

2023-24



A GUIDE FOR PARENTS AND CARERS

# The Year 11 Curriculum and how to support learning at home.



*“The effect of parental engagement over a student’s school career is the equivalent of adding two to three years to their education.”*

*Professor John Hattie, 2008*

# WELCOME

Dear Parents, Carers and Students,

Welcome to Year 11 - an extremely exciting time for the Class of 2024 as they prepare for their final year at Saddleworth School and plan their Post-16 experience.

Settling into the new routines at school and completing the application process for post-16 plans will dominate this first term. Many of the options and qualifications available to 16–18 year olds will be showcased at the **Careers Fair on Tuesday 10<sup>th</sup> October after school until 7pm**. We will send out more details in the coming weeks.

There is a direct link between students' actual exam achievement and their attendance and therefore I cannot emphasise enough how important it is that your child attends and makes the most of every lesson.

We have been enjoying more face-to-face events already this year and it is hoped that we will continue to be able to celebrate the achievements of our students; from musical performances and sporting achievements to the end of year leavers' assembly.

This is potentially a very stressful time for our Year 11s and it is vital that our students keep their physical and mental health in check. Quality sleep, a healthy diet and regular exercise play a powerful role in ensuring students can meet the demands of this most important year. We want our students to be at their best; organised, working hard and ready to take on the busy year ahead.

We will continue to focus on encouraging students to be the best they can be; to step out of their comfort zones, tackle challenges and accept that making mistakes and identifying areas for development are necessary parts of the learning process.

A great deal of additional support is offered to students throughout Year 11. There will be additional study support sessions at different points in the year as well as targeted interventions. Students are expected to be proactive and independent. We will signpost students to on-line revision such as Seneca learning, Sparx and GCSE Bitesize and recommend specific revision workbooks such as the Pearson Target books and CGP guides, but for learning to truly stick, students will need to use active revision techniques such as: self-quizzing, listening to podcasts, using knowledge organisers, making flash cards, tackling past papers and answering exam-style questions. All students can access the library from 8:10am-4pm each day where computers and printing facilities are available. The library is also open to all students at breaktimes and lunchtimes.

We are expecting a normal summer examination period in May 2024. Students will be invited to study support sessions for final revision and exam tips before their final exams and revision videos will be available all year for them to use independently.

By working together, we can support your child more effectively to realise their potential.

**Miss M Cook**  
**(Home School Leader Y11)**

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## YEAR 11 KEY DATES 2023-24

|   |   |
|---|---|
| <b>Tuesday 19<sup>th</sup> September</b>                  | Y11 Parents' & Carers' Information Evening 5pm and 6:15pm   |
| <b>Tuesday 10<sup>th</sup> October 2023</b>               | <b>Careers Fair at School</b><br><i>An opportunity to find out more about the post-16 college application process, apprenticeships and a range of career opportunities. Details will be sent to parents and carers.</i> |
| <b>Thursday 19<sup>th</sup> October 2023</b>              | School closes for Half Term at 3pm today.   |
| <b>Friday 20<sup>th</sup> October 2023</b>                | INSET Staff Training Day  |
| <b>w.b. 30<sup>th</sup> October 2023</b>                  | Year 11 students' reports sent home this week and an invitation to the 'Making the Grade' evening.  |
| <b>Tuesday 7<sup>th</sup> November 2023</b>               | 'Making the Grade' evening.<br><i>Workshops for students and parents to help with preparation for the Year 11 school mock exams.</i>  |
| <b>27<sup>th</sup> November – 8<sup>th</sup> December</b> | Year 11 School Mock Exams.  |
| <b>Friday 1<sup>st</sup> December</b>                     | Provisional School deadline for making College applications (3 colleges)  |
| <b>11<sup>th</sup>-21<sup>st</sup> December</b>           | 'On Track' fortnight- Coursework completion and interventions.  |
| <b>Thursday 21<sup>st</sup> December</b>                  | School closes at 1:20pm for the holidays.   |
| <b>Monday 8<sup>th</sup> January 2024</b>                 | INSET Staff Training Day  |
| <b>Tuesday 9<sup>th</sup> January 2024</b>                | Back to school  |
| <b>Friday 19<sup>th</sup> January 2024</b>                | Year 11 Mock Results Day - students' reports sent home.   |
| <b>Thursday 25<sup>th</sup> January 2024</b>              | Y11 Parents' Consultation Evening.<br><i>(specific feedback for your child on exam technique and learning gaps.)</i>  |
| <b>Friday 16<sup>th</sup> February 2024</b>               | School closes for Half Term holiday – Revision sessions will be available for Y11 students during the holiday.  |
| <b>w.b. 4<sup>th</sup> March 2024</b>                     | Y11 Mock core exams week.   |
| <b>11<sup>th</sup> – 28<sup>th</sup> March 2024</b>       | External exams in practical subjects inc. Food/Hospitality, Music, PE.  |
| <b>w.b. 25<sup>th</sup> March 2024</b>                    | Y11 Reports sent home this week.  |
| <b>Thursday 28<sup>th</sup> March 2024</b>                | School closes at 3pm for Easter holidays today.   |
| <b>29<sup>th</sup> March-14<sup>th</sup> April 2024</b>   | Easter Holiday Study Support programme for Y11 students.  |
| <b>Monday 6<sup>th</sup> May 2024</b>                     | Bank Holiday Monday - school closed.  |
| <b>w.b. 7<sup>th</sup> May 2023</b>                       | The main GCSE examination period begins.  |
| <b>Friday 24<sup>th</sup> May 2024</b>                    | <u>Whit Friday – SCHOOL IS OPEN TO Y11 students TAKING EXAMS.</u>   |
| <b>Friday 24<sup>th</sup> May 2024</b>                    | School closes for half term holiday - Revision sessions will be available for Y11 students during the holiday.  |
| <b>Monday 3<sup>rd</sup> June</b>                         | Y11 GCSE EXAMS TODAY begins as the Summer term begins.  |
| <b>Friday 28<sup>th</sup> June 2024</b>                   | The main exams period 2024 can go right up until 28 <sup>th</sup> June which is also the official national last date for Y11s in school.<br><b>Y11s must not go on holiday until July 2024 begins.</b>                  |
| <b>10<sup>th</sup> July 2024</b>                          | Class of 2024 Y11 Prom  |
| <b>22<sup>nd</sup> August 2024</b>                        | GCSE and BTEC Exam Results Day  |

## KEY CONTACTS



**School Reception: 01457 872072**



|   |  |
|---|--|
| <p><b>Your child's Form Tutor:</b></p> <p>11N – Mr G Melling<br/>                 11A – Mrs A Bentley and Mrs K Turmeau<br/>                 11V – Miss L. Wicks<br/>                 11Y – Mr G Moule<br/>                 11E – Dr D Rowan<br/>                 11T – Mr G Beckwith<br/>                 11G – Miss S Dearden<br/>                 11O – Miss K O'Connell<br/>                 11L – Mr H Nazir<br/>                 11D – Mr M Tighe</p> | <p><b>Email:</b></p> <p><i>G.melling@saddleworthschool.org</i><br/> <a href="mailto:a.bentley@saddleworthschool.org">a.bentley@saddleworthschool.org</a> or <i>k.turmeau</i><br/> <i>l.wicks@saddleworthschool.org</i><br/> <i>g.moule@saddleworthschool.org</i><br/> <i>d.rowan@saddleworthschool.org</i><br/> <i>g.beckwith@saddleworthschool.org</i><br/> <i>s.dearden@saddleworthschool.org</i><br/> <i>k.oconnell@saddleworthschool.org</i><br/> <i>h.nazir@saddleworthschool.org</i><br/> <i>m.tighe@saddleworthschool.org</i></p> |
|   |  |
| <p><b>Year 11 Pastoral Support Assistant:</b></p>   | <p><b>Mrs S Wadsworth</b><br/> <a href="mailto:s.wadsworth@saddleworthschool.org">s.wadsworth@saddleworthschool.org</a></p>  |
| <p><b>Year 11 Home School Leader:</b></p>   | <p><b>Miss M Cook</b><br/> <a href="mailto:m.cook@saddleworthschool.org">m.cook@saddleworthschool.org</a></p>  |
| <p><b>Assistant Headteacher<br/>KS4 Standards &amp; Behaviour</b></p>   | <p><b>Mr J Tuck</b><br/> <a href="mailto:j.tuck@saddleworthschool.org">j.tuck@saddleworthschool.org</a></p>  |
| <p><b>Deputy Headteacher<br/>Curriculum and Achievement</b></p>   | <p><b>Miss C Evans</b><br/> <a href="mailto:c.evans@saddleworthschool.org">c.evans@saddleworthschool.org</a></p>   |
| <p><b>Attendance Officer:</b></p>   | <p><b>Mrs D Dorobat</b><br/>                 Tel: 01457 872072</p>   |
| <p><b>Data &amp; Exams Team</b><br/> <i>For subject enquiries please contact the Curriculum Leader of a subject area or your child's class teacher.</i></p>   | <p><b>Mrs R Lawlor, Mr M Phillips and Ms T Ogden.</b><br/> <a href="mailto:exams@saddleworthschool.org">exams@saddleworthschool.org</a></p>  |
| <p><b>Careers Adviser:</b><br/> <i>Students will be invited to a Careers appointment. Parents can attend the appointment if they wish but must notify Mr Leach beforehand so that provision can be made.</i></p>  | <p><b>Mr D Leach</b><br/> <a href="mailto:d.leach@saddleworthschool.org">d.leach@saddleworthschool.org</a></p>   |

## CAREERS INFORMATION



### Careers Fair

The Careers Fair will take place on **Tuesday 10<sup>th</sup> October 2023** until 7.00pm. More information will be emailed to parents/carers on how to access the event. Local colleges, apprenticeship training providers and the careers advisor will be available at the event.

### College Open Events

College Open Days and Evenings will take place from September onwards. These are publicised on the colleges website. Parents/carers may be required to register for the event. We also inform parents/carers via ClassCharts, Twitter (@SaddleSchCareer) and students via the **Y11 TEAMS (Class of 2024) page**. We will provide a comprehensive list of the planned events as soon as we receive them.

### Careers interviews

Careers interviews for Year 11 students will take place with the Careers Advisor, Mr Dan Leach in the Careers Area on Floor 2 of Friarmere. Students will be informed by form tutors in the week prior to the interview – this information will also be published in the student bulletin each week. If your son/daughter would like to request a careers interview please email Mr Leach directly on [d.leach@saddleworthschool.org](mailto:d.leach@saddleworthschool.org)

### College Applications

College applications open each year at the beginning of October. Students will receive advice/guidance in their SPACE lesson and in Form on the different pathways available to them and be given time to finish preparing their personal statement and college applications. These lessons are taking place in the first half term so that students are prepared for when their Yr 11 school reports are sent home. We would encourage your child to make their applications as soon as they can. The Careers 'drop in' is held **each Tuesday at lunchtime in F208**. The school's internal deadline is **Friday 1<sup>st</sup> December 2023**.

### Apprenticeship Applications

If your son/daughter is interested in the apprenticeship route we could encourage them to 'register' on the apprenticeship website which gives them access to different jobs that are currently 'live' and other useful information. <https://www.gov.uk/apply-apprenticeship>. Some of the 'big' employers, recruit Apprentices from October 2023 onwards. We always advise students to guarantee an Apprenticeship they have to find one themselves. Often students contact local employers directly. We will be holding an apprenticeship workshop in school on **Tuesday 21<sup>st</sup> November 2023**.

### GMACS – Greater Manchester Apprenticeship and Careers Service

GMACS was launched in Feb 2020 by Mr Andy Burnham, to provide a 'one-stop' area for students in Greater Manchester to access. There is a lot of information and tools available on the website to support young people with their careers. Students will have a chance to explore this in their SPACE lesson. <https://gmacs.co.uk/>

### Saddleworth School 'Careers' online

The school will be regularly posting information to parents via the school careers twitter account. To follow go to **@SaddleSchCareer**. We are currently launching the new 'Parents Information' area which will be regularly updated with information to support your son/daughter with their Post-16 options. <https://www.saddleworth.oldham.sch.uk/school-information/careers-information/parents-information/>

## ATTENDANCE

We understand that there are times when a student has to miss school due to illness. Please keep these occasions as brief and as infrequent as possible. In these circumstances we request that parents select the [absence tab](#) on your **Classcharts app**. This will display a list of absences that you have reported for your child. To report a new absence, please click on the [report new absence](#) button. **Please do this by 8.30am on each day of absence.** If no contact has been made to confirm absence, then the school will follow the 'Unexplained / Unexpected Absences' procedures that are highlighted within the School's Attendance policy.

*Please see the school website for support on using Classcharts.*

| <b>Ready to Learn</b><br>AIM HIGH  |  |  |   |
|--|--|--|---|
| <b>E</b><br>Excellent  | <b>G</b><br>Good   | <b>I</b><br>Inconsistent   | <b>S</b><br>Serious Concern   |
| <b>100%</b><br>Attendance  | <b>97-99%</b><br>Attendance  | <b>94-96%</b><br>Attendance  | <b>Below 94%</b><br>Attendance  |
| 0 Late Marks to School.<br><br>No appointments or holidays during school time. | 0-3 Late Marks to School.<br><br>No appointments or holidays during school time. | 0-6 Late Marks to School.<br><br>Some appointments during school time. | T6+ Late Marks to School.<br><br>Appointments or holidays during school time. |

## PUNCTUALITY

Students who are habitually late to school or to lessons will, over time, miss a significant amount of learning as the table below shows. Please help your child to recognise the importance of being on time for school, lessons and outside of school as well as the consequences of being late for appointments and for the work place.

| <b>Minutes Late</b> | <b>Days of Learning Lost</b>             |
|---------------------|--|
| 5 Minutes           | 3.4 Days - (98.4% Attendance)            |
| 10 Minutes          | 6.9 Days - (97.6% Attendance)            |
| 15 Minutes          | 10.3 Days / 2 Weeks - (94.7% Attendance) |
| 20 Minutes          | 13.8 Days - (92.9% Attendance)           |
| 30 Minutes          | 20.7 Days / 4 weeks -(89.2% Attendance)  |



It Matters!

## Year 11 CURRICULUM

Course information about each of the curriculum subjects for this year can be found on pages 33-59 of this guide.

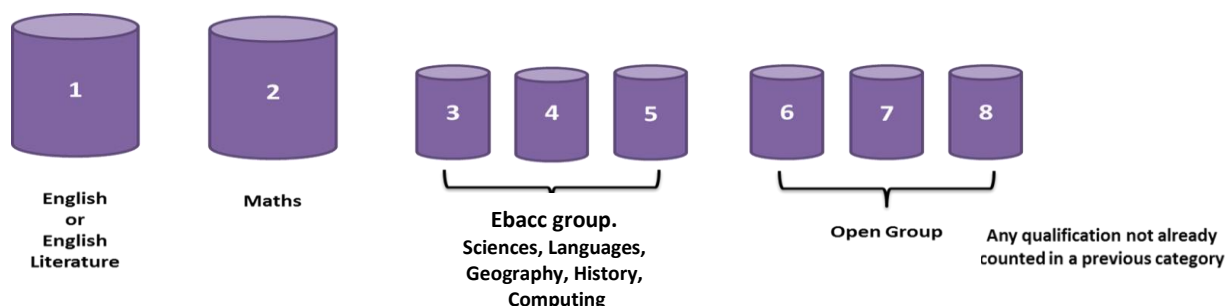
| Core Subjects                            | Number of lessons per fortnight | Option Blocks   | No.      |
|--|---------------------------------|-----------------|----------|
| <b>Maths</b>                             | <b>8</b>                        | <b>Option 1</b> | <b>5</b> |
| <b>English Language &amp; Literature</b> | <b>9</b>                        | <b>Option 2</b> | <b>5</b> |
| <b>Science</b>                           | <b>9</b>                        | <b>Option 3</b> | <b>5</b> |
| <b>SPACE</b>                             | <b>2</b>                        | <b>Option 4</b> | <b>5</b> |
| <b>PE</b>                                | <b>2</b>                        |                 |          |

### Non-accredited courses in the Core curriculum:

We have **SPACE** (Saddleworth School's Personal, Academic, Cultural Awareness and Enrichment) **lessons** which includes Relationships, Sex, Health & Careers Education as well as RE and Citizenship and provide opportunities for students to discuss and explore issues pertinent to them. All Year 11 students also have 2 timetabled **core PE lessons** per fortnight.

## PROGRESS 8 .

Progress 8 is a performance measure for schools. It is based on the performance of students across 8 subjects: Maths, English, 3 Ebacc subjects and 3 Open subjects.



## GRADING SYSTEM: GCSEs

GCSEs are level 2 qualifications – college entry requirements for students to enrol onto level 3 courses such as A levels or BTEC Nationals are at least grade 4 or above in Maths and English in addition to other subjects studied.

- **In Combined Science**, students will receive 2 GCSEs grades (e.g. '55' is two GCSE at grades 5).
- **In Triple Science**, students will be awarded 3 GCSE grades in each of the separate sciences: Biology, Chemistry and Physics.
- **In English**, students are studying two different GCSEs: English Language and English Literature. They will be awarded a separate GCSE grade in each.

This chart shows the grading codes of the GCSE and Technical Award qualifications and their equivalence.

| Technical Awards (BTEC, VCert, Cambridge Nationals) | GCSE Grading    |                       |
|---|-----------------|-----------------------|
|   | GCSE 9-1 grades | Old Grading Structure |
| D*2   | 9               | A*                    |
|   | 8               |                       |
| D2  | 7               | A                     |
|   | 6               |                       |
| M2  | 5               | B                     |
|   | 4               |                       |
| P2  | 4               | C                     |
|   | 3               |                       |
| D1  | 3               | D                     |
|   | 2               |                       |
| M1  | 2               | E                     |
|   | 1               |                       |
| P1  | 1               | F                     |
|   | 1               |                       |
|   | U               | G                     |
|   | U               | U                     |

## GRADING SYSTEM: Technical Awards

Students who study a Technical Award such as BTEC Dance or OCR Sports Studies are awarded Pass, Merit and Distinction grades. In vocational courses, a level 2 Pass (P2) is equivalent to a GCSE grade 4 (or old grade C). A Distinction\* is broadly equivalent to an A\*. Level 1 Distinction (D1) is equivalent to a grade 3 (or old grade D).



## WAYS IN WHICH PARENTS & CARERS CAN HELP

- Is there a quiet place to study at home without distractions? This includes phone/TV/music.
- Is your child getting quality sleep? 8-10 hours per night?
- Is your child getting their '5 Ways to Wellbeing' each day? (see page 24 for the 5 Ways)
- How is your child coping with school? Can you encourage them to speak to school or could you contact on their behalf?
- How do you make sure mobile technology doesn't distract your child from revision and home learning? Agree some ground rules!
- Does your child feel praised for their efforts? Research says motivation comes from success not fear of failing.
- Does your child have all the equipment they need (see below) and a desk/table?
- Is your child meeting deadlines for homework tasks? Do they complete homework fully and to the best of their ability?
- What is your child finding difficult? Can they tell you specific areas in certain subjects that they find tricky?
- Does your child quiz themselves using their knowledge organisers? Do they make their revision active by writing and talking aloud? Can you quiz them?
- Can your child structure and plan time? Help them to make a list and organise their time. The student planner has a template to help with this.
- Talk with your child about their learning using the prompts on page 11.



## EQUIPMENT LIST



# WHAT ARE THE EXPECTATIONS FOR HOMEWORK?

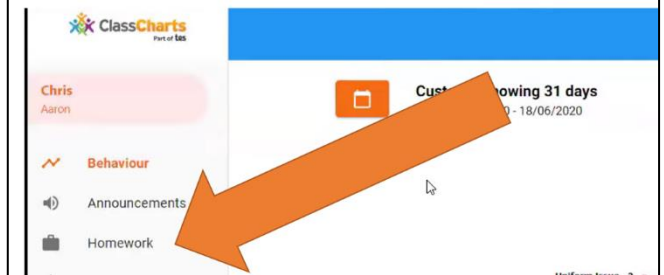
In KS4, a weekly homework activity will be set in all subjects.

Students are expected to work at home to consolidate the knowledge and skills they have learnt at school. In Year 11, revision at home is essential! Most tasks will be directly designed to support making sure lesson work is remembered, revision or to practise skills learned in class.

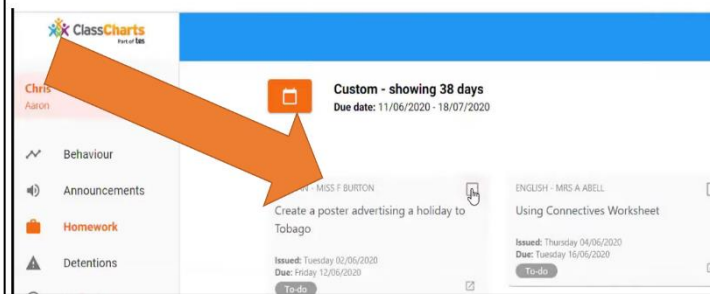
Teachers will set the details about all homework tasks on Class Charts so that parents can support students.

As a parent, you can access your child's homework diary on Classcharts to support them with completion and meeting deadlines.

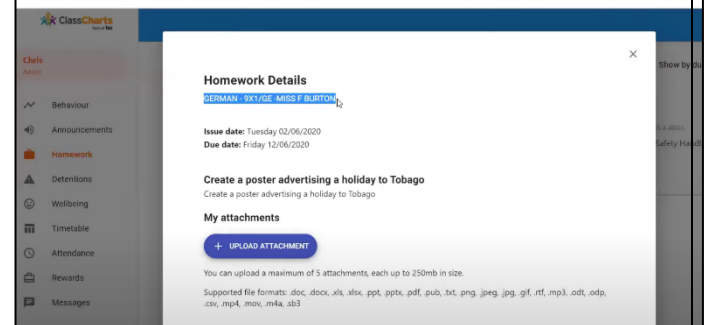
## 1. Click on the 'Homework' tab.



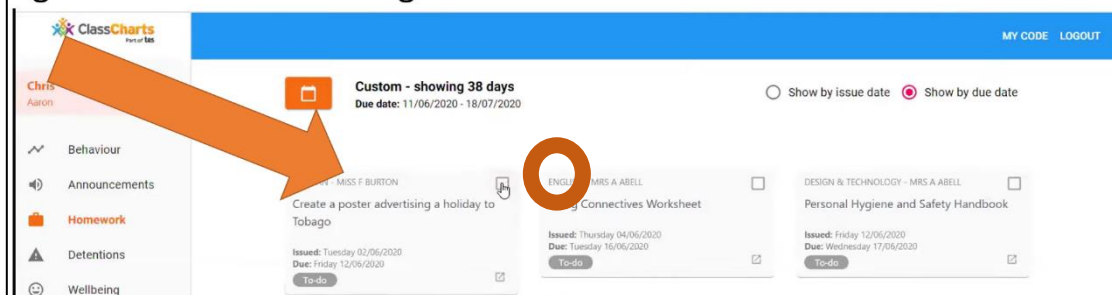
## 2. Click on the homework you want to view



## 3. Read your instructions and download any attachments



## 4. Once you have completed your homework, click the box in the top right corner of the rectangle.



When a student is unsure, it is always best to encourage them to have a go at the homework. Please do not hesitate to contact your child's teacher if there are issues - by working together we can support students more effectively.

Parents and carers can play a supporting role by checking Class Charts regularly. Please ensure that your child has the time, equipment and quiet table space at home to study. Planning time is essential: ensuring ongoing work and revision is completed and also that your child has leisure time and breaks. It really helps when a parent or carer asks their child 'show me your learning... what are you most proud of?'

## WHY REVISE?

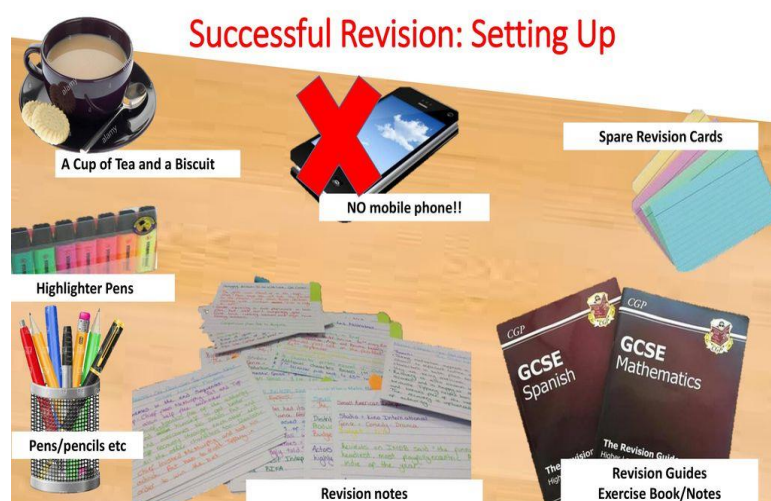
- ❖ Revision is not the process of learning something for the first time. The lessons and homework that students have throughout the year will ensure that material has already been taught. Revision is the process of looking again at something you have already studied, with the intention of refreshing your memory in preparation for a test or exam.
- ❖ Exams are designed so that revision is essential rather than optional if a student wishes to do well.
- ❖ The skills required to pass exams are very different from those needed to complete a good quality piece of coursework. It is essential to remember that a lot of revision will be committing facts and ideas to memory.
- ❖ **The process of learning such a lot of material for a series of exams can seem daunting; this is why we encourage Year 11 students to begin the process of revision as early as possible.** The mantra is little and often. By revising regularly, students have more time to learn the information and commit it to their long-term memory.

## HOW CAN I HELP MY CHILD?

**Help provide the right resources for your child to revise actively:**

- Plain and lined paper.
- Post-it notes and revision cards.
- Pen, ruler, paper, scissors, glue.
- Scientific calculator.
- Internet access
- Highlighter pens or coloured pens.
- Revision guides.

The Library & Resource Centre (LRC) is open from 8:10am-4pm each day and every break and lunchtime.



## ARE YOU ASKING THE RIGHT QUESTIONS? Try these...



- “When is your... next assessment? homework due? exam...?”
- “What are you likely to be tested on...?”
- “Which strategies are helping you most to remember the information?”
- “What support do you need...?”

**It would help to use an exercise book/revision guide/textbook to quiz your child and check their understanding.**

|  |  |  |
|--|--|--|
| What have you been learning about today?   | What can you teach me about...?  | What does _____ mean?  |
| What's your opinion on this topic?   | What are you less sure about or find difficult to understand? What do you need to do or ask?         | Which part are you less confident with? How can we find out more?  |
| Have you proofread your work and thought about how to improve it? Have a go at doing this and show me your improvements later. | Show me how you are organising your work so that it is kept in the correct sequence or order.        | Show me your work from today or this week in <i>[name of subject]</i> . What might your teacher say is a strength with this work? What might they say is an area to improve? |
| Why do you think this might be important to know or learn?   | Which topic do you find most challenging? Is there online support? Do you need to ask your teacher ? | Let me quiz you on that topic – write me some questions (and answers!)   |

### PLEASE DO...

- Praise hard work and effort.
- Encourage your son/daughter to seek help if they are stuck.
- Ensure that their phone is in a different room when they are studying so that they can fully concentrate.
- Encourage your child to have regular breaks.
- Avoid interrupting your child when they're working.
- Keep staff at School informed of any problems or issues.
- Ask your child to teach you something (try using some of the questions on page 11)



### PLEASE DON'T...

- Make comparisons with brothers/sisters etc.
- Constantly mention exams.
- Relate too much to your own exam and school experience.
- Expect them to study all the time.
- Distract them unnecessarily.
- Say 'You're a bright girl/boy.'



If they are struggling with a subject, they may think that they are no longer 'bright' or able to achieve success if they come across something they can't yet do. It is important to reinforce that success comes from being resilient and by never giving up when we make mistakes or struggle. We are not of a fixed intelligence, we can change and improve.

- Try to motivate a child through fear of failure – optimism and noticing successes works far better!
- Underestimate the difference you can make!



## THERE ARE NO SECRETS TO SUCCESS...

*...it is the result of preparation, hard work and learning from failure.*

What would you do, even if you knew you were going to fail? Often in life, we let the fear of failure stop us from even attempting things. We worry that we may not succeed, so we never start. We worry about not knowing anyone or anything, so we don't go on that trip or join that club.

*Fear of failure is the reason many of us never live up to our full potential.*

The reality is, that while there is no guarantee of success in anything we do in life, the surest way to accomplish nothing is to make no attempt.



In today's world, there is a lot of focus and attention on success but what we often don't see is the hard work that goes on behind the scenes. This is known as the 'Iceberg Illusion'. The picture above shows how we often don't see the failure, the hard work and disappointments that occur beneath the surface to create the amazing success above the surface.

*The surest way to accomplish nothing  
is to make no attempt.*

# EXAM ESSENTIALS FOR STUDENTS

<https://www.bbc.co.uk/bitesize/articles/zb7j382>

## Essential study tips

We all know we have to study hard and revise to get good grades, but what is the best way to study?

### Creating effective notes

A key part of studying and revising is being able to take effective notes.

- Set a **regular** time where you create **revision** notes by picking out key information from your lesson notes.
- Key information can include **keywords**, dates or names that you need to know.
- Use **bullet points**, as these are easier to read and to remember.
- Write on **flashcards**.
- Use different **colours** and **symbols** to separate different sections.
- Use a **highlighter** to highlight keywords and information.

### Make a study plan

Here is how to make an effective study plan:

1. Make a list: what do you need to know?
2. Plan out your week: make sure you finish work early in the evening and plan time to relax. Revision for exams should start early and you should do little and often rather than hoping to cram at the end.
3. Use effective study strategies. Re-reading and highlighting are not effective.
4. Test yourself to identify the gaps in your skills or knowledge. Focus your revision on what you know least about.
5. Repeat steps 3 and 4 as often as you need to learn everything.

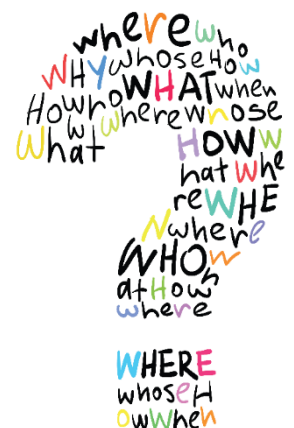
### Asking critical questions

Critical questions are the **how, why, where, when** questions.

They can help you take a step back and give you a deeper insight and understanding into the topic you are learning.

For example:

- Why did Van Gogh paint sunflowers?
- What were his influences?
- Why did Lady Macbeth behave as she did?
- What were her motivations?



If you are interested in the science of effective study, learning and remembering, please look at [www.thelearningscientists.org](http://www.thelearningscientists.org).



## ACTIVE REVISION STRATEGIES

It's important that you make your revision as **ACTIVE** as possible.

***Don't just read through your notes – do something with them that makes you think!  
The longer and more deeply you think about something, the longer you will remember it for.***

### ✓ ACTIVE REVISION

- ✓ Make revision cards.
- ✓ Do past exam papers.
- ✓ Condense your notes into bullet points.
- ✓ Create a mind map. Use your knowledge organisers.
- ✓ Write formulae and key points onto post-it notes or revision cards and ask someone to quiz you.
- ✓ Test yourself (without help) and focus your revision on what you know least of.



#### Post It Notes

***Write down key points and post the notes around the house. Great for remembering the names of shapes or formulae in Maths.***

### ✗ Passive Revision

- ✗ Just re-reading or staring at your notes with no quiz or activity.
- ✗ Copying out your notes - *copying won't help you understand.*
- ✗ Highlighting or colouring in notes – will look nice but you will not remember the material!
- ✗ Typing up your notes - *they will look neat but you'd be better creating some questions and answers and asking someone to quiz you.*
- ✗ Watching TV or going on social media whilst reading your notes. *If you're not concentrating or thinking, you won't remember or understand.*



# HOW SHOULD MY CHILD USE THE KNOWLEDGE ORGANISERS?

Each subject will create a 'knowledge organiser' (a sheet of the most important facts and concepts to learn) for each scheme of learning. Your child should develop their independent learning skills by using the knowledge organisers in different ways to help them to prepare for assessments and learn the key information. Parents and carers can help by asking their child questions about the meanings, spellings and concepts on the knowledge organisers. **A great form of revision would be students reading the information, cover the definitions and see if they still remember the material.**

Here is an example of the Year 11 Knowledge Organiser for Science.

| CP12-13: Particle model, forces, and matter   |  |
|---|--|
| <p><b>1. Particles and density</b></p> <p><b>State of matter:</b> Solid, liquid or gas</p> <p><b>Changes of state:</b><br/>                     Melting: solid → liquid<br/>                     Freezing: liquid → solid<br/>                     Evaporation: liquid → gas<br/>                     Condensation: gas → liquid<br/>                     Sublimation: solid → gas<br/>                     Deposition: gas → solid</p> <p><b>Solid:</b> Particles touching, neatly ordered, vibrating around a fixed point.</p> <p><b>Liquid:</b> Particles touching, random order, moving slowly.</p> <p><b>Gas:</b> Particles widely spaced, random order, moving fast.</p> <p><b>Forces of attraction:</b> Forces holding particles close to each other: strong in solids, weak in liquids, gone in gases.</p> <p><b>Changing state:</b> Increasing temperature gives particles more (kinetic) energy, allowing them to break the forces of attraction.</p> <p><b>Density:</b> The mass of 1 cm<sup>3</sup> of a substance. Units = kg / m<sup>3</sup></p> <p><b>Density and state:</b> Solid &gt; liquid &gt; gas, due to particles being closer together.</p> <p><b>Density calculations:</b><br/>                     Density = mass / volume<br/> <math>\rho = m / v</math><br/>                     Density = kilograms per cubic metre<br/>                     Mass = kilograms<br/>                     Volume = metres cubed</p> |  |
| <p><b>2. Core practical – investigating densities</b></p> <p><b>CP12 – Aim:</b> To measure the density of some solids and liquids</p> <p><b>CP12 – Density of liquids:</b> Place a measuring cylinder on a balance and zero it. Add some liquid and record the mass and volume. Repeat with different liquids.</p> <p><b>CP12 – Density of solids:</b> Record the mass of a solid object. Fill a displacement can and place the object in it, catching the water in a measuring cylinder. Record the volume collected.</p> <p><b>CP12 – Density calculations:</b> Divide the mass by the volume.</p>  |  |
| <p><b>3. Energy and changes of state</b></p> <p><b>Thermal energy and motion:</b> The hotter an object is, the faster its particles are moving.</p> <p><b>Temperature:</b> A measure of the average kinetic energy of the particles.</p> <p><b>Temperature vs thermal energy:</b> A very small hot object has less thermal energy than a very large cold object, because thermal energy is the energy of all the particles added up.</p> <p><b>Thermal energy depends on:</b> Temperature, mass, material.</p> <p><b>Specific heat capacity, Q:</b> The amount of energy required to increase the temperature of 1 kg of a substance by 1 °C.</p> <p><b>Specific latent heat of evaporation:</b> The amount of energy required to change 1 kg of a substance (at its boiling point) from liquid to gas.</p> <p><b>Specific latent heat of melting:</b> The amount of energy required to change 1 kg of a substance (at its melting point) from solid to liquid.</p> <p><b>Heating curve:</b> As you heat a substance, the temperature rises steadily, with flat sections on the graph first as it melts, and later as it evaporates.</p>  |  |
| <p><b>4. Energy calculations</b></p> <p><b>Temperature change calculations:</b><br/>                     Thermal energy change = mass x specific heat capacity x temperature change<br/> <math>\Delta Q = m \times c \times \Delta T</math></p> <p>Thermal energy change = J<br/>                     Mass = kg<br/>                     Specific heat capacity = J / kg<br/>                     Temp change = °C</p> <p><b>State change calculations:</b><br/>                     Thermal energy = mass x specific latent heat<br/> <math>Q = m \times L</math></p> <p>Thermal energy = J<br/>                     Mass = kg<br/>                     Specific latent heat = J / kg</p>  |  |
| <p><b>5. Core practical – investigating water</b></p> <p><b>CP12 – Aim:</b> To investigate the temperature change as ice melts, and measure specific heat capacity of water.</p> <p><b>CP12 – Melting ice:</b> Place some ice in a boiling tube, measure the temperature then place the tube in a beaker of hot water from a kettle, kept warm by Bunsen, and measure temperature every 60s until fully melted.</p> <p><b>CP12 – Melting ice results:</b> Temperature rises steadily at first but levels out during melting.</p> <p><b>CP12 – SHC:</b> Place a polystyrene cup on a balance, zero it, mostly fill with water then measure the mass. Measure the temp. Use an immersion heater (connected to a joulemeter) to warm the water for 5 minutes and measure the temperature again.</p> <p><b>CP12 – SHC calculations:</b> SHC = energy used / (mass x temp change)</p>  |  |

## EFFECTIVE REVISION STRATEGIES TO TRY

### Retrieval: Revision clock

- Split a piece of paper into 12 sections.
- Each section is one aspect of the topic.
- You have 5 minutes to complete each section.
- Do this from memory and then use your notes to check and correct.

### Foldable revision!

This is a great strategy to test yourself on key words and definitions. Your teachers will have given you knowledge organisers, so you could use foldable revision to test yourself.

The key words go on the top, whilst the definition is written underneath. A great way to keep your revision together!

### Voice memos.

- Record your revision verbally, so you can play it back and listen to your revision.
- Ask yourself questions and leave a silence before saying the answer.
- Use a voice memo app on your phone for FREE

### Whiteboards

- LOOK
- COVER
- WRITE
- CHECK
- REPEAT

### Exam-style questions and past papers

Create an exam or test paper OR a set of questions that you would hate to get in an exam or test, in order to target your revision!

Don't fall into the trap of revising things you already know. The extra marks lie with the topics that you haven't yet mastered.

### Cornell Notes

**TITLE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SUBJECT:** \_\_\_\_\_

**CUES:**  
 1. Copy or Class?  
 2. Complete this column AFTER the session.  
 3. Underline your main ideas.  
 4. Use colour for key points!  
 5. Use a pen for checking points for revision.

**NOTES:**  
 1. Make these Notes whilst you are in the session. You will need to write what you write down. (Do not try to write every word!)  
 • Key points.  
 • Bullet points.  
 • Meaningful images, symbols and diagrams.  
 • Leave spaces between topics and points.  
 • Abbreviate – abv. for speed.  
 • Use colour if you've time.

**SUMMARY:**  
 1. Make a summary of the main points AFTER you have written the Cues.  
 • What were the main points of the session?  
 • What questions do you still have?

### Leitner System: 'flash' cards.

- Revision cards are for testing not summarising.
- Flash cards have questions on the front and the answer on the back.
- This means you will need to break topics down into lots of small questions.

### Self quizzing.

- Quizzes simply involve answering questions.
- You could use questions that you have completed in class or make your own.
- Include a range of questions – multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.

### Concept Maps.

**Flexibility of thinking:** Connect two words with a line and then write on and annotate the line with an explanation of the connection.



**REVISION PLANNING (these pages are in the student planner)**

| <b>TERM TIME</b> |               | <b>WEEKLY REVISION PLANNER</b> |                  |                 |               |             | Week:           |               |  |
|------------------|---------------|--------------------------------|------------------|-----------------|---------------|-------------|-----------------|---------------|--|
| <b>Time</b>      | <b>Monday</b> | <b>Tuesday</b>                 | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> | <b>Time</b> | <b>Saturday</b> | <b>Sunday</b> |  |
| 3:00-3:30        |               |                                |                  |                 |               | 8:00-9:00   |                 |               |  |
| 3:30-4:00        |               |                                |                  |                 |               | 9:00-10:00  |                 |               |  |
| 4:00-4:30        |               |                                |                  |                 |               | 10:00-11:00 |                 |               |  |
| 4:30-5:00        |               |                                |                  |                 |               | 11:00-12:00 |                 |               |  |
| 5:00-5:30        |               |                                |                  |                 |               | 12:00-1:00  |                 |               |  |
| 5:30-6:00        |               |                                |                  |                 |               | 1:00-2:00   |                 |               |  |
| 6:00-6:30        |               |                                |                  |                 |               | 2:00-3:00   |                 |               |  |
| 6:30-7:00        |               |                                |                  |                 |               | 3:00-4:00   |                 |               |  |
| 7:00-7:30        |               |                                |                  |                 |               | 4:00-5:00   |                 |               |  |
| 7:30-8:00        |               |                                |                  |                 |               | 5:00-6:00   |                 |               |  |
| 8:00-8:30        |               |                                |                  |                 |               | 6:00-7:00   |                 |               |  |
|                  |               |                                |                  |                 |               | 7:00-8:00   |                 |               |  |

# SAMPLE WEEKLY WORK PLANNERS AT THE START OF YEAR 11

| Date<br>Time | Mon<br>26th   | Tues<br>27th   | Wed<br>28th   | Thurs<br>29th  | Fri<br>30th                                      | Date<br>Time | Sat<br>1st  | Sun<br>2nd   |
|--------------|---|--|---|--|--|--------------|---|--|
| After School | Go to Jack's house  | Football   | Revision Class                                      | Stay in ICT room to revise on line                       | Home   | 9am-10am     |   |  |
| 4:30-5:30pm  | Go to Jack's house  | Relax -phone   | Relax -TV   | Relax -phone/TV  | Relax -Xbox                                      | 10am-11am    |   |  |
| 5:30-6pm     | Teatime   | Teatime  | Teatime   | Teatime  | MATHS expanding brackets and quadratic equations | 11-11:30am   | MATHS do revision sheet   | ENGLISH LIT test myself using Macbeth revision cards |
| 6:30-7:30pm  | MATHS past paper and factorising quadratics   | ENGLISH LIT Make Macbeth revision card and test myself | BIOLOGY make revision clock of pages 30-34          | BIOLOGY make revision clock of pages 34-40               | ENGLISH LIT Do tasks on p17 of Base Camp booklet | 11:30-12:30  |   | ENGLISH LIT Plan out example questions from Miss     |
| 7:30-8pm     | ENGLISH LIT RAG where I'm at with revision - watch Mr Bruff Power & Conflict rap online | GEOG Tectonics earthquakes and volcanoes               | MATHS Hegarty maths clip and then finish past paper | ENGLISH LIT make questions using the knowledge organiser | Go out with mates                                | 12:30-1pm    | ENGLISH LIT RAG where I'm at with revision - watch Mr Bruff Power & Conflict rap online | Going out for Sunday lunch with Dad                  |
| 8-9pm        | Relax -phone/Xbox   |  |   | GEOG Hazards - cyclones and droughts                     |  | 1pm-2pm      |   |  |
|              |   |  |   |  |  | 2pm-3pm      | BIOLOGY see if I can remember the revision clock and write it out on blank sheet        |  |
|              |   |  |   |  |  | 3-3:30pm     |   |  |
|              |   |  |   |  |  | 3:30-4pm     |   |  |
|              |   |  |   |  |  | 4-5pm        |   |  |
|              |   |  |   |  |  | 5-5:30pm     | Go out with mates - buy new black pen   |  |
|              |   |  |   |  |  | 5:30-6:30pm  |   |  |
|              |   |  |   |  |  | 6:30-7:30pm  |   |  |
|              |   |  |   |  |  |              | sort exam equipment   |  |
|              |   |  |   |  |  | 7:30-8pm     | /pencilcase   |  |
|              |   |  |   |  |  | 8-9pm        |   |  |

**Focus Subjects to revise this week**

MATHS (ALGEBRA: Expanding brackets, factorising quadratics)

ENGLISH LIT (Macbeth and Jekyll & Hyde - characters, themes)

BIOLOGY (revision guides pages 30-45, Miss Bs revision task)

Topics that I find most difficult

Teachers who I needs to ask for revision resources/tasks

1. Block out when you can't revise – Example shown on diagram: **'Go to Jack's house'**
2. Write in when you CAN revise and **which subject** – then plan **which topic** you are going to revise so that your revision is **active and specific**.  
Example shown on diagram: **'MATHS – past paper and factorising quadratics.'**
3. Made sure you have the resources you need for your revision sessions. Example shown on diagram refers to **past paper, revision clock, flash cards, knowledge organiser**.
4. Revise for 50 mins-1 hour and take a 10 minute break.  
Think about the type of revision you will do, using the best techniques, like Quizzing, making flash cards to test yourself, doing exam style questions or questions from past papers.
5. Don't fall into the trap of revising what you already know – **Be brave and tackle the things that you know you struggle with – that's where your extra marks lie**.
6. Be realistic – other life events will get in the way, things will crop up and things won't always go to plan. That's OK. We have to accept this.  
**So, be prepared to change and scribble out what hasn't happened and reschedule it elsewhere.**

### TAKE ACTION NOW!

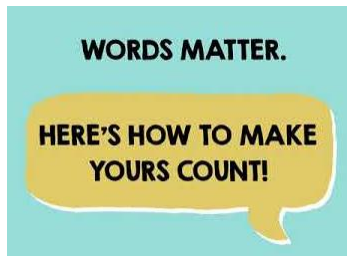
Have a go at making a revision timetable – time management is a skill and it needs to be practised like everything else.

Don't wait until the March Mocks or until the Summer, because you won't know how to make it work for you.

## THERE'S NO WAY I CAN HELP MY CHILD WITH MATHS! ...YES, you can!

Students are required to have strong numeracy skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded across the curriculum in many subjects, but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their number skills in a wide range of contexts.

- **Be positive about maths** – research shows that parents pass on their own anxiety about maths to their children, particularly mums to daughters. It's much better to say:



- 'I don't know how to do that – what can you tell me about it?'
- 'I've seen how much effort and time you've put into working that out, well done. Maths is about practice and solving problems, it takes time. You might not be able to understand it first time.'
- 'I have to work really hard at maths, but I keep improving with time.'
- 'What do you think the question is asking you to do? Can you tell me what the signs mean?'
- 'Where could we get help with this maths question?'







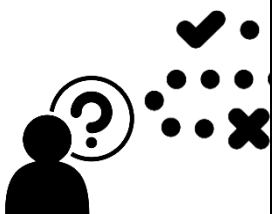



- **Never say things like "I can't do maths" or "I hate maths" or "I'm rubbish at maths as well, don't worry."** We would never say it was OK to be awful, at reading or to not bother with learning how to write! Your child may start to think that maths isn't important and that there is no point in trying - they will then struggle even more with maths because they have lost confidence in their own ability.



- **Point out the maths in everyday life.** Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- **Always praise your child for their effort, not their ability.** It's not helpful to praise them for being 'clever' – because the minute they struggle with something, they then worry that they are no longer clever. If you praise effort, it shows them that by working hard they can always improve. Research shows that progress comes from working at the things you find difficult and not giving up. We spend more time on the things we like, which is why we keep getting better at them. Just like reading, maths skills are improved by **doing** maths frequently and accepting that learning new concepts will take time.
- **We learn in life and in maths by making mistakes.** Getting things wrong and working out what went wrong, why and where, is an important part of learning.



## BECOMING AN INDEPENDENT LEARNER

| <br><b>Independent Learning Skills and Qualities</b> |   | <b>Is this me yet?</b><br><b>What can I do to help myself to develop this skill or quality?</b> | <b>Rate yourself</b><br> |
|---|---|---|---|
|    | <p>I am <b>organised</b>.</p> <p>I manage my time by setting short term goals.</p> <p>I have the equipment I need.</p>  |   |   |
|    | <p>I take <b>responsibility</b> for my actions.</p>   |   |   |
|    | <p>I am <b>positive</b>.</p> <p>I know that I can improve if I keep trying and persevere, especially when I don't understand at all.</p>                                      |   |   |
|   | <p>I understand that <b>working and thinking hard now</b> will help me to achieve in the future. I know that having a long-term goal can help me through difficult times.</p> |   |   |
|   | <p>I am prepared to <b>make and learn from mistakes</b>.</p> <p>I see challenges as problems to solve. I <b>ask the question: Why? How? What if?</b></p>                      |   |   |
|    | <p>I step out of my comfort zone and <b>push myself</b> to do, see and discover new things.</p> <p>I <b>try out new learning techniques</b>.</p>                              |   |   |
|    | <p>I <b>reflect</b>.</p> <p>I <b>think about how I learn</b>.</p> <p>I <b>listen to advice and act upon feedback</b>.</p>   |   |   |
|    | <p>I <b>praise</b> myself and remember to celebrate my success, big or small.</p> <p>I <b>recognise what I have achieved</b> and how much progress I have made.</p>           |   |   |

## HOW CAN I SUPPORT MY CHILD TO READ MORE?

- Encourage your child to read magazines, comics, newspapers and the internet as well as books.
- Talk to your child about books or magazines you haven't enjoyed, as well as things you love.
- Buy books as presents.
- Remember that your child is reading when they are looking at bus timetables, menus, instructions, TV guides and the internet.
- Help your child to find books they will enjoy by joining the public library, if you are not already members.
- Read the same book.
- Talk to your child about the types of reading they are doing at school; get them to explain to you what they already know about types of non-fiction (factual writing), and try to match them to the subjects your child does at school.

**“If you don't like  
to read, you  
haven't found the  
right book.”  
J.K. Rowling.**

### The School Library

**The Library is located on Shawmere floor 2 and the School's Librarian is Mr Carter who is always at hand to recommend and help students with their reading.**

**Email:** [r.carter@saddleworthschool.org](mailto:r.carter@saddleworthschool.org)

The Library is open every day from 8am until 4pm and is open to ALL students from all year groups at break and lunch times. As well as housing more than 5,000 books, the Library has a suite of computers and a printer so that students can undertake their own research, complete homework and prepare for exams.

We have extended our school library to enable students to borrow e-books and audio books free of charge from a wide range of thousands of different books. To set up their e-account, students will need to drop into the Library.

### Where else can I get books from?

**Visit Oldham library webpage here and get access to online magazines, newspapers, e-books and audio books for free!** [www.oldham.gov.uk/libraries](http://www.oldham.gov.uk/libraries)

**Become a member of Oldham, public libraries.** Membership of the library service is free to all residents in Oldham. You do not need to provide any identification in order to join. There is no minimum age for joining, but those under the age of 13 years require the presence of a parent or carer to complete registration. If you are not sure that you have an existing account then call 0161 770 8000.

### Reading age tests

We use the NGRT tests to assess students' reading ages. Any student whose reading age is significantly below their chronological age is supported through a variety of reading interventions depending on their need.

## HOW DOES THE SCHOOL SUPPORT MENTAL HEALTH AND WELLBEING?

Keeping our physical and mental health in check is important. Good mental health allows children and young people to develop the resilience to manage whatever life throws at them and develop into well-rounded, healthy adults.

### #respect

There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life. The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.

### #kindness

At Saddleworth School, we challenge any negative perceptions about mental health and actively discuss and promote strategies, events and organisations which support young people to understand that we all have times in our life when we need support and we need to be able to recognise the signs of poor mental health and have some helpful strategies.

Further evidence points to how a student's ability to manage their own emotions can either support or hamper their learning, commitment and ultimate school success.



- We have **SPACE** (Saddleworth School's Personal, Academic, Cultural Awareness and Enrichment) **lessons** which includes Relationships & Sex Education and provides opportunities for students to discuss and explore issues pertinent to them. We ask students for feedback and use surveys to improve provision.
- We strive to help students develop self-confidence by discussing 'growth mindset' and using a positive, optimistic language with students.
- We promote the '5 Ways to Wellbeing' and explicitly discuss strategies for coping with exams, stressful situations and frustration with learning.
- We have comprehensive pastoral support and work closely with external agencies to support young people with interventions to meet their identified needs.

## TAKING CONTROL

It is normal to feel a bit worried or pressured by deadlines for schoolwork or exams. Young people can also put huge expectations on themselves on top of the hopes that they feel their family and friends may have for them. School and exam stress can cause young people to feel anxious and it is important that we help them to take control and find strategies for managing any difficult periods.

### Encourage your child to:

- Tell you if they're struggling.
- Ask for help from a teacher and try to be specific so they can help you.
- Speak to other students and manage your workload with them by supporting each other.
- Be kind to themselves- they can be very self-critical and may need reminding of all the amazing qualities they have.

More information can be found here: <https://www.aqa.org.uk/student-and-parent-support/managing-stress>

## HOW CAN I SUPPORT MY CHILD'S WELLBEING?

1. **Encourage your child to get their 5 Ways to Wellbeing** each day.
2. **Talk to them about mental health and the importance of good sleep**, 8-10 hours per night. Using phones, tablets and laptops can impact on our sleep - keep screens out of bedrooms!
3. **Model good habits** - If you are taking care of your own mental health, it's easier for them to see what good habits look like.
4. **Consider your own and their use of phones and social media**. More than 2 hours per day on social media is excessive. We're also more likely to listen to one another if we're not distracted by technology
5. **Notice any changes in your child's behaviour**. Knowing what is normal for your child makes it easier to notice when things change, and if this might be a sign that they're struggling.

## ANXIETY

### Signs – you may notice that they:

- Lack the confidence to try new things or seem unable to face everyday challenges.
- Find it hard to concentrate.
- Have problems with sleeping or eating.
- Are prone to angry outbursts.
- Have negative thoughts going around and around their head or keep thinking that the worst is going to happen.
- Start avoiding everyday activities, such as seeing friends, going out in public or attending school.

### What you can do:

It may help to explain what anxiety is and the physical effects it has on our bodies. It may be helpful to describe anxiety as being like a wave that builds up and then ebbs away again.

As well as talking to your child about their worries and anxieties, it's important to help them find solutions, says Professor Paul Stallard of Bath University. *"The tendency is to say, if you're worried about that sleepover, don't go. But what you're doing is saying, if you get anxious about something, it means you can't do it. It's more helpful to say, 'I hear that you're worried about this. What can you do that's going to help?' Focus on exploring solutions with your child, instead of just talking about all the things that could go wrong."* <https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>

# The 5 Ways to Wellbeing

## Connect



Connect with people around you. Spend time with your friends and family. Make new friends. Use different ways to communicate.



## Be Active

Go for a walk or a run. Cycle, dance or play a game. Walk to school instead of getting the bus. Go to the park. Try a new activity.



## Take Notice

Take time to be still, reflect, and become aware of your surroundings. Notice what you are thinking and be aware of what's going on in the world around you: the everyday and the unusual. Be curious. Savour your favourite food and try new foods.



## Keep Learning

Set yourself a goal. Learn something new. Research something you're interested in. Learn a new word or a random fact. Remember that making mistakes is an important part of learning...so you know how to improve.



## Give

Do something nice for a friend. Thank someone. Smile. Volunteer your time. Raise money for charity. Be a good role model. Being kind to others will see others being kind to you.

## ORGANISATIONS WHICH PROVIDE ADVICE AND SUPPORT



For information on internet safety and a parent and carers guide to online monitoring of your children's internet use, go to:

[www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)



For information and support on mental health and wellbeing.

**YOUNGMINDS** <https://youngminds.org.uk>

**kooth** <https://www.kooth.com>

**Anna Freud** <https://www.annafreud.org/on-my-mind>  
National Centre for Children and Families

**NHS** <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing>







# How we develop wellbeing through the curriculum at Saddleworth.

| <p><b>We are a community.</b></p> <ul style="list-style-type: none"> <li>• We are polite and considerate to each other.</li> <li>• We look after our environment.</li> </ul>  | <p><b>We are responsible.</b></p> <ul style="list-style-type: none"> <li>• We learn how to look after our physical and mental health.</li> <li>• We make informed decisions.</li> <li>• We reflect on what's happened and why.</li> </ul>   | <p><b>We are resilient and optimistic.</b></p> <ul style="list-style-type: none"> <li>• We aim high and are determined to achieve our goals.</li> <li>• We understand that it's part of life and learning to make mistakes.</li> <li>• We keep trying.</li> </ul>  | <p><b>We celebrate our differences.</b></p> <ul style="list-style-type: none"> <li>• We challenge prejudice.</li> <li>• We develop our understanding of the world and our role as a global citizen.</li> <li>• We help and care for those in need.</li> </ul>   | <p><b>We participate with enthusiasm.</b></p> <ul style="list-style-type: none"> <li>• We make the most of every opportunity.</li> <li>• We have a positive attitude.</li> <li>• We step outside of our comfort zones.</li> </ul>   |
|---|---|--|---|---|
| <p>How do my behaviours affect others?<br/>           What is it to be a friend?<br/>           What are the ingredients of a good relationship?<br/>           What is kindness?<br/>           How does the kindness of others make us feel?<br/>           What does being kind to others do for me?<br/>           What is it to be unkind?<br/>           What do I care about? Are these things just important to me?<br/>           What do I value?<br/>           What is integrity?<br/>           What is a 'community'?</p> | <p>What are the 5 ways to wellbeing?<br/>           How does exercise help my wellbeing?<br/>           What do I know about the teenage brain?<br/>           How do I deal with my emotions?<br/>           Can I control anger?<br/>           What makes me tick? What makes me upset? How do I lift my own spirits? What makes me over-react?<br/>           What is 'appropriate behaviour'? Can I explain calmly to others how I am feeling?<br/>           Why is communication important?<br/>           What is 'active listening'?<br/>           How do I develop critical thinking skills?<br/>           Why is it important to reflect?<br/>           How do I manage change?<br/>           What does 'controlling the controllables' mean?<br/>           How can I lead a happy and fulfilling life?</p> | <p>What am I good at?<br/>           What could I be really brilliant at?<br/>           What is a growth mind-set? Why does effort trump talent?<br/>           What's the power of 'yet'?<br/>           Who would be an excellent role model? Who/What inspires me?<br/>           What do I want for myself in the future? What will I need to do to get there?<br/>           Why do we need to read?<br/>           What does it mean to be 'digitally literate'?<br/>           What is 'glass half empty'?<br/>           What is optimism?<br/>           How can I become an independent learner? What does an excellent learner do?<br/>           What is meta-cognition?<br/>           How do I respond to criticism and feedback? How can I develop resilience?<br/>           What does it feel like outside my comfort zone? How can I develop my self-confidence?<br/>           Why are problem-solving skills important?</p> | <p>What is it to be an upstander?<br/>           What's a bystander?<br/>           What is oppression?<br/>           What is prejudice?<br/>           How empathetic am I?<br/>           What is an effective way of challenging someone's views?<br/>           How can I find out more about the world? Do I believe everything I read or hear?<br/>           What happened in the news today? What can I do to be more involved in the issues that are important to me?<br/>           What is suffering?<br/>           Who helps those in need?<br/>           Can one person change things?<br/>           Why volunteer?<br/>           Why are charities needed?<br/>           What change would I like to see in the world?<br/>           What is the 'rule of law'?<br/>           How do we show 'mutual respect'?<br/>           What is 'democracy'?<br/>           What is 'individual liberty'?<br/>           Who protects human rights?</p> | <p>What am I enthusiastic about? How intrepid am I?<br/>           Why should I step outside my comfort zone?<br/>           What opportunities are available to me?<br/>           Who can I ask for help?<br/>           Who could I support?<br/>           Who might participate with me?<br/>           How can I make sure I get involved and make the most of each day?<br/>           What is a 'team player'?<br/>           What might stop me from participating?<br/>           Why does a positive attitude make such a difference?<br/>           What is humour?<br/>           What is sarcasm?<br/>           It was just a joke. Is there a funny side for everyone?<br/>           Which type of humour helps and which hurts?<br/>           What makes me laugh?<br/>           What power is there in laughter?</p> |

# Keeping tabs on my 5 a day!

Write down how you've kept yourself mentally and physically healthy today in the columns below...

|   |    |   |    |   |
|--|---|--|---|--|
| <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Ask a friend about their weekend and pay attention and listen when they tell you.</li> <li>• Make contact with someone you used to hang out with.</li> <li>• Ask your parents or carer about their childhood.</li> <li>• Write a letter or send a postcard to someone.</li> <li>• Smile at a person on the street and say hello.</li> </ul> | <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Play your favourite song and dance to it.</li> <li>• Walk to school.</li> <li>• Go to your local park.</li> <li>• Stretch and move your limbs in the morning, midday and evening. Work it out!</li> <li>• Walk the dog.</li> <li>• Do some gardening.</li> </ul> | <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Take notice of what you are thinking. Not to judge or be hard on yourself, but just to be more aware of yourself.</li> <li>• Really savour every mouthful of your lunch, noticing the texture, flavour, how the food feels, tastes.</li> <li>• Consider your strengths – do you make the most of them?</li> <li>• Watch animals and birds outside.</li> </ul> | <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Learn a new word.</li> <li>• Create a quiz to do with your family.</li> <li>• Learn a new language.</li> <li>• Learn a new dance routine or the words to a new song.</li> <li>• Learn more about your family history.</li> </ul> | <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Smile and be willing to give your time to a conversation.</li> <li>• Check up on a friend.</li> <li>• Say thank you to someone who has helped you - send a text, or message or write them a letter to show how much it meant to you.</li> </ul> |

# HOW DO WE GET SETUP FOR ONLINE LEARNING FROM HOME?

This document shows students and parents how to access the key areas in Office 365.

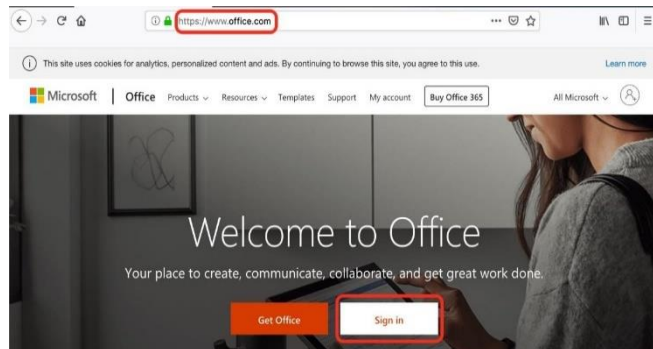
**Office 365 Login:** Students should open a web browser and go to the website [www.office.com](https://www.office.com) then click **Sign In**.

Their sign-in email address is of the format [surnameforename@saddleshworthschool.org](mailto:surnameforename@saddleshworthschool.org):



**Sign in**

[bloggsjoe@saddleshworthschool.org](mailto:bloggsjoe@saddleshworthschool.org)

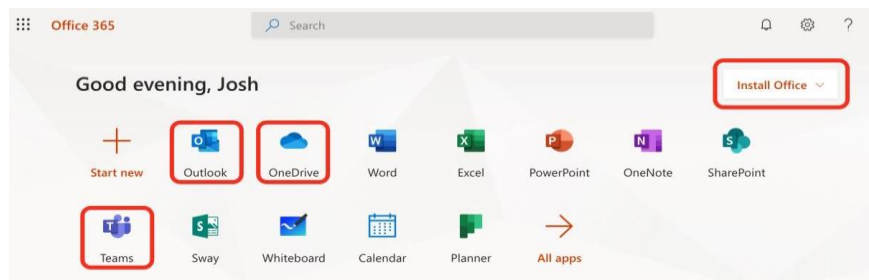


For double-barrel names **use a hyphen** e.g. [bloggs-bloggsjoe@saddleshworthschool.org](mailto:bloggs-bloggsjoe@saddleshworthschool.org).

The **password** is the same password that students use to log onto a computer at school.

## Office 365 Apps:

Once the email and password are entered students will arrive at the Office 365 home page.



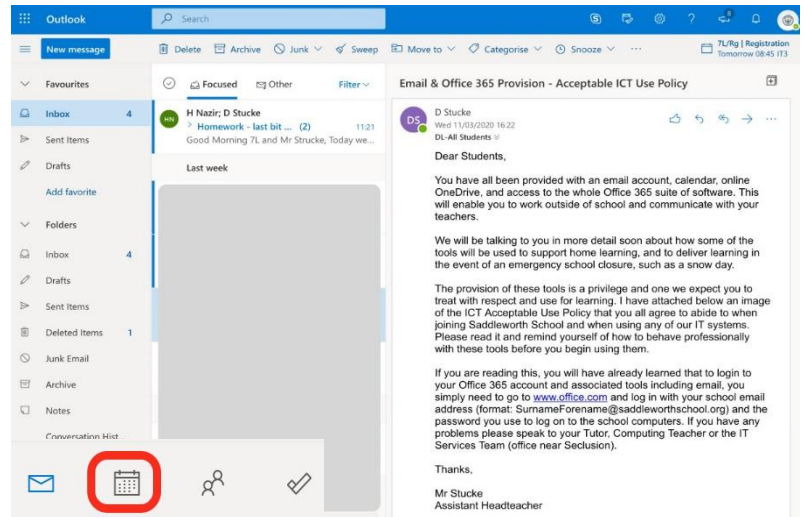
There are 4 key areas we will focus on:

- 1. Install Office:** Our education license means that students can install the full Microsoft Office suite of software on any family devices. If you are on a traditional computer you can download and install them via the 'Install Office' link. If you are using a phone or a tablet you can download the Word, PowerPoint etc apps from the App Store. When the applications are installed they will ask you to sign in to register them. Use the email address and password from the previous step. The whole family can benefit from these applications.
- 2. Outlook:** This contains the student email and calendar.
- 3. OneDrive:** This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school.
- 4. Teams:** This is our class-based communication tool and learning platform.

## I'm not sure how to use Outlook. Is it easy to use?

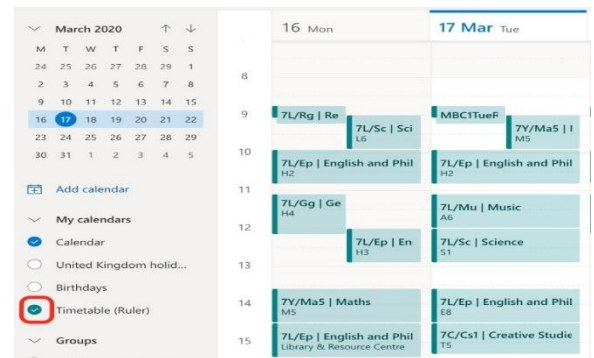
Clicking the Outlook icon from [www.office.com](http://www.office.com) will bring students to their email:

Students can read emails and reply to emails (but only to addresses within school).



At the bottom left of the screen, students can switch to their calendar by clicking the small calendar icon:

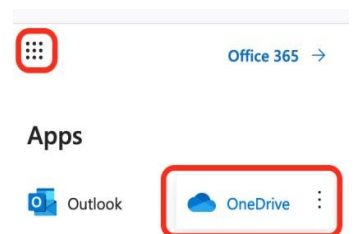
Students should turn on the 'Timetable (Ruler)' calendar by checking the box next to it – this will add their timetable to their calendar. During a normal school day, this will allow students to see their lessons for the day ahead.



Students may choose to download and install the Outlook app to a phone or tablet. This gives them easy access to their email and school calendar at all times.

## How does OneDrive work?

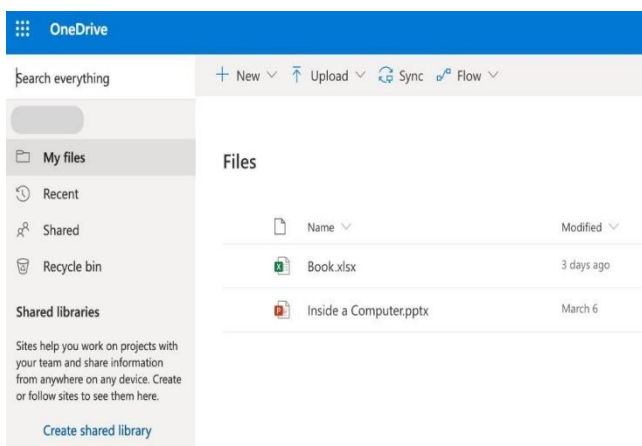
Tapping the 9 square 'waffle' menu in the top left of any Office 365 website brings up the application switcher. OneDrive can be accessed from this menu.



This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school. Students have been encouraged in school lessons to copy their school network documents into OneDrive as this means they have easy access to them from home.

If students complete work at home and save it into their OneDrive they can easily access it again at school. Uploading files is as simple as dragging and dropping from a computer folder if working on a computer.

Again, a OneDrive app is available for tablets and phones that gives access to files on those devices.

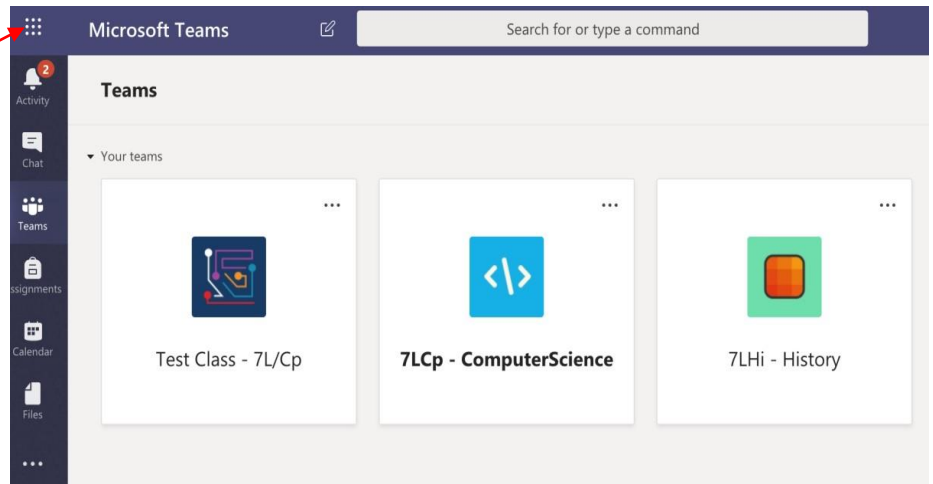


## How does 'Teams' work?

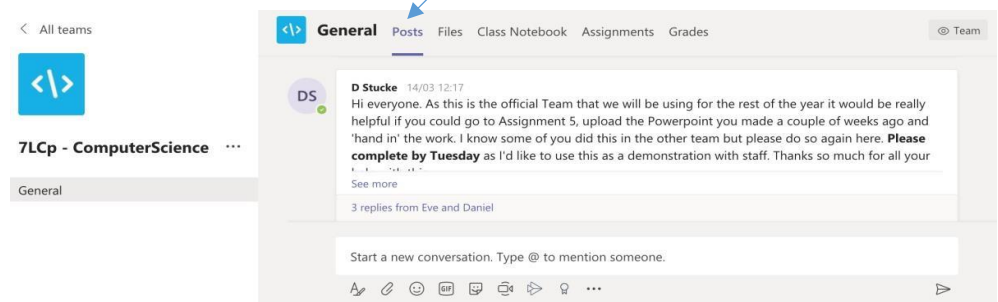
Teams can also be accessed by the 'waffle' menu. Some subjects use Teams.

Students should find a Team for each class that they have in school.

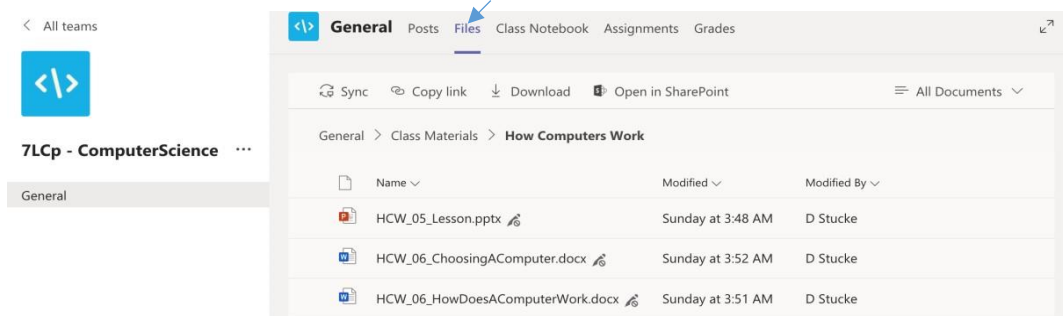
Clicking on a class icon will open up the Team for that class.



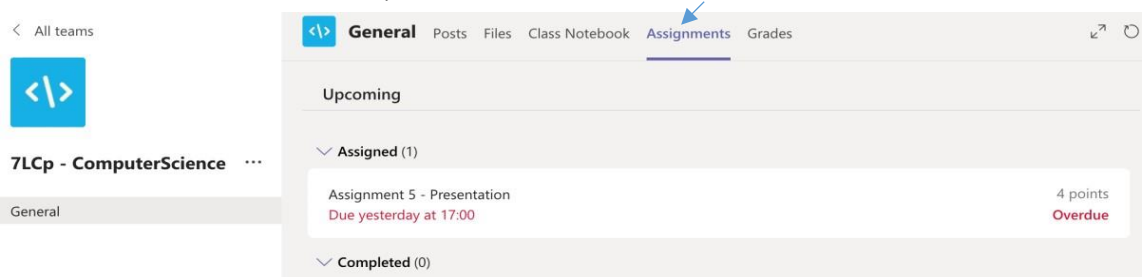
The 'Posts' section will have messages from the teacher and other students:



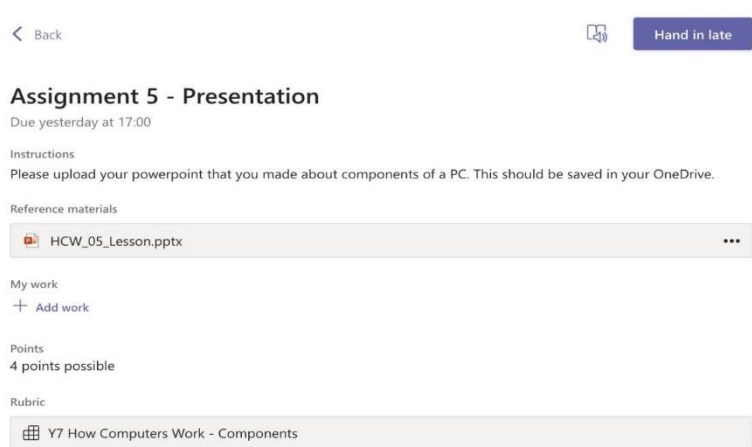
The 'Files' section stores any files that have been shared with the group by the teacher:



The 'Assignments' section is where specific learning tasks may have been shared. This would be used if students have a deadline to work to, or work to return:



To complete assignments in Teams, students should read the instructions carefully. Either complete the attached files or use the 'attach' button to upload other work. Once the student's work is completed and ready to send to their teacher, they have to press the 'Hand In' button.



As well as a 'Team' for each class, students will find they are a member of a Year Team called 'Class of 2024'.

**What if we're struggling to understand how to use MS Teams?  
What if we haven't got a laptop?  
We're having technical issues!**



The IT team at Saddleworth School will try to support you wherever possible. We do have some laptops available for students to loan.

Please phone the School Reception on 01457 872072 to ask to speak to **Mr Gary Hudson or Miss Evans** or email them on [g.hudson@saddleworthschool.org](mailto:g.hudson@saddleworthschool.org) or [c.evans@saddleworthschool.org](mailto:c.evans@saddleworthschool.org)



Class Charts is a great online tool for parents and students. At Saddleworth, we use Class Charts for attendance, behaviour, homework, recognition and communication. Parents and students require a log on. **Please refer to the separate Class Charts booklet for more details or contact your child's Home School Leader.**

## SPACE - Non-examined subject

### COURSE SUMMARY

Last year, students learnt a range of content linking to the three key PSHE themes:

1. Health and Wellbeing: 5 ways to Wellbeing, Resilience and Healthy Living (Exercise and Sleep, Immunisation, Self-Examination and Personal Hygiene), Mental Health and Wellbeing.
2. Relationships: Consent, Contraception, Sex Education, Sexting/Nudes, Coercion, Pregnancy and Abortion.
3. Living in the Wider World: Internet Safety, LGBTQ+ Rights and Drugs, as well as Careers based areas such as Post 16 Pathways, the Economy, Law and Democracy.

This year, Year 11 students should engage as much as possible in their SPACE lessons, taking on board what we learn, and applying it to their lives outside of lessons. Year 11 can be one of the most pressured for students, so they would do well to actively use the wellbeing and resilience strategies shown in lessons in their day to day lives and to use the study skills and revision strategies sessions to help them to work towards their goals and aspirations.

### Year 11 2023-24 OVERVIEW

|   |  |
|---|--|
| <b>Half Term 1:<br/>September –<br/>October</b> | Resilience; Careers: Pathways and College Courses, Writing a personal statement, College Applications; Healthy Relationships: Making Good Decisions, Coercive Behaviour.     |
| <b>Half Term 2:<br/>November –<br/>December</b> | Study Skills: Preparing for Exams, Wellbeing during Exams; Healthy Relationships: Fertility, Pregnancy and Miscarriage, Contraception, Marriage; Religion and Relationships. |
| <b>Half Term 3:<br/>January – February</b>      | From School to Life – Finance (Budgeting and Spending/Saving/Borrowing), Drugs, Role Models  |
| <b>Half Term 4:<br/>February-March</b>          | Online Safety; Healthy Living and The 5 Ways to Wellbeing  |
| <b>Half Term 5:<br/>April - May</b>             | Revision Sessions and Strategies: Mind-mapping, Revision Clocks, Knowledge Organisers, Quizzes and Short Answer Questions, Revision Cards, Past Papers.                      |
| <b>Half Term 6:<br/>June</b>                    | Revision Sessions and Strategies: Mind-mapping, Revision Clocks, Knowledge Organisers, Quizzes and Short Answer Questions, Revision Cards, Past Papers.                      |

### FINAL EXAMS

There are no exams for SPACE.

### WHAT SHOULD HOMEWORK LOOK LIKE IN SPACE?

On the occasions where home learning is set, it has the aim to encourage students to apply something from SPACE lessons to their lives in some way. For this home learning, although an end product will need to be provided, the process and reflection of the process will often be more important than the end product. (For example, students may be asked to create a revision timetable in preparation for their Mock Exams. The most important thing here, is that they try to make it realistic and endeavour to stick to it, rather than just completing the revision timetable and handing it in.)

### USEFUL REVISION RESOURCES & WEBSITES

|                            |   |   |
|----------------------------|---|---|
| <b>Relationships</b>       | <a href="https://www.brook.org.uk/">https://www.brook.org.uk/</a>                                 | <a href="https://www.disrespectnobody.co.uk/">https://www.disrespectnobody.co.uk/</a> |
| <b>LGBTQ+</b>              | <a href="https://www.stonewall.org.uk/">https://www.stonewall.org.uk/</a>                         | <a href="https://www.theproudtrust.org/">https://www.theproudtrust.org/</a>           |
| <b>Careers</b>             | <a href="https://barclayslifeskills.com/">https://barclayslifeskills.com/</a>                     | <a href="https://icould.com/">https://icould.com/</a>                                 |
| <b>Apprenticeships</b>     | <a href="https://www.gov.uk/become-apprentice">https://www.gov.uk/become-apprentice</a>           |   |
| <b>Staying Safe Online</b> | <a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a> | <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>             |
| <b>Democracy</b>           | <a href="https://learning.parliament.uk/en/">https://learning.parliament.uk/en/</a>               |   |
| <b>Mental Health</b>       | <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a>                                   | <a href="https://youngminds.org.uk/">https://youngminds.org.uk/</a>                   |

### SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

**CURRICULUM LEADER:** Miss Pickup      **Email:** [k.pickup@saddleworthschool.org](mailto:k.pickup@saddleworthschool.org)

# Maths GCSE

|                     |  |
|---------------------|--|
| Exam Board: Edexcel | Specification Number: <b>1MA1/8300</b> |
|---------------------|--|

## Y11 COURSE SUMMARY

The best way to succeed in maths is through regular practice. Students should plan to re-visit previous topics regularly throughout the year and aim to make small and frequent improvements.

## Year 11 2023-24 OVERVIEW

|   | Foundation Tier topics  | Higher Tier topics                       |
|---|---|--|
| <b>Half Term 1:<br/>September –<br/>October</b> | Bearings, Pythagoras' Theorem,<br>Trigonometry  | Circle Theorems, Histograms              |
| <b>Half Term 2:<br/>November –<br/>December</b> | Ratio & Proportion, Scatter Graphs &<br>Two-Way Tables, Transformations                             | Proportion, Trigonometry                 |
| <b>Half Term 3:<br/>January –<br/>February</b>  | Non-Linear Graphs, Solving Quadratic<br>Equations,  | Circle Geometry, Simultaneous Equations. |
| <b>Half Term 4:<br/>February-March</b>          | Similar Shapes & Congruence,<br>Simultaneous Equations  | Advanced Algebra, Functions              |
| <b>Half Term 5:<br/>April - May</b>             | Arc Length & Area of a Sector, Vectors,<br>Complex Calculations                                     | Vectors, Transformations of Graphs       |
| <b>Half Term 6:<br/>June</b>                    | Revision lessons and final exams.<br>Maths 'extra' sessions during the day in the main exam period. |  |

## FINAL EXAMS

Students will sit 3 exam papers at either Higher or Foundation Tier in the May/June of Year 11. These papers are worth 100% of the final exam grade.

**Paper 1 Non calculator paper. Papers 2 & 3 are Calculator papers.**

CASIO FX83GTX or FX83GTCW are the school's preferred calculator models.

The topics of number, algebra, shape, ratio and proportion and statistics can be found on all of the papers.

## WHAT SHOULD HOMEWORK LOOK LIKE IN MATHS?

- Homework tasks are set each week on **sparxmaths.uk**
- In addition to SPARX homework, students will receive a written task every fortnight.
- Maths is best practised frequently and in short 20-minute sessions – students are not likely to learn new concepts by cramming just before an exam – maths takes time.
- After each mock exam, students will be given a Question Level Analysis (QLA). This informs the students which areas they need to focus their revision on to improve their grade.
- 'Target' workbooks by Pearson are excellent for practising maths and can be obtained at a discounted rate through school. These will be available to buy through the school.
- Past papers are great practice. We have a past paper club that runs on a weekly basis every Thursday after school in the canteen. Students can work with their peers or ask teachers for support as they work on their exam technique.

## USEFUL REVISION RESOURCES & WEBSITES

|                    |  |
|--------------------|--|
| Exam Board Website | <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html</a>  |
| Sparx Maths        | Instructional videos and self-marked tests on all topics (password is required) <b>sparxmaths.uk</b>   |
| On Maths           | Free to use website containing self-marked practise exam papers free to use, no password required, although registering allows previous test scores to be saved <b><a href="https://www.onmaths.com/">https://www.onmaths.com/</a></b> |

## SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

**ASSOCIATE CURRICULUM LEADER: Ms E Davies**

**email:** [e.davies@saddleworthschool.org](mailto:e.davies@saddleworthschool.org)



# English Language and Literature GCSEs

|                        |                                     |
|------------------------|-------------------------------------|
| <b>Exam Board:</b> AQA | Specification Number: 8700 and 8702 |
|------------------------|-------------------------------------|

## COURSE AND QUALIFICATIONS

All Y11 students will undertake a combined Language and Literature GCSE course leading to two GCSEs: English Language (two exam papers) and English Literature (two exam papers). Students will study 'Macbeth', 'Power & Conflict' Poetry Anthology, 'A Christmas Carol', 'An Inspector Calls' and 'Unseen Poetry' for the English Literature GCSE. Copies of these texts can be purchased through the school's finance office.

### Year 11 OVERVIEW

|                     |   |
|---------------------|---|
| September – October | Language Paper One – Creative Writing<br>An Inspector Calls Revision            |
| November – December | Macbeth Revision<br>Language Paper One – Reading Section                        |
| January – February  | A Christmas Carol   |
| March - April       | Revision of Language Paper Two<br>Revision of Conflict Poetry and Unseen Poetry |
| May – June          | Revision of all Literature and Language   |

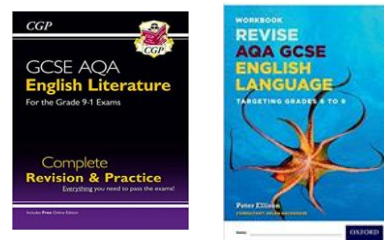
### FINAL EXAMS

| LANGUAGE   | LITERATURE   |
|--|--|
| <b>Language Paper One and Language Paper Two.</b><br><i>Dates for the 2023 English examination series are yet to be confirmed, but will be in May/June 2024.</i> | <b>Literature Paper One and Literature Paper Two.</b><br><i>Dates for the 2023 English examination series are yet to be confirmed, but will be in May/June 2024.</i> |

### REVISION RESOURCES

**English Language Workbook:**  
Either 'Targeting grade 5' or 'Targeting grades 6-9'. Please be advised by your teacher.

**English Literature Revision Guides for set texts:**  
A Christmas Carol  
An Inspector Calls  
AQA Poetry (including Unseen poetry)  
Macbeth



**Ask your children questions about their set texts. Ask them to teach you key characters, concepts, themes or quotes.**

### USEFUL WEBSITES

- **AQA exam board:** [www.aqa.org.uk/subjects/english/gcse/english-literature-8702](http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702)
- **BBC Bite size revision website:** [www.bbc.co.uk/education/subjects/zr9d7ty](http://www.bbc.co.uk/education/subjects/zr9d7ty)
- **Spark notes:** [www.sparknotes.com](http://www.sparknotes.com)
- **Mr Bruff resources and the 'Power and Conflict' rap:**  
[www.youtube.com/watch?v=dABvusS9Vo](http://www.youtube.com/watch?v=dABvusS9Vo)

### SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

|                                     |  |
|-------------------------------------|--|
| <b>Curriculum Leader English:</b>   | <a href="mailto:r.twigg@saddleworthschool.org">r.twigg@saddleworthschool.org</a>     |
| <b>Assistant Curriculum Leader:</b> | <a href="mailto:s.dearden@saddleworthschool.org">s.dearden@saddleworthschool.org</a> |

# Triple Science (Biology, Chemistry and Physics GCSEs)

| Exam Board: Edexcel  |   | Specification Number: BI0 1CHO 1PH0  |   |
|--|---|--|---|
| COURSE SUMMARY   |   |  |   |
| Students studied the following topics in Year 10, they should be revising these topics independently.  |   |  |   |
| SB1 Key Concepts in Biology<br>SB2 Cells and Control<br>SB3 Genetics<br>SB4 Natural Selection and Genetic Modification<br>SB5 Health and Disease   | SC1 States of Matter<br>SC2 Separating Substances<br>SC3 Atomic Structure<br>SC4 The Periodic Table<br>SC5 Ionic Bonding<br>SC6 Covalent Bonding  | SC7 Types of Substance<br>SC9 Calculations Involving Masses<br>SC8 Acids and Alkalis<br>SC11 Obtaining and Using Metals<br>SC10 Electrolytic Processes<br>SC12 Reversible Reactions and Equilibria | SP1 Motion<br>SP2 Motion and Forces<br>SP3 Conservation of Energy<br>SP4 Waves<br>SP5 Light and the Electromagnetic Spectrum<br>SP6 Radioactivity and SP7 Astronomy |
| Year 11 2023-24 OVERVIEW   |   |  |   |
| To keep on track in Year 11 a checklist is given to students by their class teacher to track their learning which students RAG rate at key points (Red/Amber/Green) to identify their progress in different topics. Green topics = revisit and go over less often. Amber topics = use your revision guide, BBC bitesize or SENECA to revise. Red topics = see your teacher for additional support. |   |  |   |
| <b>Half Term 1:<br/>September - October</b>  | Biology   | SB9 Ecosystems and Material Cycles   |   |
|  | Chemistry   | SC14 Quantitative Analysis<br>SC18 Rates of Reaction<br>SC19 Heat Energy Changes in Chemical Reactions   | SC15 Dynamic Equilibrium, Calculation involving volumes of Gases<br>SC16 Chemical Cells and Fuel Cells  |
|  | Physics   | SP8 Energy – Forces Doing Work<br>SP9 Forces and their Effects   | SP10 Electricity and Circuits   |
| <b>Half Term 2:<br/>November – December</b>  | Mock Exams W.B. 27 <sup>th</sup> November 2023  |  |   |
|  | Biology   | SB7 Animal Coordination Control and Homeostasis  |   |
|  | Chemistry   | SC17 Groups in the Periodic Table<br>SC25 Qualitative Tests for Ions   | SC19 Heat Energy Changes in Chemical Reactions  |
| <b>Half Term 3:<br/>January – February</b>   | Physics   | SP11 Static Electricity<br>SP12 Magnetism and the Motor Effect   | SP13 Electromagnetic Induction  |
|  | Biology   | SB8 Exchange and Transport in Animals  | SB6 Plant Structures and their Functions  |
|  | Chemistry   | SC20 Fuels<br>SC21 Earth and Atmospheric Science   | SC26 Bulk Properties of Materials – Including Nanoparticles   |
| <b>Half Term 4:<br/>February-March</b>   | Physics   | SP14 Particle Model  |   |
|  | Core mock exams W.B. 4 <sup>th</sup> March 2024   |  |   |
|  | Biology   | SB6 Plant Structures and their Functions   |   |
| <b>Half Term 5:<br/>April - May</b>  | Chemistry   | SC22 Hydrocarbons  | SC23 Alcohols and Carboxylic Acids<br>SC24 Polymers   |
|  | Physics   | SP15 Forces and Matter   |   |
| <b>Exam Preparation for the final exams.</b>   |   |  |   |
| FINAL EXAMS  |   |  |   |
| The Triple Science course leads to three separate GCSEs in Biology, Chemistry and Physics. Each subject is assessed by two 1hr 45min papers. Paper 1 content is mainly taught in Year 10, and Paper 2 in year 11. All exams are sat in the May/June of Y11.  |   |  |   |
| What should homework look like in Triple Science?  |   |  |   |
| Homework will include quizzing using Active Learn or other online quizzing websites and including quizzes on previous and current topics. Past paper questions will also be set for homework to develop exam technique, knowledge and understanding. Preparation for open assessments will also be part of homework to ensure that revision is continuous throughout the year.                     |   |  |   |
| USEFUL REVISION RESOURCES & WEBSITES   |   |  |   |
| Exam Board Website   | The Triple Science specification can be found on the Edexcel website<br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-1">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-1</a>                                   |  |   |
| Active Learn   | Quizzing set by the teacher and automatically marked.<br><a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a>  |  |   |
| Other Websites   | <b>BBC Bite size revision website:</b> <a href="http://www.bbc.co.uk/education/subjects/zr9d7ty">www.bbc.co.uk/education/subjects/zr9d7ty</a><br><b>SENECA Learning revision website:</b> <a href="https://www.senecalearning.com/blog/gcse-revision/">https://www.senecalearning.com/blog/gcse-revision/</a> |  |   |
| SCHOOL CONTACT   |   |  |   |
| Please make your son/daughter's classroom teacher your first point of contact.<br><b>CURRICULUM LEADER: Mr Brighton</b> email: <a href="mailto:m.brighton@saddleworthschool.org">m.brighton@saddleworthschool.org</a>  |   |  |   |

## Combined Science

|  |   |  |   |
|--|---|--|---|
| <b>Exam Board:</b> Edexcel   |   | Specification Number: 1SCO   |   |
| <b>COURSE SUMMARY</b>  |   |  |   |
| Students studied the following topics in Year 10, they should be revising these topics independently.  |   |  |   |
| CB1 Key Concepts in Biology<br>CB2 Cells and Control<br>CB3 Genetics<br>CB4 Natural Selection and Genetic Modification<br>CB5 Health and Disease   | CC1 States of Matter<br>CC2 Separating Substances<br>CC3 Atomic Structure<br>CC4 The Periodic Table<br>CC5 Ionic Bonding<br>CC6 Covalent Bonding  | CC7 Types of Substance<br>CC9 Calculations Involving Masses<br>CC8 Acids and Alkalis<br>CC11 Obtaining and Using Metals<br>CC10 Electrolytic Processes | CP1 Motion<br>CP2 Motion and Forces<br>CP3 Conservation of Energy<br>CP4 Waves<br>CP5 Light & the Electromagnetic Spectrum<br>CP6 Radioactivity |
| To keep on track in Year 11 a checklist is given to students by their class teacher to track their learning which students RAG rate at key points (Red/Amber/Green) to identify their progress in different topics. Green topics = revisit and go over less often. Amber topics = use your revision guide, BBC bitesize or SENECA to revise. Red topics = see your teacher for additional support.   |   |  |   |
| <b>Year 11 2023-24 OVERVIEW</b>  |   |  |   |
| <b>Half Term 1:<br/>September –<br/>October</b>  | <b>CB6 Plant Structures and their Functions</b><br><b>CB7 Animal Coordination Control and Homeostasis</b><br><b>CC13 Groups in the Periodic Table</b><br><b>CC14 Rates of Reaction</b><br><b>CC15 Heat Energy Changes in Chemical Reactions</b>   | <b>CC12 Reversible Reactions and Equilibria</b><br><b>CP9 Electricity and Circuits</b><br><b>CP10 Magnetism and the Motor Effect</b>                   |   |
| Mock Exams W.B. 27 <sup>th</sup> November 2023   |   |  |   |
| <b>Half Term 2:<br/>November –<br/>December</b>  | <b>Same topics as Half Term 1 and...</b><br><b>CB8 Exchange and Transport in Animals</b><br><b>CC16 Fuels</b><br><b>CP11 Electromagnetic Induction</b>  |  |   |
| <b>Half Term 3:<br/>January –<br/>February</b>   | <b>CB8 Exchange and Transport in Animals</b><br><b>CB9 Ecosystems and Material Cycles</b><br><b>CC17 Earth and Atmospheric Science</b>  | <b>CP7 Energy – Forces Doing Work</b><br><b>CP8 Forces and their Effects</b><br><b>CP12 Particle Model</b><br><b>CP13 Forces and Matter</b>            |   |
| Core mock exams W.B. 4 <sup>th</sup> March 2024  |   |  |   |
| <b>Half Term 4:<br/>February-March</b>   | <b>Same topics as Half Term 3</b>   |  |   |
| <b>Half Term 5:<br/>April - May</b>  | <b>Final Exam Preparation</b>   |  |   |
| <b>FINAL EXAMS</b>   |   |  |   |
| For all Y11 students studying Combined Science leads to two GCSEs: These grades are awarded from the combined marks from 6 papers. Each paper is 1hr 10mins in length and is sat in the summer exam period. There are two Biology, two Chemistry and two Physics papers.<br>In Year 10 students studied mainly Paper 1 Biology, Paper 3 Chemistry and Paper 5 Physics. In Year 11 students study Paper 2 Biology, Paper 4 Chemistry and Paper 6 Physics. |   |  |   |
| <b>What should home learning look like?</b>  |   |  |   |
| Homework will include quizzing using Active Learn or other online quizzing websites and including quizzes on previous and current topics. Past paper questions will also be set for homework to develop exam technique, knowledge and understanding. Preparation for open assessments will also be part of homework to ensure that revision is continuous throughout the year.   |   |  |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |   |  |   |
| Exam Board Website   | The Combined Science specification can be found on the Edexcel website<br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1</a>                               |  |   |
| Active Learn   | Quizzing set by the teacher and automatically marked<br><a href="https://www.pearsonactivelearn.com/app/Home">https://www.pearsonactivelearn.com/app/Home</a>   |  |   |
| Other Websites   | <b>BBC Bite size revision website:</b> <a href="http://www.bbc.co.uk/education/subjects/zr9d7ty">www.bbc.co.uk/education/subjects/zr9d7ty</a><br><b>SENECA Learning revision website:</b> <a href="https://www.senecalearning.com/blog/gcse-revision/">https://www.senecalearning.com/blog/gcse-revision/</a> |  |   |
| <b>SCHOOL CONTACT</b>  |   |  |   |
| Please make your son/daughter's classroom teacher your first point of contact.   |   |  |   |
| <b>CURRICULUM LEADER: Mr Brighton</b>  |   | <b>email:</b> <a href="mailto:m.brighton@saddleworthschool.org">m.brighton@saddleworthschool.org</a>   |   |

# History GCSE

|                            |                              |
|----------------------------|------------------------------|
| <b>Exam Board:</b> Edexcel | <b>Specification Number:</b> |
|----------------------------|------------------------------|

## Y11 COURSE SUMMARY

In Year 10, students studied Paper 1: Crime and Punishment and the Whitechapel Depth Study in the Autumn and Spring term and Paper 2: American West and Paper 3: 1950s Civil Rights Movement in the Summer Term. To keep on track during Year 11 pupils will be given a work booklet with all of the resources needed for their lessons in it which will mean they can keep on top of their work even if they miss a lesson. It is their responsibility to ensure that they bring this to every lesson as the document will not be being reprinted for them if they forget it.

## Year 11 2023-24 OVERVIEW

|   | Topics:   |
|---|---|
| <b>Half Term 1:<br/>September – October</b> | Paper 3: USA: Conflict at home and abroad (Civil Rights Movement in the 1960s)                |
| <b>Half Term 2:<br/>November – December</b> | Paper 3: USA: Conflict at home and abroad (Vietnam)   |
| <b>Half Term 3:<br/>January – February</b>  | Paper 3: USA: Conflict at home and abroad (Vietnam) and Paper 2: Early Elizabethan England    |
| <b>Half Term 4:<br/>February-March</b>      | Paper 2: Early Elizabethan England  |
| <b>Half Term 5:<br/>April - May</b>         | Revision of paper 1: Crime and Punishment and Paper 2: American West                          |
| <b>Half Term 6:<br/>June</b>                | Revision lessons and final exams.<br>May Half Term holiday 'Walking Talking Paper 1' session. |

## FINAL EXAMS

All of the History exams are taken in the May/June of Y11.

Students will sit exams on the following topics in the summer of 2024:

- Paper 1: Crime and Punishment Through Time c.1000-present day (1 hour 15 min exam - 52 marks)
- Paper 2: American West (32 marks) and Early Elizabethan England (32 marks) – 1 hour 45 min exam
- Paper 3: USA 1954-75, Conflict at home and abroad (1 hour 20 min exam - 52 marks)

## What should homework look like in History?

Homework this year will focus on revision and will aim to equip students with the skills necessary to prepare for their mock exams and the final examinations by providing the opportunity to practice the work they have studied earlier in the course. The schedule of revision tasks will be shared with students on Class Charts at the start of the term, and in the Autumn term this will be tailored to the topics they need to revise for their mock exams. Students will be given a help sheet for the mocks in the first week of term so that they know exactly what they are preparing for, and how their homework is related to this.

## USEFUL REVISION RESOURCES & WEBSITES

|                    |   |   |   |  |  |
|--------------------|---|---|---|--|--|
| Exam Board Website | <a href="https://qualifications.pearson.com/en/subjects/history.html">https://qualifications.pearson.com/en/subjects/history.html</a> |   |   |  |  |
| Revision Guides    |    |  |  |  | These can be bought from Amazon at a cost of £5.99 each. |

## SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

**CURRICULUM LEADER: Miss S Poppleton**

**email:** s.poppleton@saddleworthschool.org

# GCSE Geography

|                        |  |
|------------------------|--|
| <b>Exam Board:</b> OCR | Specification Number: J383 Specification A |
|------------------------|--|

## COURSE AND QUALIFICATION

During Year 11 students complete work on topics from paper 2 - The world around us. Starting with the People of the Planet topic in the Autumn term and Environmental Threats to the Planet topic in the spring. We aim to complete all new learning by February half term and will revise in lessons after this. Learning will be assessed throughout the course using GCSE questions which will be completed in a separate assessment book. Questions will be marked and improved during lessons.

## Year 11 OVERVIEW

|          |   |
|----------|---|
| Autumn 1 | Paper 2 – The world around us – 02 People of the planet<br>Assessment: Throughout the unit Paper 2 section 02 exam questions.               |
| Autumn 2 | Paper 2 The world around us – 02 People of the planet<br>Assessment: Throughout the unit Paper 2 section 02 exam questions. Mock exam.      |
| Spring 1 | Paper 2 The world around us – 02 Environmental threats to the planet<br>Assessment: Throughout the unit exam questions based on the topics. |
| Spring 2 | Revision and practice papers. Practice paper 3 style questions  |
| Summer 1 | Revision and practice papers.   |

## MOCK EXAM

|   |                                  |
|---|----------------------------------|
| Paper 1 – Landscapes of the UK, People of the UK, UK Environmental threats.<br>Paper 2 – Ecosystems to the planet and People of the Planet with a fieldwork section based on paper 3. | December 2023 - Two 1 hour exams |
|---|----------------------------------|

## FINAL EXAMS

All of the Geography exams are in the summer term exam series in May and June 2024

## REVISION RESOURCES

All topics have bespoke revision guides, knowledge organisers and topic review sheets written by the department which are available to download from the school VLE.  
GCSE Revision book OCR A is available to purchase from good book sellers.

## USEFUL WEBSITES

**OCR exam board:** <https://www.ocr.org.uk/qualifications/gcse/geography-a-geographical-themes-j383-from-2016/>

**BBC Bite size revision website:** <https://www.bbc.co.uk/bitesize/subjects/zkw76sq>

## SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

|                           |                               |
|---------------------------|-------------------------------|
| <b>CURRICULUM LEADER:</b> | p.smith@saddleworthschool.org |
|---------------------------|-------------------------------|

# MFL GCSE (French/German)

|  |   |   |
|--|---|---|
| Exam Board: AQA  |   | Specification Number: <b>8658/8668</b>  |
| <b>Y11 COURSE SUMMARY</b>  |   |   |
| Students will study the following topics in Y11: Identity and culture, local/national/international and global areas of interest, current and future study and employment. Additionally, they will constantly build on past areas of learning to aid vocabulary retention and retrieval.   |   |   |
| <b>Year 11 2023-24 OVERVIEW</b>  |   |   |
|  | <b>Foundation Tier topics</b>   | <b>Higher Tier topics:</b>  |
| <b>Half Term 1:<br/>Sept– Oct</b>  | Holidays and travel and revision of tourism vocabulary  | Holidays and travel, PROFPVC Strategies   |
| <b>Half Term 2:<br/>Nov – Dec</b>  | Home, town, neighbourhood and region. Pros and cons of where I live.<br>Writing Practice: Structuring a 90 word essay.  | Home, town, neighbourhood and region. Pros and cons of where I live.<br>Writing Practice: Structuring a 150 word essay.                         |
| <b>Half Term 3:<br/>Jan – Feb</b>  | Jobs, career choices and ambitions.<br>Writing Practice. Foundation 90 word essay question (Photo + sentences)  | Jobs, career choices and ambitions. Writing Practice Higher 150 word essay question (Photo + sentences)   |
| <b>Half Term 4:<br/>Feb-March</b>  | Local, national, international and global areas of interest. Talking about what we can do to be environmentally friendly.   | Local, national, international and global areas of interest. Talking about natural disasters and what we can do to be environmentally friendly. |
| <b>Half Term 5:<br/>April - May</b>  | Social issues, Volunteering/Good causes, Improving Verbs and Tenses   | Social issues, Volunteering/Good causes, Improving Verbs and Tenses   |
| <b>Half Term 6:<br/>June</b>   | Tips + Tricks on doing well in the L and R exams<br>May Half Term holiday 'Extra' sessions.   |   |
| <b>FINAL EXAMS</b>   |   |   |
| <ul style="list-style-type: none"> <li>Students will sit examinations in Speaking, Reading, Writing and Listening. All equally weighted at the end of the school year in the May/June of Y11. (25% Speaking 25% reading 25% writing 25% listening)</li> </ul>  |   |   |
| <b>What should homework look like in Modern Foreign Languages?</b>   |   |   |
| <ul style="list-style-type: none"> <li>There will be a vocabulary, grammar and retrieval task every two weeks. Regular recap of vocab at home will be key to succeeding in the exams.</li> <li>Referring to the knowledge organiser and testing topic vocabulary will help retain vocabulary.</li> <li>A retrieval homework and an online homework will be set on Class Charts on a weekly basis.</li> </ul> |   |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |   |   |
| Exam Board Website   | <a href="https://www.aqa.org.uk/subjects/languages/gcse">https://www.aqa.org.uk/subjects/languages/gcse</a>   |   |
| Online resources   | <a href="https://www.language-gym.com">https://www.language-gym.com</a> <a href="http://www.Textivate.com">www.Textivate.com</a> <a href="http://www.Quizlet.com">www.Quizlet.com</a><br><a href="https://www.bbc.co.uk/bitesize/secondary">https://www.bbc.co.uk/bitesize/secondary</a> <a href="http://www.wordreference.com">www.wordreference.com</a> <a href="http://www.newsinslow.com">www.newsinslow.com</a><br><a href="http://www.exampro.com">www.exampro.com</a> (logins available from class teachers) |   |
| DuoLingo   | Regular practice on the DuoLingo app will help retain vocabulary.   |   |
| AQA Revision Guide   | ISBN: 1782945547 (German), 1782945393 (French)  |   |
| <b>SCHOOL CONTACT</b>  |   |   |
| Please make your son/daughter's classroom teacher your first point of contact.   |   |   |
| <b>CURRICULUM LEADER: Mr A Quaynor</b>   |   | <b>email: <a href="mailto:a.quaynor@saddleworthschool.org">a.quaynor@saddleworthschool.org</a></b>  |

# Religious Education GCSE

|   |   |
|---|---|
| Exam Board: AQA   | Specification Number: <b>Specification code: 8062</b>   |
| <b>Y11 COURSE SUMMARY</b>   |   |
| <p>In Year 10, students studied the following:</p> <ul style="list-style-type: none"> <li>Christian Beliefs (Paper 1)</li> <li>Islamic Beliefs (Paper 1)</li> <li>Christian Practices (Paper 1)</li> <li>Islamic Practices (Paper 1)</li> </ul> <p>This equates to half of the course and each student has been given a revision guide with these sections highlighted to them; so as to be able to revise independently/catch up on any work missed due to absence. Students should proactively approach their teacher to find out what work they have missed; this is their responsibility.</p>   |   |
| <b>Year 11 2023-24 OVERVIEW</b>   |   |
| <b>Half Term 1:<br/>September – October</b>   | Crime and Punishment (Paper 2)  |
| <b>Half Term 2:<br/>November – December</b>   | Peace and Conflict (Paper 2)  |
| <b>Half Term 3:<br/>January – February</b>  | Social Justice (Paper 2)  |
| <b>Half Term 4:<br/>February-March</b>  | Relationships and Families (Paper 2)  |
| <b>Half Term 5:<br/>April - May</b>   | Revision of all 8 units   |
| <b>Half Term 6: June</b>  | The RE GCSE exams are ordinarily some of the first GCSE's to be sat – they are normally both before HT6.  |
| <b>FINAL EXAMS</b>  |   |
| <p>Students will sit 2 exam papers, one tier, in the May (traditionally) of Year 11 which are worth 100% of the final exam grade. <b>Paper 1: Religions and Paper 2: Themes</b> are both worth 50% each. These exams have historically been a week apart and Paper 1 is the first to be sat. They are each 1hr 45minutes. They both follow the same format, a 1,2,4,5 and 12 mark question, which we practice technique for across year 10 and 11.</p>  |   |
| <b>What should homework look like in RE?</b>  |   |
| <ul style="list-style-type: none"> <li>All students have a revision guide which they have been directed to by their teachers, this can be used in a number of ways – including using it to create concept maps, carry out brain dumps or make notes from.</li> <li>All students have their folders along with class exercise books and assessments – these should be used as knowledge banks to revise from as they are content heavy.</li> <li>Homework in RE is a 4, 5 or 12 mark question depending on where we are within the unit. These are written in their class books and marked by their class teacher within the fortnight.</li> </ul> |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>   |   |
| <b>Exam Board Website</b>   | <a href="https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a> |
| <b>RE Revision Online</b>   | <a href="http://www.rsrevision.com/contents/newgcse_aqa.html">http://www.rsrevision.com/contents/newgcse_aqa.html</a>   |
| <b>SCHOOL CONTACT</b>   |   |
| <p>Please make your son/daughter's classroom teacher your first point of contact.<br/> <b>CURRICULUM LEADER: Mrs K O'Connell</b> <a href="mailto:k.oconnell@saddleworthschool.org">k.oconnell@saddleworthschool.org</a></p>   |   |

# GCSE Media Studies

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|--|--|--|
| <b>Exam Board:</b> Eduqas  |  | Specification Number: C680QS   |
| <b>COURSE AND QUALIFICATION</b>  |  |  |
| <p>The Media Studies course is taught in 5 UNITS which cover the 3 components of the Examination Board criteria:</p> <p>Component 1: Exploring the Media Written examination: 1 hour 30 minutes (40% of qualification.)</p> <p>Component 2: Understanding Media Forms and Products Written examination: 1hr 30 mins (30% of qualification)</p> <p>Component 3: Creating Media Products Non-exam assessment (30% of qualification)</p>  |  |  |
| <b>Year 11 2023-24 OVERVIEW</b>  |  |  |
| Autumn HT1   | Component 3 NEA – production and completion of the NEA 30% GCSE  |  |
| Autumn HT2   | Component 2SA – Crime Drama – Luther, the Sweeney, BBC as an institution<br>Component 1SB – Radio Industry and The Archers |  |
| Spring HT1   | Component 2SB – Music Video and Online Media – study of Taylor Swift and Justin Bieber + legacy TLC Waterfalls.            |  |
| Spring HT2   | Component 1 – revision of all set products / exam  |  |
| Summer HT1   | Component 2 – revision of all set products   |  |
| Summer HT2   | Component 3 – production/editing/construction NEA  |  |
| <b>FINAL EXAMS</b>   |  |  |
| <p>Students’ classwork and homework will be continually assessed throughout the year at the whole school data entry points.</p> <ul style="list-style-type: none"> <li>• Component 1 Y11 exam 13 May 2024</li> <li>• Component 2 Y11 exam 20 May 2024</li> </ul>   |  |  |
| <b>What should homework look like in GCSE Media Studies?</b>   |  |  |
| <p>Homework will include quizzing and in-depth analysis using the bespoke YouTube based revision guides prepared by Mr Jackson – and the resources of <a href="https://erevision.uk/">https://erevision.uk/</a></p>  |  |  |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |  | <b>REVISION GUIDES</b>   |
| <p><a href="https://www.eduqas.co.uk/qualifications/media-studies/gcse/">https://www.eduqas.co.uk/qualifications/media-studies/gcse/</a></p> <p>Mrs Fisher’s Media Studies Revision Channel<br/><a href="https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg">https://www.youtube.com/channel/UCUKrxp4BcJrGLzmqAhCjASg</a></p> <p>BBC GCSE Media Studies Bitesize<br/><a href="https://www.bbc.co.uk/bitesize/subjects/ztnygk7">https://www.bbc.co.uk/bitesize/subjects/ztnygk7</a></p> |  | <p>WJEC/Eduqas GCSE Media Studies revision guides both available at Amazon</p> |
| <b>SCHOOL CONTACT</b>  |  |  |
| Please make your son/daughter’s classroom teacher your first point of contact.   |  |  |
| <p><b>CURRICULUM LEADER:</b> Mr N Jackson<br/><b>Email:</b> n.jackson@saddleworthschool.org</p>  |  |  |



# Art GCSE

|   |   |                                       |
|---|---|---------------------------------------|
| Exam Board: AQA   |   | Specification Number: 8201C and 8201X |
| <b>COURSE SUMMARY</b>   |   |                                       |
| <ul style="list-style-type: none"> <li>Students have completed a project in Year 10 based on Sweet Treats and Man vs Nature. They have also completed work towards an external brief called 'Roots to Routes' led by Chris Cyprus.</li> <li>Homework tasks set on ClassCharts will support classwork and will contribute to the final coursework marks.</li> </ul>  |   |                                       |
| <b>Year 11 2023-24 OVERVIEW</b>   |   |                                       |
| <b>Half Term 1:<br/>September –<br/>October</b>   | Project 2: Man Vs Nature. Students will complete the glazing of their clay vessels and will also complete their final painted outcomes for this project. Some students will start a project based on Portraiture in this first half term. |                                       |
| <b>Half Term 2:<br/>November –<br/>December</b>   | Students will either work towards a final outcome based on the theme of Portraiture or they will follow individualised tasks set by the teacher to support project 1 and project 2.   |                                       |
| <b>Half Term 3:<br/>January –<br/>February</b>  | The Externally Set Task (EST) will be issued by the exam board at the start of January. Students will complete artist research and observational studies linked to their chosen assignment question.                                      |                                       |
| <b>Half Term 4:<br/>February-<br/>March</b>   | Development of ideas for the final outcome in response to the ESA. Preparation for the controlled exam time.  |                                       |
| <b>Half Term 5:<br/>April - May</b>   | Completion of the ESA under controlled conditions.<br>Provisional hand in date for moderation: 1 <sup>st</sup> May 2024.  |                                       |
| <b>FINAL EXAMS</b>  |   |                                       |
| <p>Students will complete Unit 1- Portfolio for their Art qualification. This will contribute towards 60% of their final overall grade. Unit 2- Externally Set Assignment will contribute 40% towards their final overall grade.</p> <p>The date for completion for both Unit 1 will be January 2024 and the completion date for Unit 2 will be the week beginning 22<sup>nd</sup> April 2024. All work will be externally moderated via a visiting moderator from AQA.</p> |   |                                       |
| <b>What should home learning look like?</b>   |   |                                       |
| <ul style="list-style-type: none"> <li>Weekly tasks are set on ClassCharts.</li> <li>Home learning tasks will be either generic tasks to support coursework or they will be personalised to target areas of development that individual students require.</li> <li>Art rooms are open on specific lunchtimes to support completion of homework tasks. Students should check this with their class teacher and attend as often as possible.</li> </ul>                       |   |                                       |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>   |   |                                       |
| <b>BBC Bitesize</b>   | <a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a><br>This has lots of useful information about the assessment objectives along with key terminology.                          |                                       |
| <b>Student Art Guide</b>  | <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a><br>Visual examples of student sketchbooks along with instructional guidance.  |                                       |
| <b>SCHOOL CONTACT</b>   |   |                                       |
| <p>Please make your son/daughter's classroom teacher your first point of contact.</p> <p><b>CURRICULUM LEADER: Mrs K.Leitheiser:</b><br/> <b>Email: <a href="mailto:k.leitheiser@saddleworthschool.org">k.leitheiser@saddleworthschool.org</a></b></p>  |   |                                       |

## GCSE Photography

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|---|--|
| <b>Exam Board:</b> AQA  | Specification Number: 8206/C and 8206/X  |
| <b>COURSE AND QUALIFICATION</b>   |  |
| <p>During the course pupils create a portfolio of work that shows explicit coverage of the four assessment objectives within two large projects, including: photographer research and analysis, taking their own photographs and experimenting with styles, equipment and techniques, developing a range of ideas that are then refined into a final personal response.</p> <p>Unit 1: Coursework Project 1: year 10 Natural Forms<br/>           Coursework Project 2: Year 10 into Year11 Portraits/Identity<br/>           Home Learning tasks set on Class charts will support classwork and will contribute to the final coursework marks.</p> |  |
| <b>Year 11 OVERVIEW</b>   |  |
| <b>Half Term 1:<br/>September – October</b>   | Portraits/Identity project: Production of photographs and manipulation techniques for the Portraits/ Identity project are to be experimented with using both Photoshop/ digital and traditional methods to develop their work. Working towards the production of a final image or series of images.  |
| <b>Half Term 2:<br/>November – December</b>   | Analysis and annotation of their own thoughts using visual & subject specific language. Pupils compare and contrast these images with other photographic sources throughout their experimentations. Continue to develop ideas whilst making sure the drawing element has been covered via drawing for planning or as part of the photograph. |
| <b>Half Term 3:<br/>January – February</b>  | The Externally Set Assignment (ESA) will be issued by the exam board at the start of January. Students will complete artist research and observational studies linked to their chosen assignment question. All work will be individual in response to the theme and Photographers' that have been studied.                                   |
| <b>Half Term 4:<br/>February-March</b>  | Development of ideas for the final outcome in response to the ESA. Preparation for the controlled exam time.   |
| <b>Half Term 5:<br/>April – May</b>   | Completion of the ESA under controlled conditions. Hand in date for Unit 2 will be at the start of the controlled conditions.  |
| <b>FINAL EXAMS</b>  |  |
| <p>Students will complete Unit 1- Portfolio for their Art qualification. This will contribute towards 60% of their final overall grade. Unit 2- Externally Set Assignment will contribute 40% towards their final overall grade. The date for completion for Unit 1 is January 2024 and the completion date for Unit 2 is at the start of the externally set assignment controlled time which will be the week beginning 22<sup>nd</sup> April. All work will be externally moderated via a visiting moderator from AQA.</p>  |  |
| <b>What should home learning look like?</b>   |  |
| <ul style="list-style-type: none"> <li>• Weekly tasks are set on Class charts.</li> <li>• Work will support portfolio work and will contribute to the final overall grade.</li> <li>• Work is to be added to their digital sketchbook PowerPoint in the normal way and uploaded onto one drive to evidence completion and for feedback to be given.</li> </ul>  |  |
| <b>USEFUL WEBSITES</b>  |  |
| <p><b>BBC Bitesize GCSE Photography</b><br/> <b>Pinterest – search 'creative portrait photography'</b><br/> <b>Virtual Instructor</b><br/> <b>View bug- creative Portrait winners and entries</b><br/> <a href="http://www.aqa.org.uk/subjects/art-and-design">www.aqa.org.uk/subjects/art-and-design</a><br/> <a href="http://www.studentartguide.com/">www.studentartguide.com/</a><br/> <a href="http://www.juilastubbs.co.uk">www.juilastubbs.co.uk</a><br/> <a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">www.bbc.co.uk/schools/gcsebitesize/art/</a><br/> <a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a></p>         |  |
| <b>SCHOOL CONTACT</b>   |  |
| <p>Please make your son/daughter's classroom teacher your first point of contact.<br/> <a href="mailto:j.coates@saddleworthschool.org">j.coates@saddleworthschool.org</a> <a href="mailto:k.pickup@saddleworthschool.org">k.pickup@saddleworthschool.org</a></p>  |  |
| <b>CURRICULUM LEADER:</b>   | <a href="mailto:k.leitheiser@saddleworthschool.org">k.leitheiser@saddleworthschool.org</a>   |

# GCSE Drama

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| <b>Exam Board:</b> AQA (8261)   |  |
| <b>COURSE AND QUALIFICATION</b>   |  |
| <b>Component 1 - Understanding Drama</b><br><b>Component 2 - Devising (practical)</b><br><b>Component 3 - Texts in practice</b>   |  |
| <b>Year 11 2023-24 OVERVIEW</b>   |  |
| Autumn<br>Half Term 1   | <b>Overview – Devising Drama/Presenting and Performing Texts</b><br><b>Component 2</b><br>Devised performance (20 marks)<br>Devised Log (60 marks)<br><br><b>Component 3</b><br>Prepare for Performance of two extracts from one play (40 marks)   |
| Autumn<br>Half Term 2   | <b>Overview –Presenting and Performing Texts</b><br>Study of 1 full length play.<br><b>Summative Assessment</b><br>Work in progress performance of two extracts from chosen play – group piece plus a monologue or duologue.<br>Developing concept proforma for <b>NEA Presenting and Performing Texts</b><br>Mock examination.                                |
| Spring<br>Half Term 1   | <b>Overview – Presenting and Performing Texts</b><br>Performance of two scripted extracts.<br>Watch live recorded play for practise for Section B – live theatre review.<br><b>Formal assessment - live</b><br>Live performances of two scripted extracts in front of examiner - tba<br>Submit concept proforma - tba  |
| Spring<br>Half Term 2   | <b>Overview – Blood Brothers set text</b><br>Practical and theory work on Blood Brothers<br>Section A-multiple choice<br>Section B– exam practise<br>Section C– live theatre review<br><b>Summative Assessment</b><br>Practise questions/practise papers.<br>Trip to see play for liive theatre review   |
| Summer Half<br>Term 1   | <b>Overview – Exam Revision</b><br><b>Section A: multiple choice (4 marks)</b><br><b>Section B: four questions on a given extract from the set play chosen (44 marks)</b><br><b>Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)</b><br><b>Exam assessment – May</b><br>Written Exam – 40% |
| <b>Year 11 Key Assessments and Exams this year</b>  |  |
| Devising Drama performance<br>Mock examination<br>Presenting and Performing Texts<br>Drama: 9th May Exam for GCSE Drama (8261/W) June 2024 series                      Duration: 1h 45m |  |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>   |  |
| Exam Board Website  | <a href="http://aqa.org.uk">aqa.org.uk</a>   |
| BBC Bitesize  | <a href="https://www.bbc.co.uk/bitesize/examspecs/z4bfscw">https://www.bbc.co.uk/bitesize/examspecs/z4bfscw</a>  |
| Theatre Site  | <a href="https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources">https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources</a>  |
| <b>SCHOOL CONTACT</b>   |  |
| Please make your son/daughter’s classroom teacher your first point of contact.<br>CURRICULUM LEADER: Mr Leitheiser                      g.leitheiser@saddleworthschool.org              |  |

# GCSE Food & Nutrition

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| <b>Exam Board:</b> AQA   | Specification Number: 8585C/ 8585/W   |
| <b>COURSE AND QUALIFICATION</b>  |   |
| <p>The course is organised in to 5 sections, these are:</p> <ul style="list-style-type: none"> <li>• <b>Food, nutrition and health</b> – Nutrients, nutritional needs and health, energy needs, how to carry out a nutritional analysis; diet, nutrition and health.</li> <li>• <b>Food safety</b> – Food spoilage and contamination, principles of food safety.</li> <li>• <b>Food science</b> – Cooking and heat transfer, selecting appropriate cooking methods, functional and chemical properties of food.</li> <li>• <b>Food provenance</b> – Environmental impact and sustainability of food, food processing and production.</li> <li>• <b>Food choice</b> – Factors affecting food choice, British and international cuisines, sensory evaluation.</li> </ul> <p>The course is assessed as follows:</p> <p><b>NEA (50%)</b></p> <ul style="list-style-type: none"> <li>• <b>NEA 1 (15%)</b> – Food investigation task – Sept 2023 – October 2023</li> <li>• <b>NEA 2 (35%)</b> - Food Preparation Task – Nov 2023 – March 2024</li> </ul> <p><b>Written Exam (50%)</b> - Summer 2024</p> <ul style="list-style-type: none"> <li>• <b>Section A:</b> (20 marks) multiple choice questions.</li> <li>• <b>Section B:</b> (80 marks) 5 questions varying in styles of approach and content.</li> </ul> |   |
| <b>Year 11 OVERVIEW</b>  |   |
| <b>Half Term 1:</b><br>Sept – October  | NEA 1 – Section A – Research (6 marks) Section B – Practical Investigations (15 marks) Section C – Analysis of results (9 marks) Total marks:30   |
| <b>Half Term 2:</b><br>November - December   | NEA 2 – Section A – Research and selecting dishes (6 marks) Section B – Technical skills – cooking 2/4 dishes and evaluating them (18 marks)<br>Revision/preparation for mock examinations. |
| <b>Half Term 3:</b><br>January - February  | NEA 2 - Section B – Technical skills – cooking 2/4 dishes and evaluating them (18 marks) Section C - Selecting final dishes and time plan. (8 marks)  |
| <b>Half Term 4:</b><br>February - March  | NEA 2 – Section D – 3-hour practical examination (30 marks) Section E – Evaluation of exam dishes (8 marks) Total marks:70  |
| <b>Half Term 5:</b> April -June  | Revision and preparation for final examinations.  |
| <b>ASSESSMENT DATES</b>  |   |
| <ul style="list-style-type: none"> <li>• October – NEA 1</li> <li>• November – Section A – NEA 2</li> <li>• December – Mock Examination</li> <li>• January – Section B – NEA 2</li> <li>• February – Section C</li> <li>• W/C 26/2/23 Section D - NEA 2 – 3 hour practical exam</li> <li>• March – Section E - NEA 2</li> <li>• April - June – Ongoing Teacher Assessment</li> </ul>   |   |
| <b>USEFUL WEBSITES</b>   |   |
| <p>AQA Website: <a href="http://www.aqa.org.uk/">www.aqa.org.uk/</a></p> <p>British Nutrition foundation: <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a></p> <p>Eatwell guide: <a href="http://www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html">www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html</a></p> <p>Food a fact of life: <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></p> <p><b>Books:</b> Illuminate publishing AQA GCSE Food Preparation and Nutrition (ISBN 978-1-908682-78-9)</p> <p><b>Revision guides:</b> Illuminate publishing revision guide (ISBN:978-1-908682-80-2)</p> <p><b>CGP revision guide and workbooks</b> (ISBN: 9781782946496)</p>  |   |
| <b>SCHOOL CONTACT</b>  |   |
| Please make your son/daughter’s classroom teacher your first point of contact. Mrs Healey<br>j.healey@saddleworthschool.org  |   |
| <b>CURRICULUM LEADER:</b>  | s.danby@saddleworthschool.org   |

## Level 1/2 TECHNICAL AWARD in Graphic Design

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| <b>Exam Board:</b> NCFE   | Specification Number: 603/7011/7   |
| <b>COURSE AND QUALIFICATION</b>   |  |
| <p>Year 11 will be focus on preparing students to complete their NEA (worth 60% of their overall grade) and their final Exam Assessment (worth 40%). Students will recap the 6 content areas throughout the Autumn and Spring terms, through focused practical tasks and lesson content. The 6 areas to be recalled are:</p> <p>CA1 – Components of graphic design<br/>           CA2 – Work of graphic designers<br/>           CA3 – Requirements of a graphic design brief<br/>           CA4 – Planning, development and experimentation<br/>           CA5 – Graphic design production<br/>           CA6 – Design, present and promote graphic design work</p> <p>The NEA task is released during the Autumn term by NCFE and allows students to complete 2 hours of research and preparation time. This takes place before Christmas half term. The NEA will then be completed between January and April, over 17.5 supervised hours. This will be marked internally, then moderated externally by the exam board.</p> <p>The 1 hour 30-minute final exam assessment will take place in June/July and will be invigilated and externally marked.</p> |  |
| <b>Year 11 OVERVIEW</b>   |  |
| September –November   | <b>Complete mini-NEA project using NCFE sample materials.<br/>Recap 6 content areas with ongoing assessment.</b>   |
| December  | <b>NEA research and preparation – 2 hours</b><br>Content delivery will continue between supervised NEA research and preparation  |
| January - April   | <b>NEA - 17.5 hours</b><br><b>Students will independently create a portfolio of graphic design work based on a brief set by NCFE.</b> They will produce all the work under strict supervision and within the set time limit. This will be spread over several weeks with content delivery continuing between designated NEA sessions |
| May - June  | <b>Final Exam assessment preparation – recap 6 content areas.</b>  |
| June - July   | <b>Final Exam assessment.</b>  |
| <b>Assessment Dates</b>   |  |
| <ul style="list-style-type: none"> <li>• Ongoing assessment throughout September – November with a Mock Year 11 exam within this time.</li> <li>• Completed NEA assessed and sent for external moderation by the end of April.</li> <li>• Final Assessment June/July.</li> </ul>  |  |
| <b>USEFUL WEBSITES</b>  |  |
| <a href="https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-graphic-design-1723">https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-graphic-design-1723</a><br><a href="https://www.ncfe.org.uk/media/054i2j22/603-7011-7-qualification-specification-version-1-2.pdf">https://www.ncfe.org.uk/media/054i2j22/603-7011-7-qualification-specification-version-1-2.pdf</a><br><a href="https://www.canva.com/learn/graphic-designers-instagram/">https://www.canva.com/learn/graphic-designers-instagram/</a><br><a href="http://www.technologystudent.com/despro_flsH/graphics_main1.html">http://www.technologystudent.com/despro_flsH/graphics_main1.html</a>  |  |
| <b>SCHOOL CONTACT</b>   |  |
| Please make your son/daughter’s classroom teachers your first point of contact. (Mr Pritchard – <a href="mailto:b.pritchard@saddleworthschool.org">b.pritchard@saddleworthschool.org</a> and Ms Tweedale – <a href="mailto:g.tweedale@saddleworthschool.org">g.tweedale@saddleworthschool.org</a> )   |  |
| <b>CURRICULUM LEADER:</b>   | <a href="mailto:s.danby@saddleworthschool.org">s.danby@saddleworthschool.org</a>   |

# GCSE Design and Technology

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|--------------------|----------------------------------|
| Exam Board: EDUQAS | Specification Number: 603/1121/6 |
|--------------------|----------------------------------|

| COURSE AND QUALIFICATION   |  |
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| <p><b>The Design and Technology course is divided into 2 components:</b></p> <p><u>Component 1: Design and Technology in the 21st Century</u></p> <p><b>Written examination:</b> 2 hours<br/>50% of qualification.</p> <p>A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding of: • technical principles • designing and making principles along with their ability to • analyse and evaluate design decisions and wider issues in design and technology.</p> <p><u>Component 2: Design and make task.</u></p> <p><b>Non-exam assessment:</b> approximately 35 hours<br/>50% of qualification.</p> <p>A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: • identify, investigate, and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology.</p> |  |
| Year 11 OVERVIEW   |  |
| September – October  | Component 2 'Design section'                 |
| October - December   | Component 2 'Manufacturing'                  |
| January - February   | Component 2 'Evaluation'                     |
| March-July   | Component 1 - Units 5-7 + recap of Units 1-4 |
| Assessment Dates   |  |
| <ul style="list-style-type: none"> <li>• Component 1- All unit mock - Winter 1<sup>st</sup> half term.</li> <li>• Component 2 – Will be holistically marked each half term for guidance.</li> </ul>  |  |
| What does homework look like in Design Technology GCSE?  |  |
| <p>Homework will be set every week on Class Charts.</p> <p>After school sessions will be via arrangement with classroom teacher.</p>   |  |
| USEFUL WEBSITES  |  |
| <p><a href="https://www.eduqas.co.uk/qualifications/design-and-technology-gcse">https://www.eduqas.co.uk/qualifications/design-and-technology-gcse</a></p> <p><a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></p> <p><a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a></p> <p><a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a></p>   |  |
| SCHOOL CONTACT   |  |
| <p>Please make your son/daughter's classroom teacher your first point of contact.</p>  |  |
| <b>CURRICULUM LEADER:</b>  | s.danby@saddleworthschool.org                |

# GCSE 3D Art and Design

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| <b>Exam Board:</b> AQA Art & Design GCSE<br><b>Focus:</b> <i>Product Design</i> | Specification Number: 8205/C |
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## COURSE AND QUALIFICATION

**Project 1 Designer Research** – Must include a full portfolio including research sheets and models  
**Project 2 Storage** – Wood joints practice, technical drawing skills, 3D Drawing, Card modelling  
**Project 3 Branding** – CAD/CAM, Designing giveaway promotional products  
**Project 4 Childs game (Bagatelle) – subject to change – This will focus** around skills and processes and quality of outcome will be judged for all projects.

## Year 11 OVERVIEW

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| September – October | 1 hour lessons =Component 1 – design and development<br>2 hour lessons=Component 3 – Testing and skills development  |
| October - December  | 1 hour lessons =Component 3 – Preparation for exam skills development & testing<br>2 hour lessons=Component 3 – <b>Practical Exam</b> 5 <sup>th</sup> November   |
| January - February  | 1 hour lessons =Component 1 – portfolio development<br>2 hour lessons=Component - <b>Practical Exam</b> Date to be confirmed   |
| March-May           | 1 hour lessons =Component 1 – Finalise all projects 1-3 and prepare to hand in.<br>2 hour lessons=Component 2 - Start project 4 if all other work is completed and handed in to enhance practical grade. |

## What does homework look like in 3D Design?

Homework will be set each week on Class Charts

**Students are encouraged to stay after school to work with the teacher as arranged and can use this time to develop their knowledge and their portfolio for project 1.**  
 Further sessions will be via arrangement with classroom teacher. Mr A.Stubbs

## USEFUL WEBSITES

<https://www.bbc.co.uk/bitesize>  
[www.pinterest.co.uk](http://www.pinterest.co.uk)  
<http://www.technologystudent.com>

## SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.  
**Email:** [A.stubbs@saddleworthschool.org](mailto:A.stubbs@saddleworthschool.org)

|                           |                               |
|---------------------------|-------------------------------|
| <b>CURRICULUM LEADER:</b> | s.danby@saddleworthschool.org |
|---------------------------|-------------------------------|

## Level 1/2 Vocational Award in Hospitality & Catering (Technical Award)

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| <b>Exam Board:</b> WJEC   | Specification Number: 601/7703/2.  |
| <b>COURSE AND QUALIFICATION</b>   |  |
| <p>WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical award)</p> <p>This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. The course consists of 2 units which are as follows:</p>  |  |
| <b>Unit</b>   | <b>Learning outcomes</b>   |
| <b>Unit 1</b> The Hospitality and Catering Industry<br>40% - External examination   | <ul style="list-style-type: none"> <li>• 1.1 Hospitality and catering provision</li> <li>• 1.2 How hospitality and catering providers operate</li> <li>• 1.3 Health and safety in hospitality and catering</li> <li>• 1.4 food safety in hospitality and catering</li> </ul> |
| <b>Unit 2</b> Hospitality and Catering in Action<br>60% - Internal NEA  | <ul style="list-style-type: none"> <li>• 2.1 The importance of nutrition</li> <li>• 2.2 menu planning</li> <li>• 2.3 The skills and techniques of preparation, cooking and presentation of dishes</li> <li>• 2.4 Evaluating cooking skills</li> </ul>                        |
| <b>Year 11 OVERVIEW</b>   |  |
| Sept – October  | 2.1.1 Understanding the importance of nutrition.<br>2.1.2 How cooking methods can impact on nutritional value.<br>2.3 The skills and techniques of preparation, cooking and presentation of dishes.<br>2.4 Evaluating cooking skills   |
| Nov- December   | 2.2.1 Factors affecting menu planning.<br>2.2.2 How to plan production.<br>2.3 The skills and techniques of preparation, cooking and presentation of dishes.<br>2.4 Evaluating cooking skills  |
| Jan – Feb.  | NEA controlled assessment  |
| Feb - March   | NEA controlled assessment  |
| April - May   | Revision<br>1.1 Hospitality and catering provision<br>1.2 How hospitality and catering providers operate   |
| June - July   | Revision<br>1.3 Health and safety in hospitality and catering<br>1.4 food safety in hospitality and catering   |
| <b>Assessment Dates</b>   |  |
| <ul style="list-style-type: none"> <li>• September/October – Teacher/practical assessment</li> <li>• November/December – Teacher/practical assessment</li> <li>• January – March – NEA assessment</li> <li>• W/C 11/3/23 – NEA 3-hour practical exam</li> </ul>   |  |
| <b>Subject support</b>  |  |
| Further sessions will be via arrangement with classroom teacher.  |  |
| <b>USEFUL WEBSITES</b>  |  |
| WJEC Website: <a href="https://www.edugas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview">https://www.edugas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview</a><br>British Nutrition foundation: <a href="http://www.nutrition.org.uk">www.nutrition.org.uk</a><br>Eatwell guide: <a href="http://www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html">www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html</a><br><a href="http://www.foodsafety.gov/">http://www.foodsafety.gov/</a><br><a href="http://www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements/">http://www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements/</a><br><a href="http://www.gdalabel.org.uk/gda/gda_values.aspx">http://www.gdalabel.org.uk/gda/gda_values.aspx</a> |  |
| <b>SCHOOL CONTACT</b>   |  |
| Please make your son/daughter’s classroom teacher your first point of contact.  |  |
| Mrs Healey <b>Email:</b> <a href="mailto:j.healey@saddleworthschool.org">j.healey@saddleworthschool.org</a>   |  |
| <b>CURRICULUM LEADER:</b> Miss S Danby <b>Email:</b> <a href="mailto:s.danby@saddleworthschool.org">s.danby@saddleworthschool.org</a>   |  |



# GCSE Computer Science

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| <b>Exam Board:</b> OCR  | Specification Number: J277  |   |   |
| <b>COURSE AND QUALIFICATION</b>   |   |   |   |
| <p>The Computer Science course is divided into 2 components:<br/>           Component 1: Computer systems (50%)<br/>           Component 2: Computational thinking, algorithms and programming (50%)</p>  |   |   |   |
| <b>OVERVIEW</b>   |   |   |   |
| <b>Half Term 1:</b><br>September - October  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Algorithms</u> <ul style="list-style-type: none"> <li>Computational Thinking</li> <li>Searching Algorithms</li> <li>Sorting Algorithms</li> <li>Flowcharts</li> <li>Pseudocode</li> <li>Interpreting Algorithms</li> </ul>           Key assessment: end of Unit 6.         </td> <td style="width: 50%; vertical-align: top;"> <u>Programming</u> <ul style="list-style-type: none"> <li>Programming Fundamentals</li> <li>Sequence &amp; Selection</li> <li>Iteration</li> <li>Arrays</li> <li>Procedures &amp; Functions</li> <li>Records &amp; Files</li> <li>Introduction to SQL</li> </ul>           Key assessment: end of Unit 7.         </td> </tr> </table> | <u>Algorithms</u> <ul style="list-style-type: none"> <li>Computational Thinking</li> <li>Searching Algorithms</li> <li>Sorting Algorithms</li> <li>Flowcharts</li> <li>Pseudocode</li> <li>Interpreting Algorithms</li> </ul> Key assessment: end of Unit 6.          | <u>Programming</u> <ul style="list-style-type: none"> <li>Programming Fundamentals</li> <li>Sequence &amp; Selection</li> <li>Iteration</li> <li>Arrays</li> <li>Procedures &amp; Functions</li> <li>Records &amp; Files</li> <li>Introduction to SQL</li> </ul> Key assessment: end of Unit 7. |
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| <b>Half Term 2:</b><br>October – December   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Logic &amp; Languages</u> <ul style="list-style-type: none"> <li>Logic diagrams &amp; Truth Tables</li> <li>Defensive Design</li> <li>Errors &amp; Testing</li> <li>Translators &amp; Facilities</li> <li>IDE's</li> </ul>           Key assessment: end of Unit 8 delivery.         </td> <td style="width: 50%; vertical-align: top;"> <u>Exam Techniques</u> <ul style="list-style-type: none"> <li>Walking Talking mock (preparations for Year 11 mocks)</li> <li>Exam Technique's/ Command words</li> <li>Component 2 practise paper</li> <li>Component 1 practise paper</li> <li>Mock exams C1 &amp; C2</li> </ul> </td> </tr> </table>                          | <u>Logic &amp; Languages</u> <ul style="list-style-type: none"> <li>Logic diagrams &amp; Truth Tables</li> <li>Defensive Design</li> <li>Errors &amp; Testing</li> <li>Translators &amp; Facilities</li> <li>IDE's</li> </ul> Key assessment: end of Unit 8 delivery. | <u>Exam Techniques</u> <ul style="list-style-type: none"> <li>Walking Talking mock (preparations for Year 11 mocks)</li> <li>Exam Technique's/ Command words</li> <li>Component 2 practise paper</li> <li>Component 1 practise paper</li> <li>Mock exams C1 &amp; C2</li> </ul>                 |
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| January - February<br><br>March - May   | <u>Revision &amp; Recap</u> <ul style="list-style-type: none"> <li>Mock papers/results analysis &amp; corrections component 1</li> <li>Mock papers/results analysis &amp; corrections component 2</li> <li>Revision Component 1 and Component 2</li> </ul>  |   |   |

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| <b>COMPLETION DATES</b> |                       |
| Component 1: May 2024   | Component 2: May 2024 |

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| <b>USEFUL WEBSITES and REVISION RESOURCES</b> |  |
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<https://www.teach-ict.com/>  
<https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>  
<https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg> (search for Craig and Dave's YouTube channel).

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| <b>SCHOOL CONTACT</b> |  |
|-----------------------|--|

|                           |            |                               |
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| <b>CURRICULUM LEADER:</b> | Mr H Nazir | h.nazir@saddleworthschool.org |
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# Cambridge Nationals Creative iMedia Level1/2

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| <b>Exam Board:</b> OCR   | Specification Number: <b>J834</b>  |
| <b>COURSE AND QUALIFICATION</b>  |  |
| <p>Cambridge Nationals are exciting, practical vocational qualifications that can help build your future. They are Level 1/Level 2 qualifications designed for students aged 14-16 years and complement your GCSE choices. Cambridge Nationals will inspire and help you develop real-world skills through practical learning and help you get ready for your next steps whether that's A Levels, apprenticeships, or a Level 3 vocational qualification such as our Cambridge Technicals.</p> |  |
| <b>Year 11 OVERVIEW</b>  |  |
| <b>R097</b><br><b>September 2023 – January 2024</b><br>Plan interactive digital media<br>Create interactive digital media<br>Review interactive digital media  | Interactive Digital Media (Coursework 35%)   |
| <b>R093</b><br><b>January 2024 – May 2024</b><br>Media Industry<br>Factors Influencing Product Design<br>Pre-Production Planning<br>Distribution Considerations  | Creative iMedia in the media industry (Exam 40%)<br><br>Elements of the exam specification will have also been covered throughout Year 10 and during the coursework units. |
| <b>COMPLETION DATES</b>  |  |
| <u>Year 10</u><br>R094 May 2024  | <u>Year 11</u><br>R093 Exam Mock Jan 2024<br>R093 Exam May 2024<br>R097 Coursework January 2024  |
| <b>Subject support</b>   |  |
| <ul style="list-style-type: none"> <li>• Creative iMedia revision guide (OCR)</li> <li>• That Blue Square Thing is designed to assist students through the entire course, including coursework guidelines and revision for the exam component.</li> <li>• Class Teacher Extra Sessions which will be confirmed before completion of each component.</li> </ul>   |  |
| <b>USEFUL WEBSITES</b>   |  |
| <a href="https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-i834.pdf">https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-i834.pdf</a><br><a href="http://www.bluesquarething.co.uk/">http://www.bluesquarething.co.uk/</a><br><a href="http://www.clearrevise.com">www.clearrevise.com</a><br><a href="http://www.cambridge.org/cambridgenationals">www.cambridge.org/cambridgenationals</a>                           |  |
| <b>SCHOOL CONTACT</b>  |  |
| Please make your son/daughter's classroom teacher your first point of contact.<br>s.green@saddleworthschool.org  |  |
| <b>CURRICULUM LEADER:</b>  | Mr H Nazir Email: h.nazir@saddleworthschool.org  |

# GCSE Music

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| <b>Exam Board: AQA</b>   | Specification Number: 8271   |   |   |
| <b>COURSE SUMMARY</b>  |  |   |   |
| <p>Students have studied composition, performance and specific set works for the listening and understanding element of the course during year 10. Students will have the opportunity to work in a focused manner on their individual and ensemble performance studies, composition studies using music technology and detailed listening and musical understanding activities in the classroom during the 2022-23 academic year. Extra-curricular support is available every Monday &amp; Thursday lunchtime in F102 and Thursday after school for all KS4 music students, this session is in F102 and runs from 3pm – 4:15pm, all KS4 music students are welcome to attend and access support.</p>   |  |   |   |
| <b>Year 11 2023-24 OVERVIEW</b>  |  |   |   |
| <b>TERM</b>  | <b>PERFORMANCE</b>   | <b>COMPOSITION</b>  | <b>LISTENING AND UNDERSTANDING</b>  |
| <b>Half Term 1:</b>  | Solo performance<br>Building confidence<br>Developing repertoire     | Composition studies<br>Set brief composition development<br><br>Completion and development of own choice composition. | <ul style="list-style-type: none"> <li>• <b>Kodaly GCSE Music set work</b></li> <li>• <b>Mozart GCSE Music set work</b></li> <li>• <b>Unfamiliar listening (including)</b><br/>Baroque Music - Mozart – Beethoven – Chopin – Schumann</li> </ul>                            |
| <b>Half Term 2:</b>  | Preparing for mock examination                                       |   | <ul style="list-style-type: none"> <li>• <b>Kodaly GCSE Music set work</b></li> <li>• <b>Mozart GCSE Music set work</b></li> <li>• <b>Unfamiliar listening:</b><br/>Pop Music 1990+ - Musicals - Film Music - Music for Computer Games - Blues/Jazz - Minimalism</li> </ul> |
| <b>Half Term 3:</b>  | Solo performance<br>Getting organised for final examinations         | Set brief composition development, preparing final scores   | <ul style="list-style-type: none"> <li>• <b>Set Works</b></li> <li>• <b>Unfamiliar listening:</b><br/>African/Caribbean - Fusion/Salsa - Contemporary Music - British Folk Music</li> </ul>   |
| <b>Half Term 4:</b>  | <b>FINAL PERFORMANCE EXAMINATIONS</b>                                | <b>FINAL COMPOSITION SUBMISSIONS</b>  | <ul style="list-style-type: none"> <li>• <b>Set Works</b></li> <li>• <b>Unfamiliar listening:</b><br/>Requiems - Western Music 1910+ - British Music - Kodaly/Bartok</li> </ul>   |
| <b>Half Term 5:</b>  | <b>FINAL UNDERSTANDING MUSIC (LISTENING) EXAMINATION PREPARATION</b> |   |   |
| <b>Half Term 6:</b>  | <b>FINAL UNDERSTANDING MUSIC (LISTENING) EXAMINATION PREPARATION</b> |   |   |
| <b>FINAL EXAMS</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>• <b>Free choice composition deadline</b> – Friday 20<sup>th</sup> October</li> <li>• <b>Mock performance assessment</b> – November / December 2022 – 1 x solo performance and 1 x ensemble performance</li> <li>• <b>Mock composition submission</b> – December 2023 – set brief draft</li> <li>• <b>Mock Understanding music examination</b> – December 2023 – listening and understanding (inc set works)</li> <li>• <b>GCSE Music concert</b> – March 2024 (before final performance examination) dates TBC</li> <li>• <b>FINAL Performance exams</b> – March 2024 - 1 x solo performance and 1 x ensemble performance</li> <li>• <b>FINAL composition submissions</b> – March / April 2024 (exact date TBC) – all composition work complete</li> <li>• <b>FINAL Understanding music examination</b> – May 2024 (exact date TBC) – listening and understanding</li> </ul> |  |   |   |
| <b>What should home learning look like?</b>  |  |   |   |
| <p>Students should be practising their own musical instruments / voice for at least 30/40 minutes every day.<br/>Students should be regularly reviewing their performance work with their instrumental music tutors and seeking further advice from Mr Beckwith.<br/>Students should be spending a minimum of two hours per week outside the classroom revising ongoing revision tasks for the Listening and Understanding examination.<br/>If possible students should be having instrumental music lessons – if this is a problem for any reason please speak to Mr Beckwith regarding this matter.</p>  |  |   |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |  |   |   |
| CPG / AQA Complete Revision & Practice (with Audio CD) - for the Grade 9-1 Course<br>£10 from the music department – available now   |  |   |   |
| <b>SCHOOL CONTACT: CURRICULUM LEADER: Mr Garrath Beckwith - Email: <a href="mailto:g.beckwith@saddleworthschool.org">g.beckwith@saddleworthschool.org</a></b>  |  |   |   |

# Sports Studies (Technical Award)

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|---|---|
| <b>Exam Board:</b> OCR – Cambridge National   | Level1/Level2 J829  |
| <b>Y11 COURSE SUMMARY</b>   |   |
| <p>Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to explore the world of outdoor sport. Practical, accessible, fun to teach and exciting to learn, it will inspire your students to develop real-world skills to prepare them for their future. Students will study 3 units throughout the two-year course. The practical performance unit gives students the opportunity to show their physical skills, tactics and officiating activities in two sports – 1 team game and 1 individual activity, alongside leadership. They will need to produce coursework to support their knowledge of the practical games, drills, including rules and regulations. Students will also study Outdoor Adventurous Activities (OAA) this year, which will involve several treks in the local area.</p> |   |
| <b>Year 11 2023-24 OVERVIEW</b>   |   |
| <b>Half Term 1:</b><br>September – October  | R185: Performance and leadership in sports activities - Practical elements assessed in lesson   |
| <b>Half Term 2:</b><br>November – December  | R184: Contemporary issues in sport delivered<br>R185: Performance and leadership in sports activities - Practical elements assessed in lesson   |
| <b>Half Term 3:</b><br>January – February   | R184: Contemporary issues in sport delivered – Mock paper in January<br>R185: Performance and leadership in sports activities - Practical elements assessed in lesson   |
| <b>Half Term 4:</b> February-March  | Possible opportunities for resubmission or up-levelling of work   |
| <b>Half Term 5:</b> April - May   | Coursework submission by May (unless OCR state otherwise)   |
| <b>FINAL EXAMS</b>  |   |
| <p>R184: Contemporary issues in sport - 1 hour 15 mins - Written exam paper, OCR set and marked<br/>R185: Performance and leadership in sports activities - Coursework and evidence based - Centre-assessed tasks, OCR moderated<br/>R187: Increasing awareness of outdoor and adventurous activities - Coursework and evidence based - Centre-assessed tasks, OCR moderated</p> <p><b>Practical Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students take part in practical lessons and are under continual assessment from staff</li> <li>• Students to evidence their progress by writing a witness statement</li> <li>• Students to be assessed in a range of sports and OAA, with top 2 going through to the exam board</li> </ul>  | <p><b>Coursework Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students to complete written work in class and type up into official coursework</li> <li>• Coursework to be collated in student folder and handed in for marking at each deadline</li> <li>• Students may be given one chance to up-level work before final submission</li> <li>• Coursework folder to be sent to OCR for external moderation in May</li> </ul> |
| <b>What should home learning look like?</b>   |   |
| <p>Worksheets on the topics, typing up of coursework, research for coursework content. Access to a computer would be highly beneficial.</p> <p><b>Parents can:</b> Set a time for students to sit down at home and write up their coursework, to ensure they meet the hand in deadline. Test students on their knowledge and understanding of the different topics for each unit. Ensure their child is staying active and developing the physical skills needed to gain a higher grade.</p>  |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>   |   |
| Exam Board Website  | <a href="http://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/specification-at-a-glance/">www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/specification-at-a-glance/</a>  |
| Past papers   | See past papers, mark schemes and subject content on the OCR website.   |
| <b>SCHOOL CONTACT</b>   |   |
| <p>Please make your child's classroom teacher your first point of contact.</p> <p><b>Head of PE:</b> Ms J Charlesworth = J.Charlesworth@saddleworthschool.org</p>   |   |

# BTEC Health & Social Care (Technical Award)

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| <b>Exam Board:</b> Pearson/Edexcel   |   |
| <b>Y11 COURSE SUMMARY</b>  |   |
| <p>The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification. There are two components which are internally assessed and one component is externally assessed with written and practical exams. This qualification is divided into 40% exam and 60% coursework – are broken down into component 1 and component 2. Pearson Set assignments (Components 1 and 2) will be completed during lesson time under supervised conditions. Students are permitted to use notes from class books. The exam is based on both components. Learners will be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes during the course of study, before they are assessed.</p> <p>Component 1, Human Lifespan Development<br/>         Component 2 Health and Social Care services and Values<br/>         Component 3 Health and Wellbeing - factors that affect health and wellbeing, physiological and lifestyle indicators, and recommendations and actions to improve health and wellbeing</p> |   |
| <b>Year 11 2023-24 OVERVIEW</b>  |   |
|  | <b>Theory Topics</b>  |
| <b>Half Term 1:</b><br>September – October   | Component 3 - Exam – Health and Wellbeing<br>Component 2 – Health care services and values Pearson Set Assignment (PSA)   |
| <b>Half Term 2:</b><br>November – December   | Component 3 – Exam - Health and Wellbeing<br>Component 2 – Health care services and values Pearson set assignment (PSA)<br>Mock exam 1  |
| <b>Half Term 3:</b><br>January – February  | Component 3 – Exam - Health and Wellbeing<br>Mock exam 2  |
| <b>Half Term 4:</b><br>February-March  | Component 3 – Exam - Health and Wellbeing   |
| <b>Half Term 5:</b><br>April - May   | Revision<br>Exam – 7 <sup>th</sup> May  |
| <b>FINAL EXAMS / Pearson Set Assignment</b>  |   |
| <p>Students will be assessed continually throughout the year on both Component 2 and component 3<br/>         Assessments will be made in 2 different ways:</p>  |   |
| <p><b>Component 2: Pearson Set Assignment</b></p> <ul style="list-style-type: none"> <li>Internally assessed in class time with class notes from book</li> <li>Resubmission allowed once</li> <li>Final grade recorded and sent through to Pearson</li> </ul>  | <p><b>Component 3: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Externally assessed</li> <li>Written exam</li> <li>Taken in June</li> </ul>  |
| <b>What should home learning look like?</b>  |   |
| <ul style="list-style-type: none"> <li>Worksheets on the topics, typing up of coursework, research for coursework content. Access to a computer would be highly beneficial.</li> </ul> <p><b>Parents can:</b> Test students on their knowledge and understanding of the different topics for each unit. • Make sure students are doing active revision using their book. Making flash cards, mind maps and quizzes is an example of effective revision. Set a time for students to sit down at home and write up their coursework, to ensure they meet the hand in deadline.</p>   |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |   |
| Exam Board Website   | <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html</a> |
| Revision books   | Revise BTEC Tech Award Health and Social Care Revision Guide: ISBN 9781292245614  |
| Past papers  | See past papers, mark schemes and subject content on the Pearson website.   |
| <b>SCHOOL CONTACT</b>  |   |
| <p>Please make your child’s classroom teacher your first point of contact.<br/> <b>HSC Leader: Miss. Kipling</b> <a href="mailto:c.kipling@saddleworthschool.org">c.kipling@saddleworthschool.org</a></p>  |   |

# GCSE Physical Education

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| <b>Exam Board: OCR</b>   |   |
| <b>Y11 COURSE SUMMARY</b>  |   |
| <p>Students will study a range of topics related to the human body and sports psychology. Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. They will develop their knowledge of their own fitness levels and plan, produce and analyse a 6-week training programme (AEP 10%) to improve their sporting performance. Students will complete classwork set by the teacher and sit a formal assessment at the end of every topic. Practical lessons will be graded according to the OCR criteria and recorded throughout the year, with their top 3 marks being counted as up to 30% of their final GCSE grade.</p> |   |
| <b>Year 11 2023-24 OVERVIEW</b>  |   |
| <b>Half Term 1:</b><br>September – October   | 1.a Engagement Patterns, 1.b Commercialisation, Topic Assessment w.b. 16 <sup>th</sup> October  |
| <b>Half Term 2:</b><br>November – December   | 1.c Ethnical & Socio-cultural Issues in Sport<br>Mock Exams w.b. 11 <sup>th</sup> December  |
| <b>Half Term 3:</b><br>January – February  | 2.a Sports Psychology, Topic Assessment w.b. 5 <sup>th</sup> February<br>Practical sport videos due in (February half term)   |
| <b>Half Term 4:</b><br>February-March  | 2.3 Health, Fitness & Well-being, 4.1 Use of data, Topic Assessment w.b. 25 <sup>th</sup> March<br>Practical sport external moderation (April)  |
| <b>Half Term 5:</b> Apr/May  | Revision<br>Exam technique<br>Practice papers<br>AEP final amendments.<br>Final Exam in May/June  |
| <b>FINAL EXAMS</b>   |   |
| <p>Students will sit <b>two PE papers</b> in 2024. Each paper is made up of a <b>1, 2, 3, 4 and 6</b> mark questions, requiring in depth knowledge of the following areas:</p>   |   |
| <p><b>Paper 1:</b> 1 hour (60 marks)<br/><b>Component 01: Physical factors affecting performance</b><br/>There are two topics:</p> <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Physical training.</li> </ul>  | <p><b>Paper 2:</b> 1 hour (60 marks)<br/><b>Component 02: Socio-cultural issues and sports psychology</b><br/>There are three topics:</p> <ul style="list-style-type: none"> <li>• Socio-cultural influences</li> <li>• Sports psychology</li> <li>• Health, fitness and well-being.</li> </ul> |
| <b>What should home learning look like?</b>  |   |
| <p>Via Classcharts, Via Microsoft teams, Paper worksheets on the topics, exam question practice, revision flash card making.</p> <p><b>Parents can</b> test students on their revision of key words. Encourage students to complete exam style questions from their booklets, and to hand these into their teacher for feedback.</p> <p>Make sure students are doing active revision using their book. Making flash cards, mind maps and quizzes is an example of effective revision. Record their practical achievements outside of school to support their practical assessment. Use a video camera to record them during a game and when practicing isolated skills. Ensure your child is attending one of the revision sessions once they begin.</p>   |   |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |   |
| <a href="http://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/">www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/</a>   |   |
| Revision books   | <b>My Revision Notes: OCR GCSE (9-1) PE 2nd Edition</b><br>GCSE Physical Education OCR Revision Guide   |
| Past papers  | See past papers, mark schemes and subject content on the OCR website or on pupils Microsoft Team  |
| <b>SCHOOL CONTACT</b>  |   |
| <p><b>GCSE Course Leader:</b> Ms J Charlesworth      <b>Email:</b> J.Charlesworth@saddleworthschool.org</p>  |   |

# OCR Cambridge National in Enterprise and Marketing

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| Exam Board: OCR  | Specification Number: 603/7093/2   |
| <b>Y10 COURSE SUMMARY</b>  |  |
| <p>This qualification has THREE mandatory units:</p> <p><b>Unit R067:</b> Enterprise and Marketing Concepts – this unit will be assessed by an exam in May/June 2024</p> <p><b>Unit R068:</b> Design a Business Proposal – this unit was completed in Year 10; internally assessed grades have been submitted to the exam board.</p> <p><b>Unit R069:</b> Market and Pitch a Business Proposal - this unit will be assessed by a set assignment. They will develop a brand identify for a target customer, create a promotional campaign, plan and pitch their proposal.</p> |  |
| <b>Year 10 2023-24 OVERVIEW</b>  |  |
| <b>Half Term 1:<br/>September –<br/>October</b>  | <p>Learning: How to create a plan for a promotional campaign. How to pitch a business proposal, including presentation skills.</p> <p>Assessment: Create a promotional campaign for a brand and product. (TA2 – R069), Develop a Pitch (TA3 – R069), Pitch to an audience (TA4 – R069).</p>  |
| <b>Half Term 2:<br/>November –<br/>December</b>  | <p>Learning: Responding to feedback – making improvements to assignment work. Characteristics of successful entrepreneurs, potential risks and rewards for enterprise. Different forms of business ownership for start-ups, and sources of capital.</p> <p><i>Assessment:</i> Reflect on the pitch and business proposal (TA5 – R069). Exam style questions, from past exam papers (Unit R067).</p> <p><b>Deadline for assignment R069: 12/12/2023</b></p> |
| <b>Half Term 3:<br/>January –<br/>February</b>   | <p>Learning: Support for enterprise. Different costs that exist, how revenue can be generated and the difference between profit and loss. Break-even and the importance of cash. Understand the different elements of the marketing mix and the methods used to promote an enterprise.</p> <p><i>Assessment:</i> Exam style questions, from past exam papers (Unit R067)</p>   |
| <b>Half Term 4:<br/>February-March</b>   | <p>Learning: Product life cycle and extension strategies and pricing strategies. The purpose of market research, and the different research methods. Types of market segmentation.</p> <p><i>Assessment:</i> Exam style questions, from past exam papers (Unit R067)</p>   |
| <b>Half Term 5:<br/>April - May</b>  | Revision lessons and preparation for the exam  |
| <b>FINAL EXAMS</b>   |  |
| Students will sit their external exam in May/June 2024 (Unit R067)   |  |
| <b>What should homework look like?</b>   |  |
| <ul style="list-style-type: none"> <li>• All home learning will be set on ClassCharts – by checking their class you will be able to monitor their progress and submission of work</li> <li>• Although the students will complete assignment work in class, they may need to do further work at home to ensure the work is completed fully. The class teacher will be in touch with parents/carers if they have any concerns.</li> </ul>  |  |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>  |  |
| Exam Board Website   | <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/">https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/</a>  |
| Subject shared area  | Details of the assignments will be stored in the student shared area, once they have been released to students   |
| <b>SCHOOL CONTACT</b>  |  |
| Please make your son/daughter’s classroom teacher your first point of contact.   |  |
| <b>CURRICULUM LEADER: Ms Dempster’s email: <a href="mailto:c.dempster@saddleworthschool.org">c.dempster@saddleworthschool.org</a></b>  |  |

# GCSE Business

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|---|---|----------------------------|
| Exam Board: AQA   |   | Specification Number: 8132 |
| <b>Y11 COURSE SUMMARY</b>   |   |                            |
| <ul style="list-style-type: none"> <li>In Year 10 students have studied the following units: Unit 1 – Business in the real world, Unit 2 – Influences on Business and Unit 3 – Human Resources. Unit 4 – Operations, was started in Year 10.</li> <li>In Year 11 they will be taught the following units: Unit 4 – Business operations, Unit 5 – Marketing and Unit 6- Finance. They will work on their exam technique and revisit how to answer a 12-mark question.</li> </ul>   |   |                            |
| <b>Year 11 2023-24 OVERVIEW</b>   |   |                            |
| <b>Half Term 1:<br/>Sept – Oct</b>  | Unit 4 – Student will learn about how a business maintains quality, and the role of procurement within a business and the importance of effective supply chains. They will finish this unit by learning about how a business provides good customer service.<br>Unit 6 – Students will study the different sources of finance available to a business, the importance of managing cash flow and how to calculate break-even.<br><i>Assessment:</i> Multiple Choice Questions, topic tests, past exam questions.   |                            |
| <b>Half Term 2:<br/>November – Dec</b>  | Unit 6 – Students will study investment appraisal methods and then learn about why businesses produce financial statements and the components of an income statement and statement of financial position.<br>They will prepare for their Year 10 mock exams, including exam technique and revision. Students will revisit how to answer a 12-mark question in preparation for their mock exams.<br><i>Assessment:</i> Multiple Choice Questions, topic tests, past exam questions.<br><i>Key assessment:</i> Mock exams (week commencing 27 <sup>th</sup> November 2023). |                            |
| <b>Half Term 3:<br/>January – February</b>  | Unit 5 – Students will learn about the importance of identifying and understanding customers, segmentation and the methods used by a business to carry out market research.<br><i>Assessment:</i> Multiple Choice Questions, topic tests, past exam questions, 12-mark question.  |                            |
| <b>Half Term 4:<br/>February- March</b>   | Unit 5 – Students will study the different elements of the marketing mix, including Product, Price and Place, and will complete this unit by learning about promotions/advertising.<br>Students will prepare for their Paper 2 assessment.<br><i>Assessment:</i> Multiple Choice Questions, topic tests, past exam questions.<br><i>Key assessment:</i> Paper 2 (March 2024)  |                            |
| <b>Half Term 5:<br/>April - May</b>   | Revision lessons and preparation for the exam   |                            |
| <b>FINAL EXAMS</b>  |   |                            |
| Students will sit two exam papers, each worth 50% of the final exam grade. They will be examined in May/June 2024. The exams consist of multiple-choice questions, short questions, case studies and extended writing questions.  |   |                            |
| <ul style="list-style-type: none"> <li><b>Paper 1: Influences of Operations and HR on business activity</b><br/>What's assessed: Business in the real world, Influences on business, Business operations and Human resources.</li> <li><b>Paper 2: Influences of marketing and finance on business activity</b><br/>What's assessed: Business in the real world, Influences on business, Marketing and Finance</li> </ul>   |   |                            |
| <b>What should home learning look like?</b>   |   |                            |
| <ul style="list-style-type: none"> <li>Knowledge of business terminology is key to exam success – students will be asked to revise completed topics and key terms and create revision notes/cards. They can use their exercise books and knowledge organisers to do this. They will be expected in the exam to describe, in full sentences, key business terminology. <i>For example, unlimited liability means a business owner is responsible for all debts and risks losing their personal possessions if the business fails.</i></li> <li>Students will be regularly set extended writing questions. These questions ask students to provide business advice and apply their business knowledge and understanding to a given scenario. When they provide advice, they have to fully justify their decision with links to the case study.</li> <li>Completing past exam papers is very useful to prepare for the exam. Similar questions will appear in the exam. All home learning will be set on CLASSCHARTS – by checking their class you will be able to monitor their progress and submission of work.</li> </ul> |   |                            |
| <b>USEFUL REVISION RESOURCES &amp; WEBSITES</b>   |   |                            |
| Exam Board  | <a href="https://www.aqa.org.uk/subjects/business/gcse">https://www.aqa.org.uk/subjects/business/gcse</a>   |                            |
| Past papers:  | <a href="http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes">http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</a>   |                            |
| GCSE Bitesize   | <a href="https://www.bbc.co.uk/education/subjects/zpsvr82">https://www.bbc.co.uk/education/subjects/zpsvr82</a>   |                            |
| <b>SCHOOL CONTACT</b>   |   |                            |
| <b>CURRICULUM LEADER: Ms Dempster's email: <a href="mailto:c.dempster@saddleworthschool.org">c.dempster@saddleworthschool.org</a></b>   |   |                            |







