



Preparing to Perform

Thursday 21st October 2021

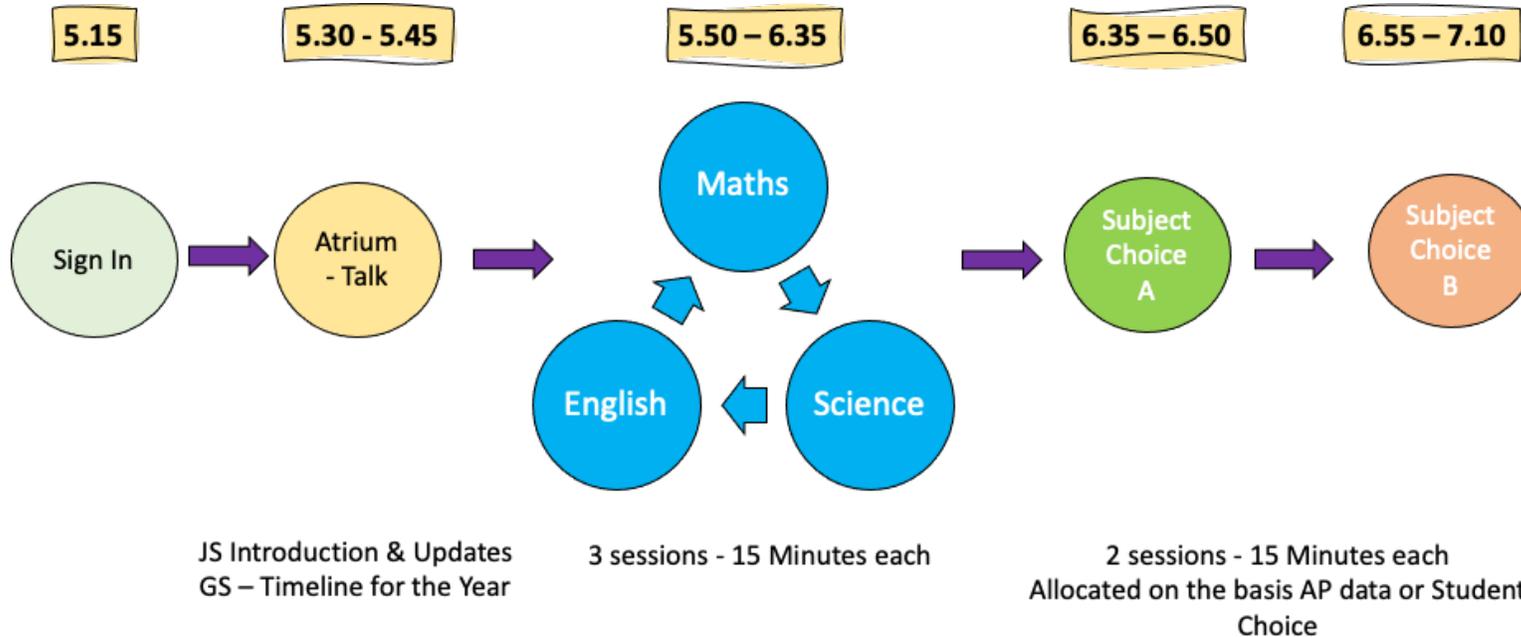
A community where we flourish and thrive.

Making sure you are ready to perform...

- Key events - Assessment Calendar
- JCQ/OFQUAL Examination Updates
- Subject specific guidance or both core and options subjects
- Revision strategies
- Support available
- Careers Advice Information and Guidance
- All Saints Sixth Form College application process



How tonight will work...



THE ACADEMY OF **ST NICHOLAS**

ALL SAINTS Sixth Form College

Preparing to Perform – Thursday 21st October 2021

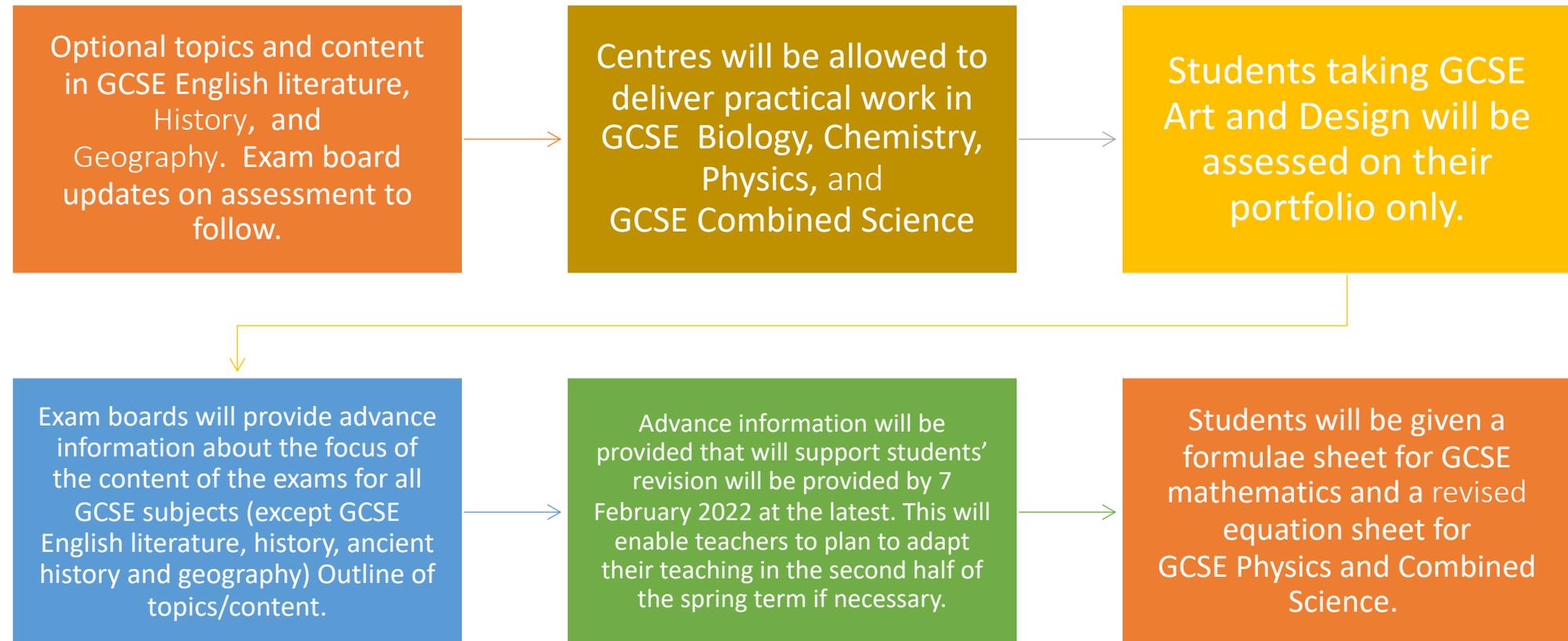
Session Times

Name: _____

Core Subjects		
Time:	Subject	Room
17:50	English	2.13
18:05	Maths	2.06
18:20	Science	1.08
Options – Sixth Form Centre		
Time:	Subject	Room
18:35	Drama	1.10
18:55	Music	1.01

- Please refer to your personalised sheet for this evening.
- The rooms, subjects and personalised options are indicated on the sheet in your pack.

DfE and Ofqual Updates



Assessments

- Mock Assessment weeks – focusing on strengths and gaps
- These will take place on:
 - **29th November** - Mock Examinations 1
 - **14th February** - Mock Examinations 2
- Students should prepare for these assessments as if they are the real exams.
- We will use the outcomes from these exams to inform planning, teaching and student support/raising aspiration sessions moving forward.
- The formal GCSE sessions for 2022 commence on **16th May** and run until the **26th June**.

Raising Aspirations



'Raising Aspirations' targeted sessions after school



Students are being appropriately selected and invited to sessions in order to mitigate excessive pressures on both students and staff.



Calendared on a 6-week cycle in order to have more focused interventions and to ensure we can appropriately monitor attendance and impact.



Commenced on 18th of October to ensure appropriate interventions prior to Year 11 Mocks due to commence on the 29th of November.

GCSE Pod

What is it?

What is **gcsepod**?



How can I access it?

1.

Go to **GCSEPod.com**
and click **Login**



2.

Click on **New to GCSEPod?**
Get Started

New to GCSEPod?
Get started

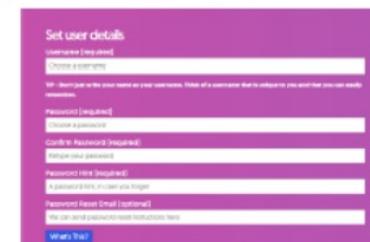
3.

Select **Student** &
enter your details

A screenshot of the GCSE Pod login page. At the top, it says 'I am a:' followed by two buttons: 'Student' (highlighted in blue) and 'Teacher'. Below this are several input fields: 'Email name', 'Last name', 'Year 10 mark' (with dropdown menus for 'Year 10' and 'Mark'), and 'School'. There are also 'Remember me' and 'Forgot password' links.

4.

Set a username &
password for your account

A screenshot of the 'Set user details' form. It includes a 'Username (Required)' field, a 'Password (Required)' field, a 'Confirm Password (Required)' field, a 'Password Hint (Required)' field, and a 'Password Reset Email (Optional)' field. There are also checkboxes for 'Remember me' and 'I can send password reset instructions here'. A 'What's this?' link is at the bottom.

Careers Education Advice Information and Guidance

- **Personalised one to one interview with Trust Careers Adviser**
- **28th January – Mock Interview Day**
 - A range of local regional and national employers will be onsite to meet and talk with students.
- **4th March – Year 11 Industry Day**
 - A range of employers from industry looking growth sectors within the local economy and job market.
- **Everton in the Community – Pathways to construction**
- **Shaping Futures – Accessing further and Higher Education**
- **Ask Apprenticeships – securing a range of apprenticeships including degree level.**

All Saints Sixth Form



25th November – Sixth Form Open Evening

This event will take place from 5.00pm - 7.00pm. There will be an opportunity to speak with the sixth form team and subject leaders about Post-16 options and subject choice. Representatives from our local Higher Education providers will also be present.

13th December - Sixth Form Taster Sessions

Students will have the opportunity to attend A-level and Applied General lessons to gain further insight into the academic pathways available to them.

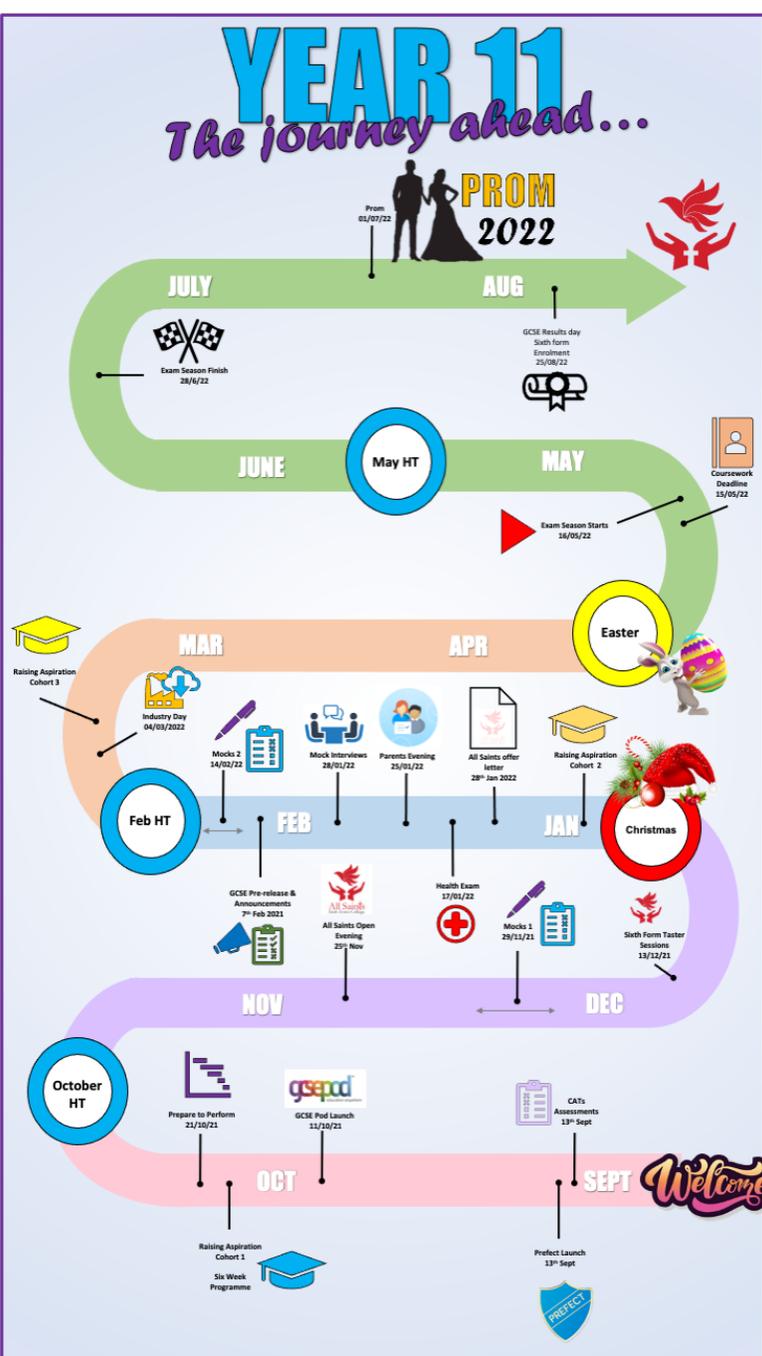
17th December – Deadline for submission of applications.

Students will be invited to a one-to-one meeting to discuss their options and the entry requirements for each subject.

28th January – Confirmation letters sent

This will outline entry requirements for their chosen subjects and next steps.

The Road Ahead - Key Dates



25th November – All Saints Sixth Form Open Evening

29th November - Mock Examinations 1

13th December - All Saints Sixth Form Taster Sessions

25th January – Year 11 Parents' Evening

28th January – Mock Interview Day

7th February – Exam Board exam materials release

14th February - Mock Examinations 2

4th March – Year 11 Industry Day

16th May – Exam Season Starts

26th June – Exam Season Ends

25th August – GCSE Results Day – All Saints Enrollment

The Road Ahead

There is also a study booklet that contains:

- Support materials and video links on how to revise.
- A weekly calendar and planner to plot your assessments and revision.
- An A3 wallchart to remind you of exams and timelines.



Attendance Matters

- Each academic year has **190** school days.
- This table shows the impact of missed days on learning time.

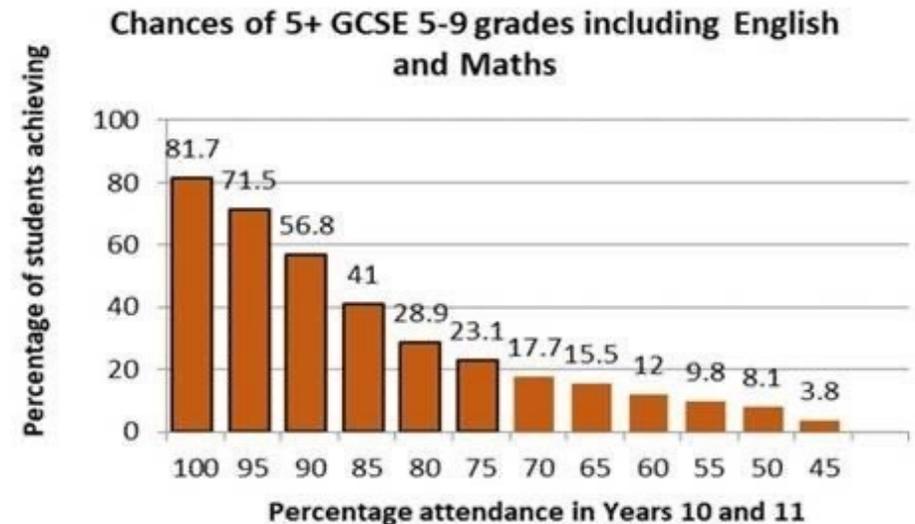
There has been lots of research that proves a direct link between **attendance** and your **likely success in your studies**. These studies show that your attendance is likely to affect your GCSE outcomes in the following way:

Of students with 100% Attendance 81.7% Achieve 5 plus subjects at grades 5-9 including English and Maths.

With 95% Attendance this reduces to 71.5%

The chances of success significantly decrease in line with decreasing attendance.

Attendance	Days Missed	Lessons Missed
100	0	0
95	9.5	47
90	19	95
85	28.5	142
80	38	190



The Road Ahead



What we expect from you:

- Full attendance...
- Full concentration...
- Full engagement...
- On time for all lessons...
- Make the most of every opportunity.



Every second counts!

Your support network

Y11 CfL Life Tutor

Mrs Cummins – Head of Y11

Mr Sibbald – Director of Progress KS4

Mr Kealey – Assistant Headteacher

Mrs Lawson – Head of Sixth Form

Subject Teachers

Heads of Department

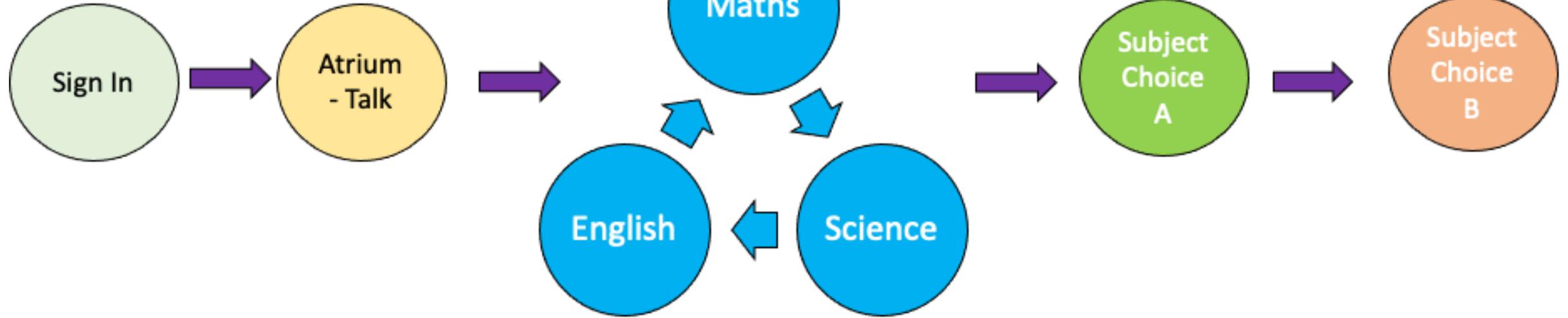
5.15

5.30 - 5.45

5.50 – 6.35

6.35 – 6.50

6.55 – 7.10

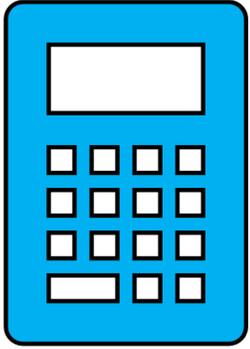


JS Introduction & Updates
GS – Timeline for the Year

3 sessions - 15 Minutes each

2 sessions - 15 Minutes each
Allocated on the basis AP data or Student
Choice

- 5.50 – Carousel 1
- 5.05 – Carousel 2
- 5.20 – Carousel 3



YEAR 11 – PREPARING TO PERFORM EVENING

Mathematics – Foundation Paper

Miss Bannister – Head of Maths

Miss Regan – Head of KS4 Maths

bannistera@astn.uk reganl@astn.uk

1. WHAT WE KNOW:

GCSE Maths consists of 20 individual topics
So far, 17 topics have been taught

Y9 Topics

1. Number
2. Algebra
3. Graphs, tables and charts
4. Fractions and percentages
5. Equations, inequalities and sequences

Y10 Topics

6. Angles
7. Averages and range
8. Perimeter, area and volume 1
9. Graphs
10. Transformations
11. Ratio and proportion
12. Right-angled triangles
13. Probability
14. Multiplicative reasoning
15. Constructions, loci and bearings

Y11 Topics

16. Quadratic equations and graphs
17. Perimeter, area and volume 2

2. WHAT WE WILL LEARN:

These are the three remaining topics to be taught from 2nd November onwards.

Y11 Topics

18. Fractions, indices and standard form
19. Congruence, similarity and vectors
20. More algebra

- Once these topics are taught, bespoke topics will be taught leading up to second round of mock examinations week commencing 14th February 2022.
- These topics will be chosen by the class teacher to meet the specific needs of the set and data from the upcoming November mocks will inform the topics that need to be revisited.

3. HOW WE FILL GAPS:

- Targeted intervention on Tuesday's after school
- Homework
- Personalised feedback after students have completed end of unit assessments
- Bespoke curriculum devised for individual sets to improve on specific topic areas and skills

4. HOW WE REMEMBER:

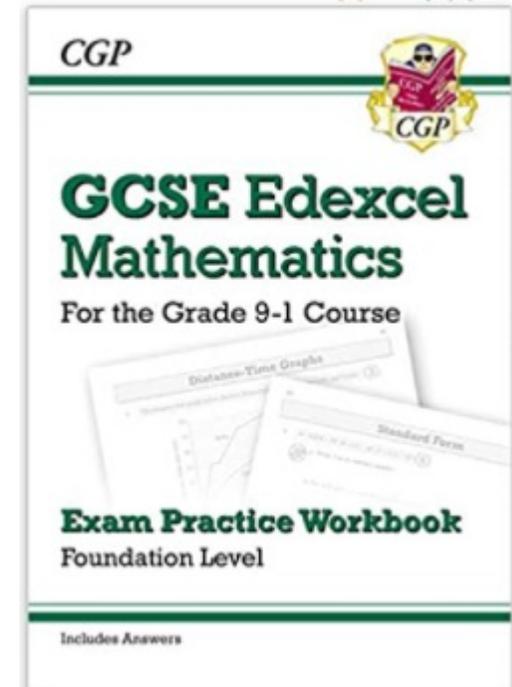
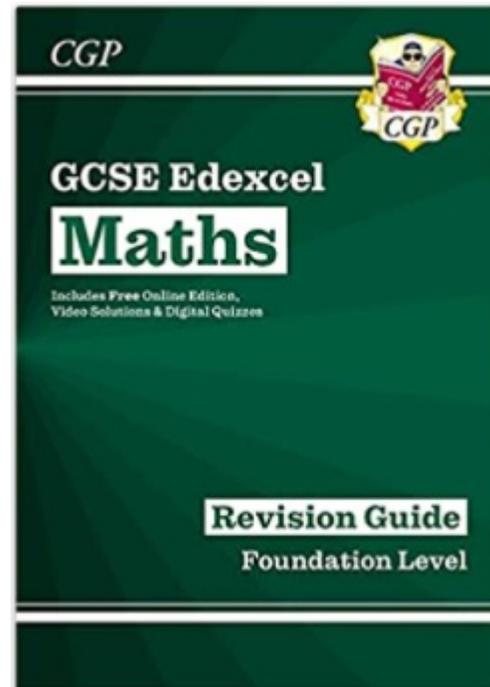
- Constantly revisiting different topics during the Do Now task at the start of lessons, with a focus on retention and retrieval
- Pupils engaging well during lessons, completing homework to a high standard and responding to feedback
- Practice questions, don't just read notes or watch videos. You only get better at maths by doing maths!
- Engage well with the completion of past exam paper homework's which will commence after half term
- Make flashcards with key formulae / equations
- Revise little and often!

5. DEPARTMENTAL SUPPORT:

- Pupils receive regular feedback on end of unit assessments and homework
- Question Level Analysis will be completed after each mock assessment to allow class teachers to highlight areas to improve on for each individual student
- Targeted intervention groups on a Tuesday after school

6. RESOURCES:

- Hegarty Maths- videos and practice questions
- Revision guide £5.95 from amazon
- Exam practice workbook £5.95 from amazon
- Pupils books



7. Exam season:

Mocks: 29th Nov
14th Feb

3 x 90 min papers
80 marks each (240 total)

Mathematics			Overall grade boundaries										
			Max Mark	9	8	7	6	5	4	3	2	1	U
1MA1	Mathematics (Foundation) Paper(s) 1F 2F 3F	Subject	240					165	136	99	63	27	0
1MA1	Mathematics (Higher) Paper(s) 1H 2H 3H	Subject	240	189	157	126	96	66	37	22			0

7. Exam season:

AQA confirmed yesterday that the attached will be their formula sheet (possibly with pictures) for Summer 2022

[twitter.com/AQAMaths/statu...](https://twitter.com/AQAMaths/status/1488888888)

They also said that all exam boards would have the same

This is our first clear indication of just how many formulas the Year 11s will get

The quadratic formula

The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Circumference and area of a circle

Where r is the radius and d is the diameter:

Circumference of a circle = $2\pi r = \pi d$

Area of a circle = πr^2

Pythagoras' theorem

In any right-angled triangle where a , b and c are lengths of the sides and c is the hypotenuse:

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

Trigonometry formulae

In any right-angled triangle ABC where a , b and c are lengths of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c}, \cos A = \frac{b}{c}, \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are lengths of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area} = \frac{1}{2}ab \sin C$$

Perimeter, area, surface area and volume formulae

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

Volume of a prism = area of cross section x length

Compound interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P\left(1 + \frac{r}{100}\right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

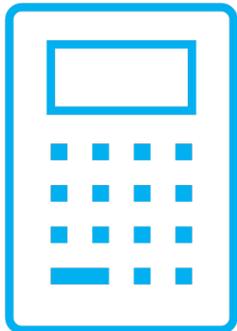
$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B)P(B)$$

8. Takeaway message:

3 Key Points to consider:

- Mock exams are a huge opportunity, not only to revise and practice exam questions and technique, but the feedback from teachers in this is invaluable, personalised and should be the main driving force behind improving students grades
- Resources that are free to students are extremely useful, hegarty maths, maths genie corbett maths, there is an abundance of others out there, use them in revision time
- Teachers are working hard for the students, designing curriculum and homework specific for the students... the students need to be working just as hard or harder



YEAR 11 – PREPARING TO PERFORM EVENING

Mathematics – Higher paper

Miss Bannister – Head of Maths

Miss Regan – Head of KS4 Maths

Mr Sweeney – Year 11 Set 1 Maths Teacher

Mr Savory - Year 11 Set 1 Maths Teacher

1. WHAT WE KNOW:

GCSE Maths consists of 19 individual topics
So far, 17 topics have been taught

Y9 Topics

1. Number
2. Algebra
3. Interpreting and representing data
4. Fractions, Ratio and Percentages
5. Angles and Trigonometry
6. Graphs
7. Area and Volume
8. Transformations and Constructions

Y10 Topics

9. Equations and Inequalities
10. Probability
11. Multiplicative Reasoning
12. Similarity and Congruence
13. More Trigonometry
14. Further Statistics
15. Equations and Graphs

Y11 Topics

16. Circle Theorems
17. More Algebra

2. WHAT WE WILL LEARN:

These are the three remaining topics to be taught from 2nd November onwards.

Y11 Topics

18. Vectors and
Geometric Proof

19. Proportion and
Graphs

- Once these topics are taught, bespoke topics will be taught from around the end of January 2022
- These topics will be chosen by the class teacher to meet the specific needs of the set and data from the upcoming November mocks will inform the topics that need to be revisited.

3. HOW WE FILL GAPS:

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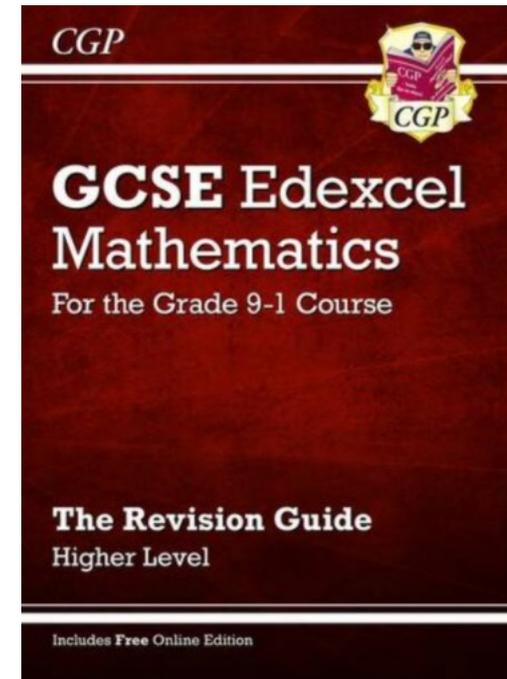
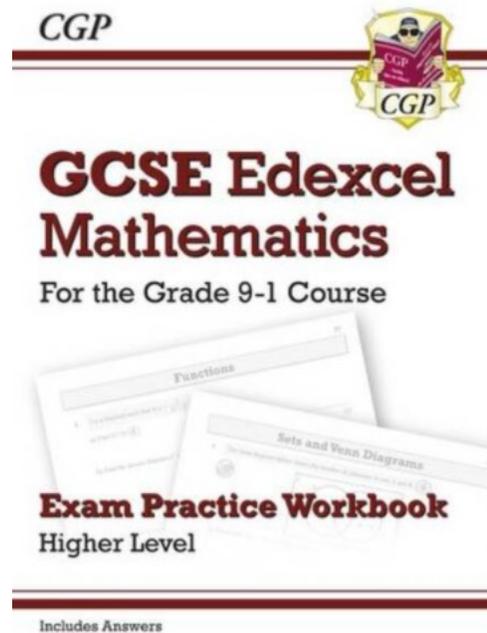
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- Practice questions, don't just read notes or watch videos. You only get better at maths by doing maths!
- Engage well with the completion of past exam paper homework's which will commence after half term
- Make flashcards with key formulae / equations
- Revise little and often!

5. DEPARTMENTAL SUPPORT:

- Pupils receive regular feedback on end of unit assessments and homework
- Question Level Analysis will be completed after each mock assessment to allow class teachers to highlight areas to improve on for each individual student (assessments wb 29/11/21 and 14/02/22)
- Targeted intervention groups on a Tuesday after school

6. RESOURCES:

- Hegarty Maths - videos and practice questions
- Revision guide £5.95 from amazon/WHSmiths
- Exam practice workbook £5.95 from amazon/WHSmiths
- Pupils books
- Mathsgenie.co.uk
- Corbettmaths.com



7. Exam season:

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8. TAKE AWAY MESSAGES:

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- Resources that are free to students are extremely useful, hegarty maths, maths genie corbett maths, there is an abundance of others out there, use them in revision time
- Teachers are working hard for the students, designing curriculum and homework specific for the students... the students need to be working just as hard or harder



YEAR 11 – PREPARING TO PERFORM EVENING

English

Head of English – Mr Lewis lewisa@astn.uk

KS4 Curriculum Lead – Mr Carney carneyd@astn.uk

1. WHAT WE KNOW:

What has been taught

Although lockdown may have impacted our learning, our curriculum has allowed for all content to be covered. What we need to do now is continue to revisit and prepare.

We have studied:

- ✓ *A Christmas Carol (y10)*
- ✓ *An Inspector Calls (y9)*
- ✓ *Power & Conflict poetry (y10)*
- ✓ *Romeo & Juliet (y11)*
- ✓ *Language Paper 1 – Fiction reading and Fiction writing (KS4)*
- ✓ *Language Paper 2 – Non-fiction reading and Non-fiction writing (KS4)*

2. WHAT WE WILL LEARN:

Our remaining year in English looks like this:

TERM 1

Lang. P1 & Lit. P2.

Romeo & Juliet Qs.

Poetry

LP 1

TERM 2

Lang. P2 & Lit. P1

A Christmas Carol

LP 2 – Non-fiction

TERM 3

ALL

3. HOW WE FILL GAPS:

- ✓ We are planning our remaining weeks in English to the lesson.
- ✓ This means that it is incredibly important to maintain attendance.
- ✓ On top of lessons, we offer two sessions on a Monday after school.
- ✓ The first is invite-only and is specifically tailored for students informed by data. The focus of this session will change regularly, so if you might not have to come to all of these.
- ✓ The second is a more general session focusing on English revision that will help you to prepare for your GCSEs.

4. HOW WE REMEMBER:

One of the most asked questions in English, when it comes to y11 is, *“How do I revise English?”*

Don't worry, there are many ways to revise, remember though it's not a one size fits all.

For your Literature GCSE, we want you to know the texts.

This means having a clear understanding of the plot, the characters and the key themes.

When it comes to your Language GCSE, its about the skills.

A great way to revise for both of these GCSEs is simply to practise with extracts.

What we mean here, is use extracts as if they were your exam questions.

Read and annotate an extract, just like we do in lessons. Find links to the focus of the questions, again, just like in lesson. Practise answering questions, just as we do in lesson!

If you know the texts in literature, you're off to a good start.

The wording of the questions on the Language GCSE papers never really change. This is important because, as above, if you know what they'll be asking you, you can practise answering them!

5. DEPARTMENTAL SUPPORT:

- As we've mentioned, your attendance is vital.
- This allows you the greatest support; your English teacher!
- Your teacher knows where you are at, what you need to be doing and how to make the quickest, most effective improvements.
- Again, we offer two separate sessions after school on a Monday.
- Every department member is here to help you.

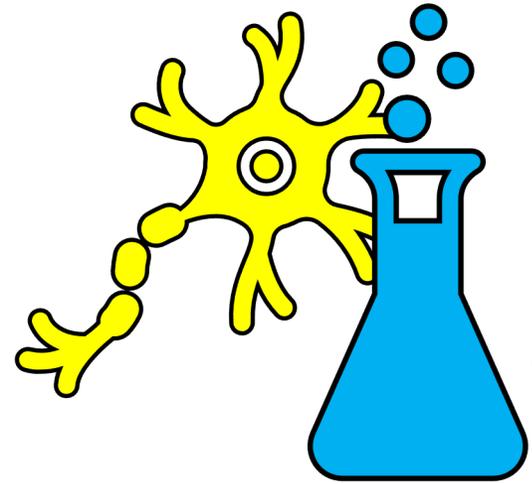
6. HOW WE REMEMBER:

- Revision strategies - online support
- GCSEpod is an online platform that you will have heard about.
- It chucks learning of texts into easy to digest, manageable 3-5 minute videos.
- Another excellent online services is Mr Bruff on Youtube.
- One invaluable tool at your disposal is your exercise book. With it you'll have model answers, strategies for tackling each and every exam question.
- Guides for the course are available, however, if you focus and try your hardest in lessons you'll be producing your own revision guide!

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - We have the time to prepare you, you just need to be part of it
2. - Your exercise books will become invaluable to you because they're your own, personalised revision guides
3. - Read! Reread Literature GCSE texts, reread answers YOU'VE produced, read anything and everything you can, it all helps when it comes to your Language Section B!



YEAR 11 – PREPARING TO PERFORM EVENING

Science

Mr Lavelle- Director of Science

lavelled@astn.uk

1. WHAT WE KNOW:

- All paper 1 content has been delivered in year 9 and 10.
- Any content delivered remotely during lockdowns was immediately revisited when we returned to school
- Students were assessed on paper 1 content only at the end of year 10

2. WHAT WE WILL LEARN:

- We are currently delivering the remainder of the paper 2 content
- We intend to have biology, chemistry and physics all delivered by the mock series in February
- The November mock series will assess paper 1 content again.
- Key date- 07/02/22

3. HOW WE FILL GAPS:

- Student books
- Assessment pieces
- Materials uploaded to TEAMS
- Knowledge organisers
- P6 sessions- targeted students
- Online resources- GCSE Pod, BBC Bitesize, Online Science Lessons on YouTube etc.
- Optional revision guides-
<https://www.cgpbbooks.co.uk/secondary-books/gcse/science>
- Combined Science- £9.95 Separate Sciences- £6.95 each

4. HOW WE REMEMBER:

- Little and often!
- Timetable time to sit down with science
- Keep revisiting the content
- Learn what you don't know- don't waste time on the things you do know
- Mind maps/ Flash cards/ basic notes/ record yourself etc.
- Online videos, followed by short quizzes

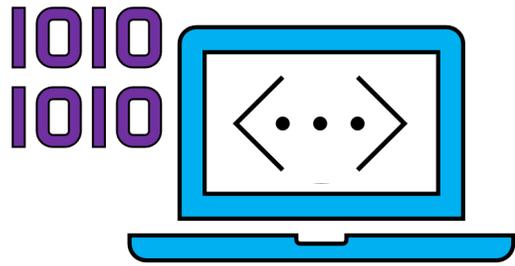
5. DEPARTMENTAL SUPPORT:

- All classroom resources shared on TEAMS
- Students get regular feedback on assessed pieces so they can improve their responses
- Targeted students given extra sessions every Monday
- QLA will be completed after each mock series to highlight areas to improve upon

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. If you haven't started revising, start now
2. Focus on the key skills, not just the content
3. Ask, and we will support you



YEAR 11 – PREPARING TO PERFORM EVENING

Department - Computing

Subject Leader – Mr A. Rooney

Email – rooneya1@astn.uk

1. WHAT WE KNOW:

Provisional Dates

Paper 1 – May 24th
2022 AM

Paper 2 – 6th June
2022 PM

Content Overview

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Assessment Overview

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This is a non-calculator paper.

All questions are mandatory.

This paper consists of multiple choice questions, short response questions and extended response questions.

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

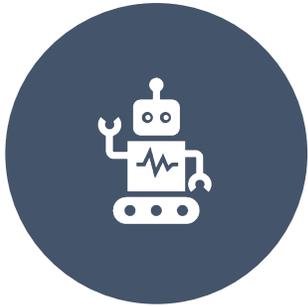
This is a non-calculator paper.

This paper has two sections: Section A and Section B. Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using **either** the OCR Exam Reference Language **or** the high-level programming language they are familiar with.

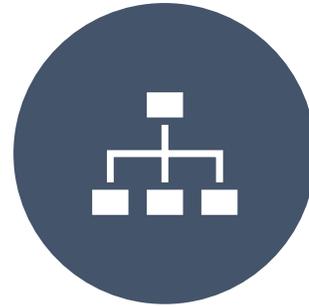
2. WHAT WE WILL LEARN:



ALGORITHMS



PROGRAMMING



STRUCTURE
DIAGRAMS



NETWORKS

3. HOW WE FILL GAPS:

- Knowledge will be filled using the following methods:
 - GCSE Pod
 - School YouTube channel videos
 - Intervention
 - Re-teaching topics that have been taught over lockdown

4. HOW WE REMEMBER:

- YouTube videos
- PRIMM - Predict, Run, Investigate, Modify, Make
- Solo/Paired programming
- Cornell Notes (Craig n Dave)
- Knowledge Organisers

• YouTube Videos:

- St Nicks IT and Media
- Mr Weir Computer Science
- Craig n Dave

5. DEPARTMENTAL SUPPORT:

- Intervention with students who need more support will take place after this half term. (Period 6)
- Intervention in class with a trainee computer science teacher taking out small groups of students.
- Another intervention group to stretch students even further
- 2 x teachers in the department are examiners for OCR
- Extra programming for students to learn different programming languages if they want.

6. HOW WE REMEMBER ONLINE SUPPORT:

ST NICHOLAS

The Official Channel Of

ICT/MEDIA

 STNICCOMPSCI  STNICKSCOMPSCI

 **St Nicks IT and Media**
268 subscribers

SUBSCRIBED 

HOME VIDEOS PLAYLISTS CHANNELS ABOUT



7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - GCSE Pod has got a lot of different pods for the students to listen to.
2. - Consider buying a revision guide from either CGP or PG Online.
3. - Practice programming/algorithms as much as possible.

GENRE SELECTION



? HOW TO
TO FIND A
DEDICATED GENRE
SHEET ON THIS EXCEL
DOCUMENT PLEASE
PRESS A GENRE ON
THE LEFT.

IF YOU REQUIRE
FUTHER HELP PLEASE
PRESS THE QUESTION
MARK FOR AN
ACCESSABILITY GUIDE.



YEAR 11 – PREPARING TO PERFORM EVENING

Computer Science

M. Kealey

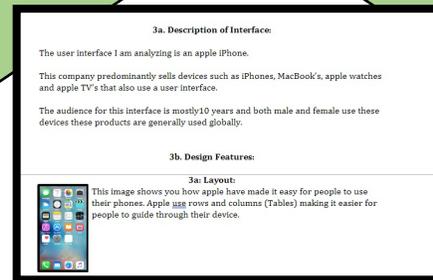
kealeym@astn.uk

1. WHAT WE KNOW:

Component 1:

Exploring User Interface
Design Principles and
Project Planning
Techniques

Coursework 30%
Portfolio
2 reports
Project
Evaluation



Component 2

Collecting, Presenting
and Interpreting Data

Coursework 30%
Portfolio
2 reports
Project
Evaluation



Component 3:

Effective Digital Working
Practices

Examination – 40%
1hr 30Min
Feb 2022

2. WHAT WE WILL LEARN:

- **October to Jan:** Component 3 Exam Revision
- **Examination:** Feb 3rd 2022
- **Feb - March:** Component 1 - catch-up and refinement
- **March - April:** Component 2 - catch-up and refinement
- **May/June:** Revisit for Component 3 Exam resit if required.
- **Coursework completion:** May 15th 2022
- **June:** Component 3 Resit Examination

3. HOW WE FILL GAPS:

- Use of curriculum time
- Factored into the curriculum plan.
- Students new to the academy/attendance issues will be supported in Raising Aspiration sessions after school on a Friday.

4. HOW WE REMEMBER:

- All lesson/revision materials are on Teams within each lesson.
- Teacher PowerPoints are included in assignments to aid revision and revisit.
- Walking Talking Mocks - Students complete a walk through of the test paper with Question papers, mark schemes and supported to complete answers. This will build student knowledge and exam confidence.
- Mock exams will be held early in January, marked and feedback provided to support student revision and teacher planning in the run in to the exam.

5. DEPARTMENTAL SUPPORT:

- Fortunate, to have a lot of curriculum time remaining.
- Support can be provided in lesson time
- Additional Walking talking mocks to support for the exam
- Raising Aspiration Sessions to be provided - personalised for students new to the Academy or for those with extended periods of self-isolation.

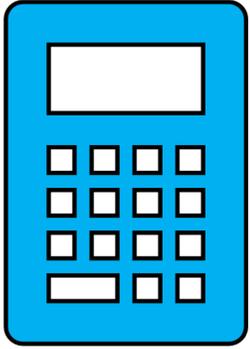
6. HOW WE REMEMBER:

- Practice, practice and practice some more.
- Read over component 3 lessons
- Read, Write and review Practice questions on teams
- There are frequent exam questions used throughout lessons and students should revisit these frequently
- Please attend the 2 walking talking mocks.

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. Grades on component 1 & 2 can be secured in lessons
2. Exam in February is key to success for higher level grades
3. Attendance is key
4. Revise, revise, revise



YEAR 11 – PREPARING TO PERFORM EVENING

Drama

Miss Dermott

dermottf@ASTN.uk

1. WHAT WE KNOW:

They have worked through Component 1 of the BTEC specification with a different teacher. Due to the current situation of Covid-19 and lockdown, year 11 have missed out on the full duration of Component 2. I have decided to revisit this with them. Currently we are working through Component 2, focusing on building Drama skills and techniques, in order to be ready to perform the play Blood Brothers for their assessment.

2. WHAT WE WILL LEARN:

COMPONENT 2 BTEC TECH PERFORMING ARTS (ACTING)

Learning Aim A - To develop skills and techniques for performance

Skills workshops that will teach techniques needed to explore and create short extracts of a play.

Learning Aim B - To apply skills and techniques in rehearsal and performance

Learn 5-15 minutes of script from Blood Brothers and perform to an audience.

Learning Aim C - To review own development and performance

Provide a logbook which evidences your progress from first workshops through to performance of script. This will include strengths, targets and reviews.

Evidence needed: teacher observations, recordings of workshops, peer observations, target setting, logbooks.

Willy Russell

Influences:

- The Beatles - will discover the 1960's and context of the play.
- **Bertolt Brecht** – created a style of performance to help the audience make political judgements about his content
- **Stanislavski** - created a style of performance to ensure that the actors know not only every line they say but the ins and outs of the characters life on and off stage.

Style of play:

- Stereotyped characters
- Minimal set
- Quick paced scenes
- Colloquial language

Blood Brothers: set in 1950 - 1970 Liverpool, revolving around paternal twins Mickey and Edward to which you explore the opposite ends of the social spectrum.

Skills workshops to include:

Vocal warm up, Physical warm up, Tableaux, Freeze frames, Conscience alley/thought tracking, Hot seating, Multi-role playing, Rhythm-Pace-Tempo, Choral work, Movement and Gesture

Key vocabulary

Naturalism – a style of performance where actors and designers try to create the illusion that what is happening on stage is 'reality'

Epic Theatre – Political theatre created by Brecht

Levels - the height you perform a movement – low, medium or high.

Proxemics - distance between characters to show a relationship

Improvisation – performing in an unrehearsed and spontaneous way

Characterisation - creating a character through your movement and dynamic choices

Stereotype-

Use of voice – adapting your voice to suit a character requirement. Volume, tone, pitch, pace, intonation

Tableaux - a silent and motionless depiction of a scene created by actors (plural)

Hot seating – an in-depth questioning of a character

Thought tracking – internal thoughts of a character spoken aloud

Conscience Alley – inner thoughts of a character considering moral decisions

Stage fighting – rehearsed and realistically represented fight sequence

Multi-role playing – an actor plays multiple characters

Rehearsal – a practice of the play

Blocking – deciding where an actor should stand during a scene

Colloquial language – words used in everyday language that are time specific (e.g. "current")

2. WHAT WE WILL LEARN:

COMPONENT 3 BTEC TECH PERFORMING ARTS (ACTING)

Devise a performance in response to a stimulus provided by the exam board. Both parts of the task (written and performance) will be completed under supervision. There is a 12-week window for all parts to be completed. The component is marked out of 60.

Assessment objectives

AO1 - Understand how to respond to a brief. Discuss and practically **EXPLORE** the stimulus considering: target audience, performance space, planning and managing resources, running time and style of work.

Develop ideas considering structure of work, style and genre used, skills required, creative intentions.

Work effectively as a member of the group making an individual contribution and responding to the contribution of others.

AO2 - Select and develop skills and techniques in response to a brief. Demonstrate **HOW** to select and develop skills and techniques that are needed for the performer and whole group and take part in the rehearsal process.

AO3 - Apply skills and techniques in a workshop performance in response to a brief. Contribute to a workshop performance using vocal, physical and interpretative skills. (18 marks)
This performance will last

AO4 - Evaluate the development process and outcome in response to a brief. Evaluate the process and performance. Consider: the brief, stimulus and contribution from other group members. Reflect on selection of skills used, individual strengths/areas for improvement, overall and individual contribution to the group, impact of the groups work.

Key vocabulary

Target audience - who you will perform to and why

Performance space - choosing where the performance will take place if not on the stage and why

Running time - length of the performance

Style of work - genre or practitioner who will influence your work

Vocal skills - ability to adapt voice to suit a character

Physical skills - movement, gestures, body language, facial expressions

Interpretative skills - presenting yourself to the audience and creating emotion

Commitment - how much effort you put in individually and as a group

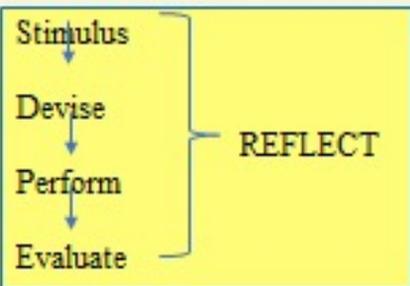
Rehearsal - practicing the performance

Blocking - deciding where an actor should stand

Performance - Showing of the piece of work to the target audience

Evaluate - identify strengths and areas for improvement of both the rehearsal and performance

Characterisation - creating a character through your movement and dynamic choices



3. HOW WE FILL GAPS:

- Throughout the lessons, there will be a Do Now task, which focuses on the lesson before. This is so that I can see what they have learnt and what needs to be the focus in the next lesson. We also have many different questions running throughout the lessons, as well as knowledge checks at the end.

4. HOW WE REMEMBER:

- There is a revision booklet that I have in my office for Y11 to look at. I also set homework tasks for them to complete revision or research to back up their overall work. They keep a log booklet, weekly booklet and research book to keep all of their work and revision inside.

5. DEPARTMENTAL SUPPORT:

- Myself and Mrs Byrne are always around for support. Specifically in Drama, I ensure to keep track of the students and their work. I do this by asking to see their work booklets after every lesson. I check in with the students and the beginning and end of every lesson to see what they need to be focusing on to succeed in Drama. I have begun to speak to Year 11 about their plans after this year and will support them in that. Lack of confidence and stage fright is common, especially due to the lockdown. However, throughout our lessons, we are working with key skills to support and battle this.

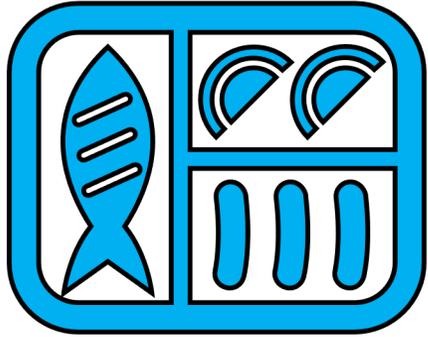
6. HOW WE REMEMBER:

- Revision strategies - As mentioned, theres a book in my office for students to take and look at. There is also many different sites online for students to revise Drama.
- Online support - Students can contact me over Class Charts and Teams. I have put work on Teams for them to keep up with their booklets.

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - The BTEC qualification has dropped significantly in terms of how much work we must complete. Work with this good news to succeed.
2. - Keeping up with your log booklets/weekly booklets will help you write your evaluation at the end of the BTEC.
3. - Continue working hard on your confidence and commitment to the course and you will achieve :) !



YEAR 11 – PREPARING TO PERFORM EVENING

Food Preparation and Nutrition

K Bell

bellk@astn.uk

1. WHAT WE KNOW:

- We are just starting our NEA coursework worth 50%
- The topic is Italian food and culture
- We will come back to the main topics once the nea is completed.
- NEA is a big piece of coursework and requires dedication and need well thought-out plans and ideas

2. WHAT WE WILL LEARN:

- NEA coursework worth 50% will be our main focus. Leading up to an all day exam. Students will be asked to prepare, make and cook 2 dishes with accompaniments.
- Lasagne, fresh pasta, homemade sauce, salad with dressing, homemade mayonnaise as an example of one dish.

3. HOW WE FILL GAPS:

- During the NEA there will be multiple opportunities to cover aspects of :
 - Food provenance
 - Food safety and hygiene
 - Food nutrition and health
- We will also cover gaps by ensuring the revision lessons for the exam worth 50% has a focus on the areas that the exam board are due to release.

4. HOW WE REMEMBER:

- Revision strategies
- Not relevant for the NEA at this stage. We will update parents about revision strategies when we are revising. This is due to be before February half term.

5. DEPARTMENTAL SUPPORT:

- How are students supported in the subject area.
- - all students have my email
- They can email me any time
- Provide ingredients for any dish
- Offer my time at break. Lunch and after school to help support them
- Positive calls home

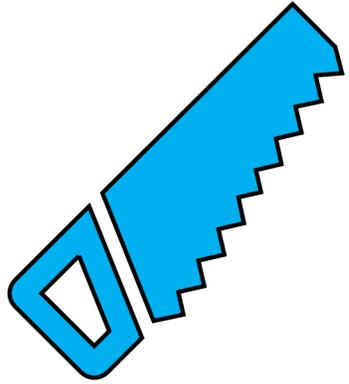
6. HOW WE REMEMBER:

- Revision strategies - online support
- Students can log into the student section of the AQA online workbook.
- AQA online FPN textbook:
- sstnicholas3 password student 3

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - select the correct dishes for the final dishes
2. - ensure your coursework is as detailed as possible including surveys, questionnaires
3. Communicate with Miss Bell and attend after school sessions for 1-1 support



YEAR 11 – PREPARING TO PERFORM EVENING

Design Technology AQA

[E Robinson](#)

robinsonr@astn.uk

1. WHAT WE KNOW:

- We are just starting our NEA coursework worth 50% of the final mark
- The topic is outdoor living
- Focus in lesson time will be the coursework and at present we will be covering theory through revision material sent home on a fortnightly basis, once the NEA is completed we will revert back to theory full time in the classroom in preparation for exams.
- NEA is a big piece of coursework and requires dedication and need well thought-out plans and ideas

2. WHAT WE WILL LEARN:

- NEA coursework worth 50% of the grade will be our main focus during lessons. Leading up to an all day exam.
- Students will be asked to make prototypes of the final product and if not too complicated they can produce a final outcome but this is not compulsory. This has been removed from the specification due to covid.

3. HOW WE FILL GAPS:

- During the NEA there will be multiple opportunities to cover aspects of :

Social issues in design

Sources and origins of materials (they need to have knowledge of one material category and understand the sources and origins of the material)

- We will also cover gaps in knowledge by ensuring the revision lessons for the exam, worth 50% has a focus on the areas that the exam board are due to release.

4. HOW WE REMEMBER:

- Revision strategies
- Not relevant for the NEA at this stage. We will update parents about revision strategies when we are revising.

5. DEPARTMENTAL SUPPORT:

- How are students supported in the subject area.
- - all students have my email
- They can email me any time
- Tuesday and Thursday revision time after school
- Offer my time at break. Lunch and after school to help support them
- Positive emails/calls home

6. HOW WE REMEMBER:

- Revision strategies - online support
- Tasks broken down
- Personalise intervention strategies for each pupil
- Discussed with HOD and Ms Robinson
- Support material used =as a reference
- Past work to refer to as an idea of the quality of work

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. -meet the deadlines set by Ms Robinson
2. -complete theory topics sent home every fortnight.
3. -Utilise every lesson to complete work
4. -use after school sessions to gain one to one time from Ms Robinson if unsure or falling behind.



YEAR 11 – PREPARING TO PERFORM EVENING

Geography

Subject Lead: Mr D Robinson

Email: robinsond@astn.uk

1. WHAT WE NEED TO KNOW:

Paper 1:

Unit 1: The challenge of natural hazards

Unit 2: The living world

Unit 3: Physical landscapes of the UK (rivers and coasts)

Paper 2:

Unit 4: Urban issues and challenges

Unit 5: Changing economic world

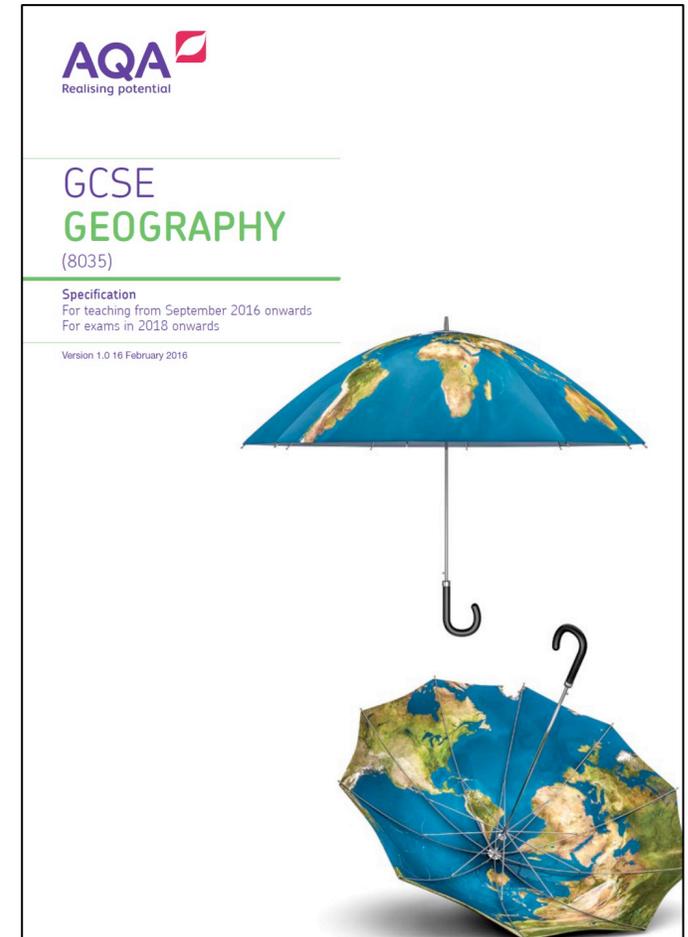
Unit 6: The challenge of resource management

Paper 3:

Fieldwork - seen

Fieldwork - unseen

Pre-release booklet (12 weeks before exam)



2. WHAT WE KNOW:

Paper 1:

Unit 1: The challenge of natural hazards

Unit 2: The living world

Unit 3: Physical landscapes of the UK (rivers and coasts)

Paper 2:

Unit 4: Urban issues and challenges

Unit 5: Changing economic world

Unit 6: The challenge of resource management

Paper 3:

Fieldwork - seen

Fieldwork - unseen

Pre-release booklet (12 weeks before exam)

CONSULTATION DECISIONS

Proposed changes to the assessment of GCSEs, AS and A levels in 2022

Decisions on proposals to modify the assessment in response to disruption to education caused by the coronavirus (COVID-19) pandemic.



Department
for Education

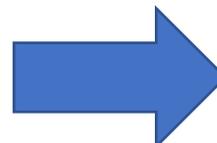
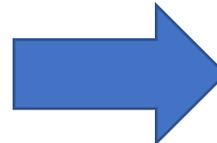
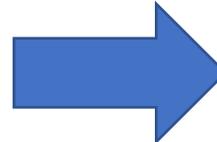
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3. WHAT WE WILL LEARN:

2 Trips: 1 Human investigation &
1 Physical investigation

Re-teach as unit covered during
home learning period

Booklet for Paper 3 given 12 weeks
prior to exam



	Wk	Year 11 (21-22)
Autumn Term 1	1	Changing Economic World
	2	
	3	
	4	
	5	
	6	
	7	
Autumn Term 2	8	Fieldwork
	9	
	10	
	11	
	12	Mock Week
	13	
	14	
	15	Resources
Spring Term 1	16	Resources
	17	
	18	
	19	
	20	
	21	
	22	
Spring Term 2	23	River landscapes
	24	River landscapes
	25	
	26	
	27	
Summer Term 1	28	
	29	Pre-Release
	30	
Summer Term 2	31	Revision
	32	
	33	
	34	
	35	

4. HOW WE REMEMBER:

- Strategies for recall are very important.

Flash Cards

- Revision lists and knowledge organisers available on Teams/paper upon request.
- Excellent for self-testing and reviewing past topics.

Short answer questions

- Booklet for Paper 1 given as homework over last half term.
- Booklet for Paper 2 following half term break.

Key words

- Definitions of key words very important for understanding exam questions.

5. DEPARTMENTAL SUPPORT:

- Regular revision homework given to students.
- Wide range of resources for students to access, e.g. revision workbooks, glossaries, knowledge organiser, past-exam questions.
- Raising achievement sessions for students.

6. HOW WE REMEMBER: Online resources



gcsepod
education on demand



Microsoft Teams

BBC

Bitesize

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - Is _____ up to date with their homework? *Key revision!*
2. - Recall is key, the more regular this is the easier it becomes - *test, test, test!*
3. - **READ/WATCH THE NEWS!** Lots of linking information to the GCSE course that aids recall and adds depth to knowledge.



YEAR 11 – PREPARING TO PERFORM EVENING

Health and Social Care

L. Hafez

hafezl@astn.uk

1. WHAT WE KNOW:

- Component 1
 - 1a. Human life span development (internally assessed)
 - 1b. Coping with life events (internally assessed)
- Component 2
 - 2a - Health and social care services (internally assessed)
- Component 3
 - Section A (externally assessed)

2. WHAT WE WILL LEARN:

- Component 3 - Now until February 2022
 - Section B - Physiological interpreters of health
 - Section C - Improving health and well-being
- Component 2 - February 2022 - June 2022
 - 2b. Health and social care values
 - Completion of internal coursework

3. HOW WE FILL GAPS:

- Whereby coursework has been missed, students will need to attend catch up sessions to complete their coursework.
- Coursework completion is necessary for an overall grade.
- All lessons are on TEAMS

4. HOW WE REMEMBER:

- Frequently revisiting content
- Applying our knowledge of factors that affect health, how they affect health, how to improve health and taking into account individuals needs and their circumstance.
- Revisiting content little and often!



5. DEPARTMENTAL SUPPORT:

- Lessons are all uploaded to TEAMS
- Available before or after school for any immediate support
- Small class size
- Walk through mock assessments

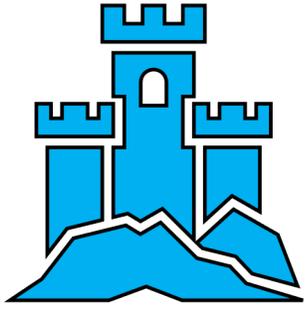
6. HOW WE REMEMBER:

- Revision strategies - online support
- <https://www.youtube.com/channel/UC6MJKxhBD-OaOwS7fBQSHeg>
- Revision guide - £5.39 from Amazon
- Revision practice assessment + - Amazon - £5.99

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. Revision needs to be little and often!
2. Missed coursework needs to be caught up.
3. Attendance is vitally important to success.



YEAR 11 – PREPARING TO PERFORM EVENING

History

Mrs H Dunning

Dunningh@astn.uk

1. WHAT WE KNOW:

Students have studied the following Topics in GCSE History.
Examination Board – Edexcel

Paper 1	Paper 3
Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city	Modern depth study The USA, 1954–75: conflict at home and abroad. Topic 1: The Civil Rights movement

2. WHAT WE WILL LEARN:

Half Term 2 November - December	Paper 3 Modern depth study The USA, 1954–75: conflict at home and abroad. Topic 2: The Vietnam Conflict
Term 2 January – March	Paper 3 Period study and British depth study Early Elizabethan England, 1558–88.
Term 3 March – May/June	Revision

3. HOW WE FILL GAPS:

- Assessments and Feedback for students to identify gaps in knowledge and steps to progress.
- Students to have Personalised Learning Checklists to identify gaps in knowledge.
- Retrieval activities in lessons and for Home learning.
- Targeted intervention and support.
- Support materials and revision.

How we Remember...



Flashcards should be used to **test your knowledge**, not just as a way to **condense your notes further**.

Rereading notes is a passive learning activity so is not an economical use of your revision time.

Leitner System – The Method

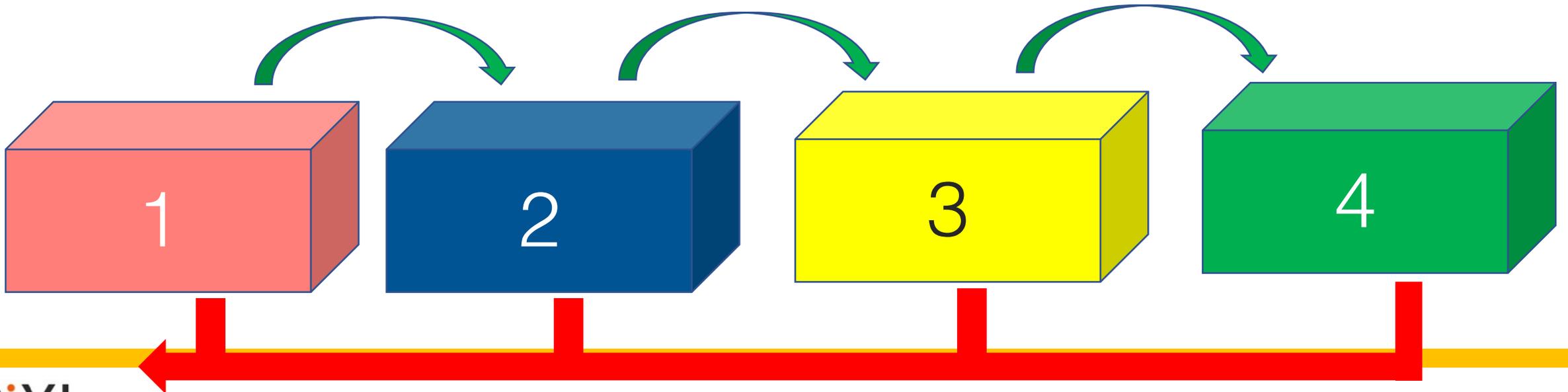
All flash cards start off in Box / Stack 1.

As you review the cards, each card you answer correctly goes into Box 2.

If you give the wrong answer the card stays in box 1.

When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4.

If you get a card wrong in any box, it goes back to Box 1.



Leitner System – The Key

The key is that the cards you know less well are reviewed more frequently than the cards in the higher boxes.

Box 1: Every day

Box 2: Every 2 days

Box 3: Every 3 days

Box 4: Every 4 days

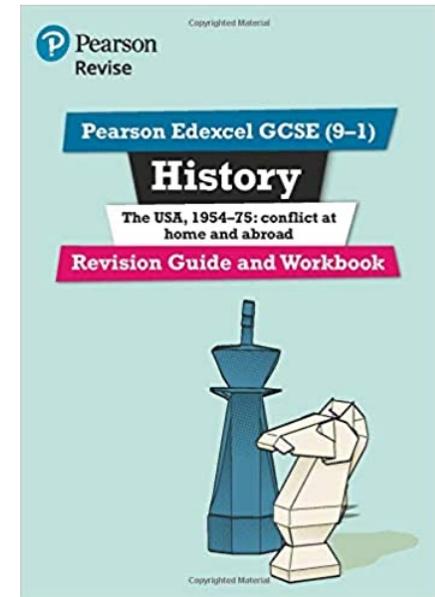
Top tips...

Flashcards are a great revision tool and they should be used along with other revision techniques such as mind maps, quizzes and exam questions.



5. DEPARTMENTAL SUPPORT/RESOURCES:

- Students are invited to Period 6 on a Friday.
- History Teams group has a range of department produced resources and examination questions.
- Each student will have a revision guide provided by the department.
- GCSE Pod
- SENECA
- Quiz Booklets



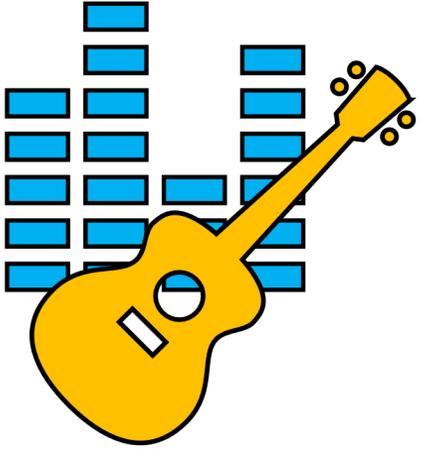
6. PROVISIONAL EXAMINATION DATES:

Paper 1	Thursday 19 th May
Half Term	Monday 30 th May – Friday 3 rd June
Paper 3	Thursday 9 th June
Paper 2	Thursday 16 th June

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. Revise and revisit previous topics now
2. Little and often – frequency is important
3. Knowledge is Key



YEAR 11 – PREPARING TO PERFORM EVENING

Music Department

Subject Leader – Mrs J Byrne

Email – byrnej@astn.uk

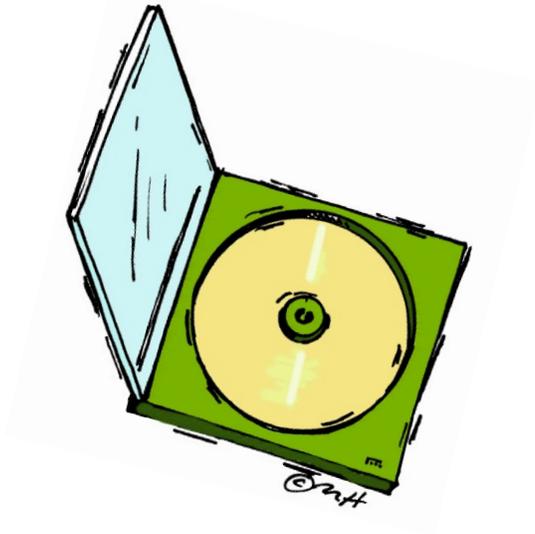
1. WHAT WE KNOW:

- What has been taught (50%)

Unit 2 – Managing
a Musical Product



Unit 3 – Introducing
Live Sound



2. WHAT WE WILL LEARN:

- Curriculum for the year (50%)

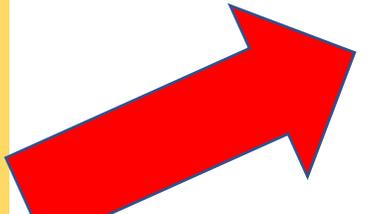
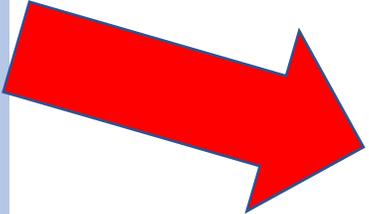


Unit 5 –
Introducing
Musical
Performance

OR



Unit 7 –
Introducing Music
Sequencing



Unit 1 – The
Music Industry
(Exam in Thursday
13th Jan AM &
June 2022 TBC)



3. HOW WE FILL GAPS:

- How we will fill gaps in knowledge
- One theory (content for Music Industry exam) lesson a week. Pupils revise for homework and are quizzed next lesson. Recall of knowledge and past exam questions hand picked. All results are closely monitored.
- Rest of the lessons have been dedicated to boost skills and confidence ready for last remaining coursework unit. First assignments are due to start after half term. They will have till Christmas to complete this.



4. HOW WE REMEMBER:

Revision strategies:

- Weekly class quizzes
- Mind maps
- "Who am I/Guess who" quiz for job roles
- Revision guides
- Past exam questions



5. DEPARTMENTAL SUPPORT:

How are students supported in the subject area:

- Weekly intervention will be starting after half term for pupils who need extra help and score low in weekly tests.
- Wednesday after school is "open house" for any pupil who wishes to rehearse or complete more coursework.
- Lending scheme offered for pupils who need access to an instrument for personal practice at home.

6. HOW WE REMEMBER:

- Revision Tutorial: [Level 2 BTEC Music. Unit 1 - The Music Industry. Revision tutorial. - YouTube](#)
- Music Venues: [BTEC First Award in Music Unit 1 - Venues - YouTube](#)
- Job Roles within the Music Industry: [BTEC First Award in Music Unit 1 - Job Roles – YouTube](#)
- Service Companies: [BTEC First Award in Music Unit 1 - Service Companies – YouTube](#)
- Venue H&S: [BTEC First Award in Music Unit 1 - Venue Health and Safety - YouTube](#)
- How to answer the 8 marker: [How to answer a BTEC music 8 marker - YouTube](#)

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - Keep up with weekly revision - real exam in January!!
2. - Rehearse your instrument at home or Wednesday afterschool with your group/use the Music Dept's iMacs.
3. - Every piece of work you do after half term counts towards coursework grades. Do your best, ask if you need help and don't fall behind with deadlines!



YEAR 11 – PREPARING TO PERFORM EVENING

Religious Education

Mrs Scott

scottr@asnt.uk

Specification:
AQA Religious Studies A

1. WHAT WE KNOW:

- Because of the ongoing impacts of the Coronavirus (COVID-19) pandemic, there are some changes to how GCSE Religious Studies A will be assessed in 2022.
- These changes are for **2022 only**.
- **Advance information on exams will be available** to help students focus their exam preparation, there will be advance information on what exams will cover.
- This advance information will be available by **7 February 2022**, or sooner if the pandemic worsens.

What does that mean right now?

We will complete the teaching of the entire course by February half term. This then give us adequate time to use the advance information to focus our revision efforts on the topics that will be assessed.

1. WHAT WE KNOW:

Paper 1 – Religions

1 hour and 45mins

- Christian Beliefs
- Christian Practices
- Jewish Beliefs
- Jewish Practices



These topics are to be taught Nov– Feb half term

Paper 2 – Thematic Studies

1 hour and 45mins

- Theme A – Relationships & Family
- Theme B – Religion and Life
- Theme D – Peace and Conflict
- Theme E – Crime & Punishment

2. WHAT WE WILL LEARN:

- Half Term 1 (Sept-Oct) = Revision of Thematic Studies
 - ASSESSMENT FIRST LESSON BACK AFTER HALF TERM - WILL IMPACT SETS.
- Half Term 2 (Nov-Dec) = Jewish Beliefs (Paper 1)
 - MOCK ASSESSMENT 1 (Topic = Paper 1)
- Half Term 3 (Jan - Feb) = Jewish Practices
 - MOCK ASSESSMENT 2 (Topic = ALL TOPICS, Paper 1 and Paper 2)
- Half Term 4+5 (Feb until exam) = Personalised revision based on assessment data, PLC review and information from the exam board.

3. HOW WE FILL GAPS:

- **GCSE POD** - excellent resource that has podcast videos for most of the topics (missing 1 theme at present).
- During lockdown your teachers created **video lessons** for every single topic. These are being uploaded to You Tube and will be shared for students to revise from.
- **Revision resources**, including past papers are available in 3.10 and 0.02.
- **Past papers** available online - AQA.com
- **Kerboodle** login (see teacher if you have forgotten) - used during lockdown. Has a wealth of revision resources including the electronic text book.
- **In class revision** - we have the opportunity for personalised revision in lesson from Feb Half term. There will be class changes and each class will focus on different needs.

4. HOW WE REMEMBER:

50% of the exam requires knowledge of the topics to ensure success.

Reading through notes revision guide is not enough to imbed it into memory.

You need to apply that knowledge.

For example:

- Read through notes revision guide **THEN** cover notes and answer practice GCSE questions.
- Create revision cards (copy key information onto cards)
THEN test yourself/get someone to test you on the information.
- Listen to **GCSE Pod** videos **THEN** complete the online quizzes



4. HOW WE REMEMBER:

Once you have the knowledge you then need to practice the skills (cannot do skills without the knowledge).

As a department we have a wealth of past papers and example questions that students can use.

At the back of 3.10 Mrs Scott's room there is a revision wall that contains past papers.

If you go online to AQA and search for GCSE Religious Studies A (the A is important!) then you can download past papers as well as their mark schemes.



Past Papers

4. HOW WE REMEMBER – Religious Quotes:

Paper	Topic	Sub-topic	Quote/Teaching	Where else can I use this quote?
Paper 1 – Christianity: Beliefs and Teachings	Nature of God	Omnibenevolent – 'For God'		
		Omnipotent – 'For I have said and it shall be'		
		Omniscient – 'For I know the heart of the Father – God'		
		The Son – 'For I have said and it shall be'		
		The Holy Spirit – 'For I have said and it shall be'		
Paper 1 – Christianity: Practices	Trinity	Creation		
		Crucifixion		
		Resurrection		
		Afterlife		
		Salvation		
Paper 1 – Judaism: Beliefs and Teachings	Messianism	Messiah		
		Covenant with Abraham		
		Covenant at Sinai		
		Free Will and Mitzvot		
		Synagogue		
Paper 1 – Judaism: Practices	Shabbat	Shabbat		
		Ceremonies		
		Dietary Laws		
		Festivals		
		Yom Kippur		
Paper 2 – Theme A: Marriage and the Family	Premarital sex	Adultery		
		Contraception		
		Marriage		
		Divorce		
		Family		
Paper 2 – Theme B: Religion and Life	Gender Equality	Abortion		
		Euthanasia		
		Creation		
		Separation		
		Divorce		
Paper 2 – Theme D: Peace and Conflict	Reasons for War	WW1		
		WW2		
		Holy War		
		Pacifism		
		Response to victims of war		
Paper 2 – Theme E: Crime and Punishment	Christian attitude to unjust death penalty	Punishment (prison, capital punishment)		
		Genesis – in the Torah		
		10 commandments		
		Temple in Jerusalem		
		Mitzvot – in the Torah		

Cheat Sheet!!!

One double sided sheet that has quotes for all topics. Many of them are repeated and shown where else you can use them in different topics. This means that if you just revise these then you will always have religious quotes/teachings to refer to.

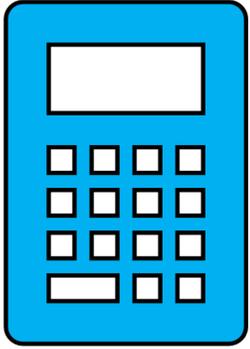
5. DEPARTMENTAL SUPPORT:

- **GCSE POD** - excellent resource that has podcast videos for most of the topics (missing 1 theme at present).
- During lockdown your teachers created **video lessons** for every single topic. These are being uploaded to You Tube and will be shared for students to revise from.
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- **Kerboodle** login (see teacher if you have forgotten) - used during lockdown. Has a wealth of revision resources including the electronic text book.
- **In class revision** - we have the opportunity for personalised revision in lesson from Feb Half term. There will be class changes and each class will focus on different needs.

6. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - Knowledge is key. If you don't know the content you can't answer the questions and demonstrate skills.
2. - In order to imbed knowledge you need to apply it (practice questions/test each other).
3. - Learn the quote bank - it can be used in most questions.



YEAR 11 – PREPARING TO PERFORM EVENING

Business Studies

Teacher: C. Kane

HOD: Linzi Hafez

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1. WHAT WE KNOW:

Component 1

- Exploring Enterprises- Completed

Component 2

- Planning and Pitching for an Enterprise Activity

Component 3

- LAA: Promotion
- LAB: Financial Records
- LAC: Financial planning and forecasting

2. WHAT WE WILL LEARN:

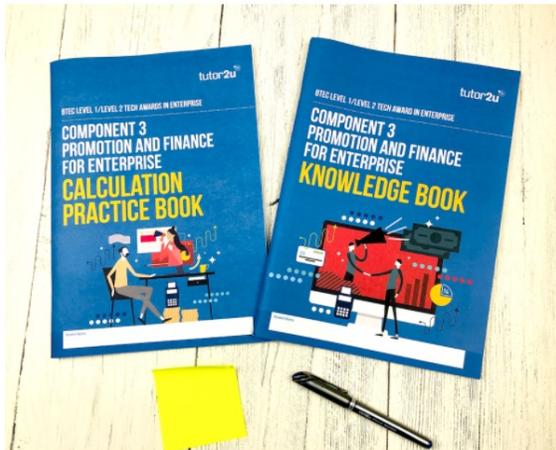
- Component 3 until the exam in February
- Component 2 from February until May

3. HOW WE FILL GAPS:

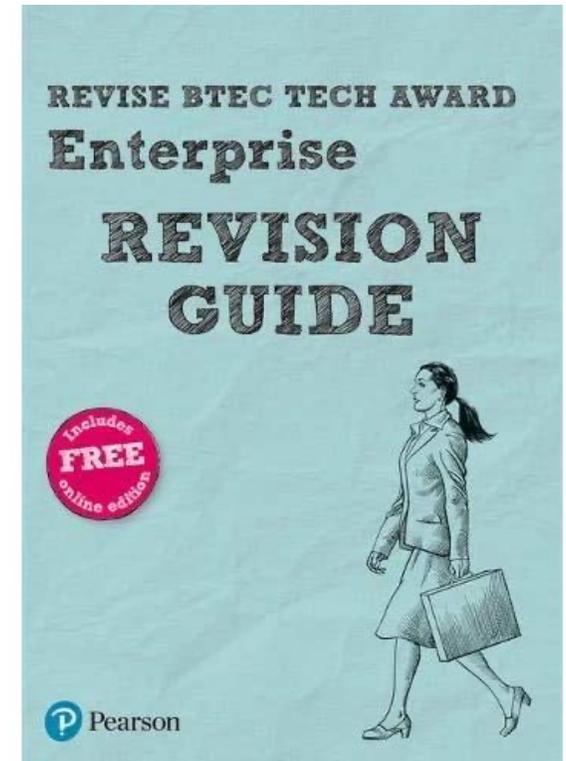
- Gaps in Component 1 (very few) will be completed in class.
- Component 2 will be finished in class Feb-May
- Component 3- Very few gaps

4. HOW WE REMEMBER:

- Regular knowledge retrieval in lessons
- Building on knowledge within lessons- topics are well sequenced.
- Revision guides- Pearson or Tutor2u



Printed Workbooks for Compon



5. DEPARTMENTAL SUPPORT:

- Tuesday Week 1- After school support session for targeted students.
- Others are welcome to join if they wish.

6. HOW WE REMEMBER:

- BusinessEd.co.uk
- BBCbitesize.co.uk

7. TAKE AWAY MESSAGES:

3 Key Points to consider:

1. - Coursework and exams are equally weighted and therefore equally as important as each other
2. - Practice makes perfect
3. -