

Welcome to Year 10
Course Information Evening
2022

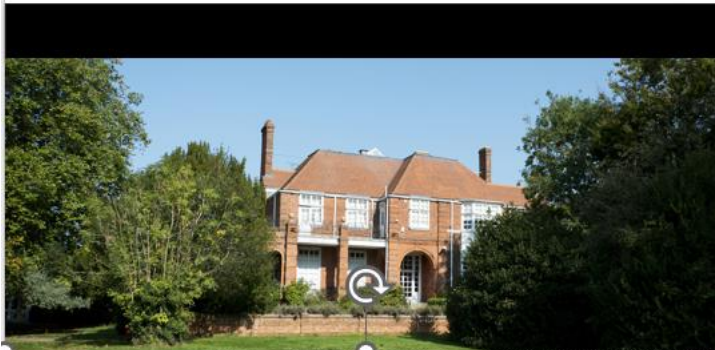


HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

Surley Row • Emmer Green • Reading • RG4 8LR
Tel: 0118 901 5800 Fax: 0118 901 5801
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KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

For September 2022



Highdown School, Reading, a charitable company limited by guarantee, registered in England and Wales, Company Number 07398941. Registered Office: Surley Row, Emmer Green, Reading, RG4 8LR

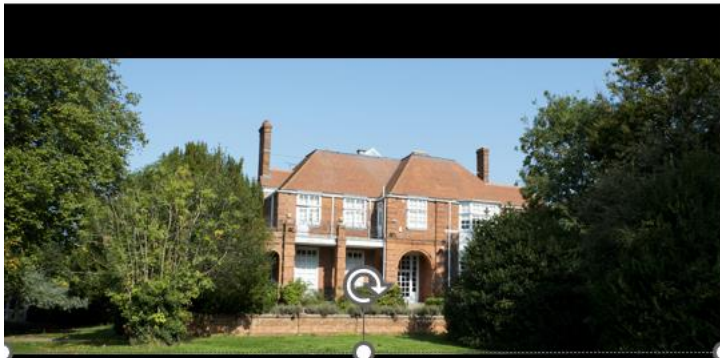


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KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

For September 2022



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Summer
2024

Today!

GRADING...

New grading structure	Old grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



- The grade required for Sixth Form progression for many courses is very likely to be a 4 or 5 in 2024.
- Any student not achieving a grade 4 in English and/or Maths will be required to retake the qualification.



WHAT MAKES YOU SUCCESSFUL?

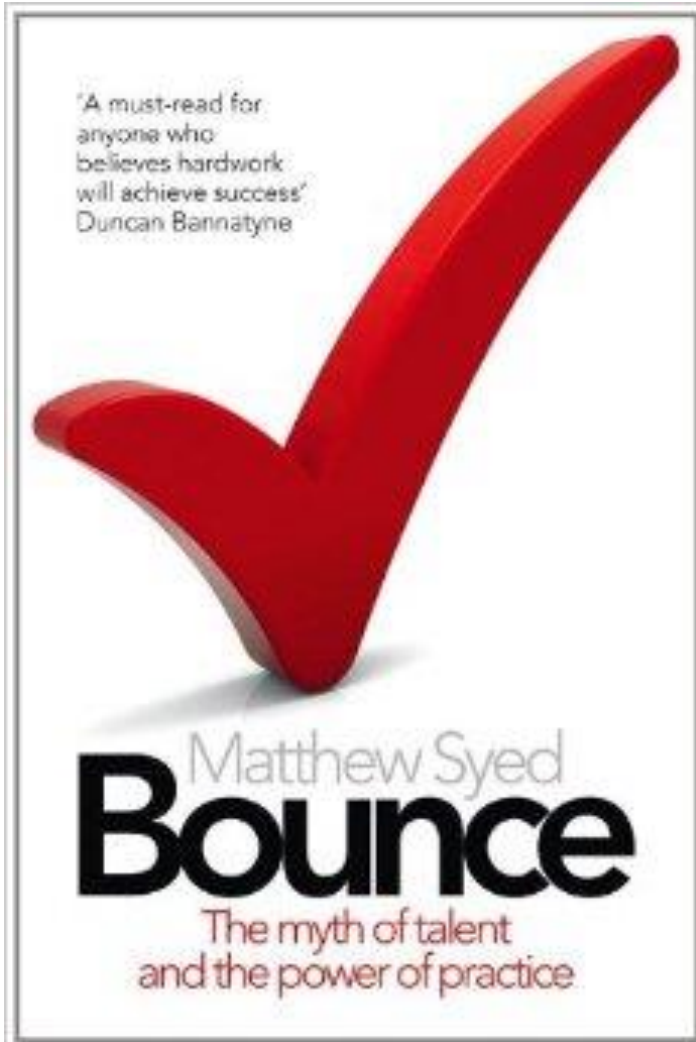


REVISING HARD?



EXAM PREPARATION?





HARD WORK?

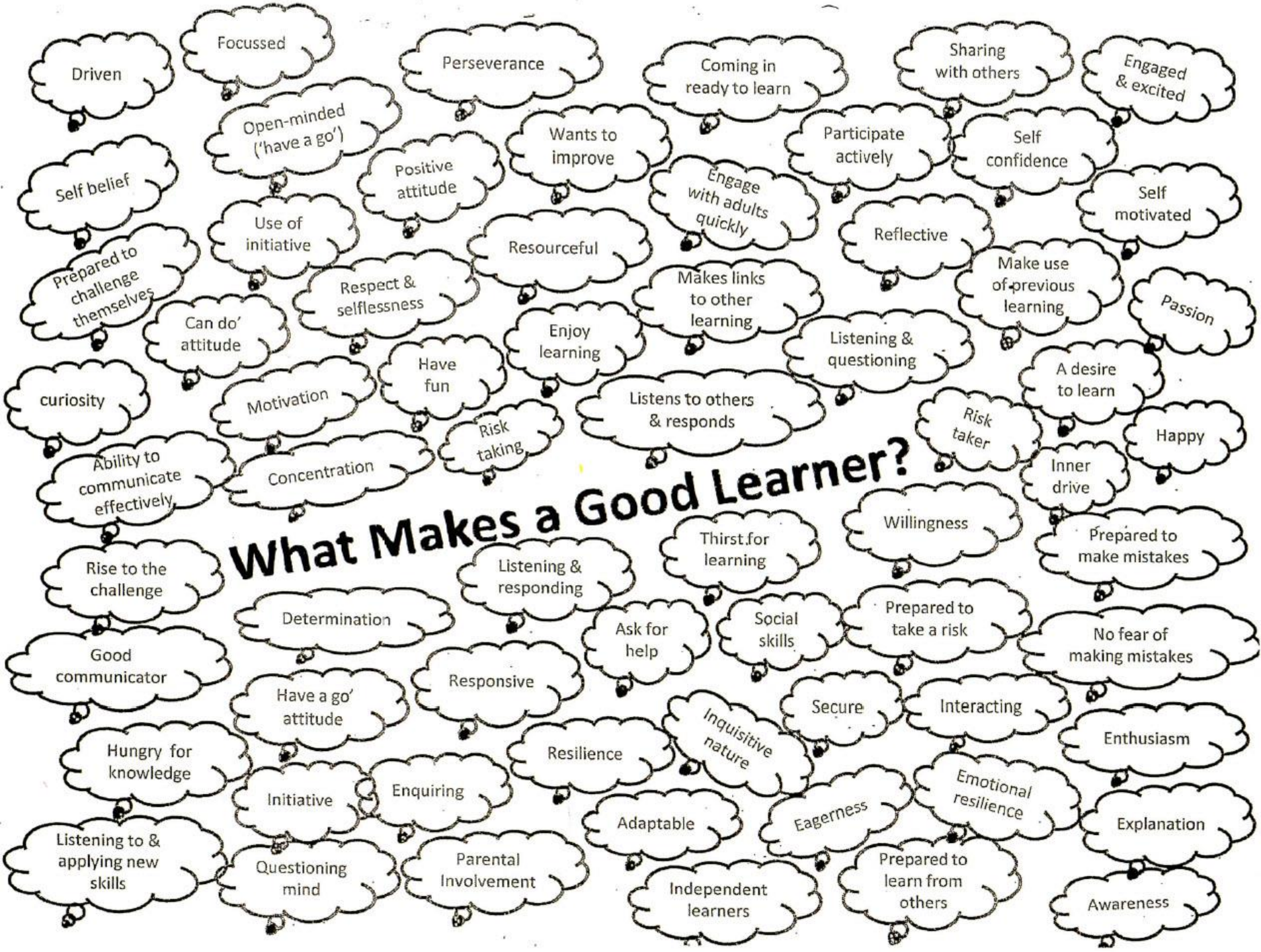



10 THINGS THAT REQUIRE ZERO TALENT

1. BEING ON TIME
2. WORK ETHIC
3. EFFORT
4. BODY LANGUAGE
5. ENERGY
6. ATTITUDE
7. PASSION
8. BEING COACHABLE
9. DOING EXTRA
10. BEING PREPARED



What Makes a Good Learner?





**PASTORAL
CARE AT
HIGHDOWN**

Year 10 Team

- Mentors:
 - 10C – Mrs Eaton & Mr Dhandia
 - 10D – Ms Lawman
 - 10E – Miss Lobo
 - 10F – Mr Stephenson
 - 10G – Mrs Bailey
 - 10H – Mr Larsen
 - 10J – Miss McNeish
 - 10K – Miss Das Neves
 - 10L – Miss Johnson & Ms Duncan
 - 10M – Miss Imperato
- Assistant Head of Achievement – Mr Bowler
- Head of Achievement – Miss Clark
- Assistant Headteacher [Yr10] – Mrs Flynn



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

· WE ARE ·
WHAT
we
REPEATEDLY
do
EXCELLENCE,
— *therefore,* —
IS NOT AN ACT,
· BUT A ·
HABIT
(ARISTOTLE)

“EXCELLENCE IS THE
GRADUAL RESULT OF
ALWAYS STRIVING
TO DO BETTER.”

— PAT RILEY

“Excellence
is not being
the best;

it is doing
your best.”



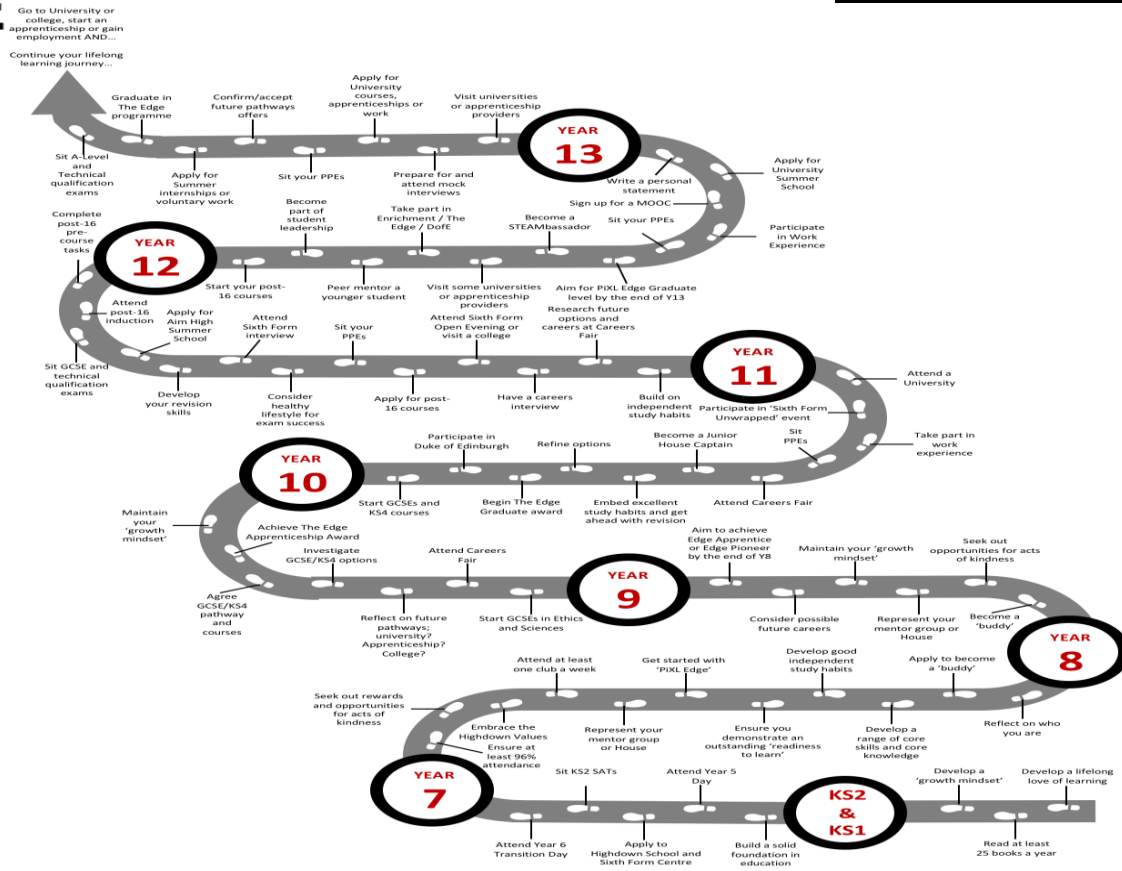


Hairstyles should be simple and not attention-seeking. Shaved patterns are not permitted. Jewellery is not permitted except single studs or sleepers (no more than one per ear), a small ring or concealed necklace/chain. All jewellery must be removed for PE lessons. Make up should be inconspicuous. Nail varnish/polish and false fingernails are not permitted.



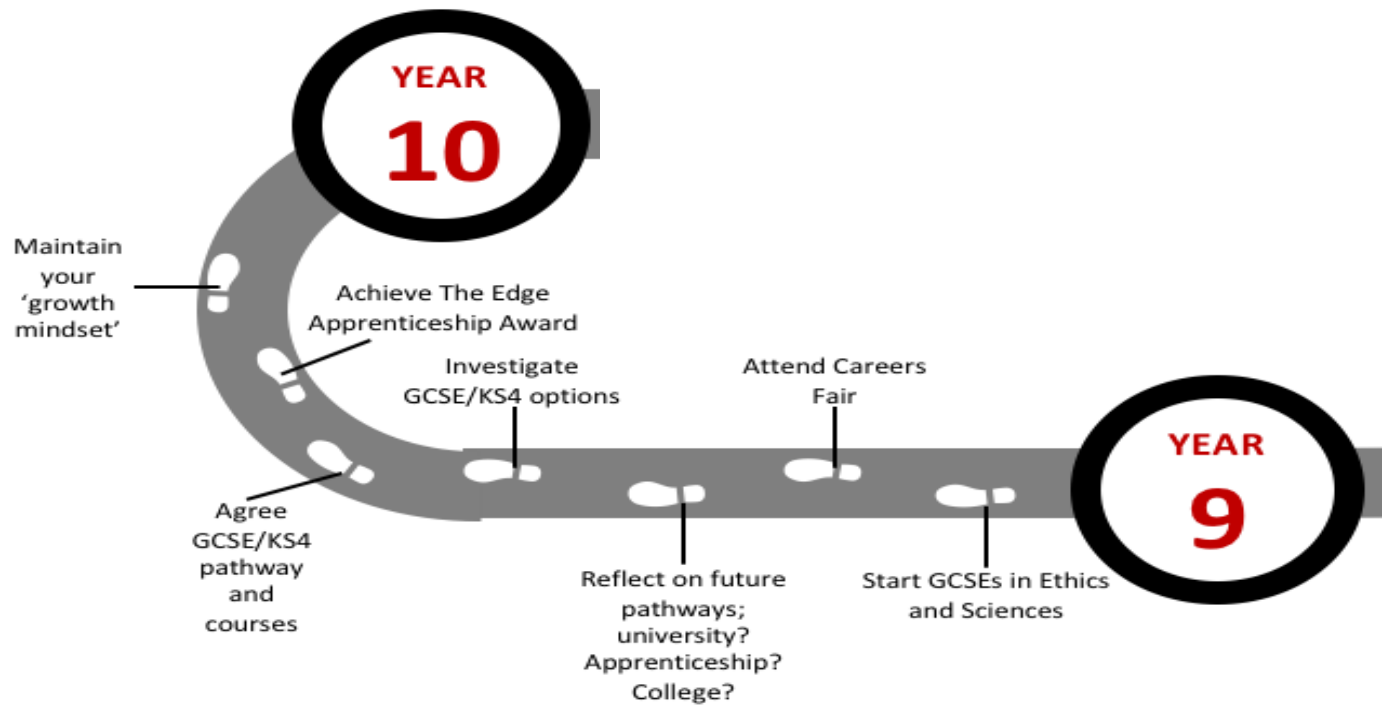
HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

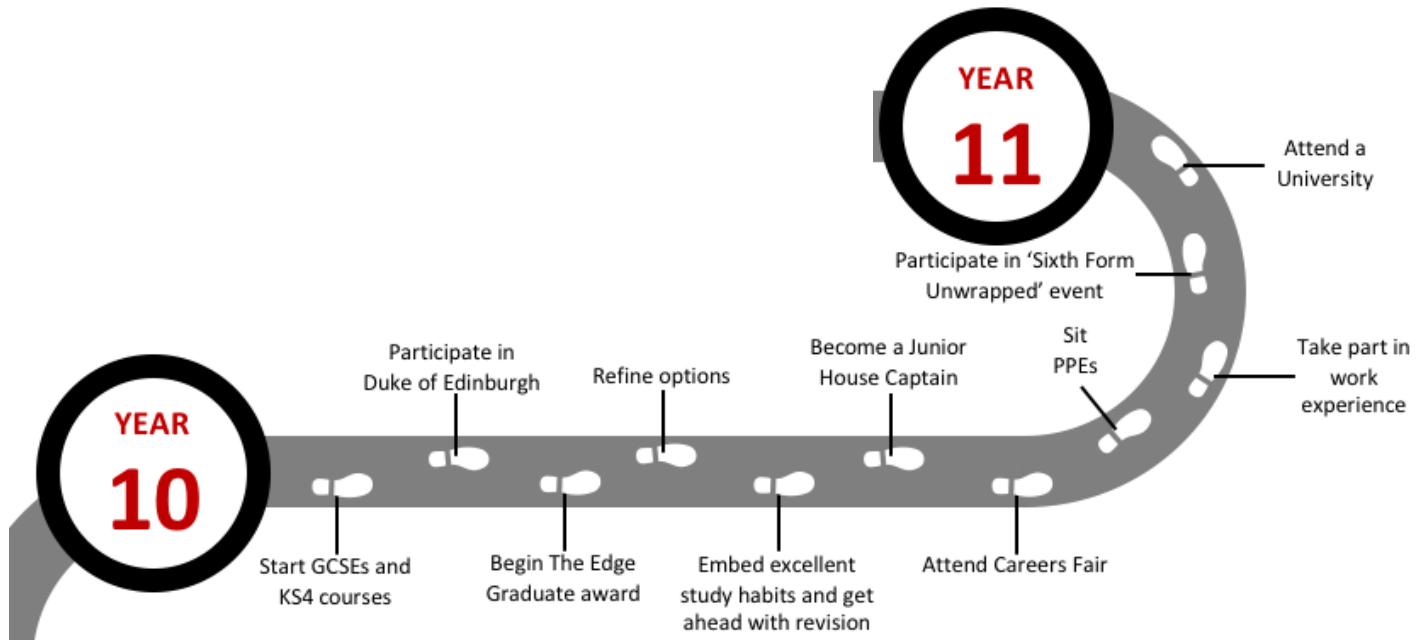
The HIGHDOWN JOURNEY



THE HIGHDOWN LEARNING AND DEVELOPMENT JOURNEY





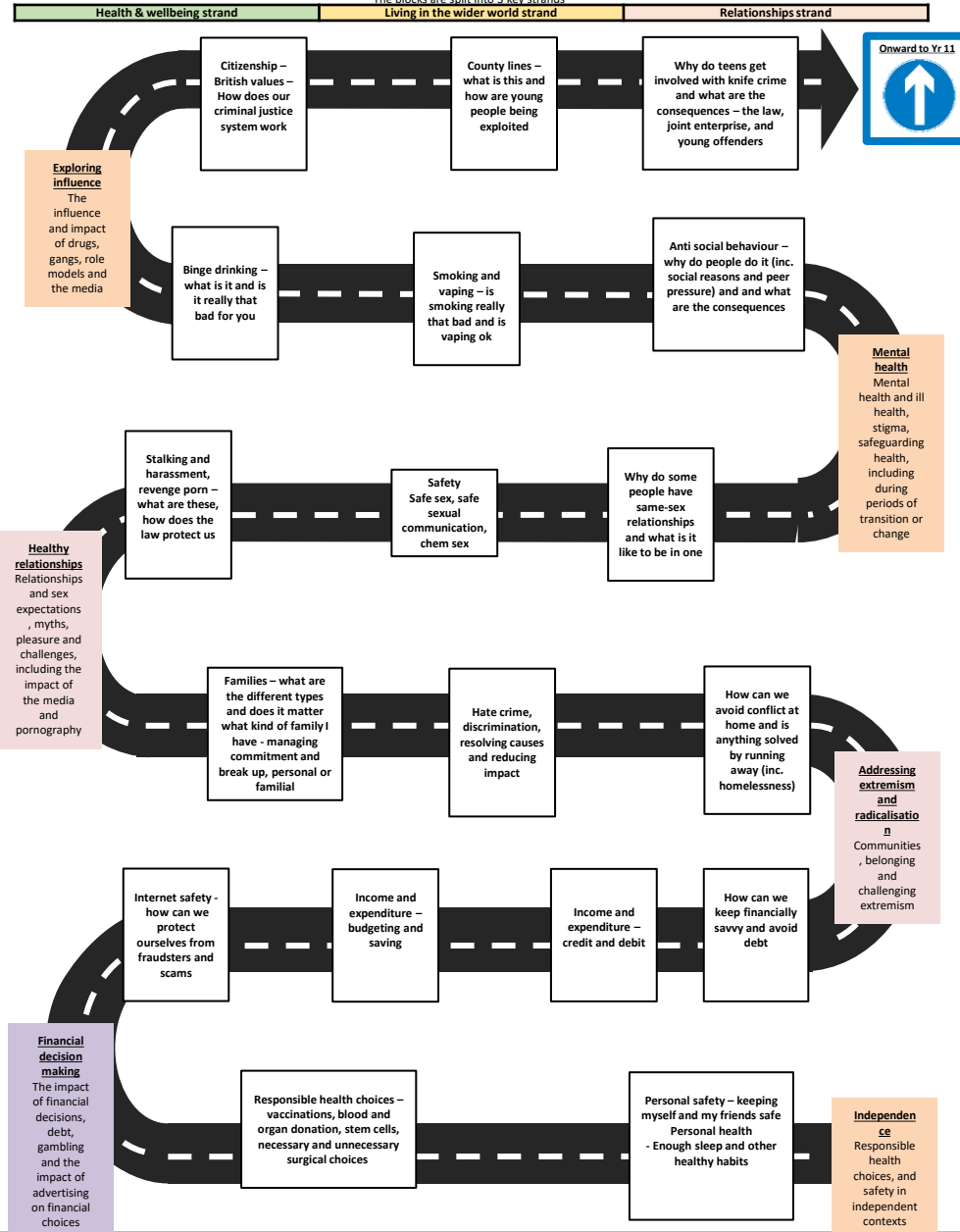


PSHCE YEAR 10 LESSON CONTENT



6 Termly Blocks for each year group covering the 2020 statutory guidelines on Personal, Social and Health Education (PSHE) and Relationships and Sexuality Education (RSE) and including citizenship.

The blocks are split into 3 key strands



PiXL Edge

PiXL Edge helps students to develop the LORIC attributes:

Leadership
Organisation
Resilience
Initiative
Communication



READINESS TO LEARN CONTINUUM

A guide to assessing a student's attitude to learning

	POOR	REQUIRES IMPROVEMENT	GOOD	EXCELLENT
Class work and growth mindset	<ul style="list-style-type: none"> you often give up when work becomes challenging your class work is often incomplete as a result of a lack of effort or focus you rarely show care or pride in the quality of your work or its presentation 	<ul style="list-style-type: none"> you sometimes drift off-task when work becomes challenging your class work is usually complete but not always to the best of your ability, e.g. rushed, limited detail, etc. you do not always take care with the presentation of your work 	<ul style="list-style-type: none"> you remain 'on task' you persevere with challenging work you complete your work with care and pride 	<p>As good, plus:</p> <ul style="list-style-type: none"> you actively choose more demanding tasks (if offered) you demonstrate high standards of presentation in your work
Engagement and focus	<ul style="list-style-type: none"> you rarely engage in tasks in lessons so that your learning is compromised you struggle to pay attention to instructions, your teacher's explanations or your peers' contributions. you are often distracted, showing little focus 	<ul style="list-style-type: none"> you sometimes struggle to engage in tasks in lessons to the expected level which hinders your learning you can become distracted and lose focus on your work, particularly when work becomes more challenging 	<ul style="list-style-type: none"> you engage with your learning and the tasks provided so that your learning is not hindered you maintain good focus in lessons, e.g. on your work, on your teacher's instructions and explanations and on your peers' contributions 	<p>As good, plus:</p> <ul style="list-style-type: none"> you engage very well with your learning and tasks provided you show real determination to learn and improve
Contribution in class	<ul style="list-style-type: none"> you rarely, if at all, participate in lessons 	<ul style="list-style-type: none"> you sometimes contribute to, and participate in, lessons 	<ul style="list-style-type: none"> you are willing to, and often do, contribute to lessons you work well with your peers and support their learning you make a concerted effort to move out of your 'comfort zone' 	<p>As good, plus:</p> <ul style="list-style-type: none"> you regularly strive to contribute to lessons your contributions help lead the learning of others, e.g. by asking questions about the subject
Home learning	<ul style="list-style-type: none"> your home learning is often incomplete, not attempted or not submitted your work demonstrates a lack of care and pride 	<ul style="list-style-type: none"> you usually complete your home learning although this may not always be on time or to the best of your ability, e.g. rushed, limited detail, etc. your work can demonstrate a lack of care or pride 	<ul style="list-style-type: none"> you complete your home learning tasks on time your work completed outside of lessons demonstrates care and pride 	<p>As good, plus:</p> <ul style="list-style-type: none"> you complete additional 'challenge' or 'extension' tasks or go 'above and beyond' with your work your work demonstrates high standards of presentation
Responding to feedback	<ul style="list-style-type: none"> you do not respond to verbal or written feedback you do not always accept feedback 	<ul style="list-style-type: none"> you respond to verbal and/or written feedback but do so inconsistently, e.g. not all the time, only parts of feedback responded to, etc. 	<ul style="list-style-type: none"> you consistently respond to feedback in all forms and this helps improve your learning 	<p>As good, plus:</p> <ul style="list-style-type: none"> you are proactive in seeking feedback and act upon all forms of feedback positively so that your learning is deepened
Organisation	<ul style="list-style-type: none"> you rarely bring the correct and required equipment to lessons you do not manage time and/or work effectively, and this compromises your learning and progress 	<ul style="list-style-type: none"> you sometimes lack the correct and/or required equipment for lessons you sometimes need direction to help manage your time or work so that your learning is not hindered 	<ul style="list-style-type: none"> you usually bring the correct and/or required equipment to lessons you are able to self-regulate your organisation of time and work 	<p>As good, plus:</p> <ul style="list-style-type: none"> you carefully manage your time and work to maximise your learning and progress you self-check your work before submission



These descriptors should be applied on a 'best fit' basis. Staff should recognise where real determination and effort have been shown to improve.

Attendance

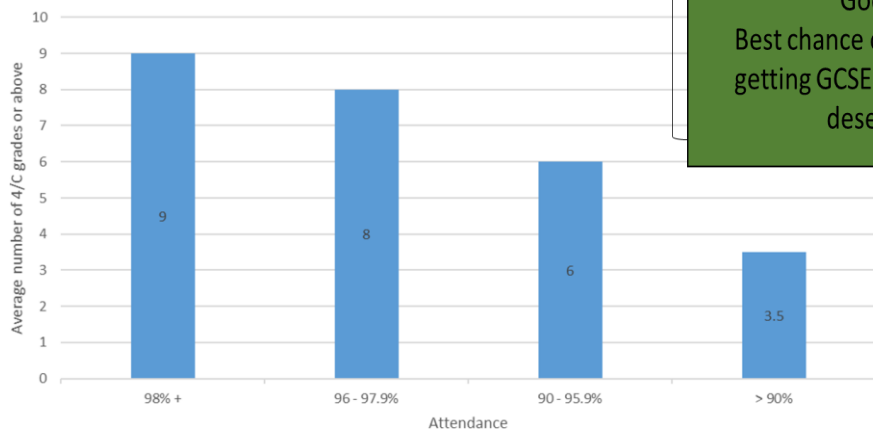
Pupils are expected to have an attendance figure of at least 96% for this academic year.

179 non-school days to spend on family visits, holidays, dentist trips, shopping and other activities.

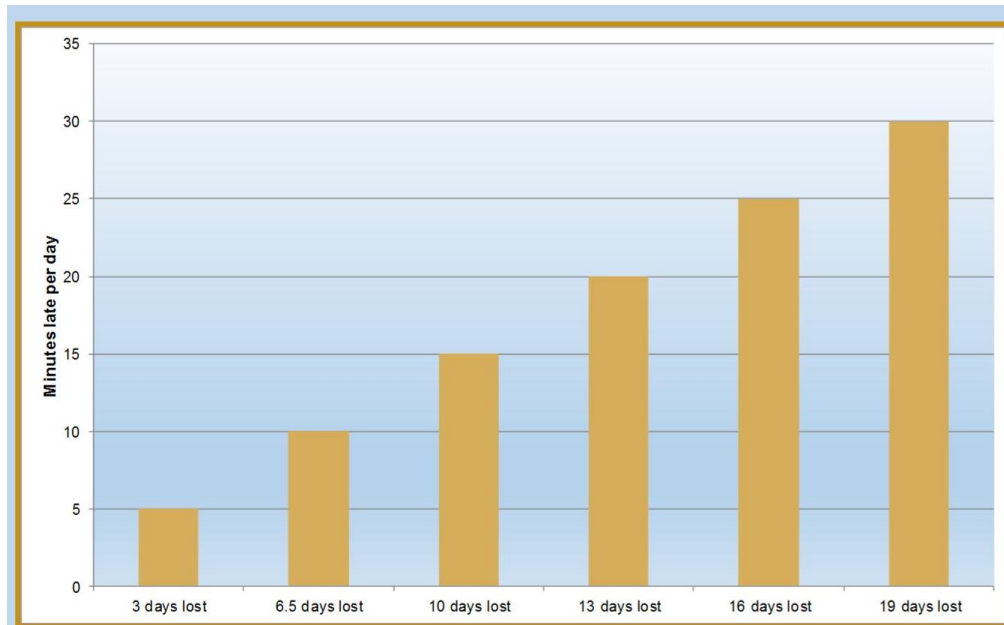
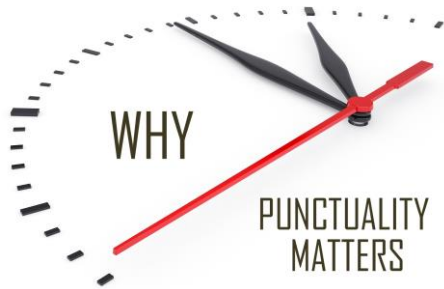
365 days in a year

186 school days = 100%	7.5 days off 178.5 school days = 96%	10 days off 176 school days = 90%	28 days off 158 school days = 85%	37 days off 149 school days = 80%	46.5 days off 139.5 school days = 75%
Good Best chance of your child getting GCSE results they deserve		Worrying Less chance of success. Makes progress harder. You will be contacted by the school attendance officer		Serious concern Dramatically reduces success Progress is difficult Court action may be taken	

Why attendance is important for GCSE results



Punctuality



100 YEARS



IT ALL ADDS UP

In a school year.

5 minutes
late per day
=
3 days lost

15 minutes late
per day
=
10 days lost

Simple Fact: lost minutes = lost learning





HIGHDOWN SCHOOL AND SIXTH FORM CENTRE
AT HIGHDOWN WE WILL ALL SHOW...

ASPIRATION

RESPECT

EXCELLENCE



AMBITION

COURTESY

ACCOUNTABILITY

COMMITMENT

HONESTY

RESILIENCE

DETERMINATION

TOLERANCE

RESPONSIBILITY

#Values





HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

PiXL

The Highdown Way...

Our core values

ASPIRATION

RESPECT

EXCELLENCE

As an academy we will:

- provide a safe, happy and caring environment
- promote high **aspirations** and expectations for all students
- provide a rich, broad, balanced, stimulating and well taught curriculum to meet the needs of students and promote **excellence**
- set, monitor and provide feedback on home learning in line with the Curriculum Policy.
- promote high standards of attendance, behaviour, mutual **respect** and attitude to learning
- support personal development through positive relationships and awareness of rights and social responsibilities
- ensure that students understand our values and follow 'the Highdown Way'
- work with agencies to promote community cohesion, safety and well-being
- listen to concerns reported about a student's emotional well-being which may affect their behaviour in school
- ensure equal opportunities for all students
- keep parents informed about general academy matters and issues
- work with parents/carers in partnership to support students' development and progress

As a student I will demonstrate the core values by following 'The Highdown Way' by:

- being *ready to learn* every lesson, every day:
 - I will be present and punctual
 - I will be properly equipped
 - I will wear the correct uniform
 - I will enter the room calmly and sensibly
 - I will follow the mobile phone policy
 - I will behave in a pro-social way at school and whilst travelling to and from the academy
- *being kind and respectful* to myself and others:
 - I will be polite and courteous to others
 - I will be honest with staff
 - I will listen and follow all instructions given by staff
 - I will follow the Behaviour Policy
 - I will keep the academy estate clean and tidy
 - I will not bring illegal, dangerous or other forbidden items into school
 - I will not do anything to endanger a healthy, safe and secure environment, including online
- *working hard* in every lesson:
 - I will try my best in all I do, be **aspirational** and aim for **excellence** in my work
 - I will complete all home learning and will respond to feedback positively
 - I will be pro-active in lessons and enable others to work undisturbed

As a parent/carer we/I will:

- treat all staff with courtesy and **respect** and help my child meet expectations of our core values
- ensure that my child completes all home learning set, by checking Show My Homework website regularly, and to the best possible standard
- ensure your child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing the correct school uniform
- ensure my child understands and follows 'the Highdown Way' and support any action taken by school over matters of discipline
- work in partnership with the academy to promote my child's development
- take an active interest in all aspects of my child's life in school, encouraging high **aspirations**
- encourage my child to take a full and active part in school life
- attend parents meetings to discuss my child's welfare, progress and journey to **excellence**
- share information about any concerns that might affect my child's work or behaviour
- ensure the academy is informed of any change in medical conditions, in family circumstances, and in contact details

#weAREhighdown





The Highdown Way...

Our core values

ASPIRATION

RESPECT

EXCELLENCE

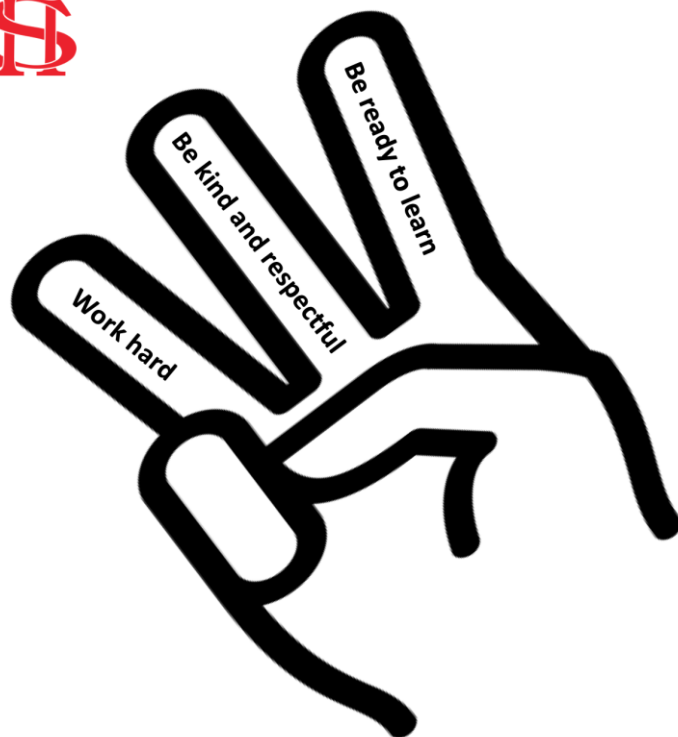
As a student I will demonstrate the core values by following 'The Highdown Way' by:

- **being ready to learn every lesson, every day:**
 - I will be present and punctual
 - I will be properly equipped
 - I will wear the correct uniform
 - I will enter the room calmly and sensibly
 - I will follow the mobile phone policy
 - I will behave in a pro-social way at school and whilst travelling to and from the academy
- **being kind and respectful:**
 - I will be polite and courteous to others
 - I will be honest with staff
 - I will listen and follow all instructions given by staff
 - I will follow the Behaviour Policy
 - I will keep the academy estate clean and tidy
 - I will not bring illegal, dangerous or other forbidden items into school
 - I will not do anything to endanger a healthy, safe and secure environment, including online
- **working hard in every lesson:**
 - I will try my best in all I do, be **aspirational** and aim for **excellence** in my work
 - I will complete all home learning and will respond to feedback positively
 - I will be pro-active in lessons and enable others to work undisturbed



#weAREhighdown





At Highdown School and Sixth Form Centre, all staff and students aspire to achieve the very highest standards.

In each lesson, to consistently maintain these standards, there are 3 very straightforward and reasonable expectations all students should follow – 'The Highdown Way'.

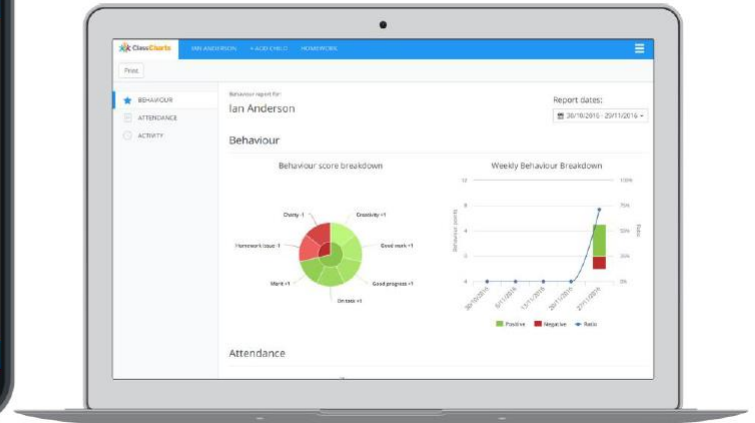
#weAREhighdown



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



ClassCharts



Key Dates 2022-2023

- Settling in review report: Wednesday 19th October 2022
- Progress review 1 & mentor report: Tuesday 7th March 2023
- Learning Review Evening: Thursday 23rd March 2023 [virtual]
- PPE (Pre-Public Examinations): Start on Wednesday 3rd May 2023 until Friday 12th May 2023
[WB 24.04.23 for PPEs in practical subjects]
- Progress review 2: Tuesday 13th June 2022



**HIGHDOWN SCHOOL
AND SIXTH FORM CENTRE**

ENGLISH

CURRICULUM LEADER: MS H. EVELEIGH/MISS N. SALMON

KEY STAGE 4 COORDINATOR: MISS MYERS

GCSE English Language and GCSE English Literature



COURSE CONTENT

Year 10 English	Year 11 English
<ul style="list-style-type: none">• 19th Century Text<ul style="list-style-type: none">- A Christmas Carol• Poetry<ul style="list-style-type: none">- Power and Conflict Poetry- Unseen Poetry• Shakespeare Play<ul style="list-style-type: none">- The Merchant of Venice• 19th Century Text<ul style="list-style-type: none">- A Christmas Carol• Language Paper 1<ul style="list-style-type: none">- 19th Century Literary Fiction Extracts (language and structure analysis, evaluation of ideas)- Descriptive and Narrative Writing• Language Paper 2<ul style="list-style-type: none">- 19th Century – 21st Century Non Fiction Extracts (comparison, language analysis, comparative evaluation)- Discursive Writing	<ul style="list-style-type: none">• Modern Text<ul style="list-style-type: none">- An Inspector Calls by J.B. Priestley• Revision, revisiting and embedding of Literature and Language



ASSESSMENT

AQA English Language (8700)

**Paper 1 – Explorations in Creative Reading and Writing
(50%)**

**Paper 2 – Writers’ Viewpoints and Perspectives (50%)
+ Spoken Language Assessment**

AQA English Literature (8702)

Paper 1 – Shakespeare and 19th Century Novel (40%)

Paper 2 – Modern Texts and Poetry (60%)



SKILLS FOR SUCCESS

- Read, understand and respond to texts
- Analyse language, form and structure
- Use subject specific terminology
- Show an understanding of context
- Communicate clearly, imaginatively and effectively
- Write with technical accuracy



SUCCESSFUL STUDENTS

- Read a wide range of texts
- Keep exercise books revision ready
- Learn short, key quotations from texts
- Make revision visible
- See the importance of year 10



Time + Effort = Success



- List of recommended resources on ClassCharts
- Fortnightly Study Skills Session
- Weekly Home Learning
- Massolit
- GCSE Pod
- Mr Bruff YouTube Videos
- BBC Bitesize
- CGP Workbooks
- Department revision sessions and quizzes



HELPING AT HOME

- Reading a range of texts together
- Watch plays and adaptations of texts together
- Promote/remind students about GCSEPod and Massolit.
- Use ClassCharts to check/support home learning
- Encourage students to revise actively
- Encourage excellence rather than just completion



LESSONS FROM PREVIOUS COHORTS

- Students at Highdown can achieve the magic 9!
- Those who work hard achieved their potential and beyond.
- Those who attended revision/intervention did far better than those who did not.
- Sets are not a barrier to achievement.
- Practice with timings is vital.
- Having a goal helps.

I BEGAN TO REALIZE HOW IMPORTANT IT WAS TO BE AN ENTHUSIAST IN LIFE. IF YOU ARE INTERESTED IN SOMETHING, NO MATTER WHAT IT IS, GO AT IT FULL SPEED. EMBRACE IT WITH BOTH ARMS, HUG IT, LOVE IT AND ABOVE ALL BECOME PASSIONATE ABOUT IT. LUKEWARM IS NO GOOD.

-Roald Dahl



GCSE Mathematics

Curriculum Leader – Mr W Dineley

KS4 Coordinator – Mr R Larsen



Tiered Entry

Foundation Tier (sets 3&4)



Higher Tier (sets 1 & 2)

Further Maths



The Exam

Paper 1

Non-calculator
1hr 30mins
80 Marks
Any content

Paper 2

Calculator
1hr 30mins
80 Marks
Any content

Paper 3

Calculator
1hr 30mins
80 Marks
Any content



Calculators

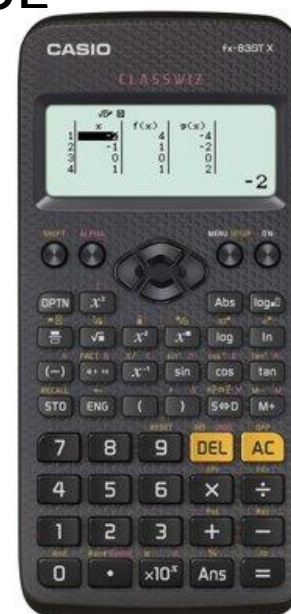
Casio fx-991EX

- Suitable for A Level
- £25-30



Casio fx-83GTX

- Suitable for GCSE
- £10



Support

- Intervention
- Effective Revision
 - Little and often
 - Learning by doing
- Resources
 - Revision Guides
 - Practice Papers
 - Online
- The Maths Team
- Home Learning
 - Completion
 - Feedback
- Ready to Learn Grades
- Responsibility
- Get in touch



GCSE SCIENCES

CURRICULUM LEADER: **Ms M Elliot** KS4 Coordinator **Mr M Loveday**

The examination board for GCSE Sciences is AQA

All students have lessons in Biology Chemistry and Physics and have specialist teachers for each.



BIOLOGY CONTENT

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



CHEMISTRY CONTENT

- Atomic Structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



PHYSICS CONTENT

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Waves
- Forces
- Magnetism and Electromagnetism



MATHEMATICAL SKILLS

- Standard Form and order of magnitude
- Estimates and significant figures
- Averages
- Simple probability
- Algebra skills
- Graphs



ASSESSMENT

100 % examination which are all terminal
6 exam papers of 1 hour 15 min each (2 x papers
for each Science)

Core Practical content ('Required Practical')
examined in the terminal papers

Core Numeracy content also 10-30 %
of final papers.

10% Biology

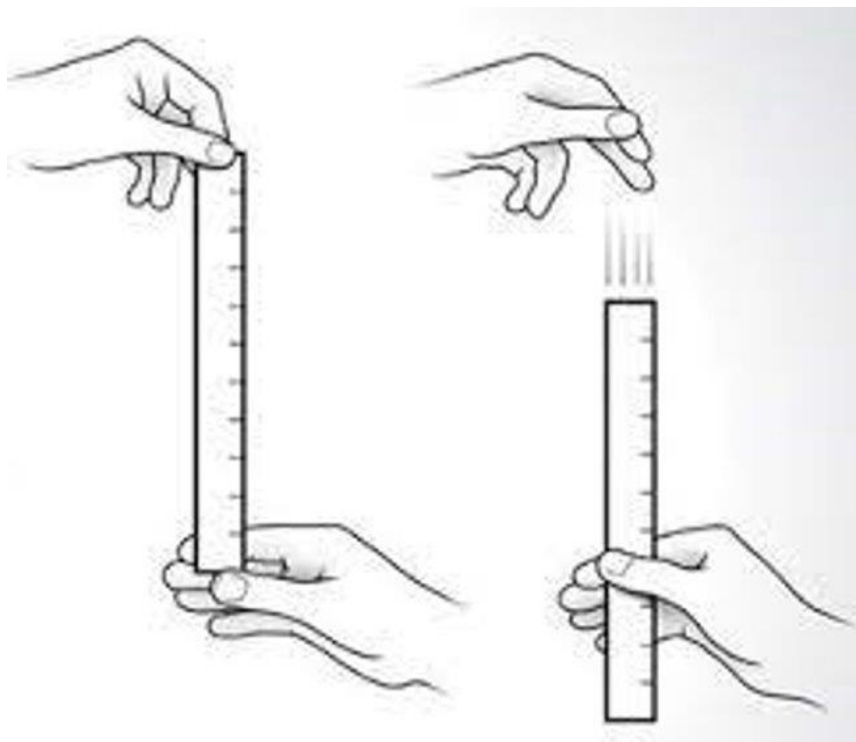
20% Chemistry

30% Physics

Marks from all six papers are combined
to give grades from 9-9 to 1-1



Practical Skills



Testing
reaction times

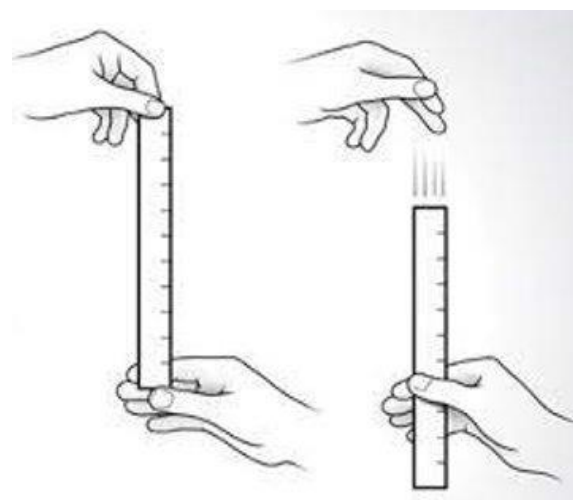


How fast?

**Reaction Time Chart for
the Ruler Drop Test**

Distance in Cm.	Reaction Time in Seconds	Norms
1	.05	Excellent
2	.06	Excellent
3	.08	Excellent
4	.09	Excellent
5	.10	Excellent
6	.11	Excellent
7	.12	Excellent
8	.13	Above Average
9	.14	Above Average
10	.14	Above Average
11	.15	Above Average
12	.16	Above Average
13	.16	Above Average
14	.17	Above Average
15	.18	Above Average
16	.18	Average
17	.19	Average
18	.19	Average
19	.20	Average
20	.20	Average
21	.21	Below Average
22	.21	Below Average
23	.22	Below Average

The norms on the chart are for 16 to 19 year olds.



GCSE Question

Describe how to measure reaction time of a driver and explain why using a hand-held mobile phone while driving is illegal in the United Kingdom.



Grade 4 answer

- drop a ruler and another person catches it
- Write down the distance where the ruler is caught
- Mobile phones distract the driver



Grade 6 answer

- ***One person holds metre ruler above the hand of person to be tested***
- drop the ruler and the other person catches it
- ***measure*** the distance where the ruler is caught
- ***Convert distance to time***
- Hand held mobile devices cause a distraction ***which will increase the drivers reaction time and could cause an accident.***



Grade 8 answer

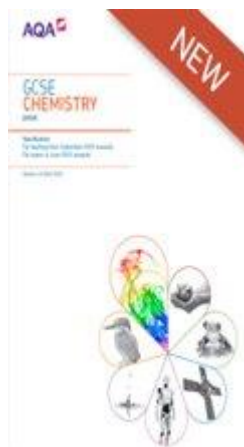
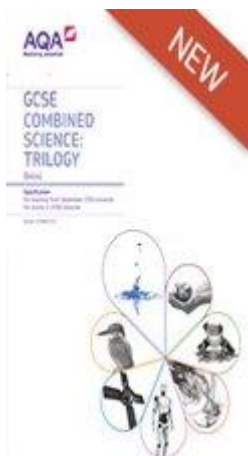
- hold metre rule above hand of person to be tested **so *the bottom of the ruler is level with the top of the hand***
- drop the ruler ***without warning*** and the other person catches it
- measure the distance where the ruler is caught
- convert the distance into time ***using a standard (scale) chart or calculation***
- Hand held mobile phones cause a distraction which increases the drivers reaction time.
- ***This increases the thinking distance travelled by the car before the brakes are applied and therefore the driver may be unable to avoid hitting another vehicle or a pedestrian***



SPECIFICATIONS

Some students will be selected to enter Separate Science Examinations in Year 11 and will be taught some extra material mostly in year 11.

Their 6 papers will all be 1 hour and 45 minutes long and they will receive a separate grade for each of the 3 Sciences



<http://www.aqa.org.uk/subjects/science/gcse>



SUCCESSFUL STUDENTS

- Ask questions.
- Use evidence and make links to real life.
- Solve problems (this only comes with practice).
- Understand and use correct scientific terminology.
- Know the facts and recall them regularly

You can all help by encouraging these:

Curiosity

Perseverance

Deliberate practice



HELPING AT HOME

1. Encourage them to make a keyword glossary and test your child regularly.
2. Encourage use of the resources available to make review materials.

- www.kerboodle.com Institution code Li7
- [GCSE | CGP Books](#)
- <http://www.youtube.com/user/myGCSEscience>
- <https://www.youtube.com/user/virtualschooluk>

- And please keep in touch with the science teachers so that we can all work together as a team.

maelliot@highdown.reading.sch.uk



GCSE RELIGIOUS STUDIES, AND GCSE CITIZENSHIP

CURRICULUM LEADER: Mr. M Hampson

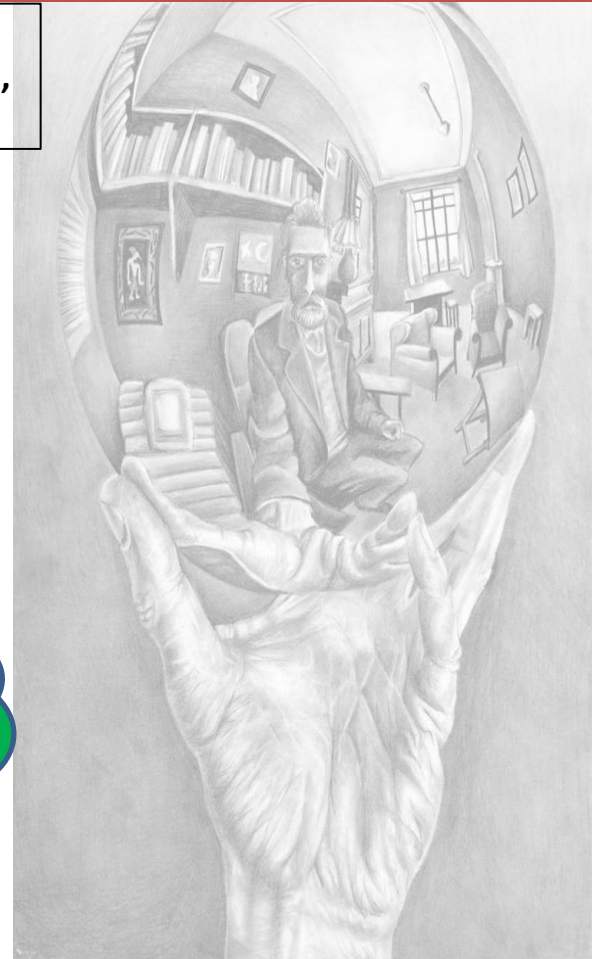
SUBJECT TEACHERS: Ms. B McNeish, Mrs. S Chamberlain,
Mrs. J Dunn, Mr. S Lilley, Mr. J Reid

Does the law
enhance, or
reduce,
freedom?

Can a loving
God allow
evil to exist?

How are we best
represented by
our government
and laws?

Is it morally
acceptable
to kill to save
lives?



SPECIFICATION

• AQA Religious Studies A

The course covers:

- Christianity and Islam as world religions.
- Ethical themes covering issues facing society in the 21st Century and religious responses to them:

• OCR Citizenship Studies

The course covers:

- Rights, the law and the legal system of England and Wales
- Democracy and Government
- The UK and the wider world

Identity and
Discrimination

Budgets, The
Economy, Welfare
and Priorities

Stewardship
and
Pollution

Media, Bias,
Finding
Truth

Scripture and
Symbolism

War and
Terrorism

Equality
and Rights

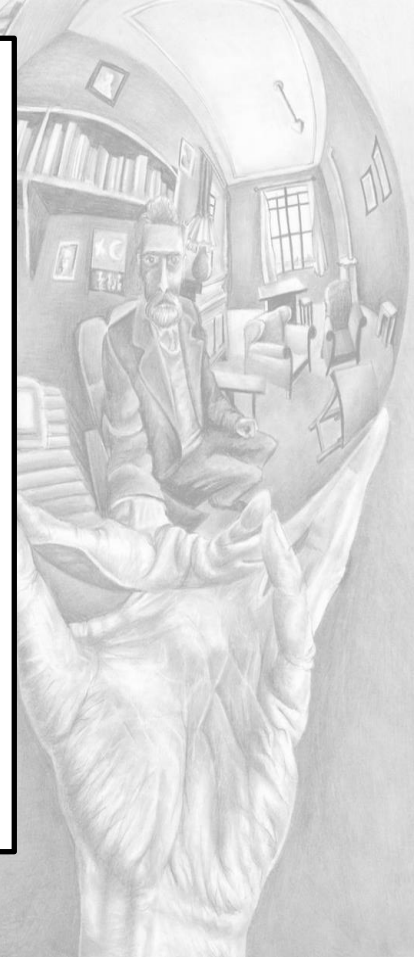
Truth and
Belief

International
Relations

Punishment,
Deterrence,
Reform

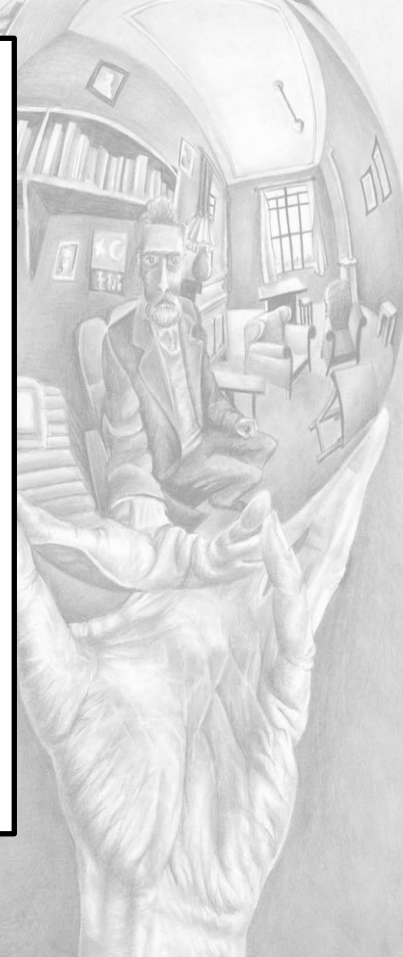
WHAT TO EXPECT – RELIGIOUS STUDIES

- By studying Religious Studies, students will be able to cultivate a personal and critical appreciation of the world around them.
- They will be able to recognise beliefs and their origins, while able to develop and justify their own set of values by questioning beliefs of both a religious and secular nature.
- Students should have an open mind and be prepared to challenge – and be challenged on – views surrounding the ‘big questions’ facing society today, e.g. how should humans treat each other, animals and the environment.



WHAT TO EXPECT – CITIZENSHIP STUDIES

- By studying Citizenship, students will be able to cultivate a personal and critical approach to civic society and structures.
- They will understand interconnected aspects of politics, law, media, and contemporary social issues while able to develop and justify their own set of values and perspectives.
- Students should be prepared to analyse and evaluate justifications for multiple claims and views, being open minded that they may accept challenge and use this to develop their understanding further.



ASSESSMENT: RELIGIOUS STUDIES

Students will sit 2 exam papers at the end of Year 11.

The exams are Each exam lasts 1 hour and 45 minutes and is worth 50% of the student's final grade.

- Paper 1: **Christianity and Islam**
- Students will answer questions on each of the following topics:
- **Christian beliefs**
- **Christian practices**
- **Islamic beliefs**
- **Islamic practices**

- Paper 2: **Ethical themes**
- Students will answer questions on each of the following topics.
- **Theme A: Religion and Life**
- **Theme B: Family and Relationships**
- **Theme D: War and Peace**
- **Theme E: Crime and Punishment**

ASSESSMENT: CITIZENSHIP STUDIES

Students will sit 3 exam papers at the end of Year 11. The exams links to focuses below.

Section 1: Rights, the law and the legal system in England and Wales. Section 2: Democracy and government. Section 3: The UK and the wider world. Section 4: Citizenship action. Section 4 is a campaign plan to be referred to in a written segment of exam 2.

Paper 1: **Citizenship in perspective**

50 marks of 200 - 1 hour
Links to sections 1, 2 and 3

Paper 2: **Citizenship in action**

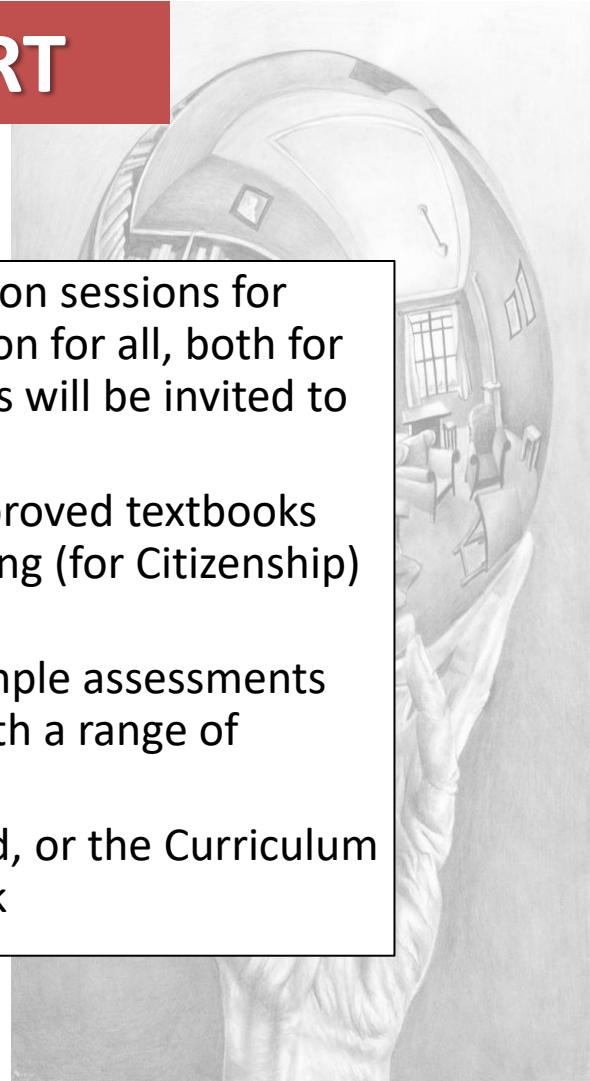
100 marks of 200
1 hour 45 mins
Links to all sections

Paper 3: **Our rights, our society, our world**

50 marks of 200
1 hour
Links to sections 1 and 3

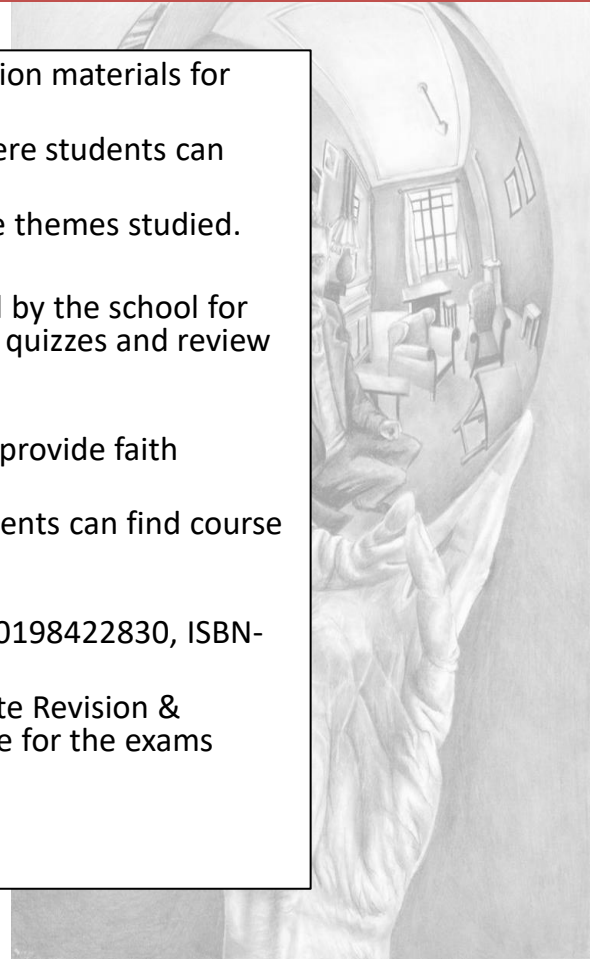
REVISION AND SUPPORT

- The Ethics department run targeted intervention sessions for those most in need, and drop in revision session for all, both for Citizenship and Religious Studies. Y11 Students will be invited to attend these sessions
- Students have access to the AQA and OCR approved textbooks online through OCR posts and Dynamic Learning (for Citizenship) and Kerboodle (for Religious Studies)
- Students will have access to AQA and OCR sample assessments and mark schemes through class-charts, as with a range of resource materials.
- For further support, teachers can be contacted, or the Curriculum Leader mihampson@highdown.reading.sch.uk



TAKING IT FURTHER – RELIGIOUS STUDIES

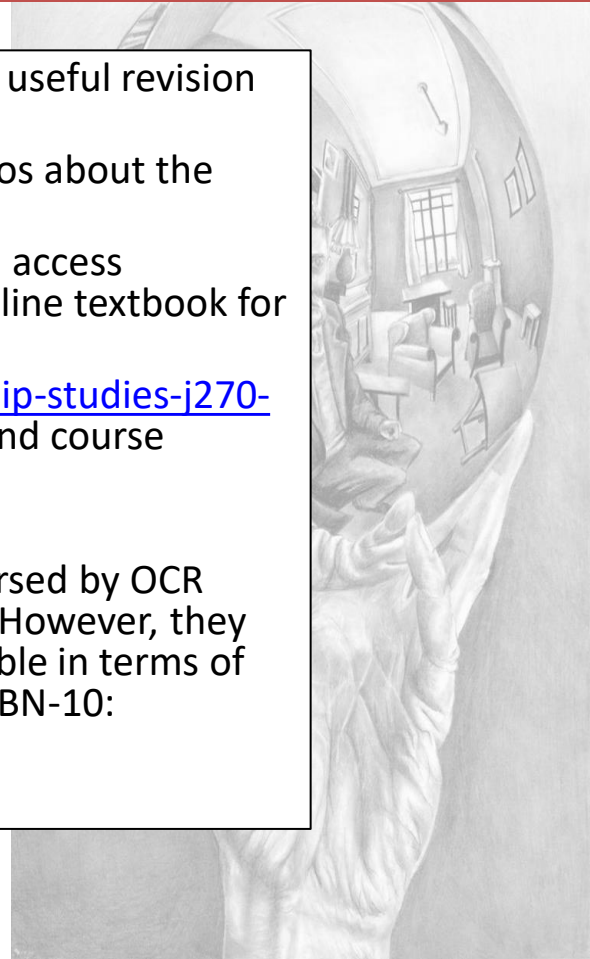
- Students can access the **BBC Bitesize** website to find useful revision materials for Religious Studies.
- www.senecalearning.com is a great online learning platform where students can revise their Ethics knowledge.
- www.truetube.co.uk is a website with access to videos about the themes studied.
- www.reonline.org.uk provides board review resources.
- <https://www.kerboodle.com/> is a website with access purchased by the school for students to use as an online textbook for review, with additional quizzes and review resources
- <https://www.learnreligions.com/christianity-4684897> and <https://www.learnreligions.com/introduction-to-islam-2004096> provide faith specific content
- <https://www.aqa.org.uk/subjects/religious-studies> is where students can find course information and past papers
- There is an AQA revision guide available to buy online: 'Religious Studies A (9-1) Christianity and Islam (ISBN: ISBN-10: 0198422830, ISBN-13: 978-0198422839).
- The AQA GCSE Grade 9-1 GCSE Religious Studies: AQA A Complete Revision & Practice with Online Edition is a very clear and thorough resource for the exams (ISBN-10: 1782946411, ISBN-13: 978-1782946410).




TAKING IT FURTHER - CITIZENSHIP

- Students can access the **BBC Bitesize** website to find useful revision materials for Citizenship.
- www.truetube.co.uk is a website with access to videos about the themes studied.
- <https://my.dynamic-learning.co.uk/> is a website with access purchased by the school for students to use as an online textbook for review, with additional quizzes and review resources
- <https://www.ocr.org.uk/qualifications/gcse/citizenship-studies-j270-from-2016/> is where students can find past papers and course information

- Only the OCR GCSE Citizenship 9-1 text book is endorsed by OCR (ISBN-10: 1471865274, ISBN-13: 978-1471865275). However, they provide links to the Hodder revision guide as applicable in terms of content and exam skills for three exam structures (ISBN-10: 1471864936, ISBN-13: 978-1471864933).





**Courage, determination
and belief =
SUCCESS!**

