearly communicate how you have Analysed the design context (Task Lighting) and developed your own design , including final engineering drawings and CAD designs.</p> <p>Part B Manufacturing an Engineered Product: you will use your engineering skills to manufacture a given product (Bicycle alarm and Bracket). You will be given measured drawings to work with for that product. It must be manufactured to a close tolerance and finish with an accurate product. Part of your work will be to provide production plans for each component.</p>	<p>This last for an hour and is worth 75 marks.</p> <p>This is made up of two sections; section 1 consists of a product study based upon information provided by the exam board 2 months prior to the exam taking place in the form of a preparation sheet. Section 2 is based on manufacturing and materials.</p>

Revision

Students are encouraged to use the AQA web site. The Engineering section under resource lists offers a range of digital resources that support the subject and revision. Revision should be taking place now and to support this students have access after school on Tuesday's to seek any additional support and advice they may need from an Engineering teacher.

To be successful students should be doing revision a little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

Construction and The Built Environment

Course Qualifications	Edexcel BTEC Level/Level 2 First Award In Construction and the Built Environment
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Course Description

- The BTEC award in Construction is an opportunity for students to develop a detailed understanding of the Construction Industry and the huge range of employment opportunities it can offer. This course helps prepare students for employment in the Construction sector or to progress onto further education vocational qualifications.
- Motivates students through applied learning and assessment.
- Workshop based activities, (where safe working practices are stressed) will allow students to develop a range of practical construction skills.
- Students build on their work in KS3 and are given the opportunity to engage in challenging activities that will allow them to broaden their knowledge.

Assessment

- **2 Core Units:**
- **Construction Technology**, this is an externally assessed unit (exam in January) for which all students are provided with a revision guide.
- **Construction and Design**, this is an internally assessed unit, portfolio and controlled assessment based
- **1 mandatory unit:**
- **Scientific and Mathematical Applications** a unit that will allow students to develop an understanding of how mathematical techniques are used to solve construction problems,
- **1 Optional Specialist Unit**
- **There are a range of specialist units, (generally craft based) that will allow a balanced course to be delivered, and to give all students the opportunity to develop their skills in practically based learning tasks.**

Careers

- This is an ideal course for students who are looking to develop a career in the Construction industry. Courses offered at Post 16 would continue the progression and provide a foundation for employment.

For more information contact **Mr Andrew** (Construction Lead)

GCSE Product Design

Course Qualifications	AQA GCSE Product Design (4555)
Unit 2 (4552) Controlled Assessment (Coursework)	Unit 1 (4551) Written Exam
Approximately 45 hours - 90 marks - 60%	Written Paper - 2 hours - 120 marks - 40%
<p>Unit 2 is called a controlled assessment which should take 45 hours and accounts for 60% of your marks. You are expected to design and make a product and keep a detailed design portfolio.</p> <p>There are five marking criteria in your project. Each part has a set amount of marks which can be awarded. There is a maximum of 90 marks available.</p> <ul style="list-style-type: none"> • Investigating the Design Context (max 8 marks) • Development of a Design Proposal (max 32 marks) • Making (max 32 marks) • Testing and Evaluating (max 12 marks) • Communication (max 6 marks) 	<p>Unit 1 is a written paper at the end of year 11 which lasts two hours and accounts for 40% of all your marks. You can be awarded a maximum of 120 marks for this unit.</p> <p>The paper includes questions on the following subjects;</p> <ul style="list-style-type: none"> • Materials and components (As a minimum, candidates should study Paper/Card and one other material area) • Design and market influences • Processes and manufacture <p>Candidates answer all questions in two sections.</p> <p>The first section is a design question which candidates receive pre-release material so they can create and practice designs around a particular theme before the exam. However, no support materials can be taken in to the exam.</p> <p>The second section is theory based questions therefore; candidates must revise the entire syllabus. The exam paper uses a variety of different question styles. There are some short factual based questions, which are broken down into a number of different sections. There is at least one extended writing question, which again can cover any part of the syllabus.</p>

Revision

Students have been encouraged to purchase a revision guide, these are available at school (£3.25) or on line. These are a comprehensive revision guide with exam style questions to complete with the answers available for marking. Revision should be taking place now and to support this students have access through central resources to a large range of different revision materials. These include past papers, interactive power points, games and quizzes.

To be successful students should be doing revision, little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

GCSE Textiles Technology

Course Qualifications	AQA GCSE Textiles (4570)
Unit 2 (45702) Controlled Assessment (Coursework)	Unit 1 (45701) Written Exam
Approximately 45 hours - 90 marks - 60%	Written Paper - 2 hours - 120 marks - 40%
<p>Unit 2 is called a controlled assessment which should take 45 hours and accounts for 60% of your marks. You are expected to design and make a product and keep a detailed design portfolio.</p> <p>There are five marking criteria in your project. Each part has a set amount of marks which can be awarded. There is a maximum of 90 marks available.</p> <ul style="list-style-type: none"> • Investigating the Design Context (max 8 marks) • Development of a Design Proposal (max 32 marks) • Making (max 32 marks) • Testing and Evaluating (max 12 marks) • Communication (max 6 marks) 	<p>Unit 1 is a written paper at the end of year 11 which lasts two hours and accounts for 40% of all your marks. You can be awarded a maximum of 120 marks for this unit.</p> <p>The paper includes questions on the following subjects;</p> <ul style="list-style-type: none"> • Materials and components • Design and market influences • Evaluation Techniques • Social, Cultural, Moral, Health and Safety and Environment Issues • Processes and manufacture <p>Candidates answer all questions in two sections.</p> <p>The first section is a design question which candidates receive pre-release material so they can create and practice designs around a particular theme before the exam. However, no support materials can be taken in to the exam.</p> <p>The second section is theory based questions therefore; candidates must revise the entire syllabus. The exam paper uses a variety of different question styles. There are some short factual based questions, which are broken down into a number of different sections. There is at least one extended writing question, which again can cover any part of the syllabus.</p>

Revision

Students have been encouraged to purchase a revision guide, these are available at school (£3.25) or on line. These are a comprehensive revision guide with exam style questions to complete with the answers available for marking. Revision should be taking place now and to support this students have access through central resources to a large range of different revision materials. These include past papers, interactive power points, games and quizzes.

To be successful students should be doing revision, little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

GCSE Graphic Products

Course Qualifications	Graphic Products 4550
<p>Unit 2 (45502) Controlled Assessment (Coursework)</p> <p>Approximately 45 hours - 90 marks - 60%</p> <p>Unit 2 is called a controlled assessment which should take 45 hours and accounts for 60% of your marks. You are expected to design and make a product and keep a detailed design portfolio.</p> <p>There are five marking criteria in your project. Each part has a set amount of marks which can be awarded. There is a maximum of 90 marks available.</p> <ul style="list-style-type: none"> • Investigating the Design Context (max 8 marks) • Development of a Design Proposal (max 32 marks) • Making (max 32 marks) • Testing and Evaluating (max 12 marks) • Communication (max 6 marks) 	<p>Unit 1 (4552) Written Exam</p> <p>Written Paper - 2 hours - 120 marks - 40%</p> <p>Unit 1 is a written paper at the end of year 11 which lasts two hours and accounts for 40% of all your marks. You can be awarded a maximum of 120 marks for this unit.</p> <p>The paper includes questions on the following subjects;</p> <ul style="list-style-type: none"> • Materials and components • Design and market influences • Evaluation Techniques • Social, Cultural, Moral, Health and Safety and Environment Issues • Processes and manufacture <p>Candidates answer all questions in two sections</p> <p>The first section is a design question which candidates receive pre-release material so they can create and practice designs around a particular theme before the exam. However, no support materials can be taken in to the exam.</p> <p>The second section is theory based questions therefore; candidates must revise the entire syllabus. The exam paper uses a variety of different question styles. There are some short factual based questions, which are broken down into a number of different sections. There is at least one extended writing question, which again can cover any part of the syllabus.</p>

Revision

Students have been encouraged to purchase a revision guide, these are available at school (£3.25) or on line. These are a comprehensive revision guide with exam style questions to complete with the answers available for marking. Revision should be taking place now and to support this students have access through central resources to a large range of different revision materials. These include past papers, interactive power points, games and quizzes.

To be successful students should be doing revision, little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

GCSE Electronics

Course Qualifications	AQA Electronics (4540)
Controlled Assessment (Coursework)	Exam
60% of Final Grade	40% of Final Grade
<p>This consists of two separate components and is allocated 45 hours to complete. It is worth 90 marks.</p> <p>Part A Designing and Communicating: you will produce a design portfolio showing how you have used your electronics skills and knowledge to design an electronic product. Here you will clearly communicate how you have analysed the design context and developed your own design, including final engineering drawings and CAD designs. Students are able to choose from a list of tasks provided by the exam board.</p> <p>Part B Manufacturing an Electronic Product: you will use your electronic skills to manufacture a given product. The electronic product must reflect your knowledge and the electronic components must be assembled to a high standard</p>	<p>This lasts for two hours and is worth 120 marks.</p> <p>This is made up of two sections; section 1 consists of a product study based upon information provided by the exam board 2 months prior to the exam taking place in the form of a preparation sheet. Section 2 is based on your knowledge of electronic theory gained over the period of the course.</p>

Revision

Students are encouraged to use the AQA web site. The Electronic section under resource lists offers a range of digital resources that support the subject and revision. Revision should be taking place now and to support this students have access to text books and revision guides. To be successful students should be doing revision a little and often, revisiting each section at least three times, doing past exam papers and discussing any issues with their teachers now so that individual support plans can be put into place.

BTEC PERFORMING ARTS

EDEXCEL

Qualification Number: 600/4785/9

Course Structure – BTEC Level 2 First Award in Performing Arts	
Controlled Assessment (Coursework)	External Assessment
60% of Final Grade	40% of Final Grade
<p>Optional specialist units</p> <p>Acting Skills Internal assessment GLH 60 The largest of the three units, this unit will allow learners to develop skills in Acting, dance, choreography, movement, voice, stage combat and glee. Learners will also have the opportunity to demonstrate their Acting skills in a studio performance. This section of the Course is completed in Year 10.</p> <p>Preparation, Performance and Production Internal assessment GLH 30 (Final showcase) This is a performance of often a full length Play or Musical. This is completed in Year 11.</p>	<p>Core unit</p> <p>Individual Showcase External assessment GLH 30. This unit is an externally marked unit worth 42 marks. Students are expected to create solo performances in two contrasting styles, lasting between two to three minutes; these can be Acting, Dance or Music depending on the individual speciality of the learner.</p> <p>A letter of application supports the performance work. This will take place under controlled assessment conditions (2hrs)</p> <p>This section of the Course is completed in Year 10.</p>

Personal Statement/ Quotes

The BTEC Performing Arts course is a popular and exciting course in which students are able to experience a variety of performing opportunities; from monologues to stage combat, from classical theatre to contemporary drama. Students will thoroughly enjoy the creativity, group work, independence, theatre visits, set design, in fact, the whole theatrical experience!

Top Tips for Success

To be successful in Performing Arts students firstly need to enjoy Drama and have achieved some success in KS3. An enthusiasm for Performing is a must! They need to be focussed, organised and hard-working and an ability to work independently and alongside others is an advantage.

GCSE MUSIC

OCR

Qualification Number: J535/7010

Course Structure – GCSE Music	
Controlled Assessment (Coursework)	Exams
60% of Final Grade	40% of Final Grade
<p>Integrated Task (30%)</p> <p>Students will be expected to produce a solo performance on and compose a piece of music for their instrument. They will keep a commentary for how they have used features of their instrument in the composition.</p> <p>Practical Portfolio (30%)</p> <p>Students will take part in a group performance on their instrument. They will also compose a piece of music in a style they have studied on the course. This will be accompanied by a log and evaluation/commentary.</p> <p>These can be completed in year 10 and 11.</p>	<p>Creative Task (20%)</p> <p>Students will produce a timed composition in which they are given 45 minutes to compose a short piece from a given stimulus.</p> <p>Listening Assessment (20%)</p> <p>At the end of the course students will sit a written paper that lasts 1 hour and 30 minutes and has listening questions taken from extracts based on the styles covered in:</p> <ul style="list-style-type: none">• AOS2-Shared Music (musical relationships and roles within Classical, Popular and World Music styles)• AOS3-Dance Music (including Waltz, Latin, Disco, Club and Bhangra styles)• AOS4-Descriptive Music (looking at how music can be used to tell a story, accompany action or evoke an emotion). <p>These exams will take place in year 11.</p>

Personal Statement/ Quotes

GCSE Music is an option that continues to grow in popularity. Students can develop themselves as a musician, both in the areas of performance and composition, and also gain a greater knowledge of the development of Music as well as learning the music from other styles and cultures. Students have the opportunity to develop themselves as a soloist and within an ensemble on their chosen instrument(s) and will have numerous live performance opportunities available to them. Students can also record their work and develop their composition skills in a range of genres.

Top Tips for Success

The ability to play an instrument or sing is **essential**. Instrumental or vocal lessons are recommended for students to make the maximum progress. Students studying GCSE music will be encouraged to attend extra-curricular activities and perform in school concerts, lunchtime recitals and other musical events, which will take place both in and out of school. To do well at GCSE music candidates will need the desire to do well. They need to be able to work independently and within groups and should practice regularly. Above all students need to have a love and enthusiasm for the subject.

GCSE PE

AQA

Qualification Number: 48904

Course Structure – GCSE PE	
Controlled Assessment (Coursework)	External Assessment
60% of Final Grade	40% of Final Grade
<p>Practical</p> <p>Practical ability counts for most of the overall grade so a high level of practical skill, both as a performer and indeed in other roles, are required for the course. Students need to be able to demonstrate their skill and technique in a number of different activities. They will also learn how to analyse and evaluate sporting performance and suggest effective plans for improvement. An external moderator will visit the College to standardise the teacher's marks for the group.</p>	<p>Theory</p> <p>A theory exam counts for the final percentage of the grade. This requires a large amount of preparation; the majority of GCSE PE lessons will be theory based to cover the level of detail required in the specification. Topics covered include: physiology, the structure of sports and how to live a healthy lifestyle. Half of the marks available on the paper come from a 'pre-released scenario' which require the students to answer longer, extended questions</p>

Personal Statement/ Quotes

GCSE is an exciting course for students who have natural flair and talent in PE. However, there is also a large element of theory based learning and students need to be aware that they need to demonstrate analytical skills as well as practical skills.

Top Tips for Success

- Ensure you are working with your teacher to engage the different type of practical sports that are designed to help boost your controlled assessment scores, such as Boccia.
- Remember that you can adopt to undertake different roles in practical lessons such as that of a referee or a coach.
- Buy a GCSE PE revision guide and use this to help you prepare for the multiple-choice questions and the short answer questions.
- Treat the pre-release scenario (released in January) in the same way that you would a poem or piece of text in English; highlight it. Annotate it and know it inside out!

Course: AQA Home Economics – Child Development

Course Structures - AQA Examination Board
Overview of content: <ul style="list-style-type: none">• Introduction to Parenthood; Pregnancy; Diet, health and care of the child; Development of the child; Support for the parent and child.• Research Task - carried out under classroom supervision. This will be based on one of the areas mentioned in the Introduction above.• Child Study - carried out under classroom supervision but the observational visits with the child being studied will be done outside of school. During these visits the pupil will be expected to carry out activities with the child.
Overview of assessment: <ul style="list-style-type: none">• Unit 1 Long & short answer Examination – 1 hour 30 minutes - 40%• Unit 2 Controlled Assessment – 20%• Unit 3 Controlled Assessment – 40%

More information can be found at

<http://www.aqa.org.uk/subjects/home-economics/gcse/home-economics-child-development-4580>

Useful Revision Resources:

www.samlearning.com Centre ID = S74KB User ID = Date of birth (Date/Month/Year) and initials e.g 010501AN Password = Same as User ID.
Central Resources:\Year 11 Revision\Year 11Completed\ChildDevelopment Central Resources : \Vocational 14_15\ChildDevelopment\Revision
<ul style="list-style-type: none">• Any revision guide is useful, provided it includes practice questions with answers.
<ul style="list-style-type: none">• Resources available from College - If students bring in a memory stick, we can provide various resources.
<ul style="list-style-type: none">• A vast range of internet web sources, a list of which will be provided.

How to be a successful Child Development student?

- Revise in pairs for some students – test each other and work through questions together. Peer mark your work on a past paper question and mark each other's work being as harsh as possible. Find out what topic the other person is not good at and ask them questions about it. Get them to do the same for you.
- Take, check and summarise notes on each and every topic. Rewrite the notes to be more concise and then turn the notes into "cheat sheets" on index cards or sticky notes. Finally test your knowledge using the "cheat sheets".
- Revise little and often – an hour a night allows your brain to process and archive all the information for long term retrieval.
- Create a revision plan and ask for parental support to stick to it.

Course: Edexcel GCSE in Business Studies

Course Structures - Edexcel Examination Board
Overview of content: <ol style="list-style-type: none">1. Introduction to Small Business – this looks at all aspects of small business development from ownership to sources of finance.2. Introduction to Small Business but assessed through Controlled Assessment. This is a 9 hour piece of work that contains independent research and then write-up time.3. Building a business – focusing on larger businesses and international trade. This looks at businesses that trade across the UK, Europe or worldwide and the impact external factors have on the success of the business.
Overview of assessment: <ul style="list-style-type: none">• • Unit 1 Multiple Choice Examination – 45 minutes - 25%• • Unit 2 Controlled Assessment – 25%• • Unit 3 Examination – 90 minutes - 50%

More information can be found at

http://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2009/Specification%20and%20sample%20assessments/GCSE_Business_Spec_2012.pdf

Useful Revision Resources:

<p>www.samlearning.com Centre ID = S74KB User ID = Date of birth (Date/Month/Year) and initials e.g 010501AN Password = Same as User ID.</p>
<p>http://www.bbc.co.uk/education/subjects/zpsvr82</p>
<p>http://www.businessstudiesonline.co.uk/</p>
<ul style="list-style-type: none">• Any revision guide is useful, provided it includes practice questions with answers.
<ul style="list-style-type: none">• Resources available from College - If students bring in a memory stick, we can provide various resources, including video guides.

How to be a successful Business Studies student?

- Revise in pairs for some students – test each other and work through questions together. Peer mark your work on a past paper question and mark each other's work being as harsh as possible. Find out what topic the other person is not good at and ask them questions about it. Get them to do the same for you.
- Take, check and summarise notes on each and every topic. Rewrite the notes to be more concise and then turn the notes into "cheat sheets" on index cards or sticky notes. Finally test your knowledge using the "cheat sheets".
- Revise little and often – an hour a night allows your brain to process and archive all the information for long term retrieval.
- Create a revision plan and ask for parental support to stick to it.

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