



# Year 11

# Information Booklet

September 2021



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## TOP TIPS FOR GCSE SUCCESS

1. Revise in short blocks, 20 mins.
2. Keep a diary/record.
3. Focus on your weakest areas.
4. Use range of revision techniques.
5. Recap, revise and rest
6. Note taking that suits you. Post its, concept maps, postcards. Use colour.
7. Create a revision zone at home.
8. Involve others, teachers, family and friends.
9. Test yourself, others, past papers, websites.
10. Believe that you can do this, consider what is at stake.



# Year 11 Information Briefing

Thank you for your continued support in such challenging times. The dedication and maturity displayed by your child during the period of lockdown last academic year was exceptional. The year group have already made tremendous efforts towards their GCSEs so far and I am looking forward to seeing the results achieved during this academic year and next summer. The year will be challenging and demanding for your child but it is also exciting and rewarding. This booklet will help in fostering a successful year for all students.

## Contents

We have put together a range of information within this booklet under the following areas:

1. Key Dates
2. 6<sup>th</sup> Form Information
3. Key information and dates for core subjects (English, maths, RE, science)
4. Key information and dates for option subjects
5. Advice to parents/carers
6. Revision advice

I very much hope that you will find this information useful. Please feel free to give feedback or share other forms of help you would like the school to consider. Our Exam Officer will send out further details regarding Examination Board regulations as we approach the “Mock” exams later this term, however students should get used to only writing in BLACK pen, and take into account that all watches are now banned from public examinations and so they should get used to looking up at an analogue clock (with hands) to check the time remaining during an exam.

I feel immensely proud of the achievements the year group have made to date and I am delighted to have had the privilege to be the Year Leader of such a fantastic group of students. I will do my utmost this year to help them in any way I can. To that end, please do not hesitate to get in touch with me about any aspect of your child’s education or well-being.

Yours sincerely,

Mr Jamie Redmayne  
Year 11 Leader



## Year 11 Key dates 2021-22

### 2021

Friday 8th October	Progress and Attitude to Learning grades issued.
14th October	Year 11 Academic Mentoring Day
12th November	6th form applications open
29th Nov - 3rd December	Mock examinations (core subjects)

### 2022

4th-7th January	Mock Examinations (option subjects)
Friday 28th January	Next Step reports
31st January	Year 11 A level taster day
2nd February	Sixth form application meetings start
10th February	Year 11 Parent evening
25th March	Progress and Attitude to Learning grades issued.
May and June	GCSE examinations
22nd June	Sixth Form Induction Day
1st July	Year 11 Prom, The Arora Hotel

**\*all provisional dates**



## St Wilfrid's Sixth Form

St Wilfrid's has a highly successful, academic and caring Sixth Form with an excellent reputation for successfully preparing students for university and employment. We are exceptionally proud of all that our Sixth Form students achieve and we welcome applications from our current Year 11 St Wilfrid's students and external applicants.

- Sixth Form Applications are via our online system. On 12<sup>th</sup> November 2021 you will receive a welcome email to your school email address inviting you to register for the Sixth Form Application. Once registered you will be able to complete the Sixth Form Application
- Sixth Form meetings with a member of the Leadership Team as part of the Sixth Form application process will be held from the 2nd of February 2022, after the students have received their mock results.
- After the interview, students will be offered a conditional place subject to attaining a good attendance and behaviour record. Some subjects require higher than a grade 5 to study at A Level. There are some Level 3 BTEC subjects available.
- Following the conditional offer of a place in Sixth Form, students will be invited to our Sixth Form Induction Day on 22nd June 2022. It will be an opportunity to learn something about the expectations of the Sixth Form and to find out more about individual subjects.
- Enrolment day will come after the students receive their GCSE results, date to be confirmed. On enrolment day students will be given the opportunity to discuss results and agree final A-Level option choices.



## Changes to GCSE assessment and grading

In September 2015, all schools began teaching to a new GCSE English and Maths specification. These were the first two subjects to be revised to the new standards issued by the Department for Education, including the requirement that they are assessed by exam only (i.e. no coursework or controlled assessment). These subjects were also the first to be introduced that will be assessed using the new 9-1 grading system.

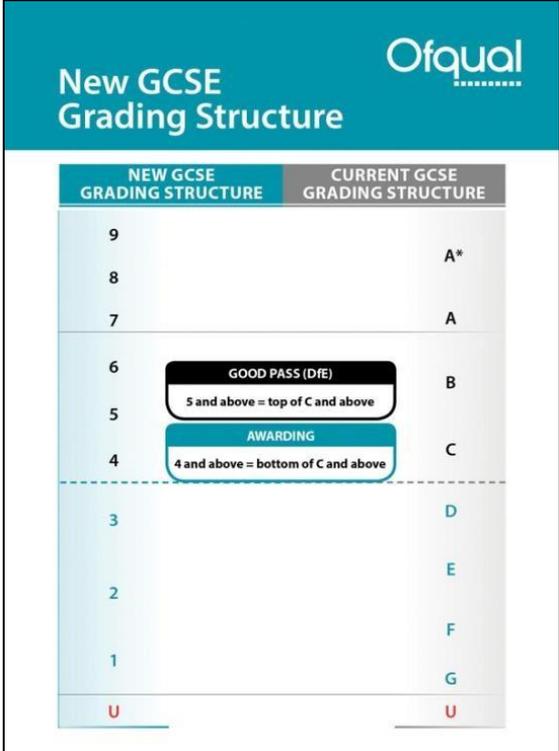
Since September 2016, all GCSE subjects have been teaching their new specifications, using the 9-1 grading system. August 2019 saw all students awarded grades from 9-1 in all subjects.

In addition to driving the re-design of all of the subject specifications and also the grades awarded for them, the government have also changed the accountability measures that are published that indicate how a school has performed; this is called Attainment 8 and Progress 8. They have stated that Grade 5 is what is considered as a 'good pass grade'. This is roughly equivalent to a high C grade / low B grade on the old system. A 'standard pass' is considered to be a Grade 4.

Target setting for these new GCSE courses is challenging as there is little information to support the new qualifications. As a school we have discussed and developed a personalised approach to target setting, and each student's target for every subject has been carefully considered on an individual basis.

However, we will be constantly reviewing these targets in the light of any new statistics produced by the Department for Education and the exam boards, as well as tracking individual student achievement and progress in the assessment tasks that they are completing. Therefore, please do not be surprised if target grades are changed during the course of the year.

You will receive a formal report home on a regular basis with all of the target and attainment data, but you will also be able to access live data whenever you wish using the go4schools website.



The chart illustrates the mapping between the new GCSE grading structure (9-1) and the current GCSE grading structure (A\*-U). It highlights that grades 5 and above are considered a 'GOOD PASS (DfE)' and are equivalent to the top of C and above in the current system. Grades 4 and above are considered 'AWARDING' and are equivalent to the bottom of C and above in the current system.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U



# English Language & English Literature

## English Language

Exam board: AQA  
Exam specification: 8700

The specification is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.

It enables students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

There are two equally-balanced papers, each assessing reading and writing in an integrated way. Speaking and listening skills of presenting, responding to questions and feedback use of Standard English are assessed by the class teacher throughout the year.

### Assessment

All texts in the examination will be unseen.

### Paper 1: What's assessed?

#### Section A: Reading

One literature fiction text

#### Section B: Writing

Descriptive or narrative writing

### Paper 2: What's assessed?

#### Section A: Reading

One non-fiction text and one literary non-fiction text

#### Section B: Writing

Writing to present a viewpoint



## English Literature

Exam Board: AQA  
Specification: 8702

AQA have designed the English Literature specification to inspire, challenge and motivate every student, no matter what their level of ability. A range of texts are included to cater for the needs of teachers and students in all educational contexts. There are texts that will be familiar, as well as new ones that will



inspire young readers. It's fully co-teachable with GCSE English Language, so students will benefit from the transferable skills.

## **Assessment**

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

### **Paper One - What's assessed?**

#### **Shakespeare plays** (Romeo and Juliet)

Students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole

#### **The 19th-century novel** ( A Christmas Carol)

Students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### **Paper Two - What's assessed?**

#### **Modern prose or drama texts** ( Blood Brothers)

Students will answer one essay question from a choice of two on their studied modern prose or drama text.

#### **The poetry anthology**

Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

#### **Unseen poetry**

Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



# Mathematics

Exam Board: AQA

Specification: 8300

Students will follow the new GCSE (9-1) syllabus and will be awarded a number grade instead of a letter grade. This new linear exam will be assessed by three 1h 30 examination papers (1 non-calculator and 2 calculator) in May/June 2021. Each paper will be worth one third of the Mathematics GCSE. There is no coursework. There are two tiers, higher tier covering Grades 4 to 9, and foundation tier covering grades 1 to 5. Decisions regarding final tier of entry for the final exam will be made after Christmas in year 11. Unless students are expected to gain a grade 6+ it is likely that they will be entered for the Foundation tier paper.

The major changes from the previous specification are that there is more content at both Foundation and Higher Tiers, which is reflected in the greater assessment time (4.5 hours in total). Some of the content that has been traditionally examined in the higher tier exam has been transferred to the foundation tier. There are new topics to be taught in both the higher and foundation tier specifications.

The style of questions has changed with a greater focus on problem solving, reasoning & interpreting. Students have access to a variety of online support materials, including tutorial videos.

Any students working below the level of the new qualification will follow an Access to GCSE course to enable them to make progress towards sitting the new GCSE as appropriate. Some students may undertake an additional Level 1 examination in Number & Measure in January and/or June.

## **Revision**

Revision for your Maths GCSEs should have already started. Like with all revision it is quality as well as quantity which are important. To revise Mathematics, you actually need to do the Maths! Students should be using HegartyMaths regularly to revise topics they have met in year 10. Each month students are set an 'a little maths every day' revision calendar on SMH that they can attempt and in January a 20week study timetable will be published.

Mathematics staff are happy to be contacted to give you further information to help support your child with their revision. To aid in this revision the Maths department offers a range of resources to help revision at home. Revision Guides and resources are available to order at a reduced rate from school.

The Maths department website <https://stwilfridscrawley.sharepoint.com/sites/Maths> has links to recommended websites and further course information.

We provide free access to the following subscription websites:

- [www.justmaths.co.uk/online](http://www.justmaths.co.uk/online) this provides the "Top60" revision videos covering common topics on the Higher and Foundation tiers, along with corresponding worksheets username - SWStudent password - StWilfrids
- [www.hegartymaths.com](http://www.hegartymaths.com) students log in with their name and date of birth.



We recommend the use of the following free websites:

- <http://corbettmaths.com/contents> 5-a-day revision materials and explanatory videos and worksheets available.
- <https://diagnosticquestions.com/> used for the 20 week countdown and 100 day revision
- [www.onmaths.com](http://www.onmaths.com)

Students can also follow @StWilfridsMaths and [@ReviseJustMaths](https://twitter.com/ReviseJustMaths) on twitter for exam questions and answers as well as revision hints and tips.

### **Equipment in Lessons**

Finally, it is vital that every remaining maths lesson runs as smoothly as possible, for this reason the students must have their correct equipment with them for every lesson. Most importantly they **MUST** have the scientific calculator which they intend to use in the exam. It will be too late to expect a student to get used to using a new or different model calculator any closer to the exams. Can we also remember that to every lesson in the school students are also expected to always have:

- A black pen & pencil
- A highlighter
- A ruler
- A rubber
- A protractor & pair of compasses
- And a scientific calculator (FX83GTX is available from school via parentpay)

**It is really important that students have their own scientific calculator to use in and out of school (and should not be relying on the calculator function on phones etc at home)**

This list is the same as the required list of equipment for the exam. On the day of a GCSE exam, however, these should be carried within a CLEAR pencil case or bag.



# Religious Education

Exam Board: Pearson

Specification: Religious Studies A 1RA0 ZZ

At the end of Year 11 there will be **three** exams. One will assess the Catholic Christianity element of the course, one on Islam and the last on Philosophical and Ethical themes. The Catholic Paper is 1 hour 45 and will be **worth 50%** of students' final grades. The other two exams are 50 minutes and are both **worth 25%** of their final grade. In RE there is **no coursework** so it is **100% exam**. That means that it is essential for students to revise equally for all three papers in order to get a good grade.

Catholic Christianity	Islam	Themes
Catholic Beliefs	Islamic Beliefs	Believing in God
Catholic Practices	Islamic Practices	Relationships and families
Sources of Wisdom		
Forms of Expression		

## Helpful Points for parents and students:

We will be providing intervention sessions for those who need extra support as highlighted by previous assessments and their class teachers.

We will provide a number of revision materials to support them but they also need to use the online kerboodle text book in their revision.

After school Revision Sessions will begin after October half term to support mocks.

After mocks those who have clearly underperformed will again be invited to compulsory intervention sessions.

Ongoing revision of topics covered so far at home throughout y11 will greatly assist students achieving their potential by keeping the content fresh in their minds.

RE staff are available in the department each day for advice.

Completing as many practice questions as they can and hand them to their teacher to be marked.

## Staff contact emails

Mrs C. Baldwin: Subject Leader for RE	<a href="mailto:c.baldwin@stwilfrids.com">c.baldwin@stwilfrids.com</a>
Mr C. Franke: Assistant Head teacher	<a href="mailto:c.franke@stwilfrids.com">c.franke@stwilfrids.com</a>
Ms. Lock : Assistant subject leader for RE	<a href="mailto:i.lock@stwilfrids.com">i.lock@stwilfrids.com</a>
Mr S. Kirwan	<a href="mailto:s.kirwan@stwilfrids.com">s.kirwan@stwilfrids.com</a>
Mr S. White	<a href="mailto:s.white@stwilfrids.com">s.white@stwilfrids.com</a>



# Science

Exam board: AQA

Exam specification: Combined Science – Trilogy (8464)

This qualification is linear, students will sit 6 terminal examinations at the end of Year 11. The course has an equal amount of Biology, Chemistry and Physics and prepares students for the A-levels in those subjects should they choose to take them in sixth form. There are no coursework deadlines. There are no controlled assessments.

## **Biology**

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

## **Chemistry**

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

## **Physics**

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism



## Assessments

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Assessment	Date	Topics Covered	How it's assessed
Biology Paper 1	Tbc	1 – 4	75 minute written exam
Chemistry Paper 1	Tbc	8 – 12	75 minute written exam
Physics Paper 1	Tbc	18 – 21	75 minute written exam
Biology Paper 2	Tbc	5 – 7	75 minute written exam
Chemistry Paper 2	Tbc	13 – 17	75 minute written exam
Physics Paper 2	Tbc	22 - 24	75 minute written exam

As well as assessing knowledge and understanding of the Science curriculum, the papers assess the 21 required practicals the students complete in class and in the Physics paper the 21 equations studied in class as well.

## Helpful Resources:

<https://www.educake.co.uk/>

<http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

<http://science.stwilfrids.com/>

[https://www.youtube.com/results?search\\_query=aqa+gcse+science+revision](https://www.youtube.com/results?search_query=aqa+gcse+science+revision)

<https://www.youtube.com/c/Freesciencelessons>



# Art

Exam board: AQA  
Exam specification: 8202

This year we will focus on completing the coursework portfolio. Due to Covid the government has, in consultation with the exams board, taken the decision to remove component 2 the timed exam for this years' GCSE students. Assessment will now be based purely on coursework assessment. Students will work until the end of May on completing evidence for Component 1.

## GCSE DEADLINES

### End of Sept 21

All year 10 portrait study sheet coursework should now be complete

### May 22

Final submission of coursework – for final assessment

## Year 11 coursework tasks are as follows:

Self Portrait final piece

Contemporary Portrait – Ideas development sheets x 2

Contemporary Portrait Final Piece x 1

Fears and Phobias development sheets x 4

Final Fears and Phobias piece x 1

# Business Studies

Exam board: Edexcel /Pearson  
Exam specification: 9BS0

## Course overview:

Students have been studying topics around two different themes.

### Theme One: Investigating small business.

Enterprise and Entrepreneurship, including how and why business ideas come about and the role of entrepreneurship.

Spotting a business opportunity. Including conducting market research and understanding competition. Putting a business idea into practice. This focuses on making a business idea happen through identifying aims and objectives and the financial aspect.

Making the business effective. Students have explored a range of factors that impact on the success of a business including location and the marketing mix.

Understanding external factors in business. Students have explored how businesses respond to a range of factors outside of their control.



## **Theme Two: Building a business**

Growing the business. This includes the impact of globalisation and the ethical and environmental questions that businesses face.

Making marketing decisions. Students explore each element of the marketing mix in more depth.

Making operational decisions. This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.

Making financial decisions. Students will explore the tools a business has to support decision making, including ratio analysis.

Making human resources decisions. This focuses on recruitment, training, and motivation and decisions that a business needs to make relating to organisational structure.

### **Assessment:**

The course is assessed through two examinations.

Written examination one. Theme One.

This paper is 1 hour and 30 minutes long.

This examination is 50% of the qualification and consists of calculations, short and answer and extended writing questions.

Written examination two. Theme Two.

This paper is 1 hour and 30 minutes long.

This examination is 50% of the qualification and consists of calculations, short and answer and extended writing questions.

## **Computer Science GCSE**

Exam board: OCR

Exam specification: H446

OCR Computer Science GCSE: This course is assessed via two written exam papers, each 1 ½ hour in length, which students sit in the summer term of Year 11.

**J277/01: Computer systems** – Written exam worth 50% of total GCSE

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** – Written exam worth 50% of total GCSE

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

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 and refine algorithms must be answered using **either** the OCR Exam Reference Language **or** Python.

Deadlines for homework and the assessments are set by individual teachers and can be seen on [showmyhomework.co.uk](http://showmyhomework.co.uk).

## Creative iMedia

Exam board: OCR Cambridge National Level 1/2 Certificate

Exam specification: J817

OCR Creative iMedia: This course is assessed via one written exam paper, lasting 75 minutes, and three pieces of coursework.

**R081: Pre-production skills** – Written paper – 25% of GCSE

This exam paper assesses student's ability to:

- Understand the purpose and content of pre-production
- Be able to plan pre-production
- Be able to produce pre-production documents
- Be able to review pre-production documents

This question paper contains a scenario on which all questions are based. Questions consist of two sections, comprising short answer and extended response questions, which assess the quality of written communication. All questions are mandatory.

The R081 exam paper can be sat and resat in the January and June of Year 10 and 11.

**R082: Creating digital graphics** – Coursework – 25% of GCSE

This unit builds on unit R081 and learners will be able to apply the skills, knowledge and understanding gained in that unit and vice versa.



R082 consists of **four** learning objectives:

1. Understand the purpose and properties of digital graphics
2. Be able to plan the creation of a digital graphic
3. Be able to create a digital graphic
4. Be able to review a digital graphic

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

**R091: Designing a game concept** – Coursework – 25% of GCSE

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units.

This unit will enable learners to understand the capabilities and limitations of a range of platforms. They will be able to identify core features of digital games and gain the knowledge to create a games design concept proposal that can be presented to a client for critical review. This unit will also enable learners to understand the basics of planning and designing digital games for the creative digital media sector. On completion of this unit, learners will know about different types of digital games and where they are used, be able to plan and design a digital game concept and present a game proposal to a client or focus group.

R091 consists of **four** learning objectives:

1. Understanding digital game types and platforms
2. Be able to plan a digital game concept
3. Be able to design a digital game proposal
4. Be able to review a digital game proposal

**R092: Developing digital games** – Coursework – 25% of GCSE

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units.

This unit will enable learners to understand the basics of creating digital games and their environments for the creative and digital media sector. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game



On completion of this unit, learners will be aware of different types of digital games creation software, hardware and peripherals. They will be able to plan a digital game, create and edit the digital game and test the digital game with a client or focus group, identifying any areas for improvement.

R092 consists of **four** learning objectives:

1. Understand game creation hardware, software and peripherals
2. Be able to plan the creation of a digital game
3. Be able to create a digital game
4. Be able to review the creation of a digital game

All coursework units are centre-assessed tasks. Practice tasks are set in the context of an assignment, selected from the OCR bank of set assignments.

All results are awarded on the following scale:

- Distinction\* at Level 2 (\*2)
- Distinction at Level 2 (D2)
- Merit at Level 2 (M2)
- Pass at Level 2 (P2)
- Distinction at Level 1 (D1)
- Merit at Level 1 (M1)
- Pass at Level 1 (P1).

Deadlines for homework and the assessments are set by individual teachers and can be seen on [showmyhomework.co.uk](http://showmyhomework.co.uk).

## Dance

### Course Overview

Exam board: AQA

Exam specification: 8236

### COURSE REQUIREMENTS FOR COHORT ASSESSED IN THE YEAR 2022:

#### Component 1 - Performance and Choreography 60%

Performance

- Solo set phrases -1 set phrase chosen out of 4 (30 secs in length)
- Duet/Trio - Using motifs from 2 other remaining set phrases (2 minutes minimum)

Group Choreography Based on stimulus set by AQA; choice of; Paper released in Examination year

- 2-5 dancers (2-3.5 minutes)

(Group choreography rehearsals are expected to be weekly and completed outside of lesson time)



## Component 2-Dance appreciation Theory 40%

You will be examined on three topics;

- Choreographic processes and performance skills
- Critical appreciation of own work
- Critical appreciation of others work

You will study 6 different British works in depth:

Dance work	Dance company	Choreographer
<i>Artificial Things</i>	Stoppag Dance Company	Lucy Bennett
<i>A Linha Curva</i>	Rambert Dance Company	Itzik Galili
<i>Infra</i>	The Royal Ballet	Wayne McGregor
<i>Shadows</i>	Phoenix Dance Theatre	Christopher Bruce
<i>Within Her Eyes</i>	James Cousins Company	James Cousins
<i>Emancipation of Expressionism</i>	Boy Blue Entertainment	Kenrick H2O Sandy

All our formal deadlines will fall in Year 11 for Dance. Students will however be asked to complete mock exams throughout the lead up to the above dates, preparing and recording performances throughout the year. They will also be encouraged and invited to perform at our Evening of Dance and Performing Arts Evening to showcase their choreography and performances at the end of the year. I encourage all students who are taking GCSE dance to attend a contemporary dance class outside of school, this will aid in your son or daughter's performance skills. Students will follow the new GCSE (1-9) grading criteria. Students can use the Artspool revision tool to aid their theory learning this is a requirement of the course. These are a group of lessons online rather like 'mymaths'.

The GCSE Dance exam period for practical is between March and May, the school will set an appropriate date between these months. The theory exam will be towards the middle of June.

## Drama

Exam board: WJEC

Exam specification: C690QS

In the Autumn term, students will focus on:

### Component 2 – 20% - Performance/Design

Students will study one extract from a text which will then be performed to an audience. We are still awaiting confirmation of whether or not a visiting examiner will assess the performances face to face for this cohort, or whether we will record these and send them to the exam board for moderation. The exam will take place in January 2022. Students must know their lines off by heart and act naturalistically in character. Their understanding of character and narrative, as well as their use of a range of performance/design skills will be assessed. Students can be examined as either a performer or designer.



## **Theatre and workshop opportunities**

In preparation for Section B of the Component 3 written exam, we will go to the theatre to see a live performance. Year 11 will then practise analysing and evaluating the play. They will write about this play in the summer examination.

Students will also have the opportunity to take part in two acting workshops with external practitioners from two world renowned theatre companies: *Paperbirds* and *Gecko*, who are visiting our school to work with students from Years 10-13. These workshops will aid students enormously in building up their confidence, honing their acting talent and performance skills and broadening their knowledge and understanding of a wider range of performance styles, which is linked to the exam criteria.

**In the Spring term, students will focus on:**

### **Component 3 – 40% - Exam**

1 hr 45 minutes written exam

Section A: set text analysis of *Hard to Swallow* by Mark Wheeler, considering how they would direct, perform and design sections for performance

Section B: a review of a piece of theatre seen during the course. This could look at how design aspects such as lighting or sound were used to create meaning, or how performance skills such as voice and movement communicated ideas to the audience.

## **Enterprise BTEC level 1 / 2**

Exam board: Pearson/Edexcel BTEC Level 1 /2 Tech Award

Exam specification: DKPV8

### **Course overview**

Student and three different components that need to be completed. Two are these are coursework based and one is an exam.

### **Component one**

This is a coursework component. In this component, students will have the opportunity to develop knowledge and understanding of the different types of enterprise and their ownership, looking at the characteristics of small and medium enterprises (SMEs) and entrepreneurs with reasons for levels of success. Students will understand the importance of having a clear focus on the customer and the importance of meeting their needs. Enterprises can struggle if they do not carry out market research. It is important for students to develop relevant skills in market research and to analyse and be able to interpret the findings to support their understanding of customers and competitors. Students will explore why enterprises are successful, looking at the impact of factors both inside and outside the control of the enterprise, and investigate ways in which situational analysis can be used to support



decision making. They will discover how success can be monitored in an SME. This component will give students an understanding of the factors that contribute to a successful enterprise.

### **Component two**

This is a coursework component. In this component, students will use the research knowledge gained from Component 1 to consider a number of ideas before developing a plan for a realistic micro-enterprise activity. Students will have the opportunity to plan how best to set up the chosen enterprise and how to fund it. They will take responsibility for creating and then delivering a pitch for their developed idea to an audience using your knowledge of business, and demonstrating entrepreneurial characteristics, qualities and skills. In the final part of the component students will use feedback to review your plan and pitch for the micro-enterprise activity, reflecting on their plan, their pitch and the skills they demonstrated when pitching.

### **Component three**

This is the exam component. This external component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2 and includes synoptic assessment. Learners will be provided with a case study of a small to medium enterprise (SME), and a series of activities to complete.

The performance of an enterprise can be affected by both internal and external factors. To monitor and improve an enterprise's performance, students need to be aware of the impact of these factors and the strategies you can use to make the most of opportunities and minimise any threats. In this component, students will assess and analyse financial information in an enterprise context to monitor the performance of an enterprise and strategies to improve its performance. They will investigate cash flow forecasts and statements, exploring the effects that positive and negative cash flow can have on an enterprise, and suggesting ways to improve them. Students also will consider the different elements of the promotional mix in order to be able to identify target markets and put forward strategies that enterprises can use to increase their success in the future

The exam is taken in January and the students get a chance to re-sit the exam May.

## **Geography**

Exam board: Pearson/Edexcel

Exam specification: 1GB0

The course is divided into three sections. Changes have been made due to the effects of the Covid-19 pandemic and the Edexcel exam board will be providing more details on these as the term progresses.

Global geographical issues: this section looks at development with a particular focus on emerging economies. The hazards topic includes tectonics and meteorological hazards and the third topic focuses on challenges resulting from a rapidly urbanising world. This will be examined through a 94 mark exam (1 hour 30 minutes).



UK Geographical issues: this section includes a study of the UK's evolving physical landscape, allowing students to gain an overview of geology as well as coastal and fluvial processes. This topic also looks at the UK's evolving human landscape and focuses on a UK city. Normally there is a fieldwork component in this section but due to Covid-19 restrictions, the exam board has removed the obligation for students to complete their own fieldwork and answer questions on it in the exam.

People and the environment; making geographical decisions: this section studies the impacts of people on the biosphere, resource consumption and how our forests are under threat. These three topics are taught in conjunction with one another in order to build synoptic knowledge. This leads towards students being able to sit an exam in which they must make informed geographical decisions based on the environment and sustainability. This will be examined through a 64 mark exam (1 hour 30 minutes).

All exams will take place at the end of Year 11.

## History

Exam board: AQA

Exam specification: 8145HJ

Year 11 continues with the Edexcel GCSE history course which began at the start of Year 10, but there are changes due to the Covid pandemic. The Department of Education and Ofqual are currently considering various proposed changes, which may make some units optional and/or give advance notice of areas of questioning. The course will aim to build, and will assess, students' knowledge and understanding of Crime and Punishment through Time, their ability to investigate issues and sources of evidence critically, and be able to explain the reasons behind different interpretations of the past. This is in addition to the Weimar and Nazi Germany and Early Elizabethan units already covered in Year 10. We currently expect to replace the American West unit with a period of revision, but this is not yet confirmed.

The minimum grade that a student will need to gain in order to study history at A Level is a grade 4. At A Level we have launched a fascinating new course that focuses on the fight of various people for their rights against oppression. This includes the struggle against apartheid in South Africa, the USA in the Twentieth Century, which includes the Civil Rights era, and Irish history from the 1798 rebellion to the establishment of an Irish state free of British control. Students will also complete a coursework unit on the Holocaust.



# Health and Social Care BTEC Level 1 / 2 Award

Exam board: Pearson/Edexcel BTEC Level 1/Level 2 Tech Award

Exam specification: YPG28

Students will be studying the new Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care. The qualification has three components that focus on the assessment of knowledge, skills and practices. The three units are, Human Lifespan Development, Health and Social Care Services and Values and Health and Wellbeing.

Assessments take the form of coursework and controlled task. Component 3: Health and Wellbeing is a 2hr exam set and marked by Pearson, completed under exam conditions.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	Synoptic External

## Component 1 Human Lifespan Development.

This component involves studying how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

## Component 2 Health and Social Care Values.

This component will give you an understanding of health and social care services and will help you develop skills in applying care values which are common across the sector. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

## Component 3 Health and Wellbeing.

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

For more information please contact [r.harrison@stwilfrids.com](mailto:r.harrison@stwilfrids.com)



# Media Studies

Exam board: AQA

Exam specification: 8572

## Course overview

70% Exam (Media 1 and Media 2)

30% Non-exam assessment (NEA)

Students will study a range of media forms and media products and analyse them by applying the Theoretical Framework:

**Media Language**

**Media Representations**

**Media Industries**

**Media Audiences**

They will learn subject specific terminology and media theory and how to apply it, as well as how products reflect the social, cultural, historical and political contexts in which they were produced.

Exams: Both exams include a mixture of short, medium & extended response questions.

## Media One 35%

Section A: Media Language and Media Representations

Section B: Media Industries and Media Audiences

Questions in these sections will be on the following forms:

1. Magazines
2. Advertising & Marketing
3. Newspapers
4. Video Games
5. Radio
6. Music Video
7. Online media
8. Film (Industry only)

## Media Two 35%

1. Based on a screening from any one of the television Close Study Products & can test any area of the theoretical framework.
2. Online, Social and Participatory media
3. Video Games
4. Newspapers



### **30% Non-exam assessment (NEA)**

A set brief from the exam board (AQA)

Assessed in school & moderated by AQA

You produce:

A statement of intent

A media product for the target audience

## **Modern Foreign Languages (French and Spanish)**

Exam board: AQA

Exam specification: French: 8658 Spanish:8698

Students in Year 11 will continue to build on their knowledge of key vocabulary areas and grammar, and will work this year to develop and reinforce their knowledge of the AQA vocabulary list that they worked on in Year 10.

All students will take four exams:

1. 25% listening exam
2. 25% reading exam
3. 25% writing exam
4. 25% speaking exam

The exams are tiered as Foundation and Higher, and students will enter the same tier for all four papers. The tier decision will be made following discussion between student and teacher after the mock exams. The mock exams will take place in January 2022 and will cover all examined skills.

Lessons will involve a variety of activities to practise these skills and to develop cultural knowledge of countries where the target language is spoken. Students will have the opportunity to practise speaking exam skills with our current A Level students, and will be able to request an appointment with their teacher as needed. All skills are assessed by final examination. There is no controlled assessment in French or Spanish. Exam practice and end of topic assessments will be carried out throughout the year and will contribute to the current progress grade. Students will be tested each week on vocabulary that they are accumulating as part of their homework. They will also have a piece of written homework each week. Additional support in grammar and exam technique will be available before school. Students have access to the textbook resources through [www.kerboodle.com](http://www.kerboodle.com) and should also use [www.theeverlearner.com](http://www.theeverlearner.com) to develop their vocabulary knowledge. All students will have a revision workbook that is theirs to keep, and should be using this to prepare for their exams.

If you have any questions, please contact [L.deGuillen@stwilfrids.com](mailto:L.deGuillen@stwilfrids.com)



# Music

Exam board: WJEC/Eduqas

Exam specification: C660QS

**ALL Music Coursework is submitted in Year 11.** This is worth 60% of the final GCSE grade. There is ONE listening and appraising exam at the end of the course in June and this makes up the remaining 40% of the final GCSE grade.

## **Component 1: Performing (30% of your GCSE)**

### **Deadline for Performing Portfolio: Tuesday 5<sup>th</sup> April 2022 (Final exam recordings 4<sup>th</sup> /5<sup>th</sup> April 2022)**

You must perform 4-6 minutes of music, and one of your chosen pieces must link to one of the areas of study, i.e. Musical Forms, Music for Ensemble, Film Music or Popular Music. Also, one of the pieces you perform **must** be an ensemble, or group piece, which lasts for at least one minute. **\*This year only students do not have to include an ensemble piece but can choose to do so if they wish (there must be a minimum of 2 minutes of student performance recordings).** Your performance pieces must be grade 3 or higher in standard. You will be assessed on **accuracy, technical control, expression, and interpretation.** All performances must be recorded and **you must have the sheet music or tab for the part(s) you are playing.** Interim deadlines will be written in your planners for solo and ensemble performances.

## **Component 2: Composing (30% of your GCSE)**

### **Deadline for Composing Portfolio: Friday 18<sup>th</sup> March 2022**

You must compose two compositions. One must be in response to a brief which will be set by Eduqas on 1<sup>st</sup> September in Year 11. The second composition is a free choice composition, for which you will set your own brief. Interim deadlines will be set for each piece and are written in your planners. **\*This year only one composition will be submitted. Students can choose whether this is their free choice or brief composition (the composition portfolio MUST be over 2 minutes).**

For both compositions, you need to keep a composition log which will be signed three times by your teacher. The total duration of **both** your compositions must be between 3 minutes and 6 minutes long. You will be penalised if your work is too short, or too long!

You **must** also produce a score or detailed written description of the music plus a lead sheet for each composition outlining the melody, the chords, tempo and performance directions (dynamics, articulation etc.). You will also have to complete a composition log booklet.

## **Component 3: Appraising (40% of your GCSE)**

### **Written Examination on: Wednesday 22<sup>nd</sup> June 2022**

This is a listening exam which will last for 1 hour and 15 minutes. **\*THERE ARE NO CHANGES TO THE CONTENT OR FORMAT OF THE LISTENING EXAM THIS YEAR. ALL ELEMENTS WILL BE INCLUDED (Confirmed by Ofqual and Eduqas).**

There will be **eight** questions, **two** on each of the following areas of study:

AoS1: Musical Forms and Devices

AoS2: Music for Ensemble

AoS3: Film Music AoS4:

Popular Music.

Two of the eight questions will be based on our set works which are 'Africa' by Toto, and 'Badinerie' by J S Bach.

**\*\*We recommend the Illuminate WJEC/EDUQAS GCSE Music Revision Guide (Revised Edition) ISBN: 9781912820788**



# Photography

Exam board: Edexcel/Pearson

Exam specification: 8206

This year we will focus on completing the coursework portfolio. Due to Covid the government has, in consultation with the exams board, taken the decision to remove component 2 the timed exam for this years' GCSE students. Assessment will now be based purely on coursework assessment. Students will work until the end of May on completing evidence for Component 1.

## GCSE DEADLINES

### End of Sept 21

Deadline for year 10 still Life Distortion coursework and Truthful Representations Initial Portrait coursework

### May 22

Final submission of coursework – for final assessment

Year 11 coursework tasks are as follows:

Portraits and emotions project – research, ideas development and final ideas development

Portraits and Distortion – research, ideas development and final ideas development,

extended project – theme – concealment. Creating final coursework photobook

# Physical Education

## GCSE PE

Exam board: AQA

Exam specification: 7582

Students will soon be embarking on their controlled assessment on analysis of performance worth 10% of their practical. Students will be assessed in two practical activities; these can both be team or individual or one of each. Each will need to offer two performances worth a combined 30% of the GCSE grade. The moderation of this will be in March.

Theory topics are divided across papers, helping students to see which part of the specification they are being assessed on in each exam.

**Paper 1 (1hour 15 mins exam)** The human body and movement in physical activity and sport will be assessing: Applied Anatomy and Physiology; movement analysis (biomechanics) and Physical Training

**Paper 2 (1hour 15mins exam)** Socio-cultural influences and well-being in physical activity and sport will be assessing: Sports Psychology; socio-cultural influences and health and well being



## Level 1/2 BTEC SPORT

Exam board: Edexcel/Pearson BTEC Level 1/2 First Award

Exam specification: BPTY4

All students have studied Unit 1 Fitness for Sports but were unable to take their online examination due to the cancellation of exams so will be sitting it this year.

Students are close to completing their Unit 2 Practical Sports Performance.

Students are required to continue gathering video footage of them competing competitively in two sports of their choice.

Students will begin year 11 on Unit 3 'Applying the principles of Personal Training. This unit focuses on the development of a personalised training programme and the effects this will be having on the student.

Following this, students will progress onto the final unit of the course (Unit 6: Leading Sports Activities). This involves the students planning, delivering and evaluating a sporting activity of their choice.

## Product Design (Design & Technology)

Exam board: OCR

Exam specification: J310

GCSE Product Design qualification is made up of two assessed units.

Unit 1

**Principles of Design and Technology** 2 hours written paper 50% of total GCSE

This unit brings together the learners 'core' and 'in-depth' knowledge and understanding.

The question paper is split into two sections. A minimum of 15% of the paper will assess learners' mathematical skills as applied within a design and technology context.

Unit 2

**Iterative Design Challenge project.** 50% of total GCSE.

This component offers the opportunity for learners to design, model and make a product. Pupils are given a choice of challenges will be released on 1 June each year.



# Travel and Tourism

Exam board: Edexcel/Pearson BTEC Level 1/2 First Award

Exam specification: BPTY5

**Assessment of this course is through three units of coursework and one exam.**

## **Unit 1 – investigating the travel and tourism industry - Examination**

- Students will sit this exam in January and there is a resit opportunity in the summer. Students will be issued with revision guides and past papers to work through.

## **Unit 2 – UK Travel and Tourism destinations – Coursework**

Task A – Plotting UK destinations on a series of maps

Task B – Creating brochures on a series of UK destinations.

Task C – Creating itineraries for two visitors to UK destinations

Students have completed this in year 10.

## **Unit 3 – The Travel and Tourism Customer - Coursework**

TASK A – Customer service objectives

TASK B – Customer needs in travel and tourism organisations

TASK C – Investigating customer service skills in Travel and tourism organisations.

Students will be working on this between September 2021 and May 2022

## **Unit 4 – International travel and tourism destinations – Coursework**

Task A – Plotting European and international destinations on a series of maps

Task B – Creating brochures on a series of European and Worldwide destinations.

Task C – Creating itineraries for two visitors to European and worldwide destinations

Students will be working on completing this until May 2022

All coursework will need to be completed by 1<sup>st</sup> May 2022. Deadlines for assessments will be set on [showmyhomework.co.uk](http://showmyhomework.co.uk) and students will need to meet the set deadlines to be able to pass the course.



## E-learning Support for Students

Every student has a SatchelOne ShowMyHomework account, this is where student's regular homework will be recorded. <https://www.satchelone.com/>  
Students log in using the "log in with O365 button"

A parent app is available to allow you to track and monitor student work. For more details about the parent app contact Mrs Denyer via [smh@stwilfrids.com](mailto:smh@stwilfrids.com)

Student rewards, attainment data and written reports are all detailed using the student and parent Go4Schools accounts. Please follow the instructions on the school [website](#) .

Students also have free access to Microsoft Office 365. Students can access the web version via the school website, but this subscription also includes 5 free downloads to use on computers and devices at home. Students are expected to check their school email regularly, and know how to access Microsoft TEAMS as this is where staff will share additional resources and work related to Covid absences.

Different subject areas provide e-learning resources to support students with their studies, eg HegartyMaths, Educake, Kerboodle & Activlearn.

The image shows a screenshot of the St Wilfrid's Catholic School website. The top navigation bar includes links for HOME, OUR SCHOOL, LEARNING, PARENTS, SIXTH FORM, ADMISSIONS, NEWS & EVENTS, and RECRUITMENT. A secondary navigation bar features social media icons (YouTube, Twitter) and buttons for Staff, Students, and Contact. The 'Students' button is highlighted with a yellow circle. Below the navigation is a large image of students in school uniforms. A blue arrow points from the 'Students' button to a preview of the 'Students' page. The 'Students' page has a breadcrumb trail: HOME > STUDENTS. A red sidebar on the right, titled 'In this section', lists 'Microsoft 365', 'Show My Homework', and 'Unifrog'. The 'Microsoft 365' link is also highlighted with a yellow circle.



## Advice to Parents/Carers

Your main role over the next few months is to help build confidence and support the revision process.

You must take a real interest in your son/daughter's exam preparation even to the extent of sacrificing some of your own time to offer help. Some of you may be nervous because you are not sure your help will be welcome, or because you think that you don't know enough about a particular subject. I hope some of the suggestions offered will allay your fears.

The first step is to familiarise yourself with your son/daughter's study plan. It is very easy to draw up a study plan but not so easy to stick to it. Go through it with the student and encourage them to keep to it. Some evenings they will not feel like doing much work. This may be the time to offer to test them on something they have already learnt. Someone taking an active interest can provide the motivation needed.

You will of course have to use your judgement. They may be genuinely tired and in need of a relaxing evening and an early night. It is as important to recognise when to stop, as it is to know when to push a little. You may have to remind them to re-schedule the work missed.

Sometimes the best way to help is to try to reduce other pressures.

Making time to listen is very important. Get him/her to talk about the work in progress, any problems with it, and possible solutions. They have been studying the subject and may well come up with answers with a little encouragement. If they are really stuck, get them to ask their teacher; and then remember to ask them what the answer was when they come home.

Going over a topic and testing them on the main points is a very useful way of helping. Try to avoid the temptation to catch them out on detail as this can shake their confidence. Take care not to display your knowledge, which may not be relevant to the course they are following.

Not all students have the same self-discipline. Just because he/she is up in the bedroom for two hours does not mean he/she is studying! It may be a good idea to get into the routine of ending each study session with a few test questions or simply taking a look at what has been done and a brief discussion about it.

Students can get irritable as the pressure builds towards the exams. (Some can get irritable under normal circumstances). Try not to nag. If things do not seem to be going well, arrange to come in and discuss it with one of the teachers.

Your support and interest may be the deciding factor between grades.



# Revision Advice

## 1.0 Introduction

It is widely thought that sitting written Examinations is the most effective way of assessing someone's knowledge and understanding of a particular subject in an objective and provable way at a standard which is readily understood by the nation as a whole. In fact, the system of "viva" examinations (a grilling by a panel of experts) provides a far more rigorous method of assessing a person's true understanding of a subject but is too expensive to be used widely and is usually reserved for university examinations. Recognising that exams are not ideal, that they operate within a strictly defined set of rules, and that there are techniques for enhancing your performance within those rules, is the first stage in performing well in exams. It is the aim of this booklet to raise your awareness of some of these issues. Read it carefully and share it with your parents/carers so that they can help you.

## 1.1 The GCSEs

The General Certificate of Secondary Education (GCSE) exams used in England and Wales are graded 1-9. GCSE grades are the criteria by which people are selected to proceed to higher and further education, and are recognised by employers when shortlisting candidates for interview. It is important to realise that the number of GCSEs passed in one go is often looked for (except in cases of illness), and retake passes may be of lesser value (though still worth having). For many college courses and jobs a grade 4 or better at GCSE are the entry requirements. Many people become extremely successful having failed to achieve this standard at age 16, but options become closed to you and progress becomes more difficult. For most jobs, good grades in English and Maths are essential.

These days many GCSE final grades are made up from written exams. You should be fully aware of any coursework requirements if there are any as most teachers spend much of Year 11 trying to extract the highest quality coursework possible from inexperienced students who have not quite appreciated the gravity of the situation. Coursework is obviously vital, but the aim of this booklet is to concentrate on passing written exams.

Written exams work like this; a list of knowledge or skills, called a syllabus, is published which is the content on which the examiners will ask a range of questions. Now it is not possible to ask questions on everything covered by a 2 year syllabus in a 2 hour exam, so to ensure that you learn everything the examiners keep top secret which bits they are going to ask you about. You could think to yourself "I only need 65% to achieve a Grade 5, so I'll only bother to learn 70% of the syllabus, and answer 70% of the questions". This is an extremely dangerous game to play. It assumes that you will get the questions you answer 100% correct, which is unlikely, and that the questions will be evenly distributed. Two questions on a subject you have not learned will spell disaster. Your teacher will have covered the syllabus, so make every effort to cover all of it in your revision programme.



## 2.0 Now, on to “How to Pass those Exams”

Passing exams falls into two distinct phases, the preparation beforehand, and sitting the exam on the big day. Of the two the preparation is everything and should render the exam a trivial formality which is an insult to the intelligence. This does actually happen .....sometimes!

### 2.1 The Preparation

The preparation phase falls into three main tasks. Accumulating the required knowledge, learning the knowledge, and practising exam questions.

### 2.2 The Knowledge

It may come as some surprise to know that there are really two limitations on you learning anything (yes, that includes Einstein’s General Theory of Relativity and other really difficult ideas). These limitations are; the way that the information was presented to you; and the time in which you were allowed to learn it. Teachers have limited time to convey all the required information and so may have to go too fast for you, or may not have time to repeat everything in a form which you find easier to understand and remember. Therefore the onus is on you to fill in any gaps in your understanding of the knowledge. “The Knowledge” is outlined in the syllabus and is what you are going to be asked questions on in the exam. Learning all of it is vital, as is knowing the sort of questions you are going to be asked as this may well influence how, and in what form you learn the knowledge. Are you going to be asked to regurgitate facts, are you going to be asked to display some skill, are you going to have to solve an unseen problem, are you going to have to build a coherent argument from a set of data? Knowing what is required of you should be fairly obvious from the various exercises and tasks your teacher has invited you to do during the course. Did you do them when asked and can you do them now? Do you have to catch up?

So the first thing to do is review and rewrite your notes in the light of what you need to know and what you will be asked to do, fill in any gaps and rewrite things in simplified form. This process is **called compiling a set of revision notes**. This is the first step and is very important. You need to prepare yourself psychologically and logistically for this first stage. *Psychology* means your mental approach; *logistics* means your physical organisation for the task.

**Psychology** What do you want to achieve? How hard are you prepared to work to achieve this? Are you prepared to dedicate four months of your life to achieving your aims? Setting yourself high standards and being single minded enough to realise them takes self-belief and self-confidence but will help to define you as an adult person. Convince yourself that you are a loser and you certainly will be, but decide to go for it and you will surprise yourself and be admired by others. Can you take responsibility for your own future? However well you did, will you be able to say, “I tried my best”?

(Psyche yourself up for the work ahead, **you** must convince yourself **to go for it**).



**Logistics** Having committed yourself to the task ahead the next job is to organise the time and space at home in which you are going to work. This could involve a whole range of things; like rearranging the furniture in your bedroom (or removing the fuse from your TV); organising some other quiet space to work; negotiating times of the day when other members of your household will cause minimal noise; changing meal times to suit your work pattern better; putting up shelves to accommodate your rapidly expanding volumes of revision notes; fixing that annoying dripping tap which you can hear from your workspace; explaining to your boy/girlfriend that those two hour evening phone calls are going to have to be curtailed for the next few months; and so on, you know the sort of thing.

This process is important as it is a first practical step for yourself and is saying to other people “This is important to me, please respect my desire to be successful in this”.

### **2.3 Now back to those Revision Notes**

Having organised yourself psychologically and logistically the compiling of revision notes can begin. A definite description of how to do this is difficult to offer as what will be most successful for you will depend on your strengths and weaknesses and your psychological make up. However some broad guidelines are possible:-

1. The notes should be a simplified distillation of the syllabus content.
2. The notes should be in a form that you can easily understand and remember.

If you have a clear and concise set of notes which you have been compiling during the course of your studies, then this process should not be too difficult. You may have to fill in any gaps you have, and you may have to re-interpret information which you failed to understand properly first time round. Arrange a consultation with your teacher to review difficulties if necessary. Revision notes should be a concise summary of your class notes, and may take a different form to narrative prose. Spider diagrams or other charts, or an essay plan may be a more effective way of committing something to memory. Some people advocate the use of cards which you can whip out at any available opportunity during the day for perusal. This might work for you, but you will not learn something by just reading it, and there is a limit to how much you can get on one card. The trick in the exam then, is to remember your revision notes and then have the ability to rework them into a coherent answer to the question.

An example of a chart summarising the essential information given in this section is shown above as one possibility. The exact form of such a note is personal to you, but the process of understanding and rewriting your notes in simplified form is a vital first step to a firm grasp of the knowledge. Aim to have completed your revision notes by the start of the Easter holidays.

### **2.4 Learn the Knowledge**

It is important to realise that learning anything is an active process which requires work and mental effort on your part. Passively reading revision guides or listening to tapes while asleep just will not



work! You must make every effort to learn your revision notes so that you can reproduce any page of them from memory. To do this, follow these easy stages:-

1. Read your page of revision notes
2. Cover up your page of revision notes and reproduce it from memory.
3. Check your version against the original
4. Repeat this process until you have learnt the page.

Having clear, concise revision notes containing all the relevant information helps this process greatly. Having witty acronyms or phrases as part of your notes can help to jog your memory. Although difficult at first you will find learning becomes easier as you make progress and become better at it and this will give you a growing sense of achievement and pride in yourself.

Now to repeat this simple process on a scale which will allow you to take in enough information to pass 10 GCSEs all in one go requires you to:-

## 2.5 Live the Exam Life

**Exams take place on weekdays from 9.15am for morning exams and 1.15pm for afternoon exams. For your morning examinations ensure that you arrive for 8.45am ready for entry into the examination hall, for afternoon exams you should be in school by 12.45pm.**

To do well you need to organise your life so that you can work at a sustained high level for this length of time during these hours of the day. This is just like training for a sporting event or rehearsing for a performance. You need to practise operating at or above the required level so that you can reproduce this on the day. To establish how to do this here are some guidelines:-

1. **Work** Work for 6 hours a day 6 days a week during the Easter holidays and study leave. Remember to get used to working hardest between 9.15 and 12.00 and 1.15 and 4.00. Work for at least 2 hours a night on schooldays.
2. **Sleep** Establish a regular sleeping pattern which sees you at your most alert during those important times of the day. Get your body used to the routine and do not vary it (by attempting to work late into the night occasionally for example) as this will induce “jet lag” and make you feel dopey. Too much sleep can also induce lethargy.
3. **Exercise** Take regular exercise. 15 minutes three times a week is minimum. Stick to something you are happy with, the list is endless (running, swimming, skating, squash, aerobics, rollerblading to name but a few). Arrange to go with a friend as this gives mutual support and relieves the loneliness of working on your own. Vigorous exercise is excellent for relieving stress, as are yoga and relaxation techniques. These also help ensure a good night’s sleep.



4. **Food** Eat a balanced healthy diet which supplies energy at the times of the day when you most need it. Do not over eat just before an exam as digesting food makes you feel lethargic. Caffeine containing drinks like tea, coffee and coke are stimulants and their use as exam performance enhancing drugs is controversial.

Furthermore, their use must be weighed against the need to sit in an exam for 2 hours without wanting to go to the toilet. This is one of the worst feelings in the world! If you practise with caffeine and then do your exams without it then your performance will suffer.

5. **Living your life** Within the constraints of the four factors above living normal life is important for maintaining your sanity, so do some of it. Be careful not to injure yourself (sitting exams with a broken right arm has obvious drawbacks)

## 2.6 Organising your Learning

Having set yourself into a positive lifestyle, being organised about the nitty-gritty of learning the knowledge saves times and effort. When you sit down to work do so with the intention of working at a high, exam like work rate. Quality time is important. The order in which you revise each subject depends on the order in which you sit the exams.

Devise a long-term time-plan which starts with the beginning of the Easter holidays, and ends with your last exam, showing what you will be doing on a daily basis. Keep a record of hours spent on each subject so that you can check you are not favouring your favourite ones. You should really spend more time on your weaker subjects.

A typical day could involve:- In the morning work for 20 minutes at a time when memorising your revision notes and then give yourself a 5 minute break. At the end of a two-hour session try to reproduce everything you have learned in that session. Keep your notes to remind yourself of what you forgot to help you when you come back and review this area. After lunch work for a further 2 hours recapping at the end, and then repeat again in the evening. Fit everything else (eating, exercise, sleeping, living your life) around this routine. This is just an example of what to do in a day. What counts is what works for you. You will have to experiment to find out, and it will certainly involve working hard.

## 2.7 Practice Examination Questions

Once you have comprehensively learned the knowledge for a subject the best way of reinforcing that knowledge is to do practice exam questions in exam conditions. To do this you need some past papers which your teacher might be able to supply you with at a price! Revision lessons in school might well include this activity, but you cannot get too much practice. Your teacher will help with any answers of which you are unsure.



### 3.0 Examination Technique

Before we consider the details of examination technique it is worth going back to those two familiar stalwarts' *psychology* and *logistics*.

**Psychology:** this is perhaps the most crucial factor in success in exams. Having self-confidence and self-belief dispels any notions of debilitating exam nerves. Everyone gets exam nerves, they are important because the adrenaline produced enhances your performance, and gives you that "switched on" feeling. However, nerves should not reach such a level that they are a problem in themselves. To do this take mental preparation. Psyche yourself up by thinking,

"I have worked hard and I know a lot about this subject. My performance doing practice exam questions proves that I can do well in this exam. I am going to walk into the exam room prepared to work as hard as I can for the duration of the exam".

Think positively, banish all negative thoughts, they are worthless and may hinder you. Do not worry what other people might think of you, the person to be honest with is yourself, and if you have genuinely tried your best then what other people think does not matter. They will admire you for trying hard.

**Logistics:** If you have been living the exam life then logistics should be no problem. You should arrive outside the exam hall with the correct equipment in a clear plastic bag, honed to a peak of mental perfection. But practically, make sure you stick to your sleeping pattern, have a reasonable breakfast, psyche yourself up for work, have the right equipment (a black pen, an HB pencil for maths and science graphs, a ruler and spares of everything, particularly pens!).

#### 3.1 Be aware of Those Exam Rules

Exams are conducted in strict conditions to ensure scrupulous fairness. The rules and regulations on display will be vigorously enforced. Serious misconduct in one exam will result in the Exam Boards deciding whether they will allow any of your other results to stand, and whether they will allow you to take any exams in the future. Remember not to take prohibited written materials into the exam (so conveniently breaking an arm to provide a place to conceal revision notes will not work), and do not attempt to communicate to anyone else by whispering, Morse Code or any other means.

**Make sure you have a good stock of BLACK pens as your exam paper will be scanned by the exam board and you don't want any of your work not to be able to be seen.**  
**You are not allowed to take a watch into the exam hall so make sure you can read an analogue clock (one with hands) as these will be on display in the exam hall for you to check the time you have left in your exam.**



Having established these basics it is worth knowing

### **3.2 How to sit an Exam**

Prepare yourself mentally outside. You should be psyched up for work, but serene and quietly confident. Those people around you joking or displaying bravado are not mentally prepared and will waste the first 15 minutes getting themselves into the correct frame of mind. Ignore them and concentrate on yourself.

Walk into the room as directed, sit down at your seat, and get out your equipment.

Fill in any required details as instructed by the invigilator. Do not turn your question paper over until the exam is formally started. Check you have the correct paper!

The exam starts. Read the instructions on the paper (the rubric). You should be familiar with how many questions to answer from each section from doing past papers, but double check that the structure of the exam has not changed.

Read the whole paper and highlight which questions you are going to answer, if it is an exam where you have a choice. Make sure you decide to answer questions from sections you have studied!

## **HYDRATION (DRINKING)**

By the time you get thirsty, you are already dehydrated.

You should be drinking about 2 litres of fluid each day! Tea and coffee actually dehydrate you. If you drink lots of tea and coffee when you are studying, try and get into the habit of having a cold drink too, for every cup of tea you drink, have a cup of water or juice. If you do this, and sip your way through a litre of water or juice during the day, you will be well hydrated. You'll be surprised at the difference this will make. Your urine is the best indicator of how well hydrated you are. The paler its colour, the better. Use this as a guide to monitor your level of hydration. Don't start the day with a tea or coffee on its own, drink the same quantity in water or juice.

If you do not drink any tea or coffee, sip your way through two litres of water or juice during each day.



## **WHAT ABOUT STIMULANTS?**

Some people use stimulant drinks e.g. red bull. Recognise that these can help you when you want to do creative thinking and work, but they are not at all useful for precise thinking (like Maths). Also recognise that whilst these drinks may keep you going for a short time when you are tired, this 'high' will be followed by a definite 'low' while your body recovers. These stimulants are legal, but should be used with care and caution!

### **A good food day!**

Breakfast : Cereal/Toast with a hot drink and a cold drink plus piece of fruit.

Snack : Fruit with a cold drink and perhaps a yoghurt.

Lunch : Baked potato with beans and cheese plus plenty to drink.

Snack : Fruit and a cold drink.

Supper : Meal with meat (or substitute), pasta (or other carbohydrate food and two types of vegetable and plenty to drink.

Study Snack : Cereal or yogurt – keep it light so you can sleep easily!

Keep sugary foods for a treat, or use them as a 'reward' to yourself – don't use these foods as regular snacks – it really DOES matter!

Remember to drink plenty.

Exercise is essential to keeping you alert, and feeling good about yourself. Break up study periods with a brisk walk, a game of football, or hitting a tennis ball. You will release your tensions, and feel focused when you return to study.