



**Armthorpe
Academy**
Enriching Lives, Inspiring Ambitions



RAISING ATTAINMENT AND REVISION BOOKLET 2024-25



Proud to be part of
**Consilium
Academies**

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‘The starting point of all achievement is desire’

Napolean Hill

Dear Parent or Carer,

We are sure you will agree that Year 11 is a crucially important stepping-stone for your child. With this in mind, we want to empower you with the knowledge of what to expect this year, with the intention of maximising your child's attainment at the end of Year 11 and providing you with the necessary information to make a smooth transition into Post-16 studies.

Within this booklet you will find a detailed overview for each subject. You will see the topics studied at each stage throughout the year, support available for your child and guidance towards resources for how you can support your child with their learning. This is provided to enable you to have informed learning conversations with your child. There is also a section on revision with tips on how to revise, when it is most productive and how to be more successful in your revision.

If you have further questions, or require further detail on each course, please contact your child's tutor or class teacher in the first instance. Alternatively, contact the Curriculum Leader for the subject who can redirect your queries on to the relevant teacher. You can find full contact details for the relevant members of staff on pages 35-36.

Thank you for taking the time to read this information. I look forward to celebrating our students' achievements with parents, carers and staff across the next academic year and beyond.

Yours sincerely



Sarah Hanquinioux
Deputy Headteacher – Quality of Education

Ways in which you can support your child through Year 11 and Post-16

1. Read, read, read

Overwhelmingly, teachers agree that one of the most important things you can do to help your child succeed at school is to instil in them a love of reading. Reading is key to a child's success in school, not just for English Language and English Literature GCSEs.

2. Use everyday experiences as teaching opportunities

Melissa Macauley points out that daily routines and situations can be practical learning opportunities. She says, "Encourage your child to ask the question 'Why?' Don't give your child the answers; help work through the question with them."

If you're unsure how to create learning opportunities from your daily routine, don't hesitate to ask your child's teacher for tips. "Teachers are *full* of ideas and tricks to help their students in the classroom. If parents were to utilise the same methods at home, during car rides, waiting in doctors' offices, then that would be double, triple, the reinforcement for the child," says Tessa Hobbs.

3. Know what your child is studying at school

Look at their exercise book, ask them what they've been discussing at school, flip through their textbooks and talk to their teachers.

You can find the curriculum maps for each of your child's subjects on our website. The following pages of this booklet will give you information on what your child is studying in the coming year with suggestions of useful resources and websites.

4. Don't just look for 9s

Encourage your child to do their best but be willing to accept that their best might not always translate into a 9 . . . and that's okay. Marissa Burt says, "In a success-driven, standardised testing educational culture, I think this letting go and appreciating the uniqueness of every child is difficult for parents to achieve." Not everything will come naturally to your child so seek to develop a thirst for learning and inquisitive nature that leads to them fulfilling their potential in all that they do.

5. Take care of the basics

Make sure your child has enough sleep, nutritious food, good hygiene and regular medical care. There is valid research that concludes that children who eat a healthy breakfast before school experience enhanced academic performance, concentration and cognitive functioning.

6. Talk to your child's teacher regularly

Engage in open pro-active conversations with your child's teacher. Schedule a time that works for *both* of you and attend parents' evening whenever possible.

7. What's your child's motivation?

Empower your child to make the right choices *not* out of fear of punishment, but because they see the value of doing their best. Marissa Burt says, ". . . the trick becomes teaching children to want to *choose* the good versus forcing them to choose the good out of fear of punishment or disappointment. I think this serves children well in school and also later in life because it fosters an appetite for excellence in every endeavour. Instead of studying to earn a grade or please a parent, a student studies to the best of their ability in order to learn or grow as a person, to steward their intellect and to contribute meaningfully to others around them."

8. Allow your child to succeed – and fail – on their own

It can be tempting to take control of your child's schoolwork, but don't underestimate the power of consequences. Carolyn Wakefield says, "The most successful students are those who learn to be responsible, dependable and organised through trial and error." Sometimes the best life lessons come from failures or learning how *not* to do something. When parents, in essence, do their child's work for them, "they are denying the student the practice that they need, the responsibility of taking care of a piece of homework and the satisfaction that comes with completing the set task," says Pamela Whitlock.

9. Practice discipline and respect at home

Some parents look to their child's school to handle discipline, but discipline is something that needs to be reinforced foremost in the home. Tessa Hobbs says, "If children are not required to act a certain way at home, then they are most likely not going to act that way when they walk into a classroom."

Also, make sure respect is something you talk about and display at home. Beth Terry Merchant pointed out that sometimes students don't display respect at school because they don't respect themselves or don't feel respected at home.

10. Praise and encouragement

For a child to do well at school, he or she needs to believe in themselves no matter the challenges that school provides a student. Reiterate this message again and again.

Find out what your child is good at – even if it's not mathematics or science – and help them cultivate that interest. Be mindful that we should also look at specific areas that your child struggles with and take notice when the smallest of accomplishment has taken place. Let your child know you're proud of them.

English Language & Literature

COURSE OVERVIEW

Exam Board	Eduqas				
Specification	English Language			English Literature	
Assessment	100% Exam			100% Exam	
Papers	<p>Paper 1 – 20th century non-fiction reading and writing</p> <p>Section A: Reading and understanding one extract through a range of structured questions</p> <p>Section B: One narrative writing tasks with four titles to choose from</p>	<p>Paper 2- 19th and 21st century non-fiction reading and writing</p> <p>Section A: Reading and understanding two extracts through a range of structured questions</p> <p>Section B: Two transactional/persuasive writing tasks</p>	<p>Component 3: Spoken Language</p>	<p>Paper 1 – Shakespeare and Poetry</p> <p>Macbeth: One extract question and one essay question</p> <p>Poetry: Two questions based on the poetry anthology, one of which is comparison</p>	<p>Paper 2 – Post-1914 Prose/Drama/19th Century and Unseen Poetry</p> <p>An Inspector Calls: One source-based question</p> <p>A Christmas Carol: One source-based question</p> <p>Unseen Poetry: Two questions based on unseen poems, one of which includes comparison</p>
Timings	1hr 45 min	2 hr	Completed in lessons	2 hr	2 hr 30 min
Weightings	40% of GCSE	60% of GCSE	Separate endorsement	40% of GCSE	60% of GCSE
Equipment Needed	Black pen, highlighters			Black pen, highlighters	

AVAILABLE

Websites	BBC Bitesize / YouTube / Seneca
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Past GCSE papers. Please check homework and challenge basic errors. Homework is set weekly (Tuesday) and assigned via. ClassCharts and Seneca.
Reading	Non-Fiction Reading Materials: newspaper articles, magazine articles – discussions around reading material. Fiction Reading Material: Any! Get them reading regularly – if you are struggling for inspiration, send them in and we can recommend.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked. Any Literature guide and workbook - A Christmas Carol, Macbeth, An Inspector Calls. We would also recommend every student has their own copy of the texts studied to annotate and revise from independently.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. After-school revision. Poetry masterclasses.
Resources	Revision Guides will contain practice questions. YouTube Literature set texts and examples of how to answer Language questions.

Mathematics

COURSE OVERVIEW

Exam Board	Edexcel		
Specification	Mathematics (Higher or Foundation)		
Assessment	100% Exam		
Papers	Paper 1 Non-calculator	Paper 2 Calculator	Paper 3 Calculator
Timings			
Weightings	33⅓% of GCSE	33⅓% of GCSE	33⅓% of GCSE
Equipment Needed	Black pen, sharp pencils, rubber, ruler, highlighters, protractor and compass.	Black pen, sharp pencils, rubber, ruler, highlighters, protractor, compass and calculator	Black pen, sharp pencils, rubber, ruler, highlighters, protractor, compass and calculator

AVAILABLE

Websites	www.Sparxsmaths.uk / www.corbettmaths.co.uk / Bland Maths / JustMaths / MathsGenie / mathedup / Seneca/ GCSEPod / Keshmaths / MathsMadeEasy / KhanAcademy
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Sparx/ Past GCSE papers. Please check homework and challenge basic errors.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions.

Science

COURSE OVERVIEW

Exam Board	AQA					
Specification	8464 – Combined Science: Trilogy (Higher or Foundation)					
Assessment	100% Exam					
Papers	Biology Paper 1	Chemistry Paper 1	Physics Paper 1	Biology Paper 2	Chemistry Paper 2	Physics Paper 2
Timings	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes	1 hour 15 minutes
Weightings	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE
Equipment Needed	Black pen, pencil, rubber, ruler, highlighters and calculator					

AVAILABLE

Websites	Cognito YouTube videos that support AQA Science are key. BBC Bitesize / GCSE Pod / Seneca learning/ My Past Paper (app)/ Save My exam.com/ Physics and Maths tutor.com. All are free to students online.
Intervention	Science intervention will be allocated after February Half term. A schedule will be shared with students.

HOW PARENTS CAN SUPPORT

Homework	Key topic-based exam questions / Past GCSE papers. Please ensure that revision for Biology, Chemistry and Physics is completed each week.
Reading	Reading through Seneca learning. Test students on the physics equations, students will be provided with the extended equation sheets. Any scientific magazine/BBC news articles are useful or articles to develop wider understanding and context.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. Complete past papers on my past paper app in addition to using past paper question by topic on physics and maths tutor (this also has biology and chemistry content).
Resources	Prioritise past exam questions, my past paper provides past exam papers and the mark schemes. It is vital students mark their own work to understand what mistakes they are making and what the examiner is looking for.

Triple Science

COURSE OVERVIEW

Exam Board	AQA					
Specification	8461- Biology; 8462 – Chemistry; 8463 – Physics					
Assessment	100% Exam					
Papers	Biology Paper 1	Chemistry Paper 1	Physics Paper 1	Biology Paper 2	Chemistry Paper 2	Physics Paper 2
Timings	1 hr 45 mins	1 hr 45 mins	1 hr 45 mins	1 hr 45 mins	1 hr 45 mins	1 hr 45 mins
Weightings	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE	16.7% of GCSE
Equipment Needed	Black pen, pencil, rubber, ruler, highlighters and calculator.					

AVAILABLE

Websites	Cognito YouTube videos that support AQA Science are key. BBC Bitesize / GCSE Pod / Seneca learning/ My Past Paper (app)/ Save My exam.com/ Physics and Maths tutor.com. All are free to students online.
Intervention	Science intervention will be allocated after Feb Half term. A schedule will be shared with students.

HOW PARENTS CAN SUPPORT

Homework	Key topic-based exam questions / Past GCSE papers. Please ensure that revision for Biology, Chemistry and Physics is completed each week.
Reading	Reading through Seneca learning. Test students on the physics equations, students will be provided with the extended equation sheets. Any scientific magazine/BBC news articles are useful or articles to develop wider understanding and context.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. Complete past papers on my past paper app in addition to using past paper question by topic on physics and maths tutor (this also has biology and chemistry content).
Resources	Prioritise past exam questions, my past paper provides past exam papers and the mark schemes. It is vital students mark their own work to understand what mistakes they are making and what the examiner is looking for.

Geography

COURSE OVERVIEW

Exam Board	AQA		
Specification	8305 – Geography		
Assessment	100% Exam		
Papers	Paper 1 Living with the physical environment	Paper 2 Challenges in the human environment	Paper 3 Geographical applications
Timings	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes
Weightings	35% of GCSE	35% of GCSE	30% of GCSE
Additional Info	N/A	N/A	Pre-release booklet issued 12 weeks before exam.
Equipment Needed	Black pen, pencil, rubber, ruler, highlighters and calculator.		

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca
Intervention	Intervention schedule shared and will be updated for January 2025.

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca/ Past GCSE papers. Please check homework and challenge basic errors.
Reading	BBC News website or other news site – information about weather events / earthquakes / economics is useful to aid students understanding.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions (e.g. Seneca).

History

COURSE OVERVIEW

Exam Board	Edexcel		
Specification	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)		
Assessment	100% Exam		
Papers	<p>Paper 1</p> <p>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p>	<p>Paper 2</p> <p>Anglo-Saxon and Norman England, c1060–88</p> <p>The American West, c1835–c1895</p>	<p>Paper 3</p> <p>Weimar and Nazi Germany, 1918–39</p>
Timings	1 hour and 20 minutes	1 hour and 50 minutes	1 hour 30 minutes
Weightings	30%	40%	30%
Additional Info	N/A	N/A	N/A
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters.		

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca
Intervention	Intervention schedule shared and will be updated for January 2025.

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca/ Past GCSE papers. Please check homework and challenge basic errors.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked. CGP GCSE History Edexcel Revision Guide's are also available for the topics.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions (e.g. Seneca).

French

COURSE OVERVIEW

Exam Board	AQA							
Specification	8658 – French (Higher & Foundation)							
Assessment	25% listening, 25% reading, 25% speaking, 25% writing							
Papers	Listening		Speaking		Reading		Writing	
Timings	Foundation: 35 minutes	Higher: 45 minutes	Foundation : 7-9 minutes	Higher: 10-12 minutes	Foundation: 45 minutes	Higher: 1 hour	Foundation: 1 hour	Higher: 1 hr 15 mins
Weightings	25% of GCSE		2% of GCSE		25% of GCSE		25% of GCSE	
Additional Info	<p>Section A: Questions in English, to be answered in English</p> <p>Section B: Questions in French, to be answered in French</p>		<p>Role-play:15 marks Photo card: 15 marks Conversation: 30 marks</p>		<p>Section A: Questions in English, to be answered in English</p> <p>Section B: Questions in French, to be answered in French</p> <p>Section C: Translation from French to English</p>		<p><u>Foundation Tier</u> Q1: message – 8 marks Q2: short passage – 16 marks Q3: translation from English into French – 10 marks Q4: structured writing task – 16 marks</p> <p><u>Higher Tier</u> Q1: structured writing task – 16 marks Q2: open-ended writing task – 32 marks Q3: translation from English into French – 12 marks</p>	
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters.							

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca / Languagenut.com / quizlet.com
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca/ Past GCSE papers. Students are given a list of vocabulary to learn each week. Grammar and translation homework is set on a regular basis as well as preparation for speaking tasks.
Reading	Provision of Reading Materials: authentic material and text specifically written to support the building of vocabulary and reading skills.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions (eg Seneca).

Statistics

COURSE OVERVIEW

Exam Board	Edexcel		
Specification	Pearson Edexcel 2017		
Assessment	Two Exam Papers		
Papers	Paper 1 80 Marks	Paper 2 80 Marks	
Timings	1 hour 30 minutes	1 hour 30 minutes	
Weightings	50%	50%	
Equipment Needed	Black pen, sharp pencils, rubber, ruler, highlighters, protractor and compass.	Black pen, sharp pencils, rubber, ruler, highlighters, protractor, compass and calculator	Black pen, sharp pencils, rubber, ruler, highlighters, protractor, compass and calculator

AVAILABLE

Websites	https://mrshodgettsstatistics.com/
Intervention	Intervention schedule shared and will be updated for January 2025.

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Sparx/ Past GCSE papers. Please check homework and challenge basic errors.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions.

Business

COURSE OVERVIEW

Exam Board	Edexcel	
Specification	GCSE Business Studies	
Assessment	50% exam 50% Exam	
Papers	Paper 1- Investigating small businesses	Paper 2- Investigating large businesses
Timings	Paper 1- 1 hour 45 minutes	Paper 2- 1 hour 45 minutes
Weightings	50% of overall grade	50% of overall grade
Equipment Needed	Black Pen Sharpened pencil Ruler Highlighter Rubber Calculator	

AVAILABLE

Websites	BBC Bitesize Tutor 2 U Youtube- Edexcel Paper 1 and paper 2 exam technique and content information.
Intervention	Intervention will be targeted and shared with students in January 2025.

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Sparx/ Past GCSE papers. Please check homework and challenge basic errors.
Revision Guide	Knowledge organisers provided for all students Edexcel Pearson- Exam revision guide.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. Exam structure document has been shared but needs practising alongside content revision.
Resources	Revision Guides will contain practice questions. Many online platforms also offer instant marking of questions.

Sport

COURSE OVERVIEW

Exam Board	OCR		
Specification	J828 – Sport Science		
Assessment	Exam (40%) / Coursework (60%)		
Papers	Reducing the risk of sports injuries and dealing with common medical conditions		
Timings	1 hr 15 mins		
Weightings	Exam - 40%	Principles of Training Coursework – 40%	Sports Nutrition Coursework – 20%
Additional Information	<p>Different factors which influence the risk and severity of injury</p> <p>Warm up and cool down routines</p> <p>Different types and causes of sports injuries</p> <p>Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</p> <p>Causes, symptoms and treatment of medical conditions.</p>		
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters.		

AVAILABLE

Websites	BBC Bitesize
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Past Sport Science papers / Monitoring completion of coursework.
Revision Guide	<p>Workbooks are better as they encourage an attempt that can be marked.</p> <p>Paper Revision Guides handed out in lesson.</p> <p>https://pages.theeverlearner.com/hubfs/2024-revision/revision-notes/summer-2024-cnat-r180-revision-notes.pdf</p> <p>https://media.hachettelearning.com/medialibraries/hodder/samples/sport-and-pe/14-16/level-1-2-cambridge-national-sports/my-revision-notes-cambridge-national-sport-science-sample-pages-9781398351165.pdf</p>
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. Time practical practice in school and at home.
Resources	Exam papers and practice questions.

Food and Nutrition

COURSE OVERVIEW

Exam Board	AQA	
Specification	Food & Nutrition	
Assessment	50% Coursework 50% Exam	
Papers		1 Hour 30minutes paper 100 Marks
Timings	50% Coursework- Deadline May	50% Exam paper- Deadline June
Weightings		50% Coursework 50% Exam
Additional Info		
Equipment Needed	Black pen, pencil, rubber, ruler, highlighters and calculator. (Food ingredients for practical examination.)	

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Past GCSE papers.
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.- Speak to Mrs Robinson about a physical revision guide.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year. Time practical practice in school and at home.
Resources	Revision Guides will contain practice questions. Practical & Theory clips on exam board website.

Fine Art

COURSE OVERVIEW

Exam Board	AQA	
Specification	Art & Design- Fine Art	
Assessment	60% Coursework 40% Controlled Assessment	
Papers	Non-examination assessment (NEA): Unit 1: Portfolio	Examination: Unit 2: Externally Set Assignment
Timings	No time limit	Part 1: In class from Jan 2024 Part 2: 10 hours
Weightings	60% of GCSE	40% of GCSE
Additional Information	Based on internally set themes and subject matter developed from personal and/or given starting points. Work will be internally set, internally assessed and externally moderated.	Based on an external exam paper with 7 available themes to choose and develop a portfolio from.
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters. (Specific equipment will be provided by the department.)	

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca/ Pinterest/ Tate online
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca. Please check homework and challenge basic errors.
Exam Practice	Timed exam practice and portfolio work will be set at home and in class. Mocks throughout the year.
Resources	Many online platforms also offer inspiration for work.

Photography

COURSE OVERVIEW

Exam Board	AQA	
Specification	Art & Design- Photography	
Assessment	60% Coursework 40% Controlled Assessment	
Papers	Non-examination assessment (NEA): Unit 1: Portfolio	Examination: Unit 2: Externally Set Assignment
Timings	No time limit	Part 1: In class from Jan 2024 Part 2: 10 hours
Weightings	60% of GCSE	40% of GCSE
Additional Information	Based on internally set themes and subject matter developed from personal and/or given starting points. Work will be internally set, internally assessed and externally moderated.	Based on an external exam paper with 7 available themes to choose and develop a portfolio from.
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters. (Specific equipment will be provided by the department.)	

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca/ Pinterest/ Tate online
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca. Please check homework and challenge basic errors.
Exam Practice	Timed exam practice and portfolio work will be set at home and in class. Mocks throughout the year.
Resources	Many online platforms also offer inspiration for work.

3D Design

COURSE OVERVIEW

Exam Board	AQA	
Specification	Art & Design- 3D Design	
Assessment	60% Coursework 40% Controlled Assessment	
Papers	Non-examination assessment (NEA): Unit 1: Portfolio	Examination: Unit 2: Externally Set Assignment
Timings	No time limit	Part 1: In class from Jan 2024 Part 2: 10 hours
Weightings	60% of GCSE	40% of GCSE
Additional Information	Based on internally set themes and subject matter developed from personal and/or given starting points. Work will be internally set, internally assessed and externally moderated.	Based on an external exam paper with 7 available themes to choose and develop a portfolio from.
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters. (Specific equipment will be provided by the department.)	

AVAILABLE

Websites	BBC Bitesize / GCSEPod / Seneca/ Pinterest/ Tate online
Intervention	Intervention schedule shared and will be updated for January 2025

HOW PARENTS CAN SUPPORT

Homework	Key topic based / Seneca. Please check homework and challenge basic errors.
Exam Practice	Timed exam practice and portfolio work will be set at home and in class. Mocks throughout the year.
Resources	Many online platforms also offer inspiration for work.

Health and Social Care

COURSE OVERVIEW

Exam Board	Pearson BTEC		
Specification	BTEC Tech Award		
Assessment	60% Coursework and 40% Exam		
Papers	Component 1 Human Lifespan Development	Component 2 Health and Social Care Services and Values	Component 3 Health and Wellbeing
Timings	Approximately 6 hours	Approximately 6 hours	2-hour Exam
Weightings	60%	60%	40%
Additional Info	Pearson Set Assignment (PSA). Completed in year 10 with the opportunity to re-sit once in year 11.	PSA to be completed by December.	Student can only sit the exam once component 1 and 2 are complete.
Equipment Needed	Black pen, pencil, rubber, ruler and highlighters.		

AVAILABLE

Books	CGP Revision Guide and Pearson Revision Guide
Intervention	

HOW PARENTS CAN SUPPORT

Homework	Key topic-based tasks and time to prepare for the current Pearson Set Assignments (PSA)
Revision Guide	Workbooks are better as they encourage an attempt that can be marked.
Exam Practice	Timed exam questions at home and in class. Mocks throughout the year.
Resources	Revision Guides will contain practice questions.

Personal Development Curriculum

We currently live in an era where the speed of change is more rapid than at any other time in history. These changes in society, technology, training and the nature of work will have a profound effect on future employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, researched choices and build career plans which enable them to progress smoothly into further learning and work.

Alongside student's curriculum lessons, all students engage in a programme of Learning for Life activities that are delivered within core studies lessons. Below is some exemplar content of the Year 11 programme for 2022-23.

The Year 11 PHSE and CEIAG programme is designed to provide students with careers education, information, advice and guidance on the options open to them after Year 11, progression routes and possible career opportunities linked to these options. Areas of focus include:

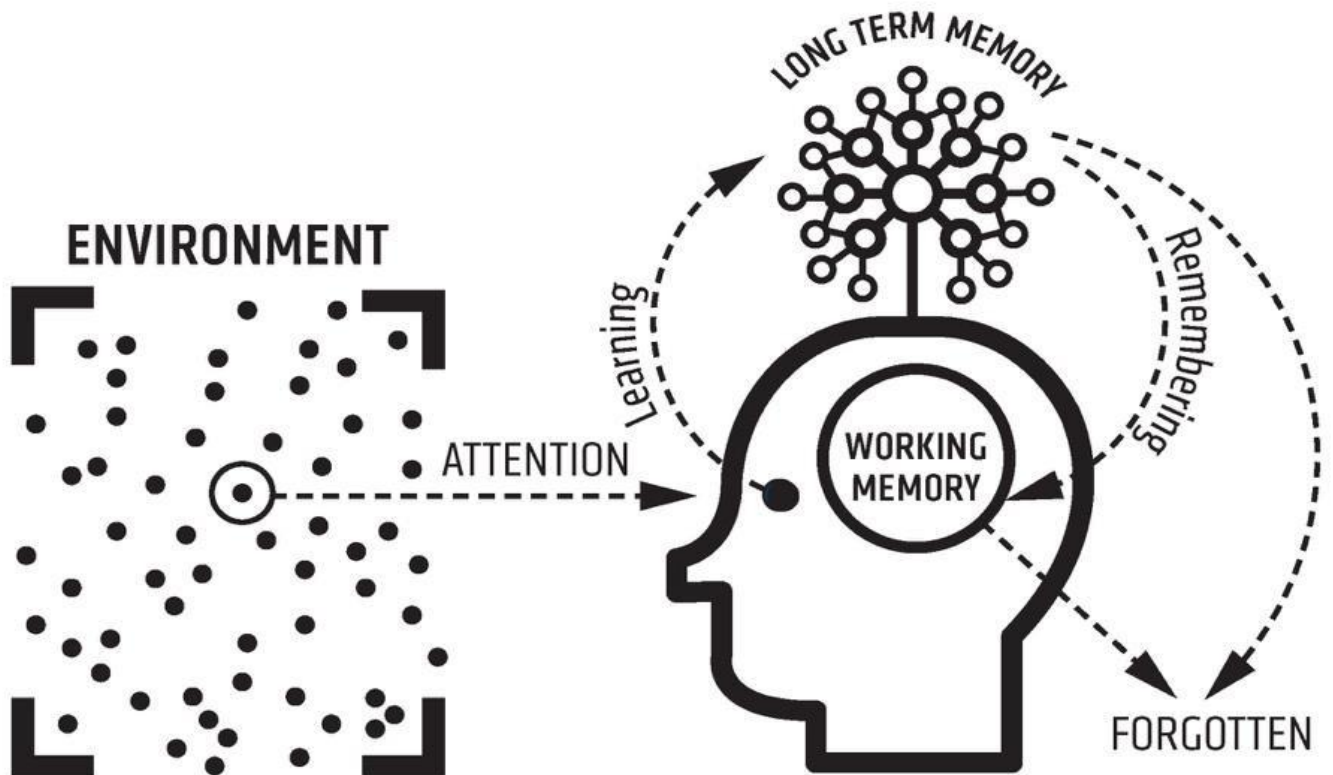
- Self-Awareness and Confidence - exploring ideas and goals, and how they might change over time, with emphasis on developing confidence in making well informed and realistic decision about the future
- Labour Market Information - a review of how jobs are changing both locally, nationally and globally, the factors influencing these changes and the impact this has on personal career planning
- Options Post Year 11 – understanding all the potential opportunities post GCSEs and linking the individual personal progress to those options available

Enrichment activities:

- Year 10 Careers Events – trips that will provide students with additional information about options post GCSE and beyond
- Careers Talks – Year 11 students are welcome to attend any of the programmed career talks
- Careers Interviews - students are welcome to book an appointment with the Careers Advisor

MEMORY – THE SCIENCE OF LEARNING

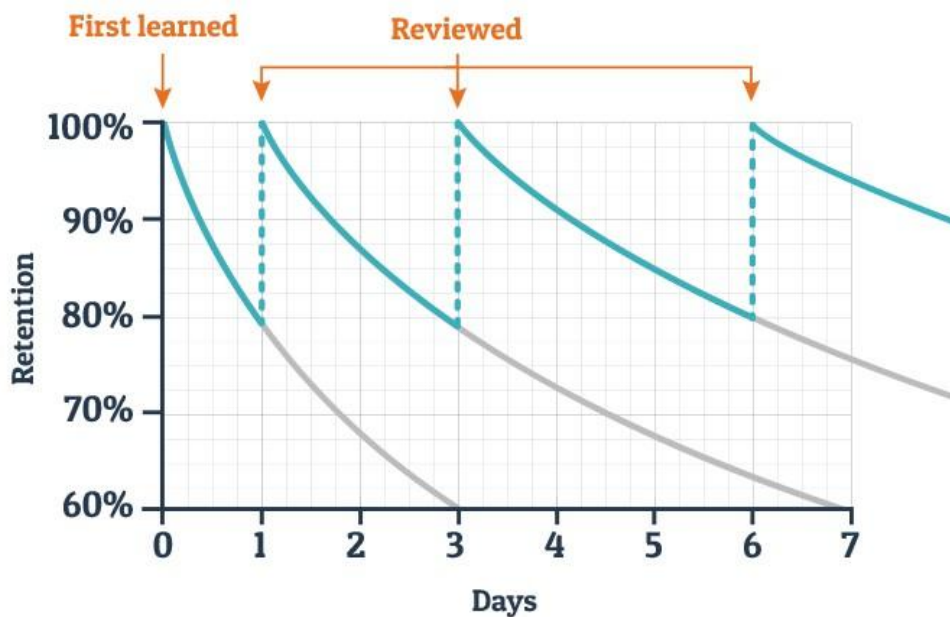
In recent years, there has been lots of research around the science of learning and how we learn and retain information.



1. We have a certain amount of attention to pay and this can be limited and can dramatically vary depending on the individual or the environment. In the diagram above, 'attention' means we acknowledge new information and this is then transferred into our working memory.
2. Our working memory is where you do your thinking and where you take in new information. It is finite and we can only absorb a limited amount of information at a given time otherwise it gets crowded (research suggests we can hold 5 things in our working memory at one time). This may be up to 30 seconds. *As an example, if you write down a 'long number' and try and remember it every 30 seconds, you will be surprised how difficult this is to do!*
3. Information is processed into our long-term memory through 'learning'. This long-term memory is effectively unlimited, and we can retrieve information from here back into our working memory as needed in a given moment. When we remember something, it comes from here. *As an example, this might be your phone number or address. We don't walk around thinking about those two things every second of the day but it is in our long-term memory ready to be used and retrieved when needed.* However, if we don't use the information it fades (is forgotten). Learning is therefore a change in your long-term memory. Whatever you think about, that's what you remember. Therefore, revision activities must require you to think hard.
4. Information in our long-term memory is interconnected and linked with prior knowledge. Anything that is not connected or not successfully stored well enough in our long-term memory is forgotten and this is completely natural.
5. If students undertake enough retrieval practice, generating the information in our long-term memory, it increases a level of fluency within the subject. Practice makes perfect!

Forgetting is completely natural. Research has shown that over time you forget a majority of what you've learnt and it happens immediately. The following diagram outlines this process and is called the Ebbinghaus Forgetting Curve (1885).

Typical Forgetting Curve for Newly Learned Information



Ebbinghaus proposed that humans start losing 'memory of knowledge' over time unless the knowledge is consciously reviewed time and time again. He conducted a series of tests on himself which included the memorization of a meaningless set of words. He tested himself consistently across a period of time to see if he could retain the information. He found that:

- Memory retention is 100% at the time of learning any particular piece of information (in the moment). However, this drops to 60% after three days.
- A range of factors affect the rate of forgetting including motivation, the meaningful nature of the information, the strategies for revision and also psychological factors (sleep for example).
- If each day, repetition of learning occurs and students take time to repeat information then the effects of forgetting are decreased. According to research, information should be repeated within the first 24 hours of learning to reduce the rate of memory loss.

Practice and retrieval help to break this 'forgetting curve' as it strengthens the long-term memory and stops information from fading.

In summary, what do we know about memory?

- Consistent practice and revisiting previous material strengthen memory and boosts learning.
- Our working memory is finite and limited and so overloading this or cramming for revision doesn't work.
- Information, if not revisited, is 'lost' from our memory.

THE KEY PRINCIPLES OF EFFECTIVE REVISION

RETRIEVAL PRACTICE - FLASHCARDS

Simply put, recalling information from memory is simple and powerful. Retrieval practice is a learning strategy which makes you think hard and brings information to mind. It is the action of actively retrieving knowledge that boosts learning and strengthens memory. **It means trying to remember previously learned information as opposed to simply re-reading it.** It builds confidence over time and allows you to identify gaps in your knowledge. Examples include:

- Knowledge quizzing, low stakes testing and multiple-choice tests.
- Completing past paper questions or practice answers.
- Answering verbal questions asked by teacher/peers/parents.
- Summarising, creating flashcards or revision materials where you can 'test' yourself.

One particularly effective strategy is the creation and use of flashcards. Flashcards are generally a card containing a small amount of information on either side as an aid to learning. The use of flashcards is for low stakes testing to improve recall and to strengthen memory.

ATTRITION

The action of rock fragments colliding into each other causing them to become smaller and rounder over time.

An effective flashcard may include the following (*in each subject they will be used in a different way*):

- A key term/key word with definition on the back.
- A key date with the event on the back.
- A key equation with its use in practice on the back.
- A past paper question/plan and a model answer on the back.

Gather information to create the flashcard. Use your books, textbooks and revision guides.

Select the most important information to put on your flash cards.

Write/draw the information on one side and write the answer on the other side.

In order to use flashcards most effectively, the Leitner System is a desired strategy for spaced testing. Once you have created a set of flashcards, create three boxes/areas marked as the following.

BOX 1: Every day	BOX 2: Twice a week	BOX 3: Once a week
---------------------	------------------------	-----------------------


- Test yourself on the flashcards in the Box 1 pile. If you get the answer correct on the flashcard, move it to the Box 2 pile. If you get it incorrect, it stays in Box 1.
- Twice a week, test yourself on the flashcards in Box 2. If you get the answer correct on the flashcard, move it to the Box 3 pile. If you get it incorrect, it stays in Box 2. The aim is to get all of the flashcards to Box 3.

<i>Retrieval and Flashcards 'Do':</i>	<i>Retrieval and Flashcards 'Don't':</i>
<ul style="list-style-type: none"> • Put a single piece of information on each flashcard. • Sort your flashcards according to your confidence with them (see above). • Create 'decks' for each topic. This may be a different colour card for each subject/unit. • Mix up topics so you aren't always testing yourself on the same topic. • <i>Practice the information you struggle and need to improve on.</i> • <i>Use PLCs, checklists or revision guides as a way to monitor your retrieval practice.</i> • <i>Move beyond recalling simple facts to detail and analysis.</i> 	<ul style="list-style-type: none"> • Spend more time making the flashcards than using them. • Put lots of information onto each flashcard. • Revise the flashcards in the same order every time that you use them. • Only read the flashcards – test your memory! • <i>Assume everything you've written is correct.</i> • <i>Throw away your quizzes or brain dumps.</i> • <i>Avoid testing yourself on tough topics or ones you dislike. You want it to be difficult.</i>

USING FLASHCARDS TO REVISE

by @inner_drive | www.innerdrive.co.uk

1 Split a box into 5 different compartments and label them 1 to 5.



2 Place all your flashcards in compartment 1.



3 Test yourself on a flashcard



4 If you can correctly recall the information move the flashcard into compartment 2, if not then put it back in compartment 1.



5 Continue to test yourself and each time you correctly recall the information, move the flashcard into the next compartment. Flashcards from compartment 1 should be reviewed daily, with flashcards from compartment 2 being reviewed every other day, compartment 3 every third day and so on.



6 Eventually, all your flashcards will have been transferred to compartment 5 and the information they contain stored in your long-term memory.



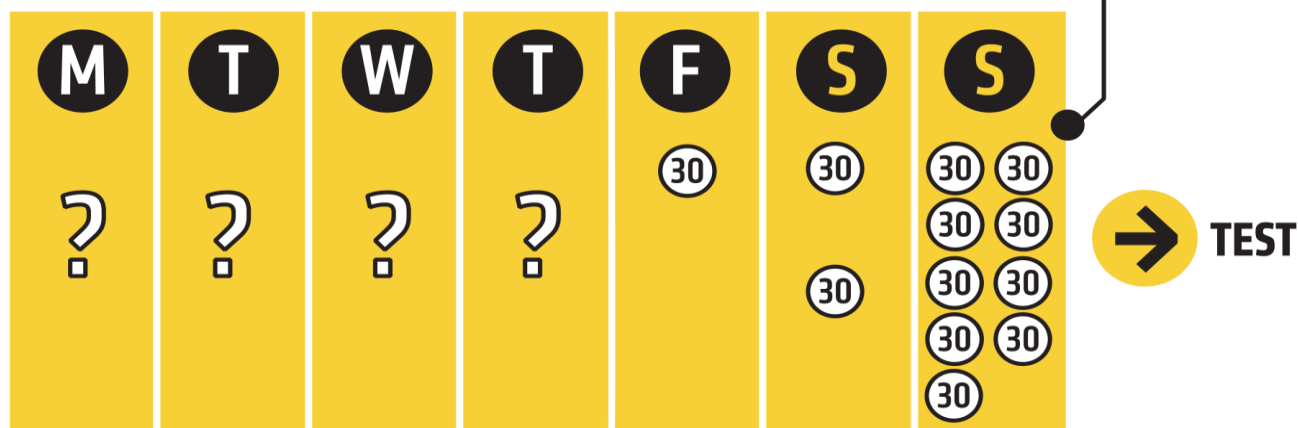
This video will help support you in using the Leitner system:

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

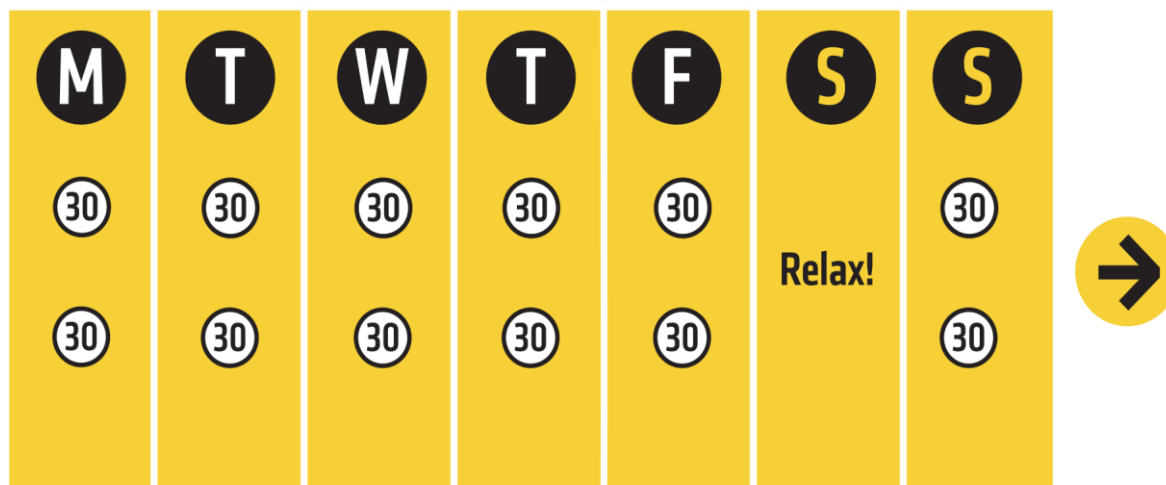
SPACING AND INTERLEAVING – PLANNING YOUR REVISION

Spacing out your revision into smaller chunks over a period of time helps you to remember the material better and ensures you are less stressed with your revision. This ensures you are not cramming as it will overload your memory and make you overconfident. By leaving time between revising and testing, the harder your brain works, the more chance of remembering.

Let's say you have a test one week and you have 5 hours to prepare for it broken down into 30 minute chunks. Very often that process looks like this.



Instead of mass practice, a much more effective way of revising is to space out your revision like this:



By breaking up your revision into 30 minute chunks and spacing out the time between revision, you will consolidate what you have learned and retain the material much more effectively.

Interleaving involves switching between ideas and topics during a study session and not revising in blocks of topics. This ensures that you are not studying one idea or topic for too long. Mixing up your revision and chunking it supports learning and strengthens your memory as we know you need to review information over time to reinforce learning. *If a subject involves a narrative (story), revise this in one piece.*

Blocking



Interleaving



For example, instead of organising your revision week like this:

M	T	W	T	F
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE
MACBETH	AN INSPECTOR CALLS	CREATIVE WRITING	UNSEEN POETRY	JEKYLL AND HYDE

A much more effective way of organising your revision would be like this:

M	T	W	T	F
MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACBETH	UNSEEN POETRY
CREATIVE WRITING	MACBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE

As you are doing this, another highly effective strategy is to try to think of connections between topics you are studying considering similarities and differences.

Studying one topic for a long time can give them impression you have mastered it but often this can be misleading.

DELIBERATE PRACTICE

Practice is essential. You can revise all you like but without practice, it is wasted. Start by spending time reviewing a topic/unit before quizzing/testing yourself with no notes and from your memory (this is vital for revision). Once you have finished, check your answers. This will support you in showing where your 'knowledge gaps' are and where focus needs to be in your future revision. Revision shouldn't keep you in your comfort zone, you need to be thinking hard and identifying your own areas for development. Avoid simply revising topics you enjoy. A technique to support deliberate practice is the Pomodoro Technique.



Practice should be applying the knowledge and skills you need to succeed so may involve exam questions or planning answers.

Deliberate Practice 'Do':	Deliberate Practice 'Don't':
<ul style="list-style-type: none">• Spend time practising what you will be tested on.• Practice the areas you struggle and need to improve on.• Make sure you review your practice – get a teacher to check it or review your notes and answers against mark schemes.	<ul style="list-style-type: none">• Use notes, the point is you are doing it from memory!• Only practice areas you find easy or do well at.• Spend too long on a question – stick to timing and practicing what it will look like in exam conditions.

SUMMARISING AND CHUNKING INFORMATION

Chunking information into manageable chunks to revise is a powerful strategy as it aids motivation and ensures your working memory is not overwhelmed.

1. Breaking up the information into paragraph or section chunks – this ensures you can work through, revise and learn, one part of the text at a time. Give each section a heading to support your understanding.
2. Only highlight the core information and do not highlight everything - what is actually needed?
3. Take out the information you have highlighted and bullet point it onto a revision card – use this knowledge to explain the ‘story’ and narrative and to test yourself.

Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the

United States. He was named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and

politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12. As an amateur

boxer he won many titles, culminating in the Light Heavyweight gold medal in the 1960 Olympics in Rome, Italy. When Ali returned home to the states, he was so proud that he wore the medal around his neck wherever he went. After a week,

he went to a café and ordered a drink. The waiter said “I’m sorry, we don’t serve coloured people”. Ali was so incensed

by this! He had represented his country, won the gold medal, and come back to this kind of treatment. Muhammad Ali ripped from his neck and threw it into a river. Ali turned professional at the age of 18. Ali's record was 100 wins, 5 losses

when he ended his amateur career. Ali became the World Champ at the age of 22. Clay was famed for his unorthodox

fighting style. Rather than match his opponents with brute force, Clay brought tactics and strategy into the ring. With his

fast-moving style, he was equally adept at dodging a punch as at delivering one. His fancy footwork soon became known as the 'Ali shuffle'. Ali also fought a great psychological game, often beating fighters before they stepped foot in the ring.

It was in the pre-fight build up to his first world title fight with Sonny Liston that Ali famously said "I will float like a butterfly and sting like a bee". In 1967, when Ali refused on religious grounds to be drafted into the US army to fight in Vietnam, he was stripped of his title and banned from boxing, two decisions he successfully overturned in court. This he achieved by defending himself brilliantly without a lawyer. In 1971, Ali lost the title to Joe Frazier. Ali went on to win it

back and then fought in two of the most famous fights in the history of boxing; The Rumble in the Jungle, versus George

Forman and The Thrilla in Manilla, again versus Joe Frazier. Ali is the only boxer to have held the World title on 3

separate occasions. Ali retired from professional boxing in 1981, at the age of 39, with a career record of 56 wins and 5 losses, and as a three-time World Heavyweight Boxing Champion. Throughout his boxing career Ali was won over 50

million \$. Muhammad Ali became a Muslim around the age of 22, and a member of a group known as the Nation of Islam

(or the Black Muslims) and was inspired by the teachings of Malcolm X. Muhammad Ali has been married 4 times, and

has had nine children. There have been many films made of his life, most recently with Will Smith in the title role. Ali was awarded the coveted title of 'Sportsman of the Century' by the BBC in 1999. Although suffering from Parkinson's disease, Ali still makes many public appearances. He refuses to allow his disability to beat him. He travels around the world doing great work for charity.

Paragraph 1: 'Born':


Muhammad Ali, arguably the greatest boxer in the history of the sport. He was born in 1942, in Louisville, Kentucky in the United States. He was

named after his father, Cassius Clay, Sr., who was named for the 19th century abolitionist and politician Cassius Clay. He changed it to Muhammad Ali in 1964. He became a boxer at the age of 12.


<p><u>Born:</u></p> <ul style="list-style-type: none"> • 1942 • Kentucky • Cassius Clay • 1964 • 12 	<p><u>Boxing:</u></p> <ul style="list-style-type: none"> •• 1960 Rome Olympics • Professional at 18 100 wins, 5 losses at amateur
<p><u>World Champion:</u></p> <ul style="list-style-type: none"> • 22 • ‘Float like a butterfly, sting like a bee’ • Vietnam 1967 • 3 times World Champion • \$50 million 	<p><u>Life:</u></p> <ul style="list-style-type: none"> •• • National of Islam • Married 4 times 9 children BBC Sportsman of the Century 1999

DUAL CODING

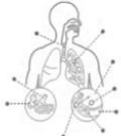
When reviewing something you have learnt, combining words and pictures can be powerful. Research suggests that combining words and images increase your learning by visually representing information in two different ways. Examples of this include creating a:



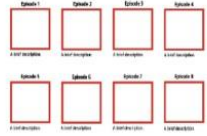
Timelines
These can show the events that happen in a sequence, and the links between these events.



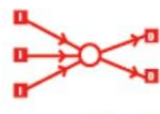
Mind Maps
These allow you to group information in branches from a central theme




Diagrams
Diagrams to annotate key information e.g. biological features about the body.



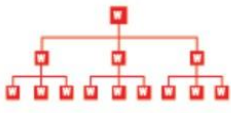
Story Boards
These can help you remember the key parts in a story or event



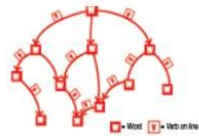
Flow Diagrams
Use flow diagrams to highlight cause and effect, input/output and processes



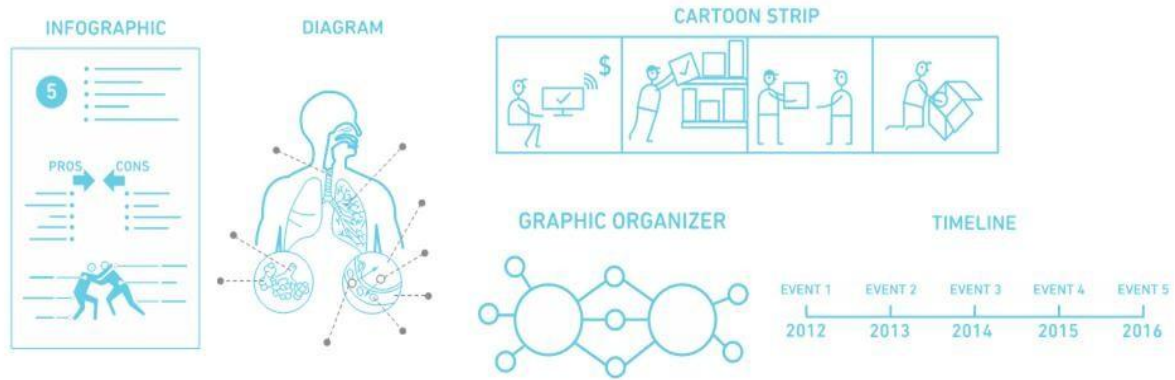
Venn Diagrams
Useful to compare change/continuity in history or characters in English



Graphic Organiser
These can chunk any aspect of a topic; hierarchy, process, cause/effect etc.



Concept Maps
Use to highlights links between themes, concepts and ideas.



INEFFECTIVE REVISION STRATEGIES – WHAT DOESN'T WORK

With the above in mind, it is vitally important to think about strategies that students may employ that have a limited or no real benefit on learning or memory. These include:

- Simply writing out notes or copying from a textbook/exercise book.
- Cramming revision to the 'final minute' overloads your working memory so you can't learn at all. It can also cause stress/anxiety before exams.
- Re-reading and doing nothing with the information. Trying to focus on 'too much information' on a single page and cramming revision.
- Highlighting information for the sake of it.
- Not enough silent work or attention to a given task. Attempting to revise while multitasking and doing other things.
- Comfort zone revision of easy material that pupils have already mastered because it makes you 'feel good'.

DEVELOPING REVISION ROUTINES AND HABITS

Within your revision, it is vitally important to establish a strong routine. Having goals are good for setting a direction. What do you want to achieve in *this* revision session? Habits are incredibly powerful in helping you to succeed. If you have the mindset of wanting to be a better student and build the habits to become the person you want, the results will come. Getting one percent better every day counts for a lot in the long-run.

In order to support the forming of good revision habits, there are a number of areas to consider:

- Make it obvious – revise in one area, leave your materials out ready to support organisation and ensure routines are stuck to. Ensure your environment is clear, uncluttered and comfortable.
- Start small and build up – reduce distractions where and when you revise and get your family to encourage the creation of a revision timetable and placing it somewhere visual in your house. Ensure someone else is knowledgeable of this timetable to enable accountability and aid support. Start revising for a short amount of time and build up over time.
- Make it attractive – collaborative focused revision (with friends) is beneficial (alongside attending interventions or revision sessions) but you could also ensure there is a ‘reward’ at the end of a revision session. *If I complete this, I can do this.* Write a revision contract.
- Make it satisfying and rewarding – challenge yourself, track your own revision progress and ensure you stick to your revision timetable. Small steps build success and motivation. Use PLCs or checklists to support. Focus on ‘I’m a hard worker’ than ‘I want a Grade 8’.

CREATING AN EFFECTIVE REVISION ENVIRONMENT

Goals are good for setting a direction but systems are best for making progress. We know that working memory can only hold a small amount of information at once. Therefore, in order to revise and learn effectively, you should use techniques which free up your working memory and stop it from being overwhelmed. One way is working in an environment which is free from distractions.

Find a quiet, tidy room with minimal distractions – your bedroom, library or classroom.

Put your revision timetable, exam timetable and other documents visible on your wall

Make sure you have a drink and snack with you, staying hydrated and full is important



Put your phone in another room, it is too much of a distraction -

Loud music is a distraction, if you must listen, it needs to be low tempo, without lyrics

Have all your revision materials and stationary on your desk ready to go - make it obvious

Whilst phones are a brilliant intervention, research has found that they have a negative impact on revision and learning. It can reduce concentration, impacting working memory, impact your sleep due to the bright lights and distractions, reduce your motivation to reduce and through listening to music, you are more likely to remember the lyrics to the song than the material you are revising

CREATING A REVISION TIMETABLE

1. Collate all your topics and determine where you need to focus your time. Which subjects and topics do you need to target?
2. Create a table for a week with 30-minute revision slots and breaks built in.
3. Write the subjects in the table, leaving yourself at least two days between each.
4. Type it up so you re-use it and edit it. Ensure it is easy to check and find.
5. Put it somewhere visible and tick off completed sessions = see the success! Ensure someone at home also has ownership of it. It will support motivation.

For an example revision timetable, see below. *This involves only English, Maths, Science and R.S to show how a timetable may look but please ensure all subjects are included depending on the focus at a given moment.*

Subjects				English	Maths	Science	R.S.
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 mins	Reactions	Biblical experiences	Buddhism	Features of theatre texts	Atoms, electrons and protons	Experiences of an author	Properties
30 mins	The late romance plays	Expansion	Features of compounds	Partial fractions	Buddhism	Partial fractions	Features of theatre texts
Break							
30 mins	Equations	Act One character and plot	Algorithms	Properties	Features of compounds	Theme of Power and Control	Experiences of an author
30 mins	Properties	Buddhism	Theme of Power and Control	Act One character and plot	Algorithms	Equations	Expansion

Contact Details

If you wish to discuss your child's academic progress then please contact the relevant Subject Leader.

Subject Leader	Subject	Email Address
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Mr J Bagnall	Maths	Jonathon.bagnall@consilium-at.com
Mrs V Wakeling	Science	Victoria.wakeling@consilium-at.com
Miss R Hodgson	MFL	Rowena.hodgson@consilium-at.com
Mrs K Raine	Geography	Kiri.raine@consilium-at.com
Mr B Hepworth	History	Ben.hepworth@consilium-at.com
Miss C Lake	Business	Charlotte.lake@consilium-at.com
Mrs C Robinson	Creative & PA	Chelsea.robinson@consilium-at.com
Mr J Dwyer	PE	Jonathan.dwyer@consilium-at.com
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