

**BEING THE**

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**CAN BE**



**Stokesley School  
& Sixth Form College**

Being the best we can be

# **Year 11 Parental Support Evening 2023**



Being the best we can be



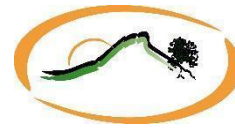
## Evening Programme

16:30-16:55	Parental registration
17:00-17:25	Parental address by Mrs Darbyshire, Deputy Headteacher and Mrs Bailey, Head of Year 11
17:25-18:30	Revision sessions commence

## Contents



Programme for the evening	pg 2
General Revision	pg 4
English	pg 12
Mathematics	pg 18
Science	pg 22
Modern Foreign Languages	pg 23
Geography	pg 24
History	pg 25
Health and Social Care	pg 26
Child Development	pg 27
Physical Education	pg 28
Drama	pg 29
Music	pg 30
Art	pg 31
Digital Photography	pg 32
ICT	pg 33
Computer Science	pg 34
Business Studies	pg 35
Technology	pg 36
Hospitality and Catering	pg 37
Attendance Matters	pg 38
Y11 Journey	pg 39
Wellbeing Advice & Guidance	pg 40



## General Revision

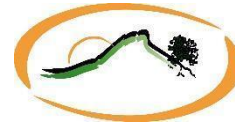
# Revision Top Tips

**Knowing what to revise is one thing, but knowing how to go about it is something totally different. Use this Top Tips sheet whenever you need a reminder or pointing in the right direction!**

1. **Start revising early.** Not just days before the exam, but months.
2. **Plan your revision using a timetable.** Planning out your revision means that you can spend more time revising and less time worrying that you have forgotten something.
3. **Take rest breaks.** Try to move around a bit and have something to eat or drink. Move away from wherever it is that you're revising.
4. **Set aside some time to do fun things.** If you totally stop yourself from doing the things that you love then your revision won't be as effective.
5. **Work out when and where you work best.** Don't try and work at a time of day when your brain and body don't want you to.
6. **Set up a nice, tidy study space.** You'll need a desk or table somewhere with good lighting and with all of the things that you need close by.
7. **Keep your phone and other distractions away.** Don't allow yourself to procrastinate: stay focused when you're revising.
8. **Vary your revision with different activities\*.** Try a range of different revision techniques to see which you find the most effective.
9. **Stick revision notes all over the house.** Pinpoint places that you stare at in your day-to-day routine and put key information in these spots.
10. **Don't just read your notes.** Writing things down will help you to remember them.
11. **Don't spend ages making your notes look pretty.** This is a waste of time. Ensure that your notes are functional, not beautiful.
12. **Take your revision with you wherever you go.** Use every opportunity that you have to read through notes or get quizzed by someone on what you know so far.
13. **Do lots of practice papers and questions.** You'll find it far easier to answer the questions in the exam if you have tried similar ones in your own time beforehand.
14. **Share questions or worries with your teacher.** That's what they're here for.
15. **Sleep and eat properly.** The better your body and brain are looked after, the better they'll retain the information you're revising.
16. **Talk to people about what you've learnt.** A good test of what you know is being able to explain it to someone and help them to understand.

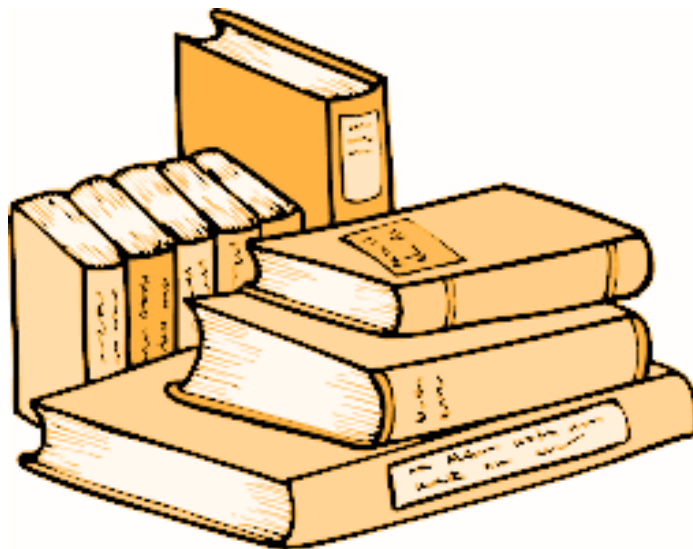
\*When it comes to different revision techniques and activities, refer to our 'Revision strategies' booklet. The earlier you can try out the different strategies and work out which ones are best for you, the better.

**Good luck, and happy revising from your teachers and tutors.**

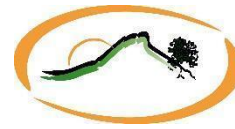


# Revision Strategies

## A booklet of tried and tested techniques



Knowing **what** to revise is different to knowing **how** to revise. This booklet offers a range of different strategies with which you can experiment. You might find that one specific strategy works for all of your subjects, or that different ones suit different subjects. Give as many as you can a try so that you find the ones that work best for **you**.



# How does this booklet work?

It can be hard to know where to start with revision. This booklet will provide you with a range of strategies and techniques that you can try out in order to help keep the information that you need in your head. Try to experiment with as many of these strategies as you can so that you can find the ones that work best for you. If you find one that really does work, make sure you tell your friends about it so that they can try it too!

## The Basics

### Learn - Revise - Test Yourself

This process is really important. You can't revise what you don't understand, or practice what you don't know, so don't skip steps.

**LEARN** - This starts in school and with Independent Work, but sometimes you might have to do some **extra research** too. Before you start revising a topic, you need to make sure that you **understand** it. If there's anything that you're not sure about you could:

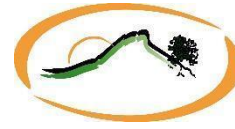
- look back over your **notes** carefully;
- re-read a **textbook** that you have;
- do some **research** in the OLC or online;
- **ask** someone in your class,
- **ask** your teacher.

**REVISE** - When you're happy that you understand a topic, you can move on to revise it. Revising is the process of **going back over what you've learnt so that you're ready to answer questions on it in an exam**. Don't worry if you find something that you don't understand, just go back and **learn it again**.

**TEST YOURSELF** - Once you're happy you know a topic, it's time to **test yourself**.

- You could start by doing some **quick fact recall questions**, and then go on to some **practice exam questions**.
- It's really important that you do some **realistic exam practice** - some questions will ask you to apply what you have learnt in different ways so it's good to know that you can do this.

If there's something you can't remember, go back to your notes and **revise it again**.



# Condensing your notes

You can't learn every word you've ever written so you need to condense (shorten) your notes.

## **Start with everything you have.**

1. You will need to start with everything that you've got, this might include:
  - A revision guide
  - Text books
  - Your class notes
  - Revision sheets from your teacher
2. Read over them and make sure you understand what you've read - simplifying a topic into key points won't help you if you don't understand your original notes.

## **Condense (shorten) them into your own words.**

1. You'll want to simplify and summarise your notes into key points so that they're easier to revise from.
2. Aim to get each topic onto a single page. Cut out the waffle and pick what's important.
3. Try to reorganise the material in some way, e.g. by grouping it differently or linking topics together.
4. How you present your notes might depend on the subject. For example you could make:
  - labelled diagrams for science;
  - a page of key quotations for English;
  - a timeline of key dates for history;
  - a table of formulas and rules for maths.
5. Condensing topics makes your revision interactive - it's better than just re-reading your notes again. Plus, you're more likely to remember your own notes than something that someone else has written.

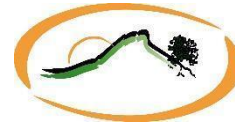
## **Test yourself on what you've covered.**

When you've simplified a topic, it's time to test yourself.

1. Cover up your notes and write down everything that you can remember.
2. Compare what you've written to your notes and fill in any gaps - use a different colour so you know which bits you missed.
3. Keep doing this until you can remember everything on the topic.

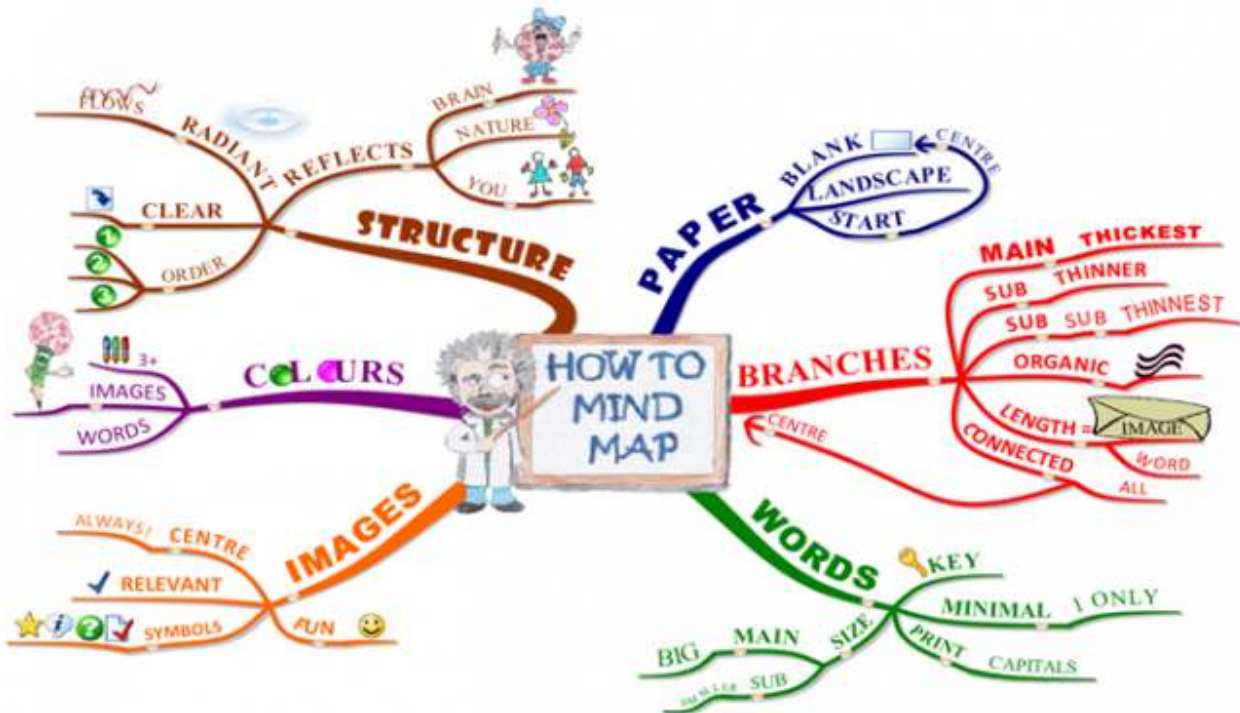
**It's a good idea to come back and test yourself again later to see what you can still remember.**





# Drawing mind maps

A Mind map is a type of **diagram**. It's a **visual** way to **organise information**. One mind map usually represents **one topic**. The name of the topic goes in the middle, with sub-topics and further details added around it. The details that you add need to be short and to the point. To make certain information stand out you might use **boxes**, **bubbles**, **colour** and **images**.



Mind maps are really useful for subjects where there are **lots of links between ideas** (e.g. English or history) but less useful for learning a list of formula or a vocab list.

## Mind maps are great for revising topics

- Organising material **visually** can make it **easier to recall** in an exam
- **Colour** and **images** can help topics and information to stick in your memory
- Mind maps can help you to **identify the key areas of a topic** and find **links** between them, which can help you to see the topic in different ways.

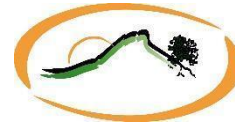
## You can use them throughout your revision

**At the start:** use your notes and other resources to draw a mind map of a topic - it's a great way of **revising key information**.

**During revision:** you could pin your completed mind maps up in your revision space so that you can see them **regularly**.

**To test yourself:** draw a mind map of a topic from **memory**, then refer to the original and **fill in any gaps in a different colour** - this shows you what you still need to revise.

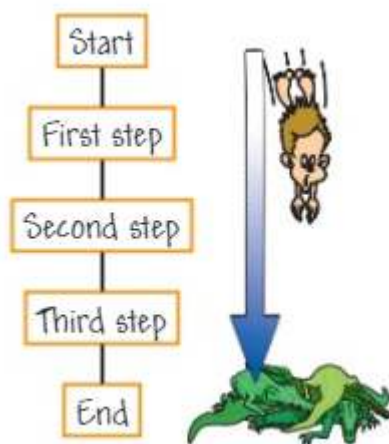




# Making flow charts

Flow charts take topics **step by step**. They are a type of **diagram** that shows a **process** from beginning to end. They **organise information clearly** - you can use both **words** and **images** to show what happens when. It's tempting to spend ages making your flow charts look perfect but as long as they're **clear and easy to use**, they don't need to be fancy.

## Start at the start



- It might sound obvious, but **order** is really important in flow charts
- Write the **first step** of the process at the **top** of the page and work **downwards**
- Flow charts highlight the main steps in a process, but if it helps, **you can add key points about the different steps** to jog your memory - keep them **short and concise** though.

## They're useful for lots of subjects

Flow charts show how different **stages** or events are **linked** together, so they're useful for subjects that include **sequences** or **processes**. Here are a few examples of when you might use them:

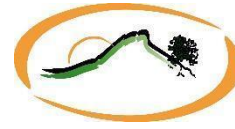
**Business studies** - to show the different stages within a supply chain

**History** - a timeline of the events that led to the Great Depression

**Chemistry** - to set out the steps of a practical experiment

**Geography** - to present the different stages of erosion

**Biology** - to show how food passes through the digestive system.

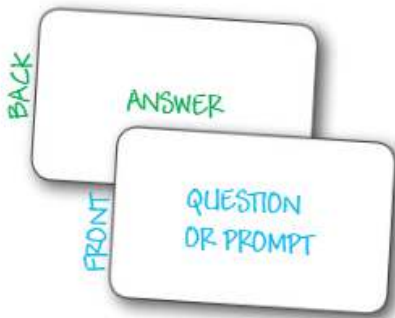


## Using flash cards

Flashcards are one of the simplest, but most effective, revision tools. They're small cards with a **question** or **prompt** on one side and the **answer** or **information** on the other side. They're a great way to test yourself and to **find gaps in your knowledge**. Flash cards are useful for learning things like:

- Important dates in history
- Language vocabulary
- Key words and definitions
- Formulae
- Labelled diagrams

There are lots of flashcards available online but it's a good idea to **make your own**. Working through your notes and picking out key information is part of the process of revision.



### Flash cards are easy to make

Anyone can make good flash cards, here's how:

1. Write a **question** or **prompt** on one side of the card.
2. Add **colour** and any **quick pictures** that might help you to recall the information.
3. Complete the other side with the **answer** or **piece of information**.
4. Keep your flash cards **simple** and stick to **one piece of information per card**.

### Use them to test yourself

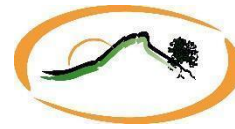
Here are a few top tips on how to use your flash cards effectively:

**Say your answers out loud** - this forces you to answer the questions properly.

**Test yourself until you get them all correct** - make a pile of any cards that you get wrong and then go over them until you know them all.

**Make sure you test yourself both ways** - e.g. you need to know vocabulary translations from English to French and French to English.

**Ask someone else to test you** - it removes the temptation to check the other side before answering.



# Memory techniques

There are several different memory strategies that you can use to help you to remember and recall key information.

## A mnemonic is a memory device

- A mnemonic is a way of remembering facts or information in a **certain order**.
- The **first letters** of the words you need to know become the **first letters** of a sentence, song or rhyme - e.g. Richard Of York Gave Battle In Vain' to remember the colours of the rainbow.
- A mnemonic can be **anything**, as long as it **makes sense to you**. However, funny or rude mnemonics tend to be easier to remember.
- This example shows a mnemonic to help you remember the electromagnetic spectrum in order of frequency:

Radio waves, Microwaves, Infrared, Visible light, Ultraviolet, X-rays, Gamma-rays

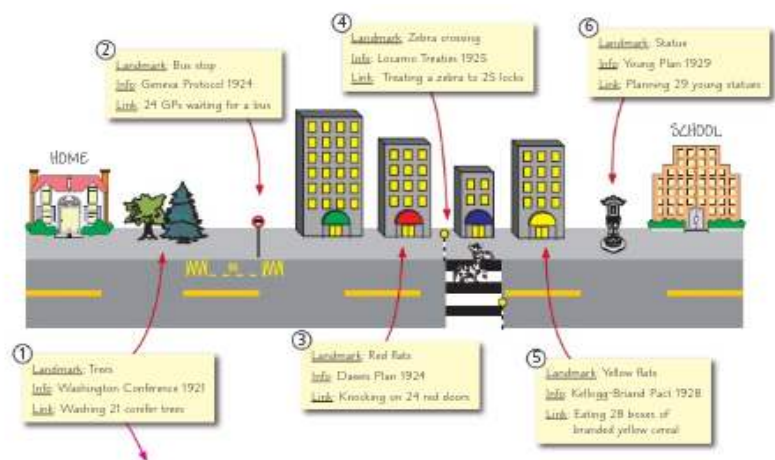
Raccoons May Injure Very Unfortunate EX - Golfers

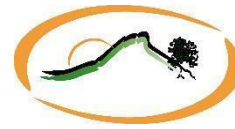
## Memory journeys link information to certain places

A **memory journey** is a way of **linking information with landmarks on a journey**. As you walk through the journey in your mind, you'll pass by all the information you need in the **correct order**. Here's how to get started making one:

1. Write down the **key points** you need to learn.
2. Choose a **journey** you know well and **pick your landmarks**. Pick as many landmarks as the number of key points for the topic. Jot them down.
3. Assign the key points to the landmarks in order.
4. Then, **make links between them**. This is the fun part! Use your imagination - the wackier the link, the more memorable it is.
5. Practise walking the journey in your mind, learning the information as you go.

Memory journeys are useful for learning all sorts of things, for example processes in science or sequence of events in history.





## English

### English exams overview

#### Language Paper 1

- Section A: 20<sup>th</sup> century prose (unseen text) with 4 questions.
- Question 1 = AO1 4 marks, Question 2 = AO2 8 marks, Question 3 = AO2 8 marks, Question 4 AO4 20 marks (TOTAL 40 MARKS)
- Section B: Descriptive or narrative writing. AO5 = 24 marks, AO6 = 16 marks (TOTAL 40 MARKS)

#### Language Paper 2

- Section A: Non-fiction text and literary non-fiction text (one 21<sup>st</sup> century, one 19<sup>th</sup> century) with 4 questions
- Question 1 = AO1 4 marks, Question 2 = AO2 8 marks, Question 3 = AO2 12 marks, Question 4 = AO3 16 marks (TOTAL 40 MARKS)
- Section B: Writing to present a viewpoint (essentially always discursive in nature) AO5 = 24 marks, AO6 = 16 marks (TOTAL 40 MARKS)

#### Literature paper 1

- Macbeth extract and whole play (30 marks plus 4 for SPG)
- A Christmas Carol and whole play (30 marks)

#### Literature Paper 2

- Whole text question on An Inspector Calls- one from choice of 2 (30 marks plus 4 for SPG)
- One question compare two power and conflict poems (one is named/printed) (30 marks)
- Unseen poem A – question (24 marks)
- Unseen poem B – question comparing A and B (8 marks)

### ENGLISH LANGUAGE ASSESSMENT OBJECTIVES

#### **AO1**

- Identify and interpret explicit and implicit information and ideas
- Synthesise information
- Perceptive, judicious, discriminating

#### **AO2**

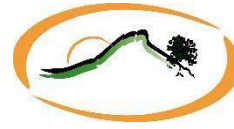
- Explain, comment on and analyse how writers use language/devices and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- Perceptive, analytical, judicious focus on writers' choices and effects
- Sophisticated and accurate use of subject terminology

#### **AO3**

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Perceptive
- Linking methods to ideas/perspective

#### **AO4**

- Evaluate texts critically and support this with appropriate textual references

**AO5**

- Imaginative, clear writing adapting tone, style and register for different forms, purposes and audiences
- Use structural and grammatical features for cohesion
- Ambitious vocabulary
- Compelling, inventive, complex
- Fluently linked paragraphs
- Conscious crafting through words and linguistic devices

**AO6**

- Range of vocabulary and sentence structures for clarity, purpose and effect
- Accuracy in spelling and punctuation
- Extensive vocabulary

## **ENGLISH LITERATURE ASSESSMENT OBJECTIVES**

**AO1**

- Maintain a critical style and develop an informed personal response
- Use ref/quotation for support
- Weighing up alternate interpretations/different perspectives
- Embedding quotes
- Apt references/discriminating quotes

**AO2**

- Analyse writer's use of language, form and structure for meaning and effect
- Use key subject terminology

**AO3**

- Show understanding of the relationship between texts and contexts in which they were written

**AO4**

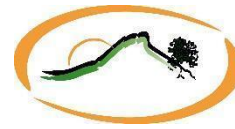
- Use a range of vocabulary and sentence structures for clarity, purpose and effect
- Accuracy on SPG

## **SPOKEN LANGUAGE STUDY ASSESSMENT OBJECTIVES**

**AO7** – Demonstrate presentation skills in a formal setting

**AO8** – Listen and respond appropriately to spoken language, including questions and feedback to presentations

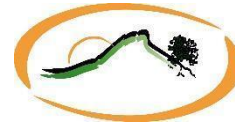
**AO9** – Use spoken Standard English effectively in speeches and presentations



## What we want from year 11 students

- (a) **Choose appropriate information** (references and quotes) to support points being made. Quotes will be apt, chosen judiciously to perfectly support points. Quotes will be short, and fluently embedded into answers and arguments. There will be an ability to connect quotes from different parts of texts (through semantic fields, aesthetic value, style, tone, etc)
- (b) **Understand the writer's methods: language.** There will be an understanding of why writers choose words for meaning and for effect. There will be an ability to look at subtleties and nuances in language and evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing words (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (c) **Understand the writer's methods: form.** Students will understand a range of different forms of writing and the characteristics and techniques associated with those forms. Students will understand choice of narrative voice as a deliberate choice for deliberate effects and will be able to analyse and evaluate this. There will be an understanding of why writers choose particular forms and particular devices associated with those forms (for meaning and for effect). There will be an ability to evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing form (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (d) **Understand the writer's methods: structure.** There will be an understanding of why writers make structural choices (about order, turning points, changes, etc) and sentence/punctuation choices. There will be an ability to look at subtleties and nuances in structural devices and evaluate the effectiveness of the writer's choices. There will be an ability – where appropriate – to use subject terminology when discussing sentence types and punctuation (and it will be integrated fluently into the answer/argument). Pupils will be able to see the crossover relationship between language, form and structure.
- (e) **Audience and purpose.** Pupils can recognise that pieces of writing have an audience and purpose. They will be able to connect the writer's methods to audience and purpose. They will be able to evaluate the effectiveness of the writer in relation to audience and purpose.
- (f) **Ideas and perspectives.** Pupils will be able to identify and explore explicit and implicit ideas within texts. They will be able to identify and explore nuanced bias, points of view, perspectives and how writers' choices can be open to suggesting varying perspectives. There will be an ability to evaluate the writer's perspective, uncovering inconsistencies where appropriate. Pupils will be able to debate/weigh up different interpretations.
- (g) **Context.** Pupils will understand not only the social and historical times in which texts were written but also how those times influenced the writing. Students will be able to explore how writers sought to change society/the world at the time of writing. Students will also understand literary movements (and their characteristics) and literary contexts and how these influenced the writer/text being discussed. Contexts will be integrated fluently into essays and answers.



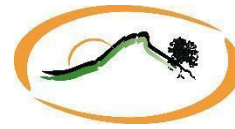


- (h) **Writing.** Pupils will be able to adapt their language, tone, style, form to suit different audiences and different purposes. They will be able to use complex vocabulary and a range of words, sentence structures and punctuation for deliberate effect. Paragraphing will not only create fluency and coherence, but will also be used for deliberate effect. For **creative writing**, there will be evidence of conscious crafting for effect. Pupils will be able to be subtle, to hint and suggest meaning through symbols, nuanced language and motifs. Pupils will be able to use literary devices inventively and appropriately and avoid clichés. Pupils will be able to use structure to tease and draw the reader in, setting up a clever, surprising ending. For **non-fiction writing**, students will understand the conventions of various forms and be inventive in adapting these to suit the task. They will be able to use rhetorical devices judiciously and appropriately. Pupils will be confident in writing **academic essays structured around a line of argument**, employing a formal, detached style with an authoritative, judicious tone/style.
- (i) **Speaking.** Students will be able to structure speeches for deliberate effect. Delivery will be confident, will adapt tone for audience and purpose and will employ non-verbal features for deliberate effect. Students will listen respectfully to other students and be able to respond, build on and debate.
- (j) **Personal.** Our students are confident, well-prepared and eager to do well. They are confident because they have thorough knowledge, they have been reflective and they know their strengths. They are resilient. They know how to approach exams and how to manage time. They are judicious, engage with the subject and have knowledge that is broad and deep.

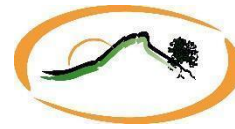




<b>Day 1</b> Google a plot summary of <i>Macbeth</i> . Read it, and note down key plot moments. Which do you think is the most important moment in each of the play's 5 acts?	<b>Day 2</b> Write a paragraph about your least favourite <i>An Inspector Calls</i> character. Explain in detail. What is it that you dislike about them? Try to make comparisons to other characters if you can.	<b>Day 3</b> Revise all of the notes on <i>My Last Duchess</i> . Get a blank copy of the poem and rewrite your notes.	<b>Day 4</b> Check your understanding of A01 (language). Work out where this is assessed across the two language papers and make notes on what you are required to do for each of these questions.	<b>Day 5</b> Test yourself on remembering 5 quotes from <i>Macbeth</i> , <i>An Inspector Calls</i>	<b>Day 6</b> Write out a list of 10 negative and 10 positive bits of vocabulary that will impress your English Language examiner. Make a poster of these words and put them somewhere that you will see them often.	<b>Day 7</b> Which of the characters in <i>Macbeth</i> is the most powerful? Give reasons for your answer.
<b>Day 8</b> Who is your favourite character in <i>Macbeth</i> ? Why? Try to explain your answer in as much detail as possible.	<b>Day 9</b> Brainstorm the theme of social class in <i>An Inspector Calls</i> . To add challenge, make an essay plan for the question 'How does Priestley explore the theme of social class in <i>An Inspector Calls</i> ?	<b>Day 10</b> Use your notes to make flash cards for the key moments in the literature texts.	<b>Day 11</b> Test your memory of 4 quotes from 4 different poems.	<b>Day 12</b> Look at 3 online news stories and write a short summary of what they are about.	<b>Day 13</b> What are all of the literary devices that you could use in a piece of imaginative writing. Brainstorm, and write examples for each.	<b>Day 14</b> Make a list of all the plot hooks in <i>Macbeth</i> .
<b>Day 15</b> What is the most interesting thing about the play <i>Macbeth</i> ? Explain your answer to someone and then note down the key points. Write down your response in a paragraph if you can.	<b>Day 16</b> Write an essay plan for the question 'How does the character of Sheila Birling change over the course of the play?'. Ensure that you link your ideas to the context of the play.	<b>Day 17</b> Revise all of your notes on <i>Extract from The Prelude</i> . Get a blank copy of the poem and rewrite your notes.	<b>Day 18</b> Remind yourself of the assessment objectives for the Language paper. Test yourself on how well you remember them.	<b>Day 19</b> Go to google classroom and ask 5 questions about areas of English you find difficult.	<b>Day 20</b> Go online to do spelling, punctuation and grammar exercises.	<b>Day 21</b> What are the key themes in <i>Macbeth</i> ? List as many as you can and then think about which characters from the novel link to each theme?



<b><u>Day 22</u></b> Re-read the <i>Macbeth</i> scenes in which the witches are present. How do we know that they are different to other characters in the play? What contextual points are linked to these three characters?	<b><u>Day 23</u></b> What do you know about the Inspector? Brainstorm his character and link all of the points that you make to the context of the play. Write a paragraph which begins 'The inspector is a fascinating character...'	<b><u>Day 24</u></b> Revise all of your notes on <i>Kamikaze</i> . Get a blank copy of the poem and rewrite your notes.	<b><u>Day 25</u></b> When you're writing about structure, there are lots of different devices that you might find in a text. Make a list/brainstorm of these in your exercise book. Look back through your exercise book if you're struggling to think of these.	<b><u>Day 26</u></b> Look at past exam questions and make paragraph plans for answers.	<b><u>Day 27</u></b> Write a detailed description of a beautiful place. Use a range of literary devices and be sure to include some of the high level vocabulary that you have been learning.	<b><u>Day 28</u></b> Which character in <i>Macbeth</i> do you find the most interesting? Write a paragraph in your book. Draw together points from across the play rather than just one particular moment.
<b><u>Day 29</u></b> Focus on the character of Macbeth. Why is he included in the play? What's his role? What themes does he represent? How does he change? What contextual points can you link to his character?	<b><u>Day 30</u></b> YouTube the context of <i>An Inspector Calls</i> . Watch a video of your choice and make notes as you're watching if you find this to be a useful revision technique.	<b><u>Day 31</u></b> Revise all of your notes on <i>War Photographer</i> . Get a blank copy of the poem and rewrite your notes.	<b><u>Day 32</u></b> Find a sample exam paper 1 and complete section A.	<b><u>Day 33</u></b> Read a couple of newspaper articles in a real paper or on an application on your phone. Look for the way in which the writer is trying to engage the reader. Make a short list of techniques used by each writer.	<b><u>Day 34</u></b> Use SSLLS (short, short, long, long, short sentence) to describe a picture that you have chosen from the Google images search 'fear'.	<b><u>Day 35</u></b> What are the typical features of the narrative in <i>Macbeth</i> ? Make a list of the methods Shakespeare uses.
<b><u>Day 36</u></b> Focus on the character of Banquo. Why is he included in the play? What's his role? What themes does he represent? How does he change? What contextual points can you link to his character?	<b><u>Day 37</u></b> Get someone to time you. You have 5 minutes to tell a friend or family member everything that you can about <i>An Inspector Calls</i> . Try to use phrases in your speech that demonstrate that you are interested in the play	<b><u>Day 38</u></b> Revise all of your notes on <i>Tissue</i> . Get a blank copy of the poem and rewrite your notes.	<b><u>Day 39</u></b> Search poems online, ones that you haven't seen before and see how many notes you can make about language and ideas.	<b><u>Day 40</u></b> Test yourself on how many key moments you can remember from the Literature texts	<b><u>Day 41</u></b> Use SSLLS (short, short, long, long, short) to describe a picture that you have chosen from the google images search 'landscape'	<b><u>Day 42</u></b> Why are the 1912 and 1946 dates relevant to <i>An Inspector Calls</i> ? How does this help to communicate Priestley's message?



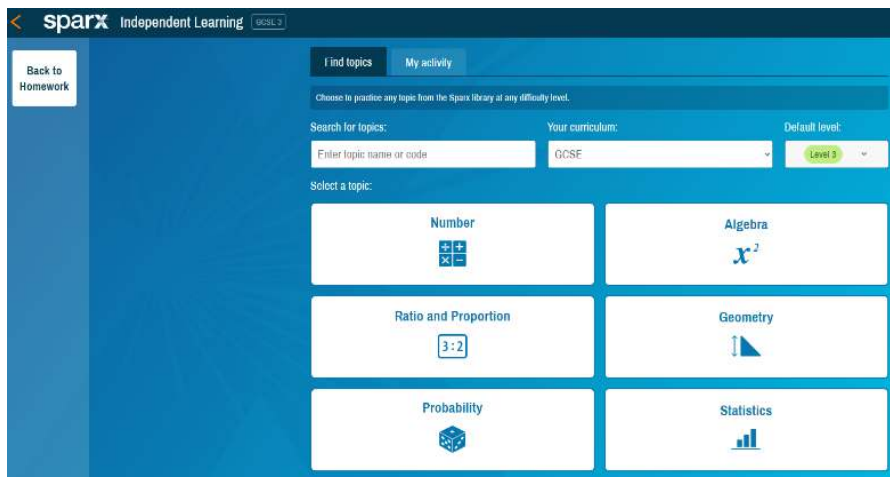
## GCSE Mathematics

<b>Edexcel GCSE Mathematics</b> <b>Foundation Tier: Grades 1-5</b> <b>Higher Tier: Grades 3-9</b>		
<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>
Non Calculator	Calculator	Calculator
1 hour 30mins 80 marks Weighting: 33 ⅓%	1 hour 30mins 80 marks Weighting: 33 ⅓%	1 hour 30mins 80 marks Weighting: 33 ⅓%

The Maths Faculty promotes many ways in which your student can revise for their GCSE. Listed below are some staff and student recommendations to secure or exceed the desired grade.

### Online Resources

#### Sparx Maths



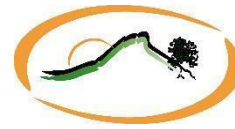
Sparx Maths will require your child to have their personal log in details. They can get these directly from their teacher. Students can also login with school login details.

Sparx Maths ([www.sparxmaths.com](http://www.sparxmaths.com)) is an excellent site, due to the quality of the videos and how well the topics are broken down.

Once logged in, a student can search for a topic that they need to work on and they can also use the

surrounding building blocks to support the progression in their learning.

Sparx Maths also provides a quiz to check their understanding. The site will also track the percentage of the video watched as well as their attempts at the quiz, so that they can see where weaker areas may remain.



## Corbett Maths



Welcome Videos and Worksheets Primary 5-a-day More Revision Cards

Welcome

**5-a-day**

**Videos**

**Worksheets**

**Practice Papers**

**Further Maths**

Corbett Maths ([www.corbettmaths.com](http://www.corbettmaths.com)) – Corbett Maths is a free site that your child can access that provides a great deal of supporting material and question practice.

The key area that your child may find useful are the 5-a-day questions alongside the videos. Your child needs to be sure to select the 5-a-day GCSE 9-1 to ensure they are getting suitable questions.

Depending on the tier and set your child is working in, they will find different questions suitable. The 5-a-day is designed to give pupils 5 questions for each day of the year to practice different areas of the maths GCSE. They come complete with answers by clicking on the answers link on the page. The answers are particularly beneficial as they are model answers that show the calculations required to arrive at the answers rather than just the answer itself.

The videos, along with further practice questions and worksheets are designed to support your child with areas they may find difficult. This site is immediately accessible without logging in.

## Maths Genie

Maths Genie is an excellent online resource with revision materials and support videos listed under the GCSE grade headings. Additionally, this website organises all the GCSE past papers which make for easy access and are paired with mark schemes and model handwritten solutions.

*Maths Genie*

### GCSE Revision

GCSE revision videos, exam style questions and solutions.

Click here to view the 2016 A\*F Specification

For GCSE Maths I am using the Casio Scientific Calculator: [Casio Scientific Calculator](#)

If YouTube is blocked at your school you can access the videos using this link: [All GCSE Videos Unlocked](#)

Search for topics...

### Grade 1

Videos	Exam Questions	Exam Questions Booklet	Solutions
<a href="#">Addition and Subtraction</a>	<a href="#">Exam Questions</a>	<a href="#">Addition and Subtraction</a>	<a href="#">Solutions</a>
<a href="#">Multiplication and Division</a>	<a href="#">Exam Questions</a>	<a href="#">Multiplication and Division</a>	<a href="#">Solutions</a>
<a href="#">Rounding</a>	<a href="#">Exam Questions</a>	<a href="#">Rounding</a>	<a href="#">Solutions</a>
<a href="#">Time</a>	<a href="#">Exam Questions</a>	<a href="#">Time</a>	<a href="#">Solutions</a>
<a href="#">Place Value</a>	<a href="#">Exam Questions</a>	<a href="#">Place Value</a>	<a href="#">Solutions</a>
<a href="#">Negative Numbers</a>	<a href="#">Exam Questions</a>	<a href="#">Negative Numbers</a>	<a href="#">Solutions</a>
<a href="#">Powers and Roots</a>	<a href="#">Exam Questions</a>	<a href="#">Powers and Roots</a>	<a href="#">Solutions</a>
<a href="#">BIDMAS</a>	<a href="#">Exam Questions</a>	<a href="#">The Order of Operations</a>	<a href="#">Solutions</a>
<a href="#">Factors and Multiples</a>	<a href="#">Exam Questions</a>	<a href="#">Factors, Multiples and Primes</a>	<a href="#">Solutions</a>
<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Exam Questions</a>	<a href="#">Writing, Simplifying and Ordering Fractions</a>	<a href="#">Solutions</a>
<a href="#">Coordinates</a>	<a href="#">Exam Questions</a>	<a href="#">Coordinates</a>	<a href="#">Solutions</a>
<a href="#">Photograms</a>	<a href="#">Exam Questions</a>	<a href="#">Photograms</a>	<a href="#">Solutions</a>





## Other Resources

### Corbett Maths Revision Cards

Corbett Maths revision cards ([www.corbettmaths.com/revision-cards](http://www.corbettmaths.com/revision-cards)) in addition to the online materials Corbett Maths also has printed 'flash' revision cards for sale through their website. These cards can be an excellent resource to support revision in the build-up to the exam. The major benefit of these cards is that they contain QR codes which can be scanned by most mobile devices which link directly to the video, practice questions and answers related to a particular card or topic.

**GCSE Higher – Corbettmaths Revision Cards**

90 revision cards for the New 9-1 GCSE Maths Higher –  
Price £8.99 + £2 P&P (UK)

£10.99

Pay with **PayPal**

VISA MASTERCARD

To order multiple sets of Higher, [click here](#)

**GCSE Foundation – Corbettmaths Revision Cards**

90 revision cards for the New 9-1 GCSE Maths Foundation  
Price: £8.99 + £2 P&P (UK)

£10.99

Pay with **PayPal**

VISA MASTERCARD

To order without a PayPal account, click on the Visa/Mastercard icon

### Interactive EzyEducation Knowledge Organiser

A high-quality physical knowledge organiser with an interactive audio visual element via a mobile phone. These knowledge organisers are an excellent learning tool and maximise the probability of inspiring some extra independent learning. Each individual topic summary page is backed by a unique 3-minute recap video on the mobile app – ideal alternative to text dense approaches. They are available to purchase in school from the Maths Office for GCSE Higher and GCSE Foundation for the current price of £5.00.

- 1. Buy Snapshot Booklet**  
Image of a 'GCSE Maths Snapshots' booklet.
- 2. Download Zappar App**  
Download on the App Store  
GET IT ON Google Play
- 3. Open Zappar**  
Image of the Zappar app interface.
- 4. Scan the Zappcode + Page**  
Image of a Zappcode being scanned.
- 5. Run or download video**  
Image of a video player interface.
- 6. Connect to course activities**  
Image of a tablet displaying course activities.

**Pythagoras' Theorem**

$c^2 = a^2 + b^2$

**Finding the Hypotenuse**  
If you know the lengths of the two shorter sides, you can calculate the length of the hypotenuse.  
Square the two sides  
Add them  
Square root for answer  
 $c^2 = 8^2 + 6^2$   
 $c^2 = 64 + 36$   
 $c^2 = 100$   
 $c = 10$

**Finding the Shorter side**  
If you know the Hypotenuse and a shorter side, you can calculate the length of the other shorter side.  
Square the two sides  
Subtract them  
Square root for answer  
 $c^2 - b^2 = a^2$   
 $12^2 - 6^2 = a^2$   
 $144 - 36 = a^2$   
 $108 = a^2$   
 $10.39 = a$

**Watch the Recap Video Below**

Geometry – Pythagoras' Theorem

Recap Slide Content

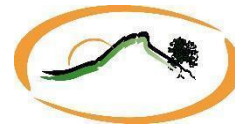
**Grade 4**

**Worksheet**  
Click here to download a worksheet to reinforce what you have learnt in this recap video.

**Extra Videos**  
Click here to visit our online learning platform and watch an extended course video on this topic.

**Test Yourself**  
Click here to access assessment materials for this topic.

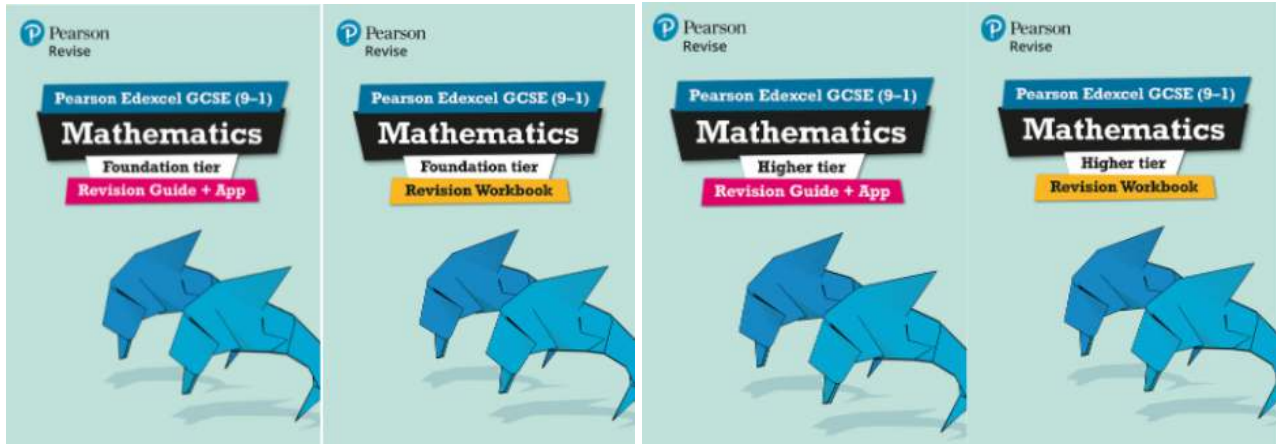
**Exam Technique**  
Click here to access our sample exam resources for Higher Tier Students.



### Revision Guides and Workbooks

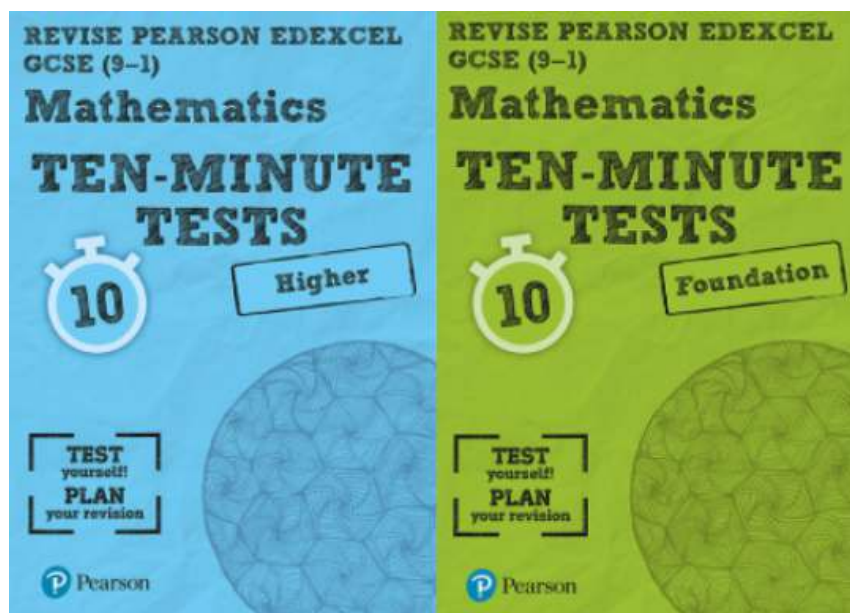
Traditional style revision guide (with app) and workbook. These books have been written by Edexcel examiners and are therefore tailored to the style of the exam.

They are available to purchase in school from the Maths Office for GCSE Higher and GCSE Foundation for a current price of £6.50.



### Ten Minute Test Books

The ten-minute test books covers every topic in GCSE Mathematics, so your child can test themselves and create a focused revision plan. They are available to purchase in school from the Maths Office for GCSE Higher and GCSE Foundation for a current price of £3.50.





## Science

### How can you help your child in Science?

#### Tassomai ([www.tassomai.com](http://www.tassomai.com))

- Encourage the completion of their “Daily Goal” *at least* 5 times a week.
- Sign up for parent weekly reports (email to be sent after October half term on how to do this).
- Ask students to show you their “tree”, this will be a visual representation of how they are doing in each subject/topic - make revision resources on “red leaves”.



#### Science Revision Google Classroom

- All students have been invited to a Google classroom called “Year 11 Science Revision 2023-24” Class code is “**ytehrif**” to join.
- This is full of structured revision schedules, video clips, practice questions, etc... all designed to help students to work independently and use their time effectively.
- As the year progresses, we will release many other resources to help students with their revision.

#### Revision guides, workbook and timetable

- Purchase revision guides from school on ParentPay (Higher or Foundation).
- Staff will be happy to help students produce revision schedules.
- Encourage pupils to highlight key points and then make brief notes on these and then make flash cards/mind maps.
- Encourage pupils to come to drop in sessions (see below) if they need help or past paper questions.

#### Videos

- There are lots of good, short videos which can help students’ understanding ([freesciencelessons.com](http://freesciencelessons.com) is particularly good).
- We have a lot in the Science Revision Google Classroom but you can also search YouTube using a key word relating to the topic. (Remember to include the words **aq** and **gcse**).

#### Teacher support

- Lunchtime drop in sessions to help with any problem students have encountered plus advice on how to revise - starting beginning of October.
- “Applications of Science” sessions to develop exam technique - in tutor times and lessons.
- Revision sessions on key ideas aimed at grade 4/5 and grades 7-9 - dates tbc.
- HIIT revision sessions (30-minute high intensity revision sessions) - during lesson time.
- Encourage students to email their teachers if they need help or some practice questions.

#### Flash cards/mind maps

- Students should produce easy to read summaries of content.
- Flashcards are particularly helpful for learning key facts or model answers.

#### Specification and past exam papers

- These are on our Science Revision Google Classroom or via the AQA website. We study **Biology (8461)**, **Chemistry (8462)** and **Physics (8463)** and **Combined Science Trilogy (8464)**





## Modern Foreign Languages



### How can you help your child in French & German?

#### Speaking conversation practice - No prior knowledge required!

- This is the most powerful thing you can do to help your child make progress and achieve a better grade in Languages. It will support speaking skills as well as writing skills and considerably boost confidence. You do not need to be an expert in French & German! **Just read out the questions from your child's speaking conversation questions** on their Google doc and support them to recall their answers. Your child may comment on your accent; this is a good thing as they are listening to you and learning! The little and often approach works best, ideally 15 minutes twice a week. Have fun together!

#### Pearson Active Learn (Studio & Stimmt)

- Your child will be set tasks on this highly effective online resource. In the past, this has considerably boosted listening & reading skills, vocabulary recall as well as productive skills.
- It includes an online copy of all of the textbooks for French & German GCSEs.
- You can see your child's progress and success rate on their account (same for Tassomai in French)

#### Revision guide including workbook and timetable

- Revise AQA GCSE French/German Revision guide and Revision workbook (Pearson)
- Encourage your child to highlight key points and then make brief notes. Consolidate with workbook questions.
- Encourage your child to plan their revision topic by topic and stick to it!

#### Support in school

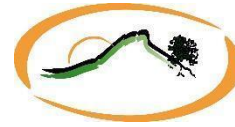
- French and German teachers are available for advice and support in the MFL block. Individual teachers share a revision schedule with students on Google Drive leading up to all mocks and exams
- All students have been issued with their own AQA GCSE French/German vocabulary booklet

#### Specification and specimen papers

- Go to AQA GCSE website and select the correct specification.  
**Note: French (AQA-8658) & German (AQA-8668)**
- Specification can be used as an overview of what is needed.
- Attempt questions from specimen papers (Higher or Foundation- mark schemes provided).

#### Online resources

- Use Memrise and Blooket to boost vocabulary learning via the links in the Google Classroom.



## Geography

### How can you help your child in Geography?

#### Revision guides, workbook and timetable

- Purchase for £5.50 from any Geography teacher and on ParentPay.
- Encourage students to highlight key points and then make brief notes on these to then make flash cards/mind maps. Have a go at any of the summary questions or consolidate with workbook questions.
- Encourage pupils to plan their revision topic by topic and stick to it!



#### Google Revision Classroom 2024

- We have put together a range of resources on these areas for students to use to support them in revision.
  - Case study summary booklets
  - Key term lists
  - Revision notes frames
  - Model answers
- There is a Geography video bank where there are many videos which will broaden their understanding of the subject and can be an alternative, but not replace the other forms of revision discussed.

#### Flash cards/mind maps

- These should be easy to read summaries of content (Key term, concept or example on one side and the definition or content on the other). You can then test them on what they can remember.
- CGP has created some very good flash cards for all topics which are available on their website [www.cgpbooks.co.uk](http://www.cgpbooks.co.uk).

#### Specification and specimen papers

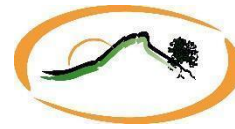
- Go to AQA GCSE website and select 'Past Papers' fill in the search boxes - Geography - GCSE - Specification 8035 (<https://www.aqa.org.uk/>).
- Specification can be used as an overview of what is needed.
- Attempt questions from specimen papers (Found on the AQA website).
- Support your child by marking it/discussing it with them. The mark schemes can be a little complex but they include indicative content on what could be included in an answer.
- Their geography teacher will mark and give written or verbal feedback to any questions done.

#### Websites/APPs

- BBC Bitesize has a good Geography area. Make sure you select AQA but each topic area is covered with information, tutorials, videos and tests.
- We encourage the use of Tassomai Geography which students last year found useful as part of their revision.

#### Support in school

- Students can always get in touch with staff via email or in the lesson who are more than willing to give any help and support needed.
- We run revision drop in sessions from February (times and locations to be decided).

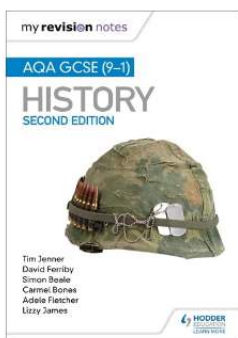


## History

### How you can help your child in History

#### Help them to be organised

We have produced and distributed a **revision schedule** listing all topics which need to be covered; you could help them to keep on track by checking this regularly with them. It is also available on the GCSE History Revision Google classroom.

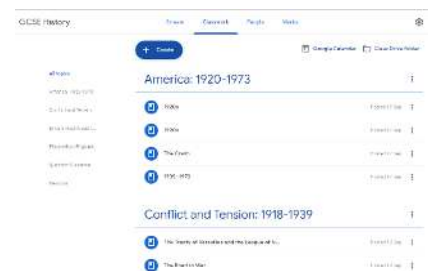


#### Get them kitted out

We are offering **revision task books** which cover all 4 units of our course; see message sent home and ParentPay for details.

#### Guide them online

Our Google classroom has a wealth of resources which covers the whole syllabus; great for catching up on lessons missed or revision. All pupils have been invited to join and most joined in year 10.



There are many great websites to help with history research or revision, here are some of our top picks:

<https://www.johndclare.net/>

<https://www.mrallsophistory.com/revision/>

<https://getrevising.co.uk>



We have been able to add a history section to the subscription you may have already started to support your child's study of science, through the Tassomai site. The history section covers 3 out of 4 of our units and proved very useful in our trial run with it last year. See ParentPay for details.

In addition we have subscribed to the following website which has exam-specific quizzes, tests and practice questions. Each pupil has a username and password:

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

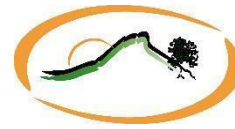
#### Help them prepare

There is a huge amount of material covered in the four units of study, so developing techniques and producing personalised resources to remember the content is crucial: flash cards, mind maps, grids, tables, cartoon strips etc.

This information then needs to be correctly applied, so completing practice questions, against the clock, is essential preparation. We will provide sets of questions in addition to those you can find on the above websites.

#### Encourage them to seek support in school

We will be running lunchtime revision/independent learning drop-in sessions from October; but history teachers will answer questions and provide support when it is needed!



## **Health and Social Care**

### **How can you help your child in Health and Social Care?**

#### **Revision guides**

- Students have a practice workbook to consolidate their learning.
- Revision guide available for purchase from staff.
- There will be a Key Facts sheet on all Learning Outcomes in the Google classroom.
- Encourage pupils to highlight key points and then make brief notes on these to then make flash cards/mind maps with. Consolidate with exam questions.
- Encourage pupils to plan their revision.



#### **Coursework**

- Follow guidance sheets.
- Review success criteria for L2 pass/merit/distinction.
- Keep deadlines set.
- All resources are on Google classroom.
- Look at example coursework materials to aid planning and consolidate understanding of each task set.
- Attend lunchtime sessions to ensure all coursework/resit work is completed.

#### **Flash cards/mind maps**

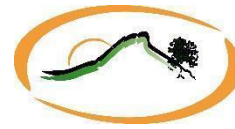
- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind maps on a topic.
- Graphic organisers are a good way of planning out topics to revise, answers to exam questions along with planning aspects of your coursework.

#### **Specification and specimen papers**

- Go to OCR Cambridge Nationals in Health and Social Care Specification, which can be used as an overview of what is needed.
- Look at past papers and use the mark schemes to self mark and create model answers.
- Support your child by marking it with them, the answers should match the mark scheme.
- Create model answers using the mark schemes available.

#### **Support in school**

- Ask for help or further support from your teacher.
- Come along on a Wednesday lunchtime for early intervention on coursework and or exam support.



## Child Development

### How can you help your child in Child Development?

There are 3 parts to the assessment.

**RO18 Exam:** Health & well being for child development.

**RO19 Coursework:** Understand the equipment and nutritional needs of children from birth to five years. (There are catch up clinics for those who have not finished until the final deadline at the end of November)

**RO20 Coursework:** Understand the development of a child from birth to five years.  
The students will need to study a child (0-5) for 4 months - please help them find such a child.

Help your child to meet deadlines and use the sample/exemplar materials. Make sure they avoid plagiarism if working at home. Look at the subject site for help or the click here for the [OCR Guide to Plagiarism](#)



**Use the Child Development Subject Site** Click here for→ [Subject Site](#)



This is where students can access information on coursework and lots of resources linked to this and the exam. It is found via the school site on Realsmart (the students use it regularly and know where to find it). There are past exam papers and mark schemes there too.

#### **Revision guides, workbook and timetable**



- On loan from school (but they should not be written in). Some are available to purchase.
- Encourage students to highlight key points and then make brief notes on these to then make flash cards/mind maps with. Consolidate with workbook questions.
- Encourage students to plan their revision topic by topic and stick to it!

#### **Flash cards/mind maps**

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind maps on a topic. Many students have started doing this at the end of a topic. It's never too early to prepare for the exam in January.

#### **Other sources of information**

- Go to the OCR website - Cambridge Nationals - Child Development [OCR site](#) or visit the subject website [Subject Site](#) Most of the key points are on the subject site but the specification [Specification](#) can be used as an overview of what is needed. Students also have lots of information in their Google classrooms.

#### **Support in school beyond lessons**

Catch-up clinics are held most Thursdays until 4.30pm in 220i.

Lunchtime access every lunchtime (except Tuesday) **This is by appointment only.**





## **Physical Education**

### **How can you help your child in GCSE PE?**

#### **Specification and specimen papers**

- Go to Pearson Edexcel website and browse course materials.  
[Pearson Edexcel GCSE Physical Education \(2016\)](#)
- Specification can be used as an overview of what is needed.
- Attempt questions from specimen papers.
- Support your child by marking it with them, the answers should match the mark scheme.

#### **Revision guides, edexcel endorsed.**

- Purchase from school on ParentPay.
- Encourage pupils to highlight key points and then make brief notes on these to then make flash cards/mind maps with. Consolidate with workbook questions.
- Encourage pupils to plan their revision topic by topic and stick to it!

#### **Flash cards/mind maps**

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind maps on a topic.

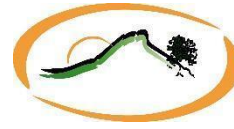
#### **Practical Element Evidence**

- Students are required to provide lots of video evidence of them performing in competitive situations for their chosen sports. It would be extremely beneficial to have recorded some of your child's performances/matches when you go to watch them at their events.
- A good quality recording that has been allowed to run for enough time for the moderator to make his/her decision. Small clips will not suffice.
- Please don't worry too much about the traditional team sports such as rugby/football/hockey/netball as these can be set up in school. However, students who are cricketers should definitely provide evidence of matches e.g. when in bat, during their overs in the field etc.

#### **Useful web-sites**

- <https://www.bbc.co.uk/bitesize/subjects/znyb4wx>
- <https://www.memrise.com/course/208889/edexcel-gcse-pe-2/>
- <https://www.brianmac.co.uk/>





## **Drama**

### **How can you help your child in GCSE Drama?**

#### **Specification and specimen papers**

- Edexcel GCSE Drama Website [Pearson Edexcel GCSE Drama \(2016\)](#)
- Here you will fill the specification - very useful to check mark schemes for component 1 and 2.
- There are also course materials which contains a glossary and example work which is worth looking at.



#### **Component 1 - Devising and Portfolio**

- Go and see as much live theatre as possible! Experiencing different types of theatre and performance will really help with devising work. Keep an eye out at the cinema and see what shows are being broadcast live.
- Talk about anything you have seen, theatre or TV, discuss why the characters have used their voice and movement the way they have.

#### **Component 2 - Performing**

- Rehearse at home - help students learn their lines - encourage them to read the full play
- Record students rehearsing their monologues - watch them back together and discuss where things could be changed.

#### **Component 3 - Written Exam - An Inspector Calls and Live Theatre Review**

- Seeing the production of 'An Inspector Calls' will very much help with this exam.
- Read the play and discuss the context of what was happening in 1912/1945
- Help students create their own set of the play - What would they have on the stage and why.
- Discuss the differences between the characters - how might they show them on the stage?
- In Y11 students will be given a revision book for the exam. Encourage them to prepare practice questions.
- For this exam timing is key, time any practice questions that are completed at home and stick to the strict timings.

#### **Revision Guides**

Edexcel have a number of revision guides that might be of use for Component 3.

Revise Edexcel GCSE (9-1) Drama Revision Guide

Revise Edexcel GCSE (9-1) Drama Revision Workbook

Edexcel GCSE (9-1) Drama Student Book

The workbook and the student book might be particularly useful.

#### **Useful web-sites**

- <https://www.digitaltheatre.com/consumer>
- <https://www.bbc.co.uk/bitesize/clips/zgfgcd2p>
- <http://ntlive.nationaltheatre.org.uk/>





## Music

### How can you help your child in GCSE MUSIC?

#### Specification and specimen papers

- Make use of the Eduqas website:

<https://www.eduqas.co.uk/qualifications/music/gcse/>

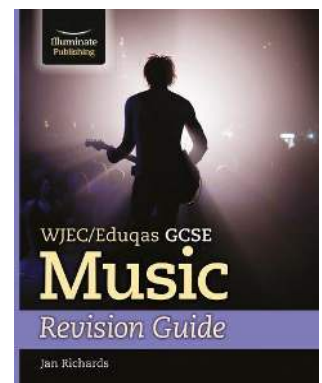
- The specification can be used as an overview.
- Attempt questions from listening and appraising specimen papers.
- Use mark schemes to check answers.



#### Revision guides, Eduqas endorsed

- Encourage students to highlight key musical vocabulary and note their definitions.
- Create flashcards/mind maps on each unit and set work.
- Apply knowledge by completing and marking specimen questions.
- Encourage pupils to plan their revision of each unit as well as the two set works and revisit previously revised units regularly.
- Test students on their musical vocabulary.

WJEC & EDUQAS GCSE  
Music Revision Guide  
by Jan Richards

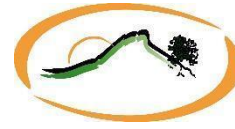


#### Performance / Composition

- Encourage a regular practice routine to develop performance requirements and confidence.
- Background listening around all styles of music - promotes recognition of musical features as well as ideas for composition.
- In school, practice rooms and access to music technology is available during lunchtimes.

#### Useful web-sites

- YouTube has a variety of support and revision materials on the networks – Africa by Toto and Badinerie by Bach, as well as musical elements and genres covered during the course.
- [BBC Bitesize](#)
- [Revision Practice Questions from Eduqas website](#)



## Art

### How can you help your child in Art?

#### Digital Curriculum

Parents can support their child with GCSE art by looking at the digital curriculum with them and going through the instructions together.



#### Independent work

Parents can also make sure their child is spending an average of at least 1 hour per week on art work outside of lessons. This is usually a continuation of class work so they will have already received instructions. It is very unlikely that students will achieve a good grade without doing this independent work so they need to quickly build it into their weekly routine.

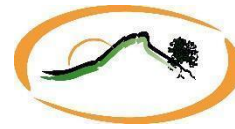
#### Specification and specimen papers

- You can go to the AQA GCSE website and select the correct specification, Fine Art (8202)
- Specification can be used as an overview of what is needed

#### Support in school

- The art department is open to GCSE students until 4.30pm on Tuesdays. Also, at least one art room will be open for GCSE art students to carry out independent work most lunchtimes. An art teacher will be present and can provide occasional support if needed.
- If there is anything that their child doesn't understand, parents should ask their child to get clarification from the art teacher.



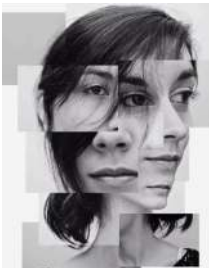


## Digital Photography

### How can you help your child in digital photography?

#### Digital Curriculum

Parents can support their child with GCSE digital photography by looking at the digital curriculum with them and going through the instructions together.



#### Independent work

Parents can also make sure their child is spending an average of at least 1 hour per week on work outside of lessons. This is usually a continuation of class work so they will have already received instructions. It is very unlikely that students will achieve a good grade without doing this independent work so they need to quickly build it into their weekly routine.

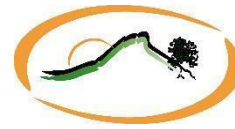
#### Specification and specimen papers

- You can go to the AQA GCSE website and select the correct specification, Photography (8206)
- Specification can be used as an overview of what is needed



#### Support in school

- The art/photography department is open to GCSE students until 4.30pm on Tuesdays.
- Also, at least one art room will be open for GCSE photography students to carry out independent work most lunchtimes. An art teacher will be present and can provide occasional support if needed.
- If there is anything that their child doesn't understand, parents should ask their child to get clarification from the art teacher.



## ICT

### How can you help your child in ICT?

#### Revision workbook and timetable

- Purchased last year from Mrs Metcalfe.
- Encourage pupils to highlight key points and then make brief notes on these and then to make flash cards/mind maps/post it notes. Consolidate with questions in the revision workbook.
- Encourage pupils to plan their revision topic by topic and stick to it!



#### Flash cards/mind maps

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind maps on a topic.

#### Specification and past papers

- Go to the OCR website and select the correct specification (IT – J808).
- Specification can be used as an overview of what is needed.
- Attempt questions from past papers.
- Practice extended writing questions.
- Support your child by marking it with them, the answers should match the mark scheme.
- Go through the paper sat last year with the mark scheme (Mrs Metcalfe has them).

#### Controlled Assessment Skills

- Practice skills at home for the controlled assessment in January. In particular spreadsheet and database skills.
- Read through what is required for the project life cycle and remember what you have done for the practice one.
- Revise the list for the tasks you need to complete (will be given to you in December by Mrs Metcalfe).

#### Support in school

- Lunchtime revision sessions will be put on for resits in the New Year.

#### Useful Websites

- Teach ICT
- BBC Bitesize



## **Computer Science**

### **How can you help your child in Computer Science?**

#### **Revision guides, workbook and timetable**

- Purchase from Mrs Dinsley.
- There are copies of the course textbook available for students to look at in the computing classrooms.
- Encourage pupils to highlight key points and then make brief notes on these and then to make flash cards/mind maps with. Consolidate with MCQ questions.
- Encourage pupils to plan their revision topic by topic and stick to it!
- Ensure students complete all homework. The homework questions come from the official OCR Computer Science workbook and are a good resource. Each homework sheet is accompanied on the back by a piece of required reading related to the topic. Students should read the sheet and then attempt to answer the questions. Using the sheet as a source for making notes is advised.

#### **Flash cards/mind maps**

- Flash cards will be provided for students. These cards contain information about all topics covered by the course, and are an excellent aid.

#### **Specification and specimen papers**

- Go to OCR GCSE Computer Science (9-1) website and select the correct specification.
- Specification can be used as an overview of what is needed.
- Attempt questions from specimen papers.
- Encourage writing using connected sentences, "This leads to ..." "This results in ..."
- Support your child by marking it with them, the answers should match the mark scheme.

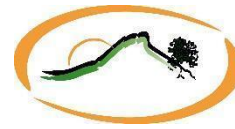


#### **Support in school**

- Revision sessions in lessons, covering content and exam technique.
- Lunchtime revision sessions Monday Lunchtimes from November.

#### **Useful Websites**

- Teach-ICT
- GCSE Bitesize



## **Business Studies**

### **How can you help your child in Business Studies?**

#### **Revision guides, workbook and timetable**

- Purchase from Mr James.
- Encourage pupils to highlight key points and then make brief notes on these and then to make flash cards/mind maps with. Consolidate with workbook questions.
- Encourage pupils to plan their revision topic by topic and stick to it!

#### **Flash cards/mind maps**

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind maps on a topic.



#### **Specification and specimen papers**

- Go to AQA GCSE website and select the correct specification - **GCSE Business (8132)**
- Specification can be used as an overview of what is needed
- Attempt questions from specimen papers
- Encourage writing using connected sentences, "This leads to ..." "This results in ..."
- Support your child by marking it with them, the answers should match the mark scheme.

#### **Support in school**

- Revision sessions in lessons, covering content and exam technique.
- Lunchtime revision sessions on Monday from January.

#### **Useful Websites**

These sites are not specific to the AQA Specification, but provide useful notes on key topics.

- Tutor2U GCSE Business - [GCSE & IGCSE Business Studies Revision Notes - Master Listing](#)
- GCSE Bite size Business [GCSE Business - BBC Bitesize](#)





## Technology

### How can you help your child in Technology?

#### Revision guides

- GCSE guides are available to purchase from the school or from exam providers.
- Students have purchased a DT revision book.
- On a weekly basis read through the GCSE DT revision guide (book or online version) and take the quiz for that section.
- Encourage students to highlight key points and then make brief notes on these to then make flash cards/mind maps.
- Consolidate with workbook questions.
- Encourage students to plan their revision.
- Use [www.technologystudent.com](http://www.technologystudent.com) as a revision tool which contains large amounts of information on materials and process knowledge in student friendly language. For DT students, use the sections on timbers as this is your chosen specialism.



#### Google Drive Revision Schedules

- Students have work on Google classroom which they can access to revise from. These take the form of short tests they carry out over the year.
- Students have been making notes and completing work in Google classroom which they can review and make notes from.

#### Flash cards/mind maps

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind map on a topic

#### Specification and specimen papers

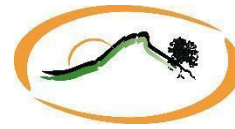
- Go to WJEC Engineering ([Level 1/2 Engineering - This qualification has been withdrawn](#)) to see examples of the work required and past papers.
- Go to Pearsons GCSE Design Technology [Pearson Edexcel GCSE Design and Technology \(9-1\) from 2017](#) for past exam papers and mark schemes.
- Specification can be used as an overview of what is needed.
- Attempt all questions; resources are limited as it's a new specification.
- Support your child by marking it with them, the answers should match the mark scheme

#### Support in school

- Ask for help or further support from your teachers.

#### Coursework

- Ensure that you keep to the deadlines for your GCSE DT coursework - deadline Easter 2024.



## Hospitality and Catering

### How can you help your child in Hospitality and Catering

#### Hospitality and Catering Award Level 1/2 Specification

##### Revision

- Use the Eduqas booklets 1-4 provided during the course. These are useful revision guides and contain all the examined material for Unit 1.
- Encourage pupils to highlight key points and then make brief notes on these to then make flash cards/mind maps with. Consolidate with workbook questions.
- Encourage pupils to plan their revision.
- Use as a revision tool which contains large amounts of information on materials and process knowledge in student friendly language.



##### Google Drive Revision Schedules

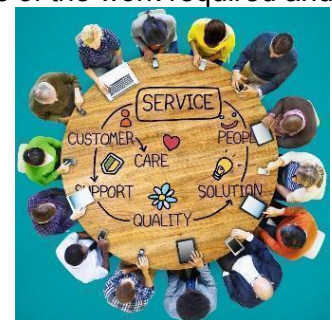
- Students have work on Google classroom which they can access to revise from. These take the form of short tests they carry out over the year.
- Students have been making notes and completing work in Google classroom which they can review and make notes from.

##### Flash cards/mind maps

- These should be easy to read summaries of content taking no more than an hour to make a whole set of cards/mind map on a topic

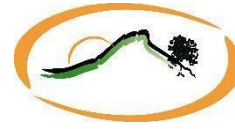
##### Specification and specimen papers

- Go to [WJEC Hospitality and Catering Award Level 1 / 2](#) to see examples of the work required and past papers.
- Specification can be used as an overview of what is needed
- Past papers and mark schemes are available to test knowledge and aid revision.
- Attempt all questions; resources are limited as new specification. Students can use [Hospitality](#) Past papers from 2015 as these contain similar questions to the new specification.
- Support your child by marking it with them, the answers should match the mark scheme



##### Support in school

- Ask for help or further support from your teachers.
- Teachers will be running lunch sessions to help students on the run up to exams.



## Attendance Matters

# ATTENDANCE

## WHY IS IT IMPORTANT?

### ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 92%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

**89% & Below**  
Drastic effect on  
academic achievement

**95%-90%**  
Cause for  
concern

**100%-96%**  
Excellent



Statistics show that a child with less than 96% attendance is seriously hampering their ability to succeed academically.



## The Year 11 Journey

### Term 1

**Monday 18th September 2023**

**Wednesday 27th September 2023**

**W/C Monday 9th October 2023**

**Thursday 12th October 2023**

**October Half Term**

**Monday 6th November 2023**

**W/C Monday 6th November 2023**

**W/C Monday 13th November 2023**

**Monday 11th December 2023**

**Monday 18th December 2023**

Half Term 1 Intervention Sessions Commence

The Journey Begins assembly including the Passport to Success and Prom launch for students

Student based study skills workshops followed by Y11 Parental Support Evening

Practising study skills during tutor time

Stokesley Sixth Form Open Evening

Students to engage in independent revision set out in tutor time

Half Term 2 Intervention Sessions Commence

The final countdown to November Examinations

For two weeks - November Examinations

Y11 Academic Parents' Evening

Y11 Celebration Assembly

### Term 2

**W/C Monday 8th January 2024**

**Monday 8th January 2024**

**Monday 22nd January 2024**

**January 2024**

**W/C 5th February 2024**

**W/C 20th February 2024**

**Monday 19th February 2024**

**Monday 4th March 2024**

**Monday 25th March 2024**

**Monday 18th March 2024**

**Monday 18th March 2024**

**Easter break 25th March (for two weeks)**

Report to parents shared with students via planner sticker

Half Term 3 Intervention Sessions Commence

Deadlines for all subjects including coursework disseminated to students and parents/carers via email

Application support and interviews for further education courses

Examinations for tiered papers resulting in final assessment decisions for entry level

Formal assessment continues after the half term break

Half Term 4 Intervention Sessions Commence

All students to have confirmed places for September 2023

Report to parents on data capture shared with students via planner sticker

The Final Flight - Phased dismissal shared with parent/carers and students

Celebration Assembly

Easter Intervention Sessions Commence

### Term 3

**Monday 8th April 2024**

**To be confirmed**

**Thursday 9th May 2024**

**May 2024 (Provisional)**

**Whitsun Half Term 27th May**

**Friday 21st June 2024 (provisional)**

**Monday 24th June 2024 (provisional)**

Half Term 5 Intervention Sessions Commence

Y11 year group school photo

Postcard of pride and Inspirational Assembly

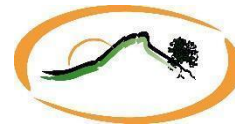
The final examinations begin

As per phased dismissal document issued March 2024

Leavers Celebration

Prom





## **Wellbeing advice & guidance**

### **Anxiety – Information for Young People**

Anxiety is a normal human feeling of fear or panic. When we face stressful situations, it can set off our brain's in-built alarm bell system, which tells us something isn't right and that we need to deal with it. Our brain wants the difficult situation to go away, so it makes us feel more alert, stops us thinking about other things, and even pumps more blood to our legs to help us run away.

Most of us worry sometimes – about things like friendships or money – and feel anxious when we're under stress, like at exam time. But afterwards we usually calm down and feel better.

But when you're not in a stressful situation and you still feel worried or panicky, that's when anxiety can become a problem.

#### **The symptoms of anxiety**

You might start out just feeling generally anxious, but if your symptoms get worse or last longer than they should, it could be time to get some support. Symptoms include: Feeling nervous, on edge, or panicky all the time; feeling overwhelmed or full of dread; feeling out of control; having trouble sleeping; low appetite; finding it difficult to concentrate; feeling tired and grumpy; heart beating really fast or thinking you're having a heart attack; having a dry mouth; trembling, feeling faint, stomach cramps and/or diarrhoea/needing to pee more than usual; sweating more than usual; wobbly legs or getting very hot.

If you experience any of these symptoms above, it doesn't mean you definitely have an anxiety problem. But if any of them are affecting your everyday life, it's a good idea to tell someone you trust about how you're feeling.

#### **What to do about anxiety?**

Feeling constant anxiety can be a sign that something in your life isn't right, and you may need some help figuring out what that is.

Talk to your GP - If they think you're suffering from anxiety, whether mild or severe, they can suggest different types of treatment that might help and can offer regular check-ups to see how you're doing.

#### **Treating anxiety**

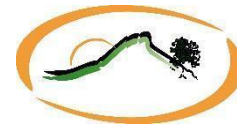
There are three main ways of treating anxiety. You might try one, or end up using a combination, depending on what works best for you.

##### **1. Self-help**

There are quite a few things you can do yourself to help manage your anxiety. You could: stop and focus on your breathing; find a way to get the worries out or share your struggles with people you trust or find something to look forward to.

You could try mindfulness or meditation - there are helpful apps such as Calm and Headspace which you might find helpful in managing your anxiety.

Your GP can tell you where to find local support networks, or look online at Anxiety UK for tools, tips and information on support networks.



## 2. Talking therapy

Talking therapy can help you get to the root of what is causing your anxiety. With Cognitive Behavioural Therapy (CBT) you work with a therapist who helps you understand your thoughts and feelings, and then helps you explore ways to change how they affect you. You also learn practical techniques to help you relax and cope better in everyday life.

## 3. Seek support form services

### YoungMinds Crisis Messenger

- Provides free, 24/7 crisis support across the UK if you are experiencing a mental health crisis
- If you need urgent help text YM to 85258
- All texts are answered by trained volunteers, with support from experienced clinical supervisors. Texts are free from EE, O2, Vodafone, 3, Virgin Mobile, BT Mobile, GiffGaff, Tesco Mobile and Telecom Plus.

### No Panic

- [www.nopanic.org.uk](http://www.nopanic.org.uk)
- No panic are the people to call if you are suffering from panic attacks, OCD, phobias and other related anxiety disorders.
- Helpline: 0844 967 4848 (Daily 10:00 - 22:00 Charges apply)
- Youth helpline for 13 - 20 yr olds: 0330 606 1174 (Mon - Fri 15:00 - 18: 00 charges apply)
- Having a panic attack? Crisis number with recording of a breathing technique: 01952 680835 (24 hr)
- Email: [admin@nopanic.org.uk](mailto:admin@nopanic.org.uk)

### Childline

- [www.childline.org.uk](http://www.childline.org.uk)
- If you're under 19 you can confidentially call, email, or chat online about any problem big or small.
- Freephone 24h helpline: 0800 1111
- Sign up for a childline account on the website to be able to message a counsellor anytime without using your email address
- Chat 1:1 with an online advisor

### The Mix

- [www.themix.org.uk](http://www.themix.org.uk)
- If you're under 25 you can talk to The Mix for free on the phone, by email or on their webchat. You can also use their phone counselling service, or get more information on support services you might need.
- Freephone: 0808 808 4994 (13:00-23:00 daily)





## Sleep – Information for Young People

Getting better sleep can have a positive impact on all aspects of your life. From helping the brain retain information (great for memory and revision!) to helping us to look better (think clearer skin and shinier hair) these are just some of the health benefits to sleeping well. If you live and breathe sport, take stock of your sleep as it can lead to better athletic performance and competitive results. In all, getting good sleep makes everything better.

### The Top Tips

**Anxiety and Sleep** - It happens to the best of us. Lots of things can cause us to be anxious - whether that's school, friendships and relationships, or even home life. The important thing is to deal with the worries so they don't impact on your mental health and your sleep. Getting thoughts and feelings down on paper can help you sort through these emotions and enable you to process them. Talking to someone you trust is also a good way of managing your anxieties.

**Social Media, Screen Time and Peer Pressure** - Screen activity too close to bedtime interferes with your sleep, making it harder to fall asleep and leaving you looking less than fresh the next day– not a good look for that morning Instagram post! Turn your screens off at least an hour before bed.

**Delayed Sleep Phase** - You're not lazy. You're just a teen! You can't help that you release melatonin later in the evening so you feel awake long past bedtime, and that when your alarm goes off for school or college, you just want to crawl back under the duvet. In the morning, it's helpful to get as much natural light as you can, open your curtains and try to get outside!

**Time** - Run out of time to sleep? It's no surprise that happens when you've fitted in schoolwork, exercising, chores and chatting with family and friends. Something has to give and it's usually your sleep. But did you know that actually getting a good night's sleep will make you better at all of the above? Make time for sleep!

**Routine** - Is your sleep routine working for you? Bedtime routines aren't just for little kids you know! Teenagers (and adults) benefit from a regular routine. Getting to bed at the same time every night and winding down in the hour before bed are key to helping your routine.

### Helplines and services available

#### **Teen Sleep Hub**

- [teensleephub.org.uk](https://teensleephub.org.uk)
- The one stop shop for all you need to know about sleep. If you're looking for advice on how to sleep better, would like tips on tweaking your routine or help to understand the science behind your sleep patterns, you'll find it all here.
- They have an online live chat service every Tuesday and Thursday, 6pm - 8pm when you can talk chat with a Sleep Practitioner about sleep issues or brush up on your knowledge around getting some shut eye.

#### **Useful Apps**

- Headspace or Daylio

If you need to talk to somebody right now these organisations can help:

#### **Samaritans**

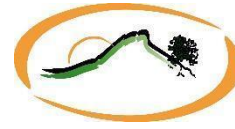
- call 116123

#### **Shout**

- text SHOUT to 85258

#### **Childline**

- call 0800 1111



# Wishing our Year 11 the best of luck.

# Thank you to our parents / carers for your continued support.

Contact details:

Tel no. 01642 710050

Email: [stokesley@arete.uk](mailto:stokesley@arete.uk)