



HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

Surley Row • Emmer Green • Reading • RG4 8LR
Tel: 0118 901 5800 Fax: 0118 901 5801
E-mail: office@highdown.reading.sch.uk
www.highdown.reading.sch.uk



KS4 COURSE INFORMATION, ADVICE AND GUIDANCE

For September 2022 – July 2023





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Headteacher:
Rachel Cave BSc. NPQH

September 2021

Dear Parents and Students

At Highdown School and Sixth Form Centre we value the way in which we work together with parents to ensure that all students maximise their success.

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

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

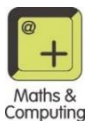
We hope this is a useful guide for both parents and students in setting out our expectations. Hopefully, you will find it a useful reference over the next two years as we strive for excellence and maximum achievement for all our students.

Thank you in anticipation of your continued support.

Yours sincerely

Vicki Clark
Head of Achievement (Year 10)

John Reid
Deputy Headteacher (Curriculum & Professional Learning)



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Examination Details

AQA
8201

Reformed GCSE

Assessment Details

Coursework Portfolio: 60%
Externally Set Task: 40%

Course Information

Our approach to Art and Design will introduce you to a variety of themes, materials and techniques and will help to build on those already gained. The course will provide you with the skills to communicate ideas and will develop your ability to investigate, analyse and experiment.

What will I study?

The course begins with a teacher led project introducing a variety of materials and processes such as drawing, printmaking, painting, photography, mixed media, ceramics and wire. As the course progresses, you will be able to follow a more individual program. This will be developed through tutorials with your teacher and will be based around your strengths and interests.

A variety of artists, designers and craftspeople will be studied. These will be both contemporary and from other times and cultures working within varied fields.

In your GCSE you will study a variety of themes including

- Food and Drink
- Identity
- Portraiture

Coursework - 60%

You will produce a portfolio of work, which will consist of two to three projects. A coursework unit includes preparatory work, sketchbooks, artist research and analysis, experimentation with materials and design ideas related to the final piece(s) in relation to the chosen theme.

Examination - 40%

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

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

- AO1 – Looking at and responding to the work of others
- AO2 – Exploring materials and techniques
- AO3 – Collecting imagery and observational drawing
- AO4 – Presenting a personal response

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

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

Useful websites:

www.studentartguide.com

www.pinterest.com

www.tate.org.uk

www.theroyalacademy.org.uk

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

Perry Paxton

Examination Details

AQA
8203

Reformed GCSE

Assessment Details

Coursework Portfolio: 60%
Externally Set Task: 40%

Course Information

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

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

Unit 1: Portfolio of Work - 60%

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

Themes may include:

Portraiture
Typography

Unit 2: Externally Set Task - 40%

Ten hours of sustained focused study to complete a final outcome in examination conditions. Students will complete research and develop ideas in response to their chosen examination theme. This is externally set and is assessed internally and externally.

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

A01 – Looking at and responding to the work of others
A02 – Exploring materials and techniques
A03 – Collecting imagery and observational drawing
A04 – Presenting a personal response

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

Useful websites:

www.studentartguide.com

www.pinterest.com

www.behance.com

www.tate.org.uk

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

Muse (band), Knights of Cydonia,
from the album Black Holes and Revelations

Examination Details

AQA

Assessment Details

Two written examination papers:

Paper 1: Influences of Operations and Human Resource Management on Business Activity

Paper 2: Influences of Marketing and Finance on Business Activity

Course Information

Reformed GCSE. While studying this course, students are likely to learn a lot of new things. Students will be introduced to the world of business and will look at what makes someone a successful business person. Students will find out how to develop an idea and spot an opportunity, turning that into a successful business. Students will understand how to make a business effective and manage money well. Students will also see how the world around us affects small businesses and all the people involved.

Course Information

Unit 1: Business in the Real World

- The purpose and nature of businesses
- Business Ownership
- Setting Aims and objectives
- Stakeholders
- Business Location
- Business Planning
- Expanding a business

Unit 2: Influences on Business

- Technology
- Ethical and Environmental considerations
- The economic climate on businesses
- Globalisation
- Legislation
- Competitive Environment

Unit 3: Business Operations

- Production Processes
- The role of procurement
- The concept of Quality
- Good Customer Service

Unit 4: Human Resources

- Organisation Structures
- Recruitment and Selection of Employees
- Motivating Employees
- Training

Unit 5: Marketing

- Identifying and Understanding Customers
- Segmentation
- The purpose and methods of market research
- Elements of the marketing mix
- Using the marketing mix: product and pricing
- Promotion and Distribution

Unit 6: Finance

- Sources of Finance
- Cash Flow
- Financial Terms and Calculations
- Analysing the Financial Performance of a business

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

Recommended Revision Guides

New GCSE Business AQA Revision Guide for the Grade 9-1 Course (CGP GCSE Business 9-1 Revision)

Past Papers can be found at

www.aqa.org.uk

Recommended Revision Websites

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

www.businessstudiesonline.co.uk

www.bbc.co.uk/bitesize

www.tutor2u.net

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

Ralph Marston

Course Information...

...about GCSE Chinese (including MEP)

Examination Details

Edexcel
1CNO

Reformed GCSE

Assessment Details

Paper 1: Listening (25%)
Paper 2: Speaking (25%)
Paper 3: Reading (25%)
Paper 4: Writing (25%)

Course Information

Identity and culture:

Family, descriptions, daily life, hobbies.

Local area, holiday and travel

Town, region, country, travel, tourist attractions, holidays.

School: future aspirations, study and work

Subjects, teachers, rules, activities, work, ambitions, using language beyond the classroom.

International and global dimension

Environmental issues, bringing the world together.

Steps to Success...

...in GCSE Chinese (including MEP)

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

Useful websites:

www.bitesize.co.uk;

www.languagesonline.org.uk;

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

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

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

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

www.s-cool.co.uk

www.languagesonline.org.uk

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

www.zut.org.uk (no password needed after 4pm or at weekends)

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

Examination Details
AQA 8525B
Reformed GCSE

Assessment Details
Paper 1: Computational Thinking 1 hour 30 minute examination - 50%
Paper 2: Computing Theory 1 hour 30 minute examination - 50%

Course Information
Paper 1: Computational thinking and problems solving – 50%
Overview of content
This paper can be considered applied computing, the students will develop critical thinking, analysis, problem solving and code tracing skills. This will involve learning about the fundamentals of algorithms, data representation, programming and what a computer system actually is.
The skills developed throughout this course are directly transferable to other subjects and can even be applied in day-to-day life. This section of the course also involves the students becoming proficient in a third generation object orientated programming language.
Paper 2: Computing Theory – 50%
Overview of content
This unit will give students an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". By the end of the course students will understand the fundamentals of computer networks, software development, cyber security and the architecture of computer systems.
Papers 1 and 2 are examinations marked externally by AQA

**“I am not in competition with anyone but myself.
My goal is to improve myself continuously.”**

Bill Gates

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

Useful Resources:

www.teach-ict.com

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

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

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

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

<https://projecteuler.net/>

Recommended books

Inventing Games with Python (free, online)

AQA GCSE Computer Science Student's Book by Steve Cushing

Course Information...

...about BTEC Creative Media Production

Examination Details

BTEC Tech Award (2022)
Level 1/Level 2

Assessment Details

Component 1: Exploring Media Products (Internal 33%)
Component 2: Developing Digital Media Production (Internal 33%)
Component 3: Create Media Product in Response to a Brief (External 33%)

Course Information

The creative media sector is a dynamic, growing and rewarding sector to work in, with new opportunities arising continually. The UK's creative industries as a whole are now worth over £84 billion per year to the UK economy.

Working in the creative media industry involves a wide range of practical processes, skills and techniques – from broadcast media to increasingly interactive products and platforms.

As digital technology continues to evolve, media techniques have become more sophisticated and media products are becoming more advanced. However, what has not changed is that media products still have the power to enthrall, intrigue and affect audiences

In this course you will learn the key skills of investigating and developing ideas through both pre and post production of media products.

Component 1: Exploring Media Products

Overview of content

Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques

In this component, learners will be introduced to a wide range of different media products. Exploring historical media (defined as pre-2000) will enable learners to experience seminal or pivotal examples of media production. They will also be encouraged to build on their existing knowledge of contemporary media while investigating different producers, audiences and platforms.

Component 2: Developing Digital Media Production Skills

Overview of Content

Learners will develop practical skills and techniques in media production processes by reworking media products from several of the following sectors: audio, moving image, publishing, interactive design.

Working in the creative media industry involves the application of a wide range of practical processes, skills and techniques. The industry requires practitioners who can create products that are effective and well matched to their audience and purpose.

Component 3: Create a Media Product in Response to a Brief

Overview of Content

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief.

Media production is a dynamic and rewarding practice that requires the application of various practical skills and personal qualities. In order to prosper, the media industry needs practitioners who are able to generate ideas and create effective media products in response to a brief. . You will undertake pre-production planning to demonstrate to the client how your ideas will be implemented within a planned media product

Steps to Success...

...in BTEC Creative Media Production

1	Ensure all your notes are up-to-date. After each lesson re-read your notes and ensure you understand them. If you are absent, copy up work missed immediately.
2	Organise your digital portfolio clearly and reference all resources used
3	Ensure home learning contains sufficient detail
4	Ensure your digital portfolio is kept up to date and add links to current events relevant to each topic.
5	Use the IT and Creative Media class Teams to find resources to help
6	The department will run revision sessions during year 10 and 11, attend them.
7	Make use of online tutorials that can teach you skills which may not be covered in class, but will make your media stand out.
8	When developing your digital portfolio, always support the detail of the source with your own knowledge. Remember to use COP (Content, Origin, Purpose) to help evaluate sources.
9	Make keyword dictionaries and make sure that you know how to use each word in an examination answer.
10	Make sure you know which topics could come up on the exam paper

Useful websites:

www.bbc.co.uk/schools/gcsebitesize/

www.bbc.co.uk/technology/

**“Anyone who has lost track of time
when using a computer
knows the propensity to dream,
the urge to make dreams come true
and the tendency to miss lunch.”**

Tim Berners-Lee

Examination Details
AQA
8261

Assessment Details
1 written examination - (40%)
1 performance coursework - (60%)
1 tier of entry for all students

Course Information

Written Examination/ Component 1 (40%)

The written paper comprises three sections:

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

Performance Coursework (60%):

Component 2 – Devising Drama

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

Devising log (60 marks)

Devised performance (20 marks)

80 marks in total

40% of GCSE

Component 3: Texts in practice (practical)

What's assessed

Performance of two extracts from one play (students may contribute as performer or designer)

Free choice of play but it must contrast with the set play chosen for Component 1

How it's assessed

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

40 marks in total

20% of GCSE

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

Useful websites:

www.aqa.org.uk

www.bbc.co.uk – schools/GCSE bitesize/drama

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

Greg Hickman

Course Information...

... about GCSE Food Preparation & Nutrition

Examination Details

EDUQAS
C560P1
Reformed GCSE

Assessment Details

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

Course Information

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

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

Topics covered:

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

Examination (50%)

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

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

Section A: questions based on stimulus material.

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

Non Exam Assessment: (50%)

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated

Assessment 1: Food Investigation (15%)

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

Practical investigations are a compulsory element of this NEA task.

Assessment 2: Food Preparation Assessment (35%)

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

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

Steps to Success...

...in GCSE Food Preparation & Nutrition

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

Useful Resources:

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

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

www.foodfactoflife.com

www.foodlink.org.uk

www.Sainsbury.co.uk [processes]

www.dtonline.org

www.samlearning.com

www.nutrition.org.uk

Examination Details

AQA

Assessment Details

Written exam - 50% - 2 hours

Non Exam Assessment - 50% - completed in year 11

Course Information

Reformed GCSE. GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Written examination: 50% of GCSE, 2 hours

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non Exam Assessment: 50% of GCSE, 30-35 hours

Task(s)

The NEA is a substantial design and make task undertaken in Year 11. Students will produce a prototype and a portfolio of evidence; the work will be marked by teachers and moderated by AQA

Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Steps to Success...

...in GCSE Design and Technology

1	Meet all deadlines and ensure you act on teacher feedback to improve your work.
2	Add as much detail as possible to your design ideas – either through sketches or annotations
3	Be concise. Use a small font and only write relevant information. <u>DO NOT</u> copy chunks of information from textbooks, or stick sheets in from the Internet – you must use your own words to show your understanding of the information.
4	Attend GCSE clubs for one-to-one support and advice.
5	Use a variety of presentation techniques within your project (including ICT).
6	Use lesson time wisely.
7	Keep up to date with new product developments – read the news and articles online
8	Read each question carefully and then underline key points. Never leave spaces (always make a guess at the answer).
9	Check how many marks are available for each question and make sure you have given one fact for every mark.
10	Remember to bring a pencil, ruler, rubber, calculator, pair of compasses and colouring pencils.

Useful Resources:

Type Idea Index ISBN: 1581808062

Colour index 2 ISBN: 0715328484

Any other graphical design magazines and publications. Design Week

www.bbc.co.uk/education/gcsebiteize

www.incpen.org/pep

www.techsoft.com

www.dtonline.org

www.data.org.uk

www.technologystudent.com

www.helenhudspith.com

www.samlearning.com

Examination Details

AQA
8204

Reformed GCSE

Assessment Details

Component 1 – Portfolio (60%)

Component 2 – Externally set assignment (40%)

All students are entered for the same tier.

Course Information

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

Component 1: Portfolio

What's assessed

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

How it's assessed

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

Component 2: Externally set assignment

What's assessed

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

How it's assessed

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

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

Useful Resources:

www.dupont.com

www.helenhudspith.com

www.marks-and-spencer.com

www.Tencel.com

www.cotton.org

www.butterick.com

www.textile-recycling.org.uk

www.bbc.co.uk/schools/gcsebitesize/design

www.bsieducation.org

www.gorefabrics.com

www.isew.co.uk

www.fabrics.net/weaves.asp

www.apparesearch.com

www.gossard.com

www.samlearning.com

Examination Details

AQA English Language
(8700)
Reformed GCSE

Assessment Details

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

Course Information

Unit 1- Explorations in Creative Reading and Writing Exam

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

This paper is split into two sections:

Section A- Reading- 1 Literary Fiction Text from the 19th Century (25%)

One short answer question – explicit and implicit information

Two longer answer questions – analysis of language and structure

One extended answer question – evaluation of ideas and perspectives

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

One extended writing question

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

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

This paper is split into two sections:

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

One short answer question – explicit and implicit information

Two longer answer questions – comparing content and analysing language

One extended answer question – evaluative comparison

Section B- Writing- Writing to Present a Viewpoint

One extended writing question

Unit 3- Non- Exam Spoken Language Assessment

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

Students need to:

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

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

Useful websites:

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

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

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

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

[YouTube – ‘Mr Bruff’](#)

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

Jack Herbert

Examination Details
AQA English Literature (8702)
Reformed GCSE

Assessment Details
Unit 1- Shakespeare and the 19th Century Novel (40%)
Unit 2- Modern Text and Poetry (60%)

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

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

Useful websites:

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

http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

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

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

[YouTube – 'Mr Bruff'](#)

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

Colin Powell

Examination Details

AQA
Specification A
8062
Reformed GCSE

Islam
Christianity (all denominations)

Relationships and families
Religion and life
Religion, peace and conflict
Religion, crime and punishment

Assessment Details

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

Component 1: The study of religions:

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

Component 2: Thematic studies

Theme A: Relationships and families. • Theme B: Religion and life. • Theme D: Religion, peace and conflict. • Theme F: Religion, crime and punishment

Course Information

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

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

For some of the issues in the philosophical and ethical themes, you will need to identify contrasting views between Christianity and Islam. You should also bear in mind non-religious views such as atheism and humanism and understand the influence of beliefs, teachings and practices on individuals, communities and societies.

“The noblest search is the search for excellence”

Lyndon B Johnson

1	Invest in an AQA approved revision guide: 'AQA Religious Studies A – Christianity and Islam'.
2	Become informed and involved in World issues, through watching the news.
3	Learn some key religious teachings for Islam and Christianity and be able to use them in your written answers.
4	Ensure you complete all home learning.
5	Make sure you know and understand what the different religious attitudes are and the reasons for these attitudes.
6	Practise writing under timed conditions.

Useful Resources:

AQA Religious Studies 'A' Christianity and Islam revision guide.

Recommended revision websites

www.bbc.co.uk/schools/gcsebitesize

www.reonline.org.uk

www.senecalearning.com

www.truetube.co.uk

<https://www.kerboodle.com/>

<https://www.learnreligions.com/christianity-4684897>

<https://www.learnreligions.com/introduction-to-islam-2004096>

Where to find past papers

www.aqa.org.uk

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

Henry Ward Beecher

Examination Details

OCR

Citizenship Studies

J270

Paper 1

Citizenship in perspective

50 minutes (25%)

Paper 2

Citizenship in action

1 hour 45 minutes (50%)

Paper 3

Our rights, our society, our World

1 hour (25%)

Assessment Details

100% written examination

3 examinations – all written exams. Students will undertake a citizenship in action project in year 11. There will be an opportunity to write about this project in paper 2 and paper 3 of the examination.

The course is split into three taught sections:

Section 1

Rights, the law and the legal system in the UK

Section 2

Democracy and government

Section 3

The UK and the wider world

Course Information

This course enables students to learn about all aspects of Citizenship. Starting with our rights and responsibilities as citizens, the course explores all aspects of law and the legal system in the UK. We look at how the UK is governed at a national and local level. We study how the economy works and we also discuss the role of the media in our society.

As well as looking at Citizenship in the UK we also study the role of the UK in the wider world. We will look at UK relations with other nations, as well as international politics.

The course gives plenty of scope for discussion, and we will regularly assess students using examination style questions. This way students will be very used to the examination format. The project on Citizenship in action will give students and excellent opportunity to put what they have learned about Citizenship into action. Suggested projects include: raising money for a local charity; volunteering in the community; campaigning on an issue of local interest, for example requesting improved local facilities.

‘There can be no daily democracy without daily citizenship.’

Ralph Nader

1	Online access to the OCR approved Citizenship textbook is free for all students
2	Become informed and involved in local and wider world issues, through watching the news.
3	Learn the key terms and concepts of Citizenship. Consolidate each lesson by reading the online textbook
4	Ensure you complete all home learning.
5	Revise carefully for all assessments
6	Practise writing under timed conditions.

Useful Resources:

OCR GCSE Citizenship 9-1 COMPLETE Revision Guide

110 Page Revision guide designed and created by a specialist team of Citizenship Teachers. The guide will help enable OCR GCSE Citizenship students to revise fully and effectively for the examinations.

Recommended revision websites

www.bbc.co.uk/schools/gcsebitesize

www.truetube.co.uk

<https://my.dynamic-learning.co.uk/>

Where to find past papers and more course information

<https://www.ocr.org.uk/qualifications/gcse/citizenship-studies-j270-from-2016/>

**‘It is not always the same thing to be a good man
and a good citizen.’**

Aristotle

Examination Details

AQA

8658

Reformed GCSE

Assessment Details

Paper 1: Listening (25%)

Paper 2: Speaking (25%)

Paper 3: Reading (25%)

Paper 4: Writing (25%)

Course Information

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

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

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

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

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

Useful websites for independent learning:

www.bitesize.co.uk

www.languagesonline.org.uk

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

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

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

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

www.s-cool.co.uk

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

www.zut.org.uk (no password needed after 4pm or at weekends)

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

Examination Details

AQA (8035)

Reformed GCSE

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

Assessment Details

Paper 1- Living with the physical environment:

- Written exam 1 hour 30 minutes 35% of GCSE

Paper 2- Challenges in the human environment:

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

Paper 3- Geographical applications:

- Written exam 1 hour 15 minutes 30% of GCSE

Course Information

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

Section A: The challenge of natural hazards.

- Tectonic hazards, Weather hazards and Climate change.

Section B: The living world.

- Ecosystems, Tropical Rainforests and Hot deserts.

Section C: Physical landscapes in the UK.

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

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

Section A: Urban issues and challenges.

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

Section B: Changing the economic world.

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

Section C: The challenge of resource management.

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

Paper 3- Geographical applications (30%):

Section A: Issue evaluation.

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

Section B: Field work

Two field work days – one in Year 10 and one in Year 11

- Physical Geography investigation: River study – Investigating downstream change on the river Wye, Buckinghamshire. Trip to Amersham Field studies centre.
- Human Geography investigation: Investigation into the impact of urban sprawl on the rural-urban fringe Reading. Trip to Pangbourne and Woodcote – comparison village study.

Cost approximately £65

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

Useful websites:

www.bbc.co.uk/schools/gcse/bitesize/geography/

www.juiceygeography.co.uk

www.examzone.co.uk/home/tips-timetable/bitesize-notesplanner

www.revisioncentre.co.uk/gcse/geography/index.html

www.geographypages.co.uk/revision

Recommended Revision Guides

CGP GCSE Geography - AQA 1-9. Available from the
Geography Department - £4.50
Letts revise Geography

Course Information...

...about Level ½ Technical Award in the Study of Hair and Beauty

Examination Details

VTCT

Assessment Details

One external examination

One synoptic written assignment

Course Information

This qualification allows you to explore the exciting world of hair and beauty and the environment in which its industries operate.

If you enjoy looking back in time to explore changing trends and developments within the hair and beauty sector, find out how science is used to create products, and understand why we create images for business use, then this qualification is for you.

What will the student study as part of this qualification?

You will study how hair and beauty has developed from ancient times to the present day and develop hair styling, make-up and manicure technical skills to produce your own photographic image.

You will explore ethics of product testing, effects of ingredients on hair and skin and how disorders of the hair and skin can impact services.

Units studied

- Business and entrepreneurship in the Hair and Beauty sector
- Anatomy, physiology and cosmetic science
- Design in the hair and beauty sector

What knowledge and skills will you develop as part of this qualification and how might these be of use and value in further studies?

The qualification develops the following knowledge, understanding and skills:

- Specific services carried out within the hair and beauty sectors, roles and responsibilities and typical working patterns
- Evolution of hair and beauty from use in ancient times to the mid 90s
- How technological advancements, changes to the economy, and social factors have influenced the sector
- Chemistry of cosmetics and biology related to hair and beauty
- Uses of design and images for business use
- Technical hair styling, make-up and manicure skills

Progression

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

Web sites: www.cityandguilds.com

Steps to Success...

...in Level 2 Certificate in Hairdressing and Beauty Therapy

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

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

Alan Armstrong

Examination Details

EDEXCEL

IH10

F7

Assessment Details

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

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

Paper 3: Modern depth study – 80 minute exam

Course Information

Reformed GCSE

Paper 1:

Medicine in Britain, c1250–present

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

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

Paper 2:

Early Elizabethan England, 1558–88

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

Superpower relations and the Cold War, 1941–91

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

Paper 3: Weimar and Nazi Germany, 1918–39

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

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

Useful websites:

www.learnhistory.org.uk/usa

www.igshistoryonline.co.uk/Resources/GCSE%20Resources

www.educationforum.co.uk/GCSEHistory.htm

www.bbc.co.uk/schools/gcsebitesize/history/mwh

www.johndclare.net

www.schoolshistory.com

www.learningcurve.gov.uk

www.schoolhistory.co.uk

www.gcsepod.com

Examination Details

Set 1

AQA 8300 & 8365

Set 2 and 3

AQA 8300

Reformed GCSE

Assessment Details

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

Course Information

Sets 1 and 2

Set 1 and 2 students, will take the Higher Tier linear GCSE (AQA 8300) at the end of year 11. The Linear GCSE will test the content taught across the six areas of Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and Statistics.

Paper 1 (1/3 of the GCSE Mathematics assessment) is non-calculator

Paper 2 (1/3 of the GCSE Mathematics assessment) is calculator

Paper 3 (1/3 of the GCSE Mathematics assessment) is calculator

Set 1 students will also take the AQA Level 2 Further Maths qualification, (AQA 8365). These will test the content taught across the two years of study and help prepare students fully for A level.

AQA 8365 – Level 2 Further Maths gives high achieving students an introduction to AS level topics that will help them develop skills in algebra, geometry, matrices, calculus, trigonometry, functions and graphs.

Paper 1 (50% of assessment) is non-calculator

Paper 2 (50% of assessment) is calculator

Set 3

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

Paper 1 (1/3 of the GCSE Mathematics assessment) is non-calculator

Paper 2 (1/3 of the GCSE Mathematics assessment) is calculator

Paper 3 (1/3 of the GCSE Mathematics assessment) is calculator

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

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

Useful websites:

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>

<https://www.drfrostmaths.com/>

<https://corbettmaths.com/>

<https://www.piximaths.co.uk/the-revision-zone>

<https://www.mathsgenie.co.uk/gcse.html>

Recommended Revision Guides

Collins Revision Guide

CGP Revision Guide and Papers

“The only way to learn mathematics is to do mathematics.”

Paul R Halmos

<p>Examination Details</p> <p>OCR J536 Reformed GCSE</p>

<p>Assessment Details</p> <p>Coursework – 2 performances and 2 compositions (60%) Written Examination – Listening & Appraising (40%)</p>

Course Information

Component 1 Integrated Portfolio

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

Component 2 Practical Component

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

Component 3 Listening Exam

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

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

Examination Details OCR J536 Reformed GCSE
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Assessment Details Coursework – 2 performances and 2 compositions (60%) Written Examination – Listening & Appraising (40%)

Course Information

Component 1 Integrated Portfolio

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

Component 2 Practical Component

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

Component 3 Listening Exam

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

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

Steps to Success...

...in GCSE Music and GCSE Music Technology

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

Useful websites:

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/music/piano/index.htm

Interactive Keyboard

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

Ear trainer

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

OCR music

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

Music theory, Basic

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

Music theory, Intermediate/ advanced

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

Revision site for listening examination

Examination Details

Edexcel
1PEO
Reformed GCSE

Assessment Details

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

Course Information

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

Practical

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

Theory

Students study two sections for the theory exam.

1. Fitness and Body Systems

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

2. Health and Performance

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

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

Will Durrant

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

Recommended Revision Books

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

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

Author unknown

Course Information...

...about Level 1 / 2 Sport Studies Cambridge National

Examination Details

OCR
J829

Assessment Details

One theory examination (33%)
Coursework portfolio (66%) (2 separately assessed tasks)

Course Information

The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Units studied

- Unit 1 – Contemporary issues in sport
- Unit 2 – Performance and leadership in sports activities
- Either unit 3: Sport and the media
- Or Unit 4: Increasing awareness of outdoor and adventurous activities

Progression

On completion students will gain the skills and knowledge required to progress to Level 3 fitness and sport related studies and they will have excellent working knowledge to give access directly into the sports industry

Web sites: <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

**“The only one who can tell you ‘you can't win’ is
you and you don't have to listen”**

Jessica Ennis Hill

Examination Details

AQA
8206
Reformed GCSE

Assessment Details

Coursework Portfolio: 60%
Externally Set Task: 40%

Course Information

Photography is a very creative subject and comes under the Art and Design specification. The course requires students to be motivated and well organised individuals as many of the photoshoots will be undertaken outside of school. Planning and editing will be done during lessons.

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

Coursework - 60%

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

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

Examination - 40%

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

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

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

AO1 – Looking at and responding to the work of other photographers or artists
AO2 – Explore techniques
AO3 – Collect imagery
AO4 – Present a personal response

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

Useful websites:

www.studentartguide.com

www.thephotographersgallery.com

www.pinterest.com

www.flickr.com

www.behance.net

www.trendland.com

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

David W Johnson

Course Information...

...about GCSE Combined Science: Trilogy

Examination Details

AQA
Specification 8464
Reformed GCSE

Assessment Details

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

Course Information

Biology

Paper 1: Cell Biology; Organisation; infection and response; and Bioenergetics.

Paper 2: Homeostasis and response; inheritance; variation and evolution; and Ecology.

Chemistry

Paper 1: Atomic structure and the periodic table; bonding, structure, and the properties of matter; Quantative chemistry; Chemical changes; and Energy changes.

Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics

Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.

Paper 2: Forces; Waves; and Magnetism and electromagnetism.

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

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

Steps to Success...

...in GCSE Combined Science: Trilogy

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

Useful Resources:

Highdown HLP

www.bbc.co.uk/bitesize

The Science Faculty organises the sale of an appropriate revision guide for each student

Past papers can be found at www.aqa.org.uk

Examination Details

AQA
8698
Reformed GCSE

Assessment Details

Paper 1: Listening (25%)
Paper 2: Speaking (25%)
Paper 3: Reading (25%)
Paper 4: Writing (25%)

Course Information

Theme 1: Identity and culture

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

Topic 3: Free-time activities

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

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

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

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

Theme 3: Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

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

Useful websites for independent learning:

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

To Revise:

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

Examination Hints:

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

GCSEs grades: Parents often ask how the new 9-1 grading system compares to the old system of A*-G. Grade 9 is the equivalent of a high A*, grade 4 a 'standard pass' and grade 5 being considered a 'strong pass'. Technical qualifications will be graded 'distinction to pass'.

Non-Examination Assessment (NEA) a gift or a nightmare? **It's your choice**

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

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

Careers Development Work at Highdown

During Key Stage 4, students will continue to explore career pathways and understand what their options are for post-16 and post -18 study and training. They will have dedicated careers events in which they look at application processes and interview skills and have the opportunity to talk to a wide range of employers, training providers and further and higher education providers. Students will use several online resources and should all be registered for CareerPilot <https://www.careerpilot.org.uk> which they will use to investigate future options, undertake different assessments and eventually use to build a winning CV and application.

We continue to work with Adviza (<https://www.adviza.org.uk>) and all Key Stage 4 students will have group and individual guidance from a Level 6 qualified, impartial adviser. Our Adviza colleagues are also available to speak to parents and students and parents at Parents Evening and by appointment.

All Key Stage 4 pupils are encouraged to undertake a block of Work Experience either in-person or virtually and will be supported to find placements.

Some useful websites for parents are
<https://www.berkshireopportunities.co.uk>
<https://pathwayctm.com>
<https://nationalcareers.service.gov.uk>
<https://amazingapprenticeships.com>
<https://www.speakersforschools.org>



Emotional Support Matters

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

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

- Community School Nurse
- 1:1 or Group Mentoring
- School Counsellor – No. 5
- STAR Centre

You can access this support in these areas through your Mentor, Head of Achievement, by completing a referral form which are available from the Star Centre Inclusion Manager or the School Nurse. You can also email to safeguarding@highdown.reading.sch.uk (from your school email address only).

Who can you talk to?

Your child's Mentor

Miss Clark	Head of Achievement (Year 10)
Mr Bowler	Assistant Head of Achievement (Year 10)
Mrs Arnold	SENDCo
Mrs Flynn	Assistant Headteacher (Curriculum & Development)
Mr Reid	Deputy Headteacher (Curriculum & Professional Learning)

Support which is available in school:-

Dianna Sentenga	Community School Nurse
Mrs Boys	Inclusion Manager
Miss J Lee	Inclusion Support Lead
Mrs J Holder	Inclusion Advocate

Parents: How can you make a difference?

'Parental support is eight times more important in determining a child's academic success. The Campaign for Learning found that parental involvement in a child's education can mean the difference between a Grade 9 and a Grade 4 at GCSE.' (Times Educational Supplement)

Encourage your child to:

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

Other things to do:

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

Further Supporting your child's progress:

- Encourage your child to read around the topics studied and keep up to date with current affairs.
- Ensure your child's work is always well organised and backed up, both at home and at school.
- Monitor your child's Class Charts to help your child keep on top of their home learning.
- Encourage your child not to leave work to the last minute.
- Talk to your son/daughter about what areas are covered in their courses and to make sure that they understand what they are learning.
- Check your child's home learning after it has been marked and encourage them to make any necessary corrections.
- Encourage your child to attend intervention and revision sessions.
- Ensure your child attends after school practical sessions for subjects like Drama and Music.
- Purchase useful subject/course specific revision materials – check with teachers first in order to buy the best guides and support materials available.
- Regularly look at your child's exercise books and discuss with them the WWW, EBI and MRI comments so that you know what they need to do to improve.

Contact the Academy:

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

Tips for Parents: Revision and Examinations

Revision 'Do's and Don'ts'

Do

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

Don't

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

Revision Sessions

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

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

Before the examination

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

On the day of the examination

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

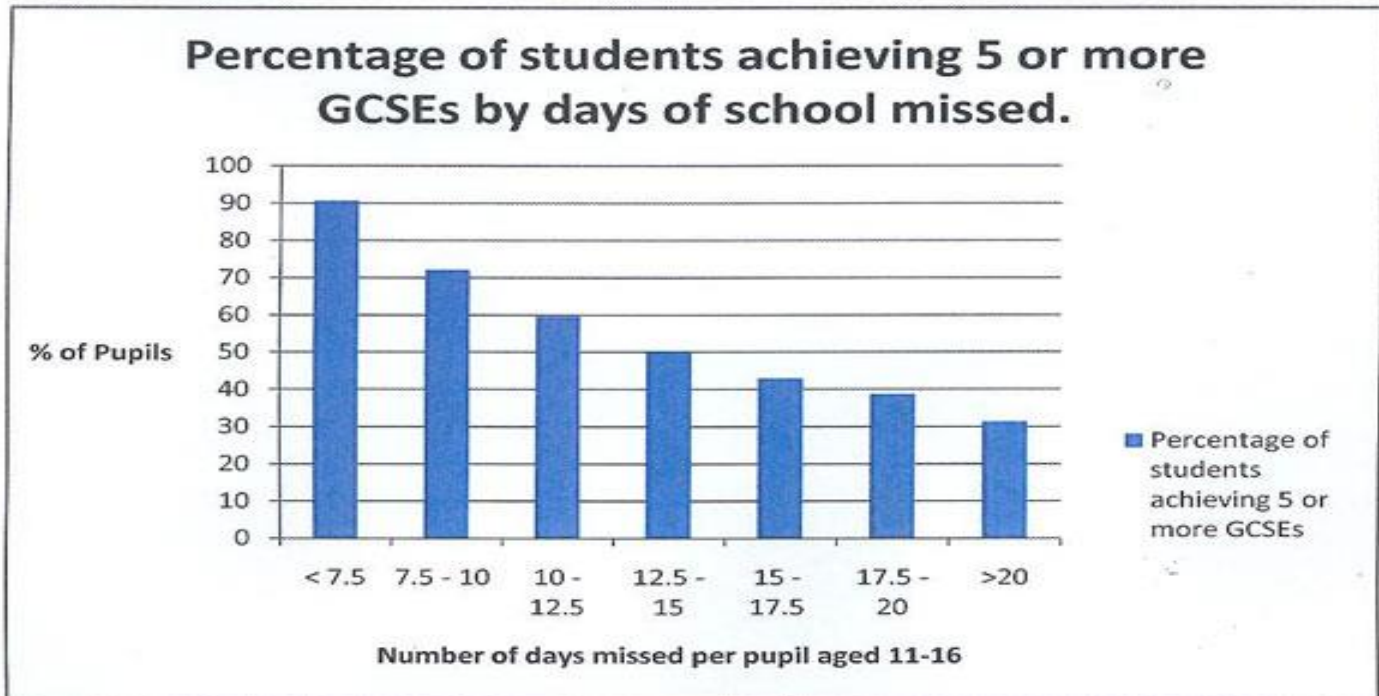
Key Dates 2022 - 2023

Tuesday 20 September 2022	Y10 Course Information Evening
Thursday 29 September 2022	Early closing – 1.25pm KS4
Friday 30 September 2022	Professional Learning Day 2 (closed to students)
Thursday 6 October 2022	Learning Conference: A New Adventure
Friday 7 October 2022	Harry Potter and the Cursed Child theatre trip
Wednesday 19 October 2022	Y10 Settling In Reports
Friday 21 October 2022	End of Term 1
Monday 31 October 2022	Start of Term 2
Thursday 3 November 2022	A Christmas Carol performance
Friday 11 November 2022	French Language production
Wednesday 16 November 2022	Spanish Language production
Thursday 8 December 2022	Christmas Concert
Tuesday 20 December 2022	End of Term 2
Tuesday 3 January 2023	Professional Learning Day 3 (closed to students)
Wednesday 4 January 2023	Start of Term 3
Wednesday 11 January 2023	MEP British Museum trip
Wednesday 1 February	Intermediate Maths Challenge
Friday 10 February 2023	End of Term 3
Monday 20 February 2023	Start of Term 4
Monday 27 February 2023	English Split Entry PPE 1 French trip departs
Tuesday 28 February 2023	English Split Entry PPE 2
Friday 3 March 2023	French trip returns
Tuesday 7 March 2023	Y10 Progress Report 1 & Mentor Reports
Thursday 16 March 2023	Intermediate Kangaroo and Olympiad Maths Challenge Whole School production
Thursday 23 March 2023	Learning Review Evening (Virtual)
Thursday 30 March 2023	USA Adventure departs
Friday 31 March 2023	End of term 4
Thursday 6 April 2023	USA Adventure returns
Monday 17 April 2023	Professional Learning Day 4 (closed to students)
Tuesday 18 April 2023	Start of Term 5
Monday 24 April 2023	Y10 Art / Art Graphics PPE
Tuesday 25 April 2023	Y10 Art / Art Graphics PPE
Monday 27 April 2023	Y10 Photography / Textiles PPE
Tuesday 28 April 2023	Y10 Photography / Textiles PPE
Monday 1 May 2023	Bank Holiday: closed
Monday 3 May 2023	PPEs begin
Thursday 11 May 2023	Drama Practical Assessment
Friday 12 May 2023	PPEs end
Friday 26 May 2023	End of Term 5
Monday 5 June 2023	Start of Term 6
Tuesday 13 June 2023	Y10 Progress Report 2 MEP Intensive Learning Event
Wednesday 14 June 2023	MEP Intensive Learning Event
Monday 16 – 21 June 2023	Y10 Geography Rivers Fieldwork
Thursday 9-10 June 2023	Y10 Photography / Textiles PPE
Thursday 22 June 2023	MEP Intensive Learning Event
Friday 23 June 2023	MEP Intensive Learning Event
Monday 26 June 2023	Spanish trip departs
Friday 30 June 2023	Professional Learning Day 5 (closed to students) Spanish trip returns
Wednesday 12 July 2023	Year 5 Day (closed to students) Y10 Sixth Form Unwrapped
Friday 14 July 2023	Art trip to Kew Gardens
Wednesday 19 July 2023	End of Term 6

Attendance

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

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



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

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



Is your child missing out?