



DRAYTON MANOR HIGH SCHOOL

Achieving Success at GCSE

**Strategies to Support your Child through their
GCSEs**



DRAYTON MANOR HIGH SCHOOL

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Section 1

General Advice

Making a Difference

Top Tips from Examiners

Top Exam Preparation

Making a Difference
Helping students prepare for their GCSEs
Advice for Parents and Guardians

What You Can Do To Help

You can help by

- monitoring revision
- securing a quiet place for study
- providing a place where their work can be safely kept
- allowing revision cards/post it notes to be displayed around the house
- emphasising the need for plenty of sleep
- limiting time to do chores or look after younger siblings
- making sure the rest of the family do not disturb revision time
- helping them to forget about each exam as it is finished
- praising/rewarding hard work

During the Autumn Term

Make them attend any catch up or controlled assessment support session before or after school. They have been selected for a reason. Never accept an excuse.

Monitor homework and revision. They should be revising for about three hours a night and 5-6 hours on Saturday and Sunday.

Make sure a copy of their revision timetable is on the wall of the lounge or kitchen as well as in their room so you are able to see what they should be doing and when. Make sure it refers to specific content of the examinations. Maths/History/English is not sufficient.

Check they have a timetable for the mock exams which includes the dates and times of all examinations.

Encourage them to ask for help at school on any parts of their work they do not understand.

During the Spring Term

Spend time talking about their mock results. Discuss successes and failures. Ask them what they can do differently to improve their grades in the spring mock exams and final summer exams.

Where there are areas to improve get them to check that they have all the notes and books they need for revision. Get them to talk to their teacher if they are missing anything. If you feel they are not getting organised speak to the subject teacher. Get this done early.

Draw up another revision timetable. It is never too early to start. Work done in February will lodge in the long term memory. Learning requires repetition.

'None of my friends are revising yet' – Yes they are. Students always tell friends they are doing less than they are.

February half term is a time to get notes finalized. Even at this stage 4-6 hours a day is not too much. Try to get them to treat these days as school days. Revising for a morning between 9.00am and 1.00pm means most of the revision done for the day.

Check that they have a revision timetable which includes the dates and times of all GCSE examinations.

Again display the revision timetable in the lounge/kitchen as well as their room.

Keep checking how they are doing by letting them explain something they have just learnt. It's a good rule of thumb that if you can follow their explanation then they will be able to produce a good answer to an exam question on that topic.

Useful Revision Tips

You can support them by suggesting the following tips

- Plan revision in 45 – 60 minute chunks.
- Take a short break in between sessions and have a glass of water to drink. No energy drinks.
- Reading is not revising.
- Making brief notes in either words or pictures helps them to remember.
- For subjects that require extended writing, practising writing answers in timed conditions to test whether they can write answers in the required time is essential.
- In the evenings after school, plan to revise one or two subjects only.
- Plan to revise specific topics in each subject, not everything at once.
- Ensure that each session starts with tackling the most difficult bits. This should be based on the gaps in their knowledge revealed in their mock examinations.
- Plan to cover each subject several times and revisit each one closer to the exams.
- Make sure they switch off phones, radio, TV, music etc.
- Have all the books they need to hand so they don't have to go off looking for information.
- Revision is a solitary activity. Working with a friend (who will not provide a distraction) can be useful but should be used only rarely.

During Exam Periods

Try to ensure that they

- get a good night's sleep before exams
- know the start times of every exam that day and have checked their seat number on the exam notice board. Students must arrive at least 30 minutes before the start of each exam and line up in the correct designated area
- have all the equipment they need
 - a couple of **black** pens and sharp pencils
 - a rubber and ruler
 - a watch
- Sometimes they may also need
 - a calculator
 - a protractor - all equipment should be held or kept in a transparent pencil case

Top Tips from Examiners (Source: Edexcel)

For no-nonsense, practical revision help, read these Top 10 Tips from some of Edexcel's 15,000 examiners

- If you find that reading over revision notes just before an exam relaxes you, feel free to do so, but be aware that in most cases it could make you more nervous; any new information is not normally absorbed at this stage
- **On the day of the exam, when you are told to turn the paper over, do not start writing until you have read the exam paper from cover to cover**
- Mark the topics you wish to answer and concentrate on them. You should have an idea of how much time you are going to spend on each question, with the ones carrying the most marks being allocated the most time
- **Remember that the exams are not set to trip you up, but are designed to allow you to show your knowledge of the syllabus. Be positive and have confidence in your ability**
- Take time to consider the question. Look at where the marks are to be gained and allocate time appropriately (and stick to it). Many candidates spend too much time earning and re-earning small numbers of marks, thereby losing time for the heavier-tariff tasks. Remember, answering three questions fairly well is better than answering one very well and leaving two badly done. Underlining key words in the question may help to focus your mind and jog your memory
- **Structure your answers by making an answer plan; writing this down will help**
- Do not forget to refer back to the question to help ensure that you answer the question asked. The examiner can't give you marks for your knowledge and understanding of a topic if you don't answer the specific question properly. Make sure you don't answer the question you wish you'd been asked rather than the question in front of you. Try to read your answer through before moving on to the next question
- **Concentrate on your punctuation, spelling and grammar. Remember that, while you will not be marked down for bad handwriting, if the examiner cannot read what you have written, then they can't give you the marks you deserve**
- Try to relax, and keep an eye on the clock without checking it every few seconds. You need to leave time to complete each question and to read through your answers before the end of the exam
- **Once you have finished the exam, don't worry about it and try to avoid comparing your answers with other students. It is now the examiners' turn to work hard**

Top Exam Preparation and Revision Tips from Students

(Source: Edexcel)

For down-to-earth, hands-on revision help, read these Top 10 Tips from students who have been through what you're going through now

- **Create a revision timetable with sensible work slots and breaks and then show it to your parents to get their agreement. Keep to this timetable. Then when your parent finds you 'not working', provided you are following your agreed timetable, no-one is going to hassle you. Parents only hassle and worry when they are not sure what you are doing, or if you do not seem to have a plan. Organise yourself well and it will help you to fulfil your potential. If you have not prepared a revision planner yet, it is never too late to start**
- Know where your exams are and when they start, how long they are, what equipment you are allowed to take in (for example calculators) and what you are not allowed to take in (mobiles, notes, etc)
- **Make sure you have one weekend day when you do not do revision or think about exams - you'll come back to your revision refreshed**
- Tell your family about your revision time - and ask them for help if you need it - it may help make them feel useful to you
- **Keep bullet points on cards highlighting main subject theories. Use these for quick revision and for reading during 'dead' times - eg when you're waiting for a bus. Use mnemonics - using initials of a word helps your memory**
- Some people revise well by listening, so you could try 'talking' your revision and recording it onto your iPod, phone or onto tapes. Listen to these while lying in bed, while travelling in a car, or walking to the shops. This also takes the guilt out of being out and about rather than in front of your books
- **Ensure you eat and sleep properly. Now is not the time to diet or stay up all night. Have an early night before each exam**
- Prepare items needed for the exam the evening before. Make sure you have the correct equipment needed for your exam (calculators, rulers, etc). Your exam invigilator should remind you of what you are and aren't allowed before the exam starts. Taking unauthorised equipment in can get you disqualified from the exam
- **Look after yourself during the exam period (a good routine and healthy eating). Be sure to cut down on your weekend/evening job; most employers know that you need to commit time to the exams and revision, but often try to get you to do extra hours anyway**
- On the morning of the exam, have a good breakfast, stay calm and allow plenty of time to get to the exam. Remember that you can only do your best and even if you do not do as well as you hoped, your parents still love you just as much



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Section 2

Revision Planners, Websites and GCSE Learning

- Revision Planner—School Time
- Revision Planner—Holiday
- GCSE POD



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What is SAM Learning?

An online learning and revision tool which is designed to consolidate the learning in lessons and encourage independent learning. It is proven to improve exam technique, confidence and results and is accessible at school and home

Which subjects can it be used for?

- | | | |
|--|---|---|
| <ul style="list-style-type: none">▪ Maths▪ Computer Science▪ ICT▪ Geography▪ Business Studies▪ Media Studies▪ French | <ul style="list-style-type: none">▪ Statistics▪ Design and Technology▪ History▪ Child Development▪ Music▪ German▪ English | <ul style="list-style-type: none">▪ Religious Studies▪ Drama▪ Physical Education▪ Science▪ Citizenship▪ Health and Social Care▪ Spanish |
|--|---|---|

What are the benefits of SAM Learning?

SAM Learning allows students to take more responsibility for their learning by enabling them to identify their strengths and weaknesses. It has been proven to raise attainment and the activities are highly enjoyable!

How do students log in?

Visit www.samlearning.com and use the log in details as below:

- Centre ID: **W7DM**
- User ID & Password is date of birth and initials
- E.g. **John Smith** born on **16th January 1999** would have the username and password of **160199js**

SUPPORTING YOUR CHILD THROUGH THEIR GCSEs

GCSE examinations can be a worrying prospect for your child and they will be under a great deal of pressure with deadlines and examination preparation. Here's how you can help.



"I can genuinely say that my daughter could not have managed without GCSEPod. I only wish that I'd known about GCSEPod when her GCSEs began, as I know that if she'd used it to reinforce her learning after each topic area, the impact would have been even greater."

Lisa Chappell, Parent

POSITIVE START TO THE DAY

The beginning of the school day can be a rush for everyone. Here are some tips for a routine in the morning and evening to help the day start smoothly and with minimum stress.

The night before

Encourage your child to pack their school bag and lay out their uniform before going to bed each evening.

Breakfast

Try to make sure your child eats breakfast. This provides essential energy and will help him or her perform better at school.

ENSURE YOU ARE KEPT INFORMED

Signing up to the schools Facebook, Twitter, text and email communications can ensure you have a better understanding of what's actually going on in school and what teachers are communicating to both students and parents.

PROVIDING ALL-ROUND SUPPORT

The best way to support your child during this stressful time is to make home life as calm and pleasant as possible. Try not to nag or make too many demands. Arguments are counter productive and will only add unnecessary stress. Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it's a busy revision day - it's important to have a change of scene and get away from the books and computer for a while. Also encourage your child to take regular exercise to help clear the mind.

HOMEWORK

Homework can often feel like a chore, and there are a million things your child would rather be doing! However, in years 10 and 11 your child should aim to do from 90 to 150 minutes of homework per day. Though this work is done independently, your interest and input is still important and helps your child to do well. Ask your child if there's anything you can do to help with homework. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.

- ✓ Set up the perfect study space
- ✓ No homework right before bed
- ✓ Choose the best time to work
- ✓ Start with the most difficult
- ✓ Plan ahead



REVISION

The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- ✓ Work out a revision timetable for each subject
- ✓ Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- ✓ Condense notes onto postcards to act as revision prompts
- ✓ Buy new stationery, highlighters and pens to make revision more interesting
- ✓ Go through school notes with your child or listen while they revise a topic

THE DAY OF THE EXAM

It's important to get a good night's sleep before an exam, so discourage your child from staying up late to cram. Make sure he or she eats a good breakfast on the morning of the exam and get them there with plenty of time. Reassure them that although you want them to do well no matter what happens you are very proud of them.

HOW CAN GCSEPOD HELP?

We understand how important it is for you to support your child during their GCSEs, so we've created a page full of useful advice, guidance and resources, especially for you!

- ✓ GCSEPod makes it easy to understand the subject knowledge your child is learning.
- ✓ Log into your child's account to monitor homework and any areas in which they may be struggling.
- ✓ Monitor your child's progress for every subject
- ✓ Our support team is on-hand to answer your questions even during school hols!
- ✓ The parents page on our website is packed full of useful resources to help and support both you and your child.

www.gcsepod.com/parents

PARENTS' GUIDE TO GCSE REVISION

This useful guide lets you know exactly how and when your child should be revising.



gcsepod
education on demand

“

The highest achieving students each watched on average

102 PODS

so there is a clear correlation between GCSEPod and results.

Principal

”

 **73%**

of videos are watched out of school

“

It's the best thing you can have to revise and make sure you are ready for the exam.

Student

”

WATCH 10 PODS PER WEEK

During exam time aim to watch 3 Pods per day



“

I cannot emphasise enough how important it is that GCSEPod be used all year round, not just for revision, for maximum impact.

Parent

”



CREATE A PLAYLIST

Identify the areas which are most challenging and create a playlist to focus learning.

“

Our top users exceeded their target grades in many areas.

Principal

”



20 MINUTES

Little and often is best, so try to keep sessions around 20 minutes to get the best results.

“

GCSEPod played an important role in helping me achieve A*. I would definitely recommend it.

Student

”



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Section 3

Top Tips by Subject

- Art and Design
- Biology
- Business Studies
- Chemistry
- English
- Economics
- Enterprise and Marketing
- Engineering
- Geography
- Health and Social Care
- History
- IT
- Latin
- Mathematics
- Modern Foreign Languages
- Physics
- Product Design
- PE
- Science
- Sociology



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Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Art, Craft and Design		
Class and homework expectations			
Class	Homework		
<ul style="list-style-type: none"> • Ensure A3 journal and essential art equipment (such as pencils) are brought to every lesson • Come to the lesson ready to participate and contribute to class discussion • Work purposefully and conscientiously in lesson time • See your teacher if you are absent from a lesson to ensure you catch up on missing work 	<ul style="list-style-type: none"> • Complete all homework activities on time • Ensure homework activities are detailed and reflect their skill • Attend all detentions and intervention sessions 		
Scheme of Work			
Year 10	Component 1 - Personal Portfolio Theme one (for example 'Perceptions') Worth 72 marks of overall GCSE Completed in an A3 journal	Year 11	Component 1- Continuation of Personal Portfolio Theme set by teacher Worth 72 Marks of overall GCSE Completed in a second A3 journal
	Component 1 Exam (Journal 1) 10 hour timed assignment that adds to overall personal portfolio		Component 2 - Externally set assignment 10 week preparatory period 10 hour timed exam on a given theme Worth 72 marks of overall GCSE
Assessment Objectives			
A01 Develop their ideas through investigations, demonstrating critical understanding of sources	A02 Refine work by exploring ideas, selecting and experimenting with appropriate, media, materials, techniques and processes	A03 Record ideas, observations and insights relevant to intentions as work progresses	A04 Present a personal, and meaningful response, realises intentions and, demonstrates understanding of visual language
Assessment			
Component 1 – Personal Portfolio			
<ul style="list-style-type: none"> • Over two years (developed for the duration year 10 and for the first term of year 11) • 72 marks of overall GCSE • First journal due in on the first lesson in Year 11. Second Journal due in December • Internally assessed and Externally moderated 			

Mock Exam 29 and 30 November - Internally Assessed

Component 2 – Externally Set Assignment

- Exam paper received January
- 10 weeks of lesson time to prepare
- Art Exam TBC April 2018
- 10 hour Art Exam
- Internally assessed and Externally moderated

How to do well in the subject at GCSE

- Remember that the A3 journal is a visual diary that shows the examiner where students started with their ideas and how they explored different areas before reaching a final outcome
- Make links between their ideas and the work of other artists
- Develop and improve drawing skills through practice and responding to teacher feedback
- Be able to talk about their ideas and artwork through detailed annotations
- Be able to explore and experiment with new ideas and materials
- Communicate with the teacher on a regular basis as to their ideas and intentions
- Ensure that all the work in their journal reflects their skill and ability
- Persevere with tasks
- Stick to deadlines
- Adjust work based on feedback to improve work in progress.
- Attend art exhibitions and museums

Support available

- Individual interventions sessions run (as per student)
- Student checklist booklet provided
- Student achievement guide booklet provided
- Support booklet provided during the 10 week exam preparatory study period with differentiated lessons and homework tasks as well as a checklist of all work to be completed.
- Individual trackers used to monitor progress
- On-going communication with parents/guardians via letters and phone calls

How parents can help support

- Check that students are completing homework
- Provide opportunities to complete Art homework as it can be very time consuming
- Discuss with students any letters you have received
- Organise trips and visits to local galleries and museums
- Help your son or daughter to organise their journal and keep it up to date
- Encourage your son/daughter to attend the intervention sessions

Helpful websites or resources

- <https://uk.pinterest.com>
- www.studentartguide.com
- www.juliastubbs.co.uk
- www.bbc.co.uk/gcsebitesize/art



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Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Biology	
Class and homework expectations		
Students should bring the following items to each lesson		
<ul style="list-style-type: none"> • Student exercise book • Specification checklist • Equipment/stationery • Calculator • Pens • Ruler • Pencil 		
Scheme of Work		
Year 10 Biology Paper 1 – Sept 2019 – July 2020 Biology modules B1 to B9 – Cell Biology, Organisation, Infection and Response, Bioenergetics Practical tasks - Students complete 5 required practical tasks throughout year 10	Year 11 Biology Paper 2 - Sept 2019 – May 2020 Biology modules B10 and B18 – Homeostasis and Response, Inheritance, Variation, Evolution and Ecology Practical tasks - Students complete 5 required practical tasks throughout year 11	
Assessment Objectives		
AO1 – Content <ul style="list-style-type: none"> • Recall, select and communicate their knowledge and understanding of science • Demonstrate knowledge and understanding of the specified content. • Define key terms, state advantages/ disadvantages 	AO2 – Application <ul style="list-style-type: none"> • Apply skills, knowledge and understanding of science in practical and other contexts • Use of diagrams, examples from real world 	AO3 – Analysis and Evaluation <ul style="list-style-type: none"> • Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence • They should use connectives like 'because', 'therefore', 'which means that'
Assessment		
Students are assessed in the final examinations across two papers		
<ul style="list-style-type: none"> • Biology examinations – 100% of overall GCSE Biology grade • Questions will include up to 15% based on required practical activities 		
How to do well in the subject at GCSE		
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed by seeing your teacher • Keep your exercise book up to date and work on the feedback given by your teacher • Students must keep up to date with recent developments in scientific knowledge and be able to apply these examples to their answers • Practicing past paper questions and the exam skills of analysis and evaluation is crucial • Students should know all key terms 		

- Use scientific theories and examples to justify points
- Use connectives to develop points in full
- Set out clear point paragraphs in an organised structure
- Analyse any data to draw scientific conclusions and evaluation

Support available

- Revision classes will be scheduled in the run up to the exams
- Published revision guides are given to students in years 10 and 11
- Course related textbooks used in lessons
- Internal examinations to provide practice and feedback on exam technique
- Revision materials to help prepare students for the examinations

How parents can help support

- Please help your son or daughter to organise their science books and keep them up to date
- Check that they are doing homework
- Talk to them about relevant stories in the news about science
- Discuss with them any letter you receive about opportunities or issues
- Practice extended written responses to questions, applicable across a range of topics and subjects

Helpful websites or resources

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.bbc.co.uk/education/subjects/z9ddmp3>

www.my-gcscience.com/

www.bangor.ac.uk/ccm/gcserevision

<http://www.docbrown.info/>

<http://www.s-cool.co.uk/gcse>

CGP revision workbooks and exam packs will also be available from reception to buy.

Kate Woodward
Head of Science



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Year 10 Achieving Success – Subject Specific Tips

Subject	GCSE Business Studies (9-1)	
Class and homework expectations		
Students should bring the following items to each lesson		
Folder including	<ul style="list-style-type: none"> • Book • CGP Work Book • CGP Revision guide • Specification checklist • Textbook 	<ul style="list-style-type: none"> • Equipment/stationary • Calculator • Pens (including a green and blue pen) • Ruler • Pencil
Scheme of Work		
Year 11		
Theme 2 comprises five topic areas.		
<ul style="list-style-type: none"> • Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored. • Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. • Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes. • Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information. • Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic. 		
Assessment Objectives		
AO1 – Content Students must be able to define all key terms and state advantages and disadvantages about key concepts	AO2 – Application Students must apply their answer to the case study. This means their answer must be in context of the business in question, evidence must be used from the case to support the points made.	AO3 – Analysis Students must develop points fully by creating a chain of argument to explain the cause and effects of the point made. They should use connectives like 'because', 'therefore', 'which means that'
Assessment		
Edexcel GCSE Business		
Theme 1: Introduction to Small Business (50%)		
Written examination: 1 hour 30 minutes sat in June Year 11		
The paper will consist of calculations, multiple choice, short answer and extended writing questions.		
90 Marks		

Theme 2: Investigating Small Business (50%)

Written examination: 1 hour 30 minutes sat in June Year 11

The paper will consist of calculations, multiple choice, short answer and extended writing questions.

90 Marks

How to do well in the subject at GCSE

- Catch up with any work missed by seeing your teacher
- Work on the feedback given by your teacher from Focus Assessments
- Students must keep up to date with the news and be able to apply these examples to their answers
- Practicing past paper questions and the exam skills of analysis and evaluation is crucial
- Student should know all key terms
- Students should consolidate learning after lessons by taking notes from the book/websites/you tube revision
- Always apply answers to the case study
- Use connectives to develop points in full
- Set out clear point paragraphs in an organised structure
- Use the it depends rule to develop your conclusions and evaluation

Support available

- Business Club: Every Friday lunch (13.30-14.30pm) in FM303
- Business Buddies: Students can be buddied with a Sixth Form Business student that did well in GCSE Business
- Staff are always available after school in FM305
- CGP revision guide and workbook are available from reception for £5.00 (£2.50 each).

How parents can help support

- Check that they are doing homework and consolidating learning at home
- Encourage them to complete additional past papers
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

www.tutor2u.co.uk

www.businessstudiesonline.co.uk

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Revision books can be purchased from Student Reception for £2.50

Workbook can also be purchased from student reception for £2.50



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject		GCSE Chemistry	
Class and homework expectations			
Students should bring the following items to each lesson			
<ul style="list-style-type: none"> • Student exercise book • Personal learning checklist • Scientific calculator 		<ul style="list-style-type: none"> • Pens (at least blue/black and green) • Ruler • Pencil 	
Scheme of Work			
Year 10 Chemistry Paper 1 – Sept 2018 – July 2019 Chemistry modules C1 to C7 – Atomic Structure, Periodic Table, Bonding, structure and properties of matter, Chemical calculations, Chemical Changes, Electrolysis and Energy changes. Practical tasks - Students complete 4 required practical tasks throughout year 10		Year 11 Chemistry Paper 2 - Sept 2019 – April 2020 Chemistry modules C8 and C15 – Rates of reaction, Crude Oil and Fossil Fuels, Organic reactions, Polymers, Chemical Analysis, The Earth's Atmosphere, The Earth's Resources, Using our resources Practical tasks - Students complete 4 required practical tasks throughout year 11	
Assessment Objectives			
AO1 – Content <ul style="list-style-type: none"> • Recall, select and communicate their knowledge and understanding of science • Demonstrate knowledge and understanding of the specified content. • Define key terms, state advantages/ disadvantages 	AO2 – Application <ul style="list-style-type: none"> • Apply skills, knowledge and understanding of science in practical and other contexts • Use of diagrams, examples from real world 	AO3 – Analysis and Evaluation <ul style="list-style-type: none"> • Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence • They should use connectives like 'because', 'therefore', 'which means that' 	
Assessment			
Students are assessed in the final examinations across two papers			
<ul style="list-style-type: none"> • Chemistry examinations (May to June Year 11) – 100% of overall GCSE Chemistry grades • Questions will include up to 15% based on required practical activities 			
How to do well in the subject at GCSE			
<ul style="list-style-type: none"> • Attend all lessons and catch-up any work missed • Keep exercise book up to date and work on the feedback provided by the teacher • Practise past paper questions, particularly those involving analysis and evaluation • Learn all key terms • Learn key definitions and explanations • Use scientific terms correctly in answers • Use connectives to develop points in full 			

- If data is given in the question, quote data or use data in the answer
- When planning investigations state the independent variable, dependent variable and control variables at the start of the answer

Support available

- my GCSE science – students have a personal log in for this website. It contains videos, multiple choice quizzes, exam questions and mark schemes for every topic. There are also revision checklists and skills sheets (e.g. balancing equations, significant figures and decimal places, investigation key terms) to provide further support. Students should use this website as their primary revision resource.
- Kerboodle textbook online
- Internal examinations to provide practise and feedback on exam technique
- Additional examination questions and revision materials provided by subject teachers

How parents can help support

- Please help your son or daughter to organise their science books and keep them up to date
- Check that your son or daughter is doing homework
- Check your son or daughter has set-up an appropriate revision timetable and are following it
- Check that your son or daughter is using my GCSE science regularly
- Encourage your son or daughter to make revision flashcards (questions one side, answers on the reverse or key term one side and meaning on the reverse) and use them to test themselves regularly – little and often is best and the order of the cards should be mixed up frequently. You could also test them using these cards

Helpful websites or resources

Primary revision resource – students have an individual log in:

www.my-gcsescience.com/

Textbook – students have an individual log in:

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

Other useful websites:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info/>

<http://www.s-cool.co.uk/gcse>

Other useful resources:

CGP revision flashcards and packs of exam papers can be purchased from student reception.



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Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Computer Science/IT	
Class and homework expectations		
Students should bring the following items to each lesson		
<ul style="list-style-type: none"> • Student exercise book • Specification checklist • Equipment/stationery • Calculator • Pens 		
Scheme of Work		
Year 10 <ul style="list-style-type: none"> • Systems Architecture – How a computer processes data in the form of Von Neumann Architecture. • Memory – The different types of memory – RAM, ROM, Virtual Memory & Flash • Storage – The typical storage devices used by computers – Optical, Magnetic and Solid State. • Programming techniques - Understand the three main programming concepts – Iteration, Selection and Sequence • Network topologies, protocols and layers – protocols in networking and the different layers of sending data over a network. 	Year 11 <ul style="list-style-type: none"> • Algorithms • Programming Project • Data representation • Ethical, legal, cultural and environmental concerns – Ongoing issues regarding computer systems in the world. • System security – Common types of attacks/viruses and prevention methods. 	
Assessment Objectives		
AO1 Demonstrate knowledge and understanding of the key concepts and principles of Computer Science.	AO2 Apply knowledge and understanding of key concepts and principles of Computer Science.	AO3 Analyse problems in computational terms: <ul style="list-style-type: none"> • to make reasoned judgements • to design, program, evaluate and refine solutions
Assessment		
The GCSE (9–1) in Computer Science is a linear qualification with a 100% terminal rule. There are two externally examined components (01 and 02) weighted at 50% each.		
How to do well in the subject at GCSE		
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed by seeing your teacher • Keep your exercise book up to date and work on the feedback given by your teacher • Practicing past paper questions and the exam skills of analysis and evaluation is crucial • Students should know all key vocabulary terms • Practice programming skills with tutorials and practice problems • Work through past papers from OCR website and mark your own answers using the mark schemes • Ask us for help if you are stuck 		
Support available		

- Drop in support available on Wednesdays in A233 at 1.30pm
- Published revision guides are given to students in years 10 and 11
- Course related textbooks used in lessons
- Internal examinations to provide practice and feedback on exam technique

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Discuss with them any letter you receive about opportunities or issues
- Ask them what their targets are and how they are addressing these

Helpful websites or resources

www.teach-ict.com
ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/
www.senecalearning.com
www.bbc.co.uk/bitesize/examspecs/zmtchbk
www.w3schools.com
www.codecademy.com

Biruk Bayeh

Acting Head of Computing



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	Design and Technology- Product Design		
Class and homework expectations			
Students should bring the following items to each lesson Folder including		If it is a practical lesson, be prepared with appropriate equipment ready for the workshop	
<ul style="list-style-type: none"> • Assessment folder & record sheet • Controlled Assessment Guide book • Revision pack • Specification checklist • Textbook 		<ul style="list-style-type: none"> • Equipment/stationary • Pens • Ruler • Pencil • Paper 	
Scheme of Work			
Year 11 Autumn and Spring Term Complete Controlled Assessment project – Making and Paper based evidence.			
Summer Term Exam Revision			
Assessment Objectives			
AO1 Recall, select and communicate knowledge and understanding in design and technology including its wider effects	AO2 Apply knowledge, understanding and skills in a variety of contexts and in designing and making products	AO3 Analyse and evaluate products, including their design and production	The assessment units will assess the following assessment objectives in the context of the content and skills set out in Section 3 (Subject Content)
Assessment			
<ul style="list-style-type: none"> • GCSE Product Design enables students to make products with creativity and originality using a wide range of materials and techniques • Unit 1 is a written paper worth 50% and Unit 2 is a controlled assessment worth 50% in order to recognise the importance of practical work within the subject 			
How to do well in the subject at GCSE			
Controlled Assessment			
<ul style="list-style-type: none"> • Check through each section of your folder against the AQA mark scheme to make sure that you have completed each section. There are 4 sections that need to be completed; investigating the design process, development of ideas, making, testing and evaluating • Make sure that your design criteria and final evaluation talk about the same things. Your testing should check the specification points. The examiner wants to see that you are being critical about your product, referring to any problems or limitations that you came across • Attend available Controlled Assessment Support Sessions. There you will receive teacher support, on both coursework and exam revision. (Tuesday and Thursdays on the day designated by your teacher) 			

- Get your friend to look through your work with a critical eye and tell you what you need to improve. Sometimes it is difficult to spot your own mistakes
- Don't forget to say how you could make **improvements** to your product even if you think it's perfect
- Ensure it is clear to the examiner why you are completing each page. Each page of your coursework should inform and help your project. If you do not gain anything from that page, it should not be included
- You are marked on your presentation, spelling and grammar, use of ICT and key words and processes. Ensure that you have presented your work clearly and that there is a clear process evident in your work
- Your coursework is evidence of your understanding and knowledge. Please ensure that you are showing the examiner your level of knowledge. Use correct tool names, any health and safety or quality control checks that you have completed, evidence your work with samples, print screens and photographs

Exam Preparation

- The theme and context given to you through the "**Preliminary Material**" must be researched thoroughly using the internet, looking at current products on the market etc
- A number of initial design ideas should be produced related to the theme and context
- Initial ideas should be developed fully to ensure they are suitable for the target group identified on the preparation sheet. If there is no target group suggested, ideas should be considered for a number of users
- It is essential that suitable materials, techniques/production methods, etc are identified as part of the manufacturing process. Students will be expected to justify their reasons for choosing these materials and components and explain why they are suitable
- To ensure that other sections of the exam paper can be completed, it will be necessary to revise theory information relating to properties of different materials, decorating/finishing techniques, methods of construction, the manufacture of products, e.g. methods of manufacture, quality assurance, health and safety, impact of manufacturing process on the environment, flow charts etc
- Use past papers and questions to help prepare answers to different styles of questions so that information learned can be applied to different situations in a variety of ways. Get used to reading the questions thoroughly and **underlining the key words/things** you need to do. This will help you to ensure you do everything the examiner wants. Also look at the number of **points per question**. This should show you how much detail you should include in your answer
- Use exam board revision guides such as Nelson Thornes AQA range. There is also a selection of websites you could use to help with revision and to prepare fully for your examination. Please see below

Support available

- Drop in support available on Thursdays in SMS109 at 3.30pm
- Revision classes will be scheduled in the run up to the exam
- Our own revision guides will be given to students in advance of mocks

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

<http://www.technologystudent.com>

<http://www.mr-dt.com/>

www.aqa.co.uk

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

<http://www.design-technology.info/revisionguides/>



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject		GCSE Economics 1-9	
Class and homework expectations			
Students should bring the following items to each lesson			
Folder including			
<ul style="list-style-type: none"> • Book • Past papers pack • Revision pack • Specification checklist • Textbook 		<ul style="list-style-type: none"> • Equipment/stationary • Calculator • Pens (including a green and blue pen) • Ruler • Pencil 	
Scheme of Work			
Year 10 <ul style="list-style-type: none"> • Introduction to Economics • The role of markets and money <p>Component 01 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector.</p>		Year 11 <ul style="list-style-type: none"> • Economic objectives and the role of government • International trade and the global economy <p>Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.</p>	
Assessment Objectives			
AO1 – Content Demonstrate knowledge and understanding of the specified content. Define key terms, state advantages/ disadvantages	AO2 – Application Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations Use of diagrams, examples from real world and evidence from case study.	AO3 – Analysis Analyse economic problems and issues Students must develop points showing cause and effect of the point made. They should use connectives like 'because', 'therefore', 'which means that'	
Assessment			
There is no coursework involved and therefore only assessed in two exams which are examined at the end of the two years.			
<ul style="list-style-type: none"> • Component 01/Paper 1: Introduction to Economics - 80 Marks, 1 hour 30 minute – 50 % of overall grade • Component 02/Paper 2: National and International Economics - 80 Marks, 1 hour 30 minute – 50 % of overall grade 			
How to do well in the subject at GCSE			
<ul style="list-style-type: none"> • Catch up with any work missed by seeing your teacher • Work on the feedback given by your teacher from Focus Assessments 			

- Students must keep up to date with the news and be able to apply these examples to their answers
- Practicing past paper questions and the exam skills of analysis and evaluation is crucial
- Student should know all key terms
- Students should consolidate learning after lessons by taking notes from the book/websites/you tube revision
- Use economic theories and examples to justify points
- Use connectives to develop points in full
- Set out clear point paragraphs in an organised structure
- Use the it depends rule to develop your conclusions and evaluation
- When evaluating they should consider the following points that their judgement may depend on; Is it effective? Is it fair? Is it sustainable? What is the opportunity cost? Are there SR vs LR effects?

Support available

- Economics Buddies - Students can be buddied with a Sixth Form Economics student that did well in GCSE Economics
- Staff are always available after school in FM305

How parents can help support

- Check that they are doing homework and consolidating learning at home
- Encourage them to complete additional past papers
- Talk to them about relevant stories in the news about the UK economy and global economies
- Discuss with them any letter you receive about opportunities or issues

Helpful websites or resources

www.tutor2u.co.uk

www.youtube.com (Paj Holden)

<http://www.ocr.org.uk/qualifications/gcse-economics-j320-from-2012/>

www.economicshelp.com

Students can subscribe to The Economist – Student should inform their teacher if interested



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE English Language and Literature	
Class and homework expectations		
Students should bring the following items to each lesson		
<p>English Folder/books including:</p> <ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• All Classwork <li style="display: inline-block; width: 45%;">• Equipment/stationery <li style="display: inline-block; width: 45%;">• Completed Assessments and feedback <li style="display: inline-block; width: 45%;">• Pens <li style="display: inline-block; width: 45%;">• Past papers <li style="display: inline-block; width: 45%;">• Ruler <li style="display: inline-block; width: 45%;">• Revision notes <li style="display: inline-block; width: 45%;">• Pencil <li style="display: inline-block; width: 45%;">• Specification checklist <li style="display: inline-block; width: 45%;">• Copy of text being studied 		
Scheme of Work and Assessment		
English Language Exams	English Literature Exams	
<ul style="list-style-type: none"> • Paper 1 - Explorations in Creative Reading and Writing: 50% - 1hr 45 minutes • Paper 2 - Writers' Viewpoints and Perspectives: 50% - 1hr 45 minutes • Non-examination Assessment: Spoken Language 	<ul style="list-style-type: none"> • Paper 1 - Shakespeare ('Macbeth' and 19th Century Novel ('Frankenstein')): 40% - 1hr 45 minutes • Paper 2 - Post 1914 Literature ('An Inspector Calls'), Post 1789 Poetry and Unseen Poetry: 60% - 2hrs 15 minutes 	
Key Skills		
Reading	Writing	
<ul style="list-style-type: none"> • To identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts • Explain, comment on and analyse how writers use language and structure to achieve effects, using relevant subject terminology to support their views • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts • Evaluate texts critically and support this with appropriate textual references 	<ul style="list-style-type: none"> • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader • Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation 	

How to do well in the subject at GCSE

- Attend all lessons and catch up with any work missed by seeing your teacher
- Keep your assessment record up to date and work on the feedback given by your teacher
- Make sure you know your key texts well. Reread them and learn key quotes
- Quiz yourself on texts regularly using class room quizzes and online quizzes
- Practise past paper questions in timed conditions
- Know all key terms
- Know the formulas for each language question

Support available

- English Intervention (invite only)
- Drop In Sessions will run throughout the year- keep an eye in the bulletin for dates and times
- Revision classes, including Easter Revision sessions, will be scheduled in the run up to the exam
- Revision packs for novels, plays and poetry will be provided
- Own revision guides and practice booklets (see below)
- Sample Papers are available online and from teachers

How parents can help support

- Please help your son or daughter to organise their folder and keep it up to date
- Check that they are doing homework
- Ensure they have a revision timetable and a quiet place to study
- Read newspaper articles with them and discuss
- Encourage them to re-read texts
- Test them on key quotes for texts
- Discuss with them any letter you receive about opportunities or issues
- Encourage them to attend revision sessions and catch up sessions

Helpful websites or resources

- BBC Bitesize Website is very good for the new specification
- Educake- all students have a log in and are set quizzes by their teacher
- GCSE Grades 9-1: English Language and Literature AQA Revision Guide by Scholastic UK - ISBN 1407169149
- GCSE English Literature for AQA Student Workbooks available for Frankenstein (ISBN 1316501035), Poetry (ISBN 1107454719), Macbeth (ISBN 110745395X) and An Inspector Calls (ISBN 1107454557), published by Cambridge University Press.
- CGP English Language Revision Guides and Workbooks for AQA.

Mrs U Ali
Head of English



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	Cambridge National Enterprise and Marketing	
Class and homework expectations		
<p>Lesson Elements are identified to a specific unit and offer activities which help the learners to understand various concepts or build on their existing knowledge. Lesson Elements combine the Teacher Instructions/ answers and the Learner Task sheet. Skills Guides can help review/refresh skills in a variety of topics areas.</p> <p>This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare learners for further study of qualifications in enterprise, marketing or business. For example, learners may progress onto OCR's Level 3 Certificate in Preparing for a Business Venture, OCR's Level 3 Cambridge Technicals in Business, Introductory Certificates in Marketing or A Levels in related subjects</p> <p>This will help to prepare them both for employment situations such as interviews and for starting up a business in the future, while also developing the transferable skill of presenting information to others in a clear and persuasive manner</p>	<p>The first topic underpins the wider learning in this qualification. Learners will develop essential knowledge and understanding of enterprise and marketing concepts, which can be applied to the other units within the qualification. Through the first topic learners will understand the main activities that will need to happen to support a start-up business, and what the key factors are to consider when starting up a business. In the second topic, learners will develop the skills to design a business proposal to meet a specific business challenge. They will identify a customer profile for a specific product, complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. The knowledge and skills developed by completing this unit will assist learners in the third topic of this qualification. In the third topic, learners will develop the skills to create a brand identity and promotional plan for their specific business product proposal developed in the second topic. They will develop pitching skills in order to pitch their business proposal to an external audience. Finally, they will review their pitching skills and business proposal using their learning, self-assessment and feedback gathered. The knowledge and skills developed by completing this topic will be transferable to further, related learning in areas such as enterprise, marketing or business.</p>	
Scheme of Work		
<p>Year 10 Unit R064: Enterprise and marketing concepts By completing this unit, learners will understand the main activities that will need to happen to support a start-up business and what the key factors are to consider when starting up a business. Learners will understand how and why customer segmentation is used and how to target a customer market. They will also develop an understanding of how to attract and retain customers, the techniques to use when developing products and how to investigate what makes a product viable.</p>	<p>Year 11 Unit R066: Market and pitch a business proposal This unit will provide learners with the skills and knowledge to create a brand identity and promotional plan for their product proposal, developed in Unit R065. They will be able to pitch their product proposal to an external audience after completing a practice pitch, and complete a review of both their pitching skills and product proposal, using their learning from this qualification, self-assessment and feedback generated. By completing this unit, learners will know how to use a combination of branding and promotional methods that complement each other and appeal to a specific customer profile. They will</p>	

<p>Unit R065: Design a business proposal This unit will provide learners with the skills and knowledge to design a product proposal to meet a business challenge scenario. Learners will be able to identify a customer profile for their own product design, develop market research tools and use these to complete market research for their product. Learners will use their research outcomes to generate product design ideas, assess their strengths and weaknesses and work collaboratively with peers to gain feedback to inform final design decisions. Learners will complete financial calculations to select a pricing strategy and determine whether their proposal is viable.</p>	<p>gain the crucial skills of professionally pitching to an unknown audience.</p>
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Assessment Objectives

<p>LO1: Be able to develop a brand identity and promotional plan to target a customer profile – 30% (18 marks)</p>	<p>LO2: Be able to plan a pitch for a proposal – 15%</p>	<p>LO3: Be able to pitch a proposal to an audience – 35%</p>	<p>LO4: Be able to review the strengths and weaknesses of a proposal and pitch – 20%</p>
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Assessment

The centre-assessed units (R065 and R066) are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit. Units R065 and R066 are centre-assessed and externally moderated by OCR

Individual unit details below:

<p>Unit R064: Enterprise and marketing concepts</p>	
<p>60 GLH 1 hour 30 minute written examination 80 marks (120 UMS) OCR-set and marked</p>	<p>This question paper has two parts:</p> <ul style="list-style-type: none"> • Part A - comprising of 16 multiple choice questions (MCQs) • Part B – comprising of short answer questions and three extended response questions. The extended response evaluation question will relate to LO4.
<p>Unit R065: Design a business proposal</p>	
<p>30 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated</p>	<p>The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.</p>
<p>Unit R066: Market and pitch a business proposal</p>	
<p>30 GLH OCR-set assignment 60 marks (60 UMS) Centre-assessed and OCR moderated</p>	<p>The centre-assessed tasks will be practical tasks in the context of an OCR-set assignment.</p>

OCR-set assignments are available free of charge from the OCR website for the centre-assessed units R065 and R066.

How to do well in the subject at GCSE

LO1 – Learners will be tasked with identifying the customer profile for a business challenge product that they are considering designing. Learners will be required to explain market segmentation and the benefits of using

it. They will then apply their knowledge and understanding to create and describe a customer profile for a business challenge product.

LO2 – Learners should use real examples to evidence their understanding of the importance of market research. They will then apply their knowledge and understanding to produce suitable forms of market research, and explain their choices, relating this to the business challenge product. Learners should demonstrate the importance of research in terms of understanding target customer requirements, competitor offerings and researching existing products. They will be expected to complete meaningful market research, review the results and present their findings in a suitable format.

LO3 - Learners should use creative techniques to generate product design ideas that would meet the requirements of the business challenge and their identified customer profile, and that are linked to their market research findings. They will assess the strengths and weaknesses of their ideas to select a final design.

Support available

In order to support individual students throughout their course, with a view to consolidating prior learning and ensuring maximum progress, the Department offers extra curricula exam revision and coursework sessions, as required. The Department will also organise sessions immediately prior to exams which will focus on exam paper structure, key reminders for dealing with different types of questions and focusing on business topics/issues.

How parents can help support

- Ensure your child is spending an appropriate amount of time on homework and keeping up to date with coursework deadlines.
- During exam season, help them to create a revision timetable which includes specific revision activities to complete. Your child's class teacher can give them guidance on this.

Encourage your child to watch the news on a regular basis to contextualise some of the theory learned in the classroom.

Helpful websites or resources

[OCR Level 1 / 2 Cambridge National Certificate in Enterprise and Marketing](#)



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	Geography (AQA)		
Class and homework expectations			
<p>Students are expected to bring their books, appropriate resources and equipment to every lesson</p> <p>Homework is set regularly and students are expected to complete it to the highest standard.</p> <p>Students are expected to observe the highest standards of behaviour. There is zero tolerance to any low level disruption that may affect the chances of other students to succeed.</p>		<p>Students are expected to take responsibility for their own learning and to identify and correct areas of weakness, with help from their peers, parents and teachers.</p> <p>Students are expected to seek help when it is required at the earliest opportunity.</p> <p>Students are expected to be ambitious and strive for the very best grade they possibly can</p>	
Scheme of Work			
Year 10		Year 11	
<p>Autumn Term - Paper 1, Section A</p> <p>Spring Term - Paper 1, Section B</p> <p>Summer Term - Paper 1, Section C</p> <p style="text-align: right;">Paper 2, Section A</p>		<p>Autumn Term - Paper 2, Section A and Section B</p> <p>Spring Term - Paper 3, Section B and Section C</p> <p>Summer Term - Paper 2, Section C</p> <p style="text-align: right;">- Paper 3 Pre-release</p>	
Assessment Objectives			
<p>AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales (15 %).</p>	<p>AO2 - Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25 %).</p>	<p>AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35 %, including 10 % applied to fieldwork context(s)).</p>	<p>AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25 %, including 5 % used to respond to fieldwork data and context(s)).</p>
Assessment			
<p>Paper 1 – Living with the Physical Environment</p> <ul style="list-style-type: none"> • Examination • 35% • The challenge of natural hazards, the living world, physical landscapes in the UK <p>Paper 2 – Challenges in the human environment</p> <ul style="list-style-type: none"> • Examination • 35% • Urban issues and challenges, the changing economic world, the challenge of resources management 		<p>Paper 3 – Geographical applications</p> <ul style="list-style-type: none"> • Examination • 30% • Issue evaluation, fieldwork, geographical skills • Pre-release booklet which will be available from 12 weeks before the exam 	

How to do well in the subject at GCSE

- Attempt examination questions regularly. Do it in timed conditions (it's one minute per mark). There are lots of questions in the revision guide, the text book or you can ask your teacher
- Mark your own answers using the mark schemes – it's the best way to learn exactly what the examiners are looking for and how to avoid common mistakes
- Know exactly what types of question are going to come up. Know the techniques and sentence starters for every type of question
- Ask us for help if you are stuck
- Enjoy your revision! Do not forget why you chose to study Geography in the first place – because it's interesting. These are fascinating topics, let them draw you in

Support available

- All geography teachers are happy to help any student, irrespective of whether they are the class teacher of that particular student or not. Come by the humanities office at break, lunch or after school for help, no matter how big or small. We may not be able to help with every problem straight away but we will do our best for you
- Vocabulary lists and exam questions for each topic are available

How parents can help support

- Revise with your son/daughter, the revision guide is an excellent resource to help you test them
- Ask questions / look at their work
- Provide the right working environment so they are able to work without distraction
- Encourage routines and set aside time to study in the right environment
- Liaise early with staff if you are concerned
- Purchase course text books or revision guides to support their learning and ensure they have the right equipment

Helpful websites or resources

BBC Bitesize. A staple resource for all GCSE subjects

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

GCSE 9-1 Geography AQA Revision Guide is available to purchase at student reception

Mr R Endacott

Head of Humanities



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Health and Social Care	
Class and homework expectations		
Students should bring the following items to each lesson -		
<ul style="list-style-type: none"> • Exercise book which includes a specification checklist, target sheet and controlled assessment booklet • Pens • Ruler • Pencil 		
Scheme of Work		
Year 10	Year 11	
<ul style="list-style-type: none"> • RO22: Communicating and working with individuals in health, social care and early years settings. (Coursework) • R029: Understanding the nutrients needed for good health (Coursework) 	<ul style="list-style-type: none"> • R021: Essential values of care for use within individual care settings. (Exam) • R025: Understanding life stages 	
Assessment Objectives: Exam Unit		
<ul style="list-style-type: none"> • LO1: Understand how to support individuals to maintain their rights. • LO2: Understand the importance of the values of care and how they are applied. • LO3: Understand how legislation impacts on care settings. • LO4: Understand how personal hygiene, safety and security measures protect individuals 		
Assessment		
<ul style="list-style-type: none"> • 3 x Coursework tasks (each 25%) • 1 x Exam (25%) 		
How to do well in the subject at GCSE		
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed by seeing your teacher • Respond to the feedback given by your teacher • Practicing past paper questions • Student should know all key terms • Practice your punctuation and spelling skills • Use connectives and paragraphs to structure your work • Set out clear point paragraphs in an organised structure • Develop your sense of empathy, thinking about how people would feel and respond in a given situation 		
Support available		
<ul style="list-style-type: none"> • Revision classes will be scheduled in the run up to the exam 		
How parents can help support		
<ul style="list-style-type: none"> • Please help your son or daughter to revise in the time leading up to the exam • Check that they are doing homework • Discuss with them any letter you receive about opportunities or issues 		
Helpful websites or resources		
https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811-j821/		



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	History		
Class and homework expectations			
Students are expected to bring their books and revision booklets to each lesson.	Students are expected to observe the highest standards of behaviour. There is zero tolerance to any low level disruption that may affect the chances of other students to succeed.		
Homework is set regularly is will typically be revision for examination questions or to complete examination questions. Students are expected to be fully prepared for these questions and complete their homework to the highest standard.	Students are expected to take responsibility for their own learning and to identify and correct areas of weakness and to seek help when it is required at the earliest opportunity.		
Students are expected to make extensive and active use of the revision booklets provided by the department, copies of which will be emailed to you as well.	We would encourage all students to develop their resilience and independence when it comes to revision. However, if their class teacher suggests it, then some students are encouraged to attend extra revision classes.		
Scheme of Work			
Year 10 <ul style="list-style-type: none"> Autumn term – teaching Paper 2, Part 1: Cold War Spring term – teaching Paper 2, Part 2: Elizabethan England Summer term – teaching Paper 3: Weimar and Nazi Germany Continual assessment throughout year 10 to embed knowledge, refine examination technique, measure progress and identify intervention needs.	Year 11 <ul style="list-style-type: none"> Autumn Term – Teaching Paper 1, Crime and Punishment c100 to present day. 1st Spring Half term onwards - revision Targeted revision classes ongoing from the start of the second half term onwards.		
Assessment Objectives			
AO1 - Demonstrate knowledge and understanding of the key features and characteristics of the periods studied	AO2 - Explain and analyse historical events and periods studied using secondorder1 historical concepts.	AO3 - Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied	AO4 - Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied
Assessment			
Paper 1 – Crime and Punishment c1000 to present day. Written examination: 1 hour and 15 minutes 30% of the qualification 52 marks (16 for the historic environment, 36 for the thematic study)		Paper 2 - Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941–91 Written examination: 1 hour and 45 minutes 40% of the qualification 64 marks (32 for the period study and 32 for the British depth study)	

Paper 3 – Weimar and Nazi Germany 1919-1939

Written examination: 1 hour and 20 minutes

30% of the qualification

52 marks

How to do well in the subject at GCSE

- Read and learn the revision booklets inside out and back to front. There is sufficient content in these to get a good grade when allied with good examination technique
- Add your own notes, highlighting and annotation to these booklets. This might come from lessons, revision sessions and your own reading. These little bits of extra detail are what impress examiners and turn good grades into great ones.
- Attempt examination questions regularly. Do it in timed conditions
- Mark your own answers using the mark schemes on the exam board website – it's the best way to learn exactly what the examiners are looking for and how to avoid common mistakes
- Know exactly what types of question are going to come up. Know the techniques and sentence starters for each type of question that might come up.
- Ask us for help if you are stuck.

Support available

- Targeted revision classes for particular students
- Custom made revision guides for each of the examined units
- All history teachers are happy to help any student, irrespective of whether they are the class teacher of that particular student or not. Come by the humanities office at break, lunch or after school for help, no matter how big or small. We may not be able to help with every problem straight away but we will do our best for you.

How parents can help support

- Revise with them.
- Ask questions / look at their work
- Go through past papers and mark schemes with them
- Provide the right working environment so they are able to work without distraction
- Encourage routines and set aside time to study in the right environment
- Liaise early with staff if you are concerned
- Purchase course text books to support their learning and ensure they have the right equipment

Helpful websites or resources

Past papers, mark schemes and examiners reports. Possibly the most useful online resource available:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

BBC Bitesize. A staple resource for all GCSE subjects

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

Johndclare.net An examiner and textbook writer's own website. Highly recommended

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

Mr Endacott

Head of Humanities



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject GCSE Mathematics		
Class and homework expectations		
<p>Students are expected to come to each lesson fully equipped. This means they should have the following</p> <ul style="list-style-type: none"> • Maths text book • Maths exercise book • Calculator • Pens and pencils • Protractor • A pair of compasses 	<p>Students will be set homework twice a week. This needs to be completed to ensure work done in class is consolidated and fully learned.</p> <p>It is expected students will also continually address targets from internal assessments. This should help them with their revision to ensure there are no gaps in knowledge.</p>	
Scheme of Work		
<p>Students complete a programme of study to complete Edexcel GCSE Mathematics specification. GCSE in Mathematics should enable students to</p> <ul style="list-style-type: none"> • Develop fluent knowledge, skills and understanding of mathematical methods and concepts • Acquire, select and apply mathematical techniques to solve problems • Reason mathematically, make deductions and inferences and draw conclusions • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context <p>The Maths GCSE can be broken down in to 5 key areas which students are expected to be proficient in. These are as follows</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio • Geometry • Probability and statistics 		
Assessment Objectives		
<p>AO1 (40-50%) Use and apply standard techniques</p> <ul style="list-style-type: none"> • accurately recall facts, terminology and definitions • use and interpret notation correctly • accurately carry out routine procedures or set tasks requiring multi-step solutions 	<p>AO2 (25-30%) Reason, interpret and communicate mathematically</p> <ul style="list-style-type: none"> • make deductions, inferences and draw conclusions from mathematical information • construct chains of reasoning to achieve a given result • interpret and communicate information accurately • present arguments and proofs • assess the validity of an argument and critically evaluate a given way of presenting information 	<p>AO3 (25-30%) Solve problems within Mathematics and in other contexts</p> <ul style="list-style-type: none"> • translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes • make and use connections between different parts of Mathematics • interpret results in the context of the given problem • evaluate methods used and results obtained

Assessment
<p>3 external assessments, all to be taken in May/June at the end of the course.</p> <p>Paper 1 - 1h30min Non-Calculator Paper (a third of overall grade)</p> <p>Paper 2 - 1h30min Calculator paper (a third of overall grade)</p> <p>Paper 3 - 1h30min Calculator paper (a third of overall grade)</p> <p>You will also be assessed by your Maths teacher throughout the year and from these assessments you will have targets which you must address. Key assessment times are as follows</p> <p>September – Small exam paper getting ready for first mock</p> <p>December – Full Mock exam in the hall</p> <p>March – Second full mock exam in the hall</p>
How to do well in the subject at GCSE
<ul style="list-style-type: none"> • Check the syllabus so that you know what topics you need to cover. Make sure you know which tier you have been entered for - foundation, or higher • Find out which formulas are printed on your exam paper and which ones you have to learn • Ensure you use the target sheets generated from your mock exams and start addressing your targets on Mathswatch straight away. This has been done to help you structure your revision starting immediately. The more you do now the better you will be come your final exams • Start with simple examples until you are sure you know what you are doing. Move onto more difficult examples • Work through past papers from Edexcel website or a revision book. The best way to revise Maths is to practise • Don't leave your revision to the last minute. Plan it well. Break it down into sections and topics. You need strong foundations in basic Maths to build on • Make sure you have the correct equipment, 2 pens, 2 pencils, ruler, eraser, sharpener, compass, protractor, calculator • Leave yourself enough time to thoroughly check your working answers
Support available
<ul style="list-style-type: none"> • Exam packs given at 3 points in the year to be completed and marked by students to help them understand their weaknesses and further understand how marks are awarded. • Students have own individual target sheets given after each assessment that must be addressed to ensure progression • Tailored intervention are offered to some students on an individual basis • Maths teachers are always available at the Maths office to help with work after school on all days
How parents can help support
<ul style="list-style-type: none"> • Discuss with them any letter you receive about opportunities or issues • Ensure all homework and practice assessments are complete • Ensure your child has a quiet study area to help revision • Ask them what their targets are and how they are addressing these
Helpful websites or resources
<ul style="list-style-type: none"> • BBC Bitesize • Mathswatchvle.com (Students have their own individual username and password. This website should be used to help address targets) • Collins connect (Students have their own individual username and password. This website should be used to help address targets)

Head of Mathematics



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE MFL (French, German, Spanish)	
Class and homework expectations		
	<ul style="list-style-type: none"> Students should be following all advice given in class as we approach the Mock exams in December Students should be revising vocabulary from class regularly using the AQA Vocabulary. Students should regularly complete reading and listening tasks on Pearson Active Learn. 	<ul style="list-style-type: none"> Students should be drafting and revising their answers to the 'general conversation' speaking questions issued from Year 10 onwards. Students should be revising all the grammar points covered so far and ensuring they prepare a checklist of grammar to include in any piece of writing, i.e. key structures, complex structures and so on. If instructed to, students should attend weekly intervention sessions.
Assessment		
<p>Each paper represents 25% of the overall GCSE. The GCSE covers the following general themes: Theme 1: Identity and culture. Theme 2: Local, national, international and global areas of interest. Theme 3: Current and future study and employment.</p> <p>Paper 1 – Listening: What is assessed</p> <ul style="list-style-type: none"> Understanding and responding to different types of spoken language <p>How it is assessed</p> <ul style="list-style-type: none"> Written exam - Foundation Paper - 35 minutes (40 marks), Higher Paper – 45 minutes (50 marks) Each exam includes 6 minutes' reading time of the question paper before the listening stimulus is played <p>Questions at both Foundation and Higher</p> <ul style="list-style-type: none"> Section A – questions in English, to be answered in English or non-verbally. Section B – questions in Target Language, to be answered in Target Language or non-verbally (eg by ticking boxes/multiple-choice) <p>Paper 2 – Speaking (60 marks): What is assessed</p> <ul style="list-style-type: none"> Communicating and interacting effectively in speech <p>How it is assessed</p> <ul style="list-style-type: none"> Teacher recorded, externally assessed. Foundation 7–9 minutes + preparation time. Higher 10–12 minutes + preparation time The format is the same at Foundation and Higher, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: Role-play (15 marks) - 2 minutes for both Foundation and Higher Photo card (15 marks) - Foundation 2 minutes, Higher 3 minutes General conversation (30 marks) Foundation 3–5 minutes, Higher 5–7 minutes <p>Paper 3 – Reading (60 marks): What is assessed</p> <ul style="list-style-type: none"> Understanding and responding to different types of written language <p>How it is assessed</p> <ul style="list-style-type: none"> Written exam - Foundation 45 minutes, Higher 1 hour Section A – questions in English, to be answered in English or non-verbally Section B – questions in Target Language, to be answered in Target Language or non-verbally Section C – translation from Target Language into English (a minimum of 35 words for Foundation and 50 words for Higher) <p>Paper 4 – Writing: What is assessed</p> <ul style="list-style-type: none"> Communicating effectively in writing for a variety of purposes <p>How it is assessed</p> <ul style="list-style-type: none"> Written exam – Foundation 1 hour (50 marks), Higher 1 hour 15 minutes (60 marks) 		
Foundation		

- Question 1 – short sentences (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice of two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice of two questions – 32 marks
- Question 3 – translation from English into TL (minimum 50 words) – 12 marks

How to do well in the subject at GCSE

Speaking and Writing

- Memorise and practise your answers well in advance
- Record your questions and notes on to MP3 (your teacher can help you do this) or mobile phone. Listen to this as part of your revision
- Prepare a grammar 'tick list' of points you should aim to include in any piece of writing (eg tenses, opinions, relative pronouns, ways of justifying, adverbs etc)
- Help each other. Meet friends from your class and test each other
- Include at least 3 tenses, opinions and reasons

Listening and Reading

- Follow the revision list systematically and tick off topics covered.
- Revise vocabulary lists and test yourself.
- Use revision guides
- Use websites listed below (Those marked * are good for listening materials)
- Download, complete and mark past papers from www.aqa.org.uk
- Make topic based revision cards and test yourself on them.
- Stick grammar lists on to the wall by your bed to help you revise all the rules, then test yourself on them.
- Make mind maps, flow charts to help revise vocabulary, then test yourself on them.

Support available

- Intervention sessions before and after school. Ask your teacher for the specific slot that you should attend.
- Revision guides are available to purchase at student reception.
- Foreign Language Assistants are available for extra support and preparation for the Speaking exams

How parents can help support

- Ask your son/daughter to show you their prepared essays on various subjects, mind-maps, flash-cards etc.
- Ask your son/daughter the questions they will be asked for the Speaking exam.
- Test them on key vocabulary and tenses. You can ask in English and they respond in the Target Language.
- Check your son/daughter is completing tasks on Pearson Active on a weekly basis.
- Check your son/daughter is revising vocabulary from the AQA Vocabulary booklet on a weekly basis.
- Check that they can use at least three tenses. Five – seven tenses are preferred for grade 7-9.

Helpful websites or resources

www.aqa.org.uk
www.languagesonline.org.uk
www.thisislanguange.co.uk* (logins provided by teacher)
www.activelearn.co.uk* (logins provided by teacher)
www.yahoo.fr, www.yahoo.de, www.yahoo.es
www.bbc.co.uk/learningzone All Languages. Click on Secondary and choice of language followed by topic
www.spanishgcseonthenet.co.uk
www.wildfrench.co.uk
www.quizlet.com
www.memrise.com
www.duolingo.com



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	PE		
Class and homework expectations			
<p>Students should bring the following items to each lesson</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Theory Lessons</p> <ul style="list-style-type: none"> • Completed homework • Well organised and up to date folder • Stationary (pens, pencil, ruler, highlighter) </div> <div style="width: 45%;"> <p>Practical Lessons</p> <ul style="list-style-type: none"> • Perfect kit • Any additional equipment necessary eg shin pads, studded footwear, mouth guards </div> </div>			
Scheme of Work			
<p>Year 10</p> <p>Paper 1 – The human body and movement in physical activity and sport</p> <p>Applied anatomy and physiology Structure and function of body systems Movement analysis Planes and axes of movement Lever systems Use of data</p> <p>Paper 2 – Socio-cultural influences and well-being in physical activity and sport</p> <p>Sports psychology Skill classification Goal setting Information Processing Mental preparation for performance Guidance and Feedback Health, fitness and well-being Use of data</p> <p>Practical performance in three different activities</p>		<p>Year 11</p> <p>Paper 1 – The human body and movement in physical activity and sport</p> <p>Physical training Components of fitness Principles of training Injury prevention Use of data</p> <p>Paper 2 – Socio-cultural influences and well-being in physical activity and sport</p> <p>Sports psychology Socio-cultural influences Engagement patterns in sport Commercialisation Ethnic and cultural issues Consequences of a sedentary lifestyle Use of data</p> <p>Practical performance in three different activities</p> <p>Analysis and evaluation of performance to bring about improvement in one activity</p>	

Assessment Objectives			
A01 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	A02 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	A03 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	A04 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance
Assessment			
Paper 1			
<ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 			
Paper 2			
<ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE 			
Practical Performance			
<ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 30% of GCSE • Written analysis marked by teachers moderated by AQA • 10% of GCSE 			
How to do well in the subject at GCSE			
Theory			
<ul style="list-style-type: none"> • Attend all lessons and catch up with any work missed by seeing your teacher • Keep your folder up to date and complete all homework set • Practice past paper questions • Students should learn all key terms • Check folders carefully to ensure you have all the necessary notes • Ensure that you have your copy of the theory syllabus in your folder • A lot of the theory paper is knowledge recall, time must be spent learning facts, names and definitions • Students should attend intervention sessions which are held every Friday after school 			
Practical Performance			
<ul style="list-style-type: none"> • Students should be prepared as well as possible for their practical assessments • Students should attend clubs both in and outside school to maximise their grades 			
Analysis of performance			
<ul style="list-style-type: none"> • Analysis of performance is written work and is 10% of their final grade 			
Support available			
<ul style="list-style-type: none"> • One to one support from any member of PE staff with an appointment • Revision classes scheduled during the Easter break • Revision guides provided to students prior to the Easter break • Ongoing clubs/teams and matches to hone students practical skills • Intervention sessions held every Friday in A230 for support with coursework, homework or any additional help with subject content 			
How parents can help support			
<ul style="list-style-type: none"> • Please help your son or daughter to organise their folder and keep it up to date • Check that they are doing homework • Help them by checking their understanding prior to tests/mocks etc • Encourage them to attend sports clubs after school in the evenings and at weekends 			
Helpful websites or resources			
<ul style="list-style-type: none"> • www.youtube.com • PE4Learning • BBC Bitesize PE 			



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Physics	
Class and homework expectations		
Students should bring the following items to each lesson		
<ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Student exercise book <li style="display: inline-block; width: 45%;">• Pens (at least blue/black and green) <li style="display: inline-block; width: 45%;">• Personal learning checklist <li style="display: inline-block; width: 45%;">• Ruler <li style="display: inline-block; width: 45%;">• Scientific calculator <li style="display: inline-block; width: 45%;">• Pencil 		
Scheme of Work		
Year 10 Physics Paper 1 Physics modules P1 to P8 – Conservation of Energy, Energy transfer by heating, Energy resources, Electric Circuits, Electricity in the home, Molecules and Matter, Radioactivity and Forces in Balance Practical tasks - Students complete 6 required practical tasks throughout year 10	Year 11 Physics Paper 2 Physics modules P9 and P16 – Forces, Motion, Pressure, Wave Properties, Electromagnetic Waves, Light, Electromagnetic Induction and Space Physics Practical tasks - Students complete 5 required practical tasks throughout year 11	
Assessment Objectives		
AO1 – Content <ul style="list-style-type: none"> • Recall, select and communicate knowledge and understanding of science • Demonstrate knowledge and understanding of the specified content. • Define key terms, state advantages/ disadvantages 	AO2 – Application <ul style="list-style-type: none"> • Apply skills, knowledge and understanding of science in practical and other contexts • Use of diagrams or examples from the real world 	AO3 – Analysis and Evaluation <ul style="list-style-type: none"> • Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence • Use connectives such as 'because', 'therefore' and 'which means that' in answers
Assessment		
Students are assessed in the final examinations across two papers		
<ul style="list-style-type: none"> • Physics examinations (May to June Year 11) – 100% of overall GCSE Physics grade • Questions will include up to 15% based on required practical activities 		
How to do well in the subject at GCSE		
<ul style="list-style-type: none"> • Attend all lessons and catch-up any work missed • Keep exercise book up to date and work on the feedback provided by the teacher • Practise past paper questions, particularly those involving analysis and evaluation • Learn all key terms • Learn key definitions and explanations • Use scientific terms correctly in answers • Use connectives to develop points in full • If data is given in the question, quote data or use data in the answer 		

- When planning investigations state the independent variable, dependent variable and control variables at the start of the answer

Support available

- my GCSE science – students have a personal log in for this website. It contains videos, multiple choice quizzes, exam questions and mark schemes for every topic. There are also revision checklists and skills sheets (e.g. balancing equations, significant figures and decimal places, investigation key terms) to provide further support. Students should use this website as their primary revision resource.
- Kerboodle textbook online
- Internal examinations to provide practise and feedback on exam technique
- Additional examination questions and revision materials provided by subject teachers

How parents can help support

- Please help your son or daughter to organise their Physics book and keep them up to date
- Check that your son or daughter is doing homework
- Check your son or daughter has set-up an appropriate revision timetable and are following it
- Check that your son or daughter is using my GCSE science regularly
- Encourage your son or daughter to make revision flashcards (questions one side, answers on the reverse or key term one side and meaning on the reverse) and use them to test themselves regularly – little and often is best and the order of the cards should be mixed up frequently. You could also test them using these cards

Helpful websites or resources

Primary revision resource – students have an individual log in:

www.my-gcsescience.com/

Textbook – students have an individual log in:

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

Other useful websites:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info/>

<http://www.s-cool.co.uk/gcse>

Other useful resources:

CGP revision flashcards and packs of exam papers can be purchased from student reception.

Miss M Ramgi
Head of Physics



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	GCSE Combined Science (Double Award)	
Class and homework expectations		
Students should bring the following items to each lesson		
<ul style="list-style-type: none"> <li style="display: inline-block; width: 45%;">• Student exercise book <li style="display: inline-block; width: 45%;">• Pens (at least blue/black and green) <li style="display: inline-block; width: 45%;">• Personal learning checklist <li style="display: inline-block; width: 45%;">• Ruler <li style="display: inline-block; width: 45%;">• Scientific calculator <li style="display: inline-block; width: 45%;">• Pencil 		
Scheme of Work		
<p>Year 10</p> <p>Biology Paper 1:</p> <p>Biology topics 1 – 4 - Cell Biology, Organisation, Infection and response, and Bioenergetics</p> <p>Chemistry Paper 1:</p> <p>Chemistry topics 8 – 12 - Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes</p> <p>Physics Paper 1:</p> <p>Physics topics 18 – 21 – Energy, Electricity, Particle model of matter and Atomic structure.</p> <p>Practical tasks - Students complete 10 required practical tasks throughout year 10</p>	<p>Year 11</p> <p>Biology Paper 2:</p> <p>Biology topics 5 – 7 - Homeostasis and response, Inheritance, variation and evolution and Ecology.</p> <p>Chemistry Paper 2:</p> <p>Chemistry topics 13 – 17 - The rate and extent of chemical change, Organic chemistry, Chemical Analysis, Chemistry of the atmosphere, and Using resources</p> <p>Physics Paper 2:</p> <p>Physics topics 22 – 24 – Forces, Waves, and Magnetism and electromagnetism</p> <p>Practical tasks - Students complete 11 required practical tasks throughout year 11</p>	
Assessment Objectives		
<p>AO1 – Content</p> <ul style="list-style-type: none"> • Recall, select and communicate knowledge and understanding of science • Demonstrate knowledge and understanding of the specified content. • Define key terms, state advantages/ disadvantages 	<p>AO2 – Application</p> <ul style="list-style-type: none"> • Apply skills, knowledge and understanding of science in practical and other contexts • Use of diagrams or examples from the real world 	<p>AO3 – Analysis and Evaluation</p> <ul style="list-style-type: none"> • Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence • Use connectives such as 'because', 'therefore' and 'which means that' in answers
Assessment		
Students are assessed in the final examinations across six papers		
<ul style="list-style-type: none"> • Science examinations (May to June Year 11) – 100% of overall GCSE Science grades • Questions will include up to 15% based on required practical activities 		

How to do well in the subject at GCSE

- Attend all lessons and catch-up any work missed
- Keep exercise book up to date and work on the feedback provided by the teacher
- Practise past paper questions, particularly those involving analysis and evaluation
- Learn all key terms
- Learn key definitions and explanations
- Use scientific terms correctly in answers
- Use connectives to develop points in full
- If data is given in the question, quote data or use data in the answer
- When planning investigations state the independent variable, dependent variable and control variables at the start of the answer

Support available

- my GCSE science – students have a personal log in for this website. It contains videos, multiple choice quizzes, exam questions and mark schemes for every topic. There are also revision checklists and skills sheets (e.g. balancing equations, significant figures and decimal places, investigation key terms) to provide further support. Students should use this website as their primary revision resource.
- Kerboodle textbook online
- Internal examinations to provide practise and feedback on exam technique
- Additional examination questions and revision materials provided by subject teachers

How parents can help support

- Please help your son or daughter to organise their science books and keep them up to date
- Check that your son or daughter is doing homework
- Check your son or daughter has set-up an appropriate revision timetable and are following it
- Check that your son or daughter is using my GCSE science regularly
- Encourage your son or daughter to make revision flashcards (questions one side, answers on the reverse or key term one side and meaning on the reverse) and use them to test themselves regularly – little and often is best and the order of the cards should be mixed up frequently. You could also test them using these cards

Helpful websites or resources

Primary revision resource – students have an individual log in:

www.my-gcsescience.com/

Textbook – students have an individual log in:

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

Other useful websites:

<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.docbrown.info/>

<http://www.s-cool.co.uk/gcse>

Other useful resources:

CGP revision flashcards and packs of exam papers can be purchased from student reception.

Miss K Woodward
Head of Science



DRAYTON MANOR HIGH SCHOOL

Year 11 Achieving Success – Subject Specific Tips

Subject	Sociology	
Class and homework expectations		
Homework will be set regularly and should be completed to meet deadlines. This will include revision for assessments. Students should spend at least 3 hours per week revising, going over notes and completing past papers		
Students should bring the following items to each lesson -		
<ul style="list-style-type: none"> • Exercise books (purple) and assessment books if taken home (green) • Teaching plan (stuck in purple books) • Recent classwork • Homework if required • Equipment/stationary 		
Scheme of Work		
Year 10	Year 11	
The sociological approach	Crime and Deviance	
Research methods	Social stratification	
Families and households	Research methods	
Education	Revision	
Assessment Objectives		
AO1	AO2	AO3
Recall, select and communicate knowledge and understanding of social structures, processes and issues	Apply knowledge and understanding in a range of contexts both familiar and unfamiliar	Select, interpret, analyse and evaluate information from different sources
Assessment		
Unit 1 – 1 hour 45 minutes – Written paper – 50% of GCSE		
Unit 2 – 1 hour 45 minutes – Written paper – 50% of GCSE		
Both exams are sat at the end of Year 11		
How to do well in the subject at GCSE		
A lot of preliminary preparation time should be used to re-write notes in a condensed form, highlighting key terms and statistical evidence, learning the 25 key studies and completing practise examination questions. These are very important to all parts of the exam. Without using them in the exam, responses will fail to show an adequate amount of 'Sociology'		
Main features of the mini-essay		
<ul style="list-style-type: none"> • Will always start: 'How far do sociologists agree....' on a statement • Introduction outlining the debate and defining key words in the question • At least 4 main paragraphs or two which contain evaluation within them using the "burger" structure • Students must revise key facts, ideas, concepts and studies • Key terms help explain an issue sociologically • Refer to the 25 key sociologists • Write a conclusion which directly answers 'How far?' sociologists agree on the statement • At least 1-1 ½ sides in length 		

Support available

- Targeted intervention classes (student to be informed of groupings)
- Revision lessons
- Students issued with glossary of key terms, details of assessments and 25 key studies summaries.
- Walking, talking mocks where students will be guided through full exam papers
- Feedback and assessment tasks every half term

How parents can help support

- Read through an exam paper and mark scheme for each unit so that you are also familiar with their exams and make a note of key exam dates
- Test their knowledge of key terms and key facts
- Know what Sociology is about and talk to them about current issues/ watch documentaries with them
- Supervise them when they are writing a mini-essay under exam conditions in the allotted time (12 - 15 minutes)
- Contact Ms Merrigan (Head of Sociology) about any concerns: Ex. 1234 or leave a message

Helpful websites or resources

- The Sociology Review magazine – these can be borrowed from the Social Science office
- Past papers and mark schemes: <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>
- BBC Bitesize revision: <http://www.bbc.co.uk/education/subjects/zbbw2hv>
- Documentaries related to the topics studied on iPlayer and 4OD