

Supporting Students to be Successful Study Skills and Memory

Many people only revise by reading their notes or text books. This is a poor way to commit things to memory. You must actively use the information in some way. Here are three popular revision techniques for your child to use in the revision period before any tests, end of unit assessments and their GCSE exams.

Flashcards: Write a question on one side and the answer on the other side of the card. Make them once and then use them to test your recall with the help of family and friends

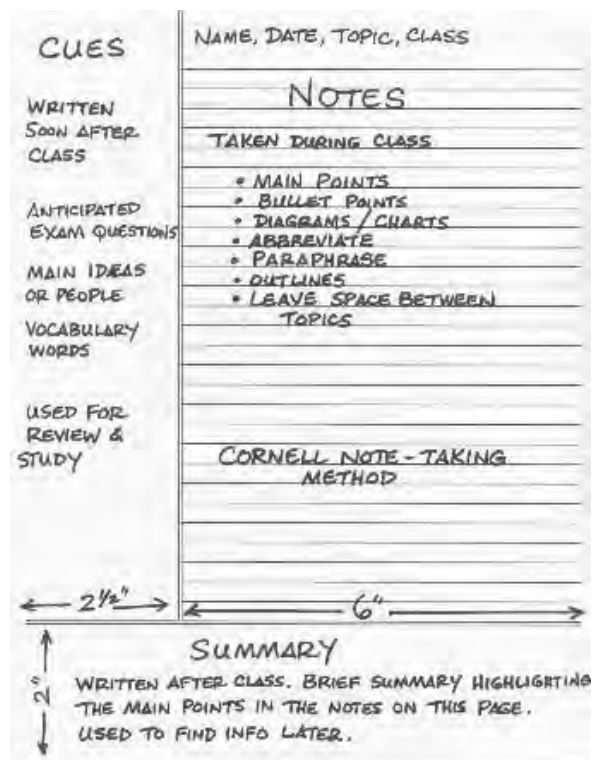
SLT Assumptions	AO1 key Concepts
<ul style="list-style-type: none"> Behaviour is learned (=associative) Direct AND indirect learning Learn through observables and imitation 	<ol style="list-style-type: none"> Viewpoint → seeing Reinforcement someone else reinforced shapes your behaviour Identification → more likely to imitate if you identify (similar/aspire) Motivational Processes → cognitive factors which influence response <ul style="list-style-type: none"> Attention - notice behaviour Retention - remember behaviour Motor Reproduction - ability to perform Motivation - will to perform



Mind Maps: Create a mind map for a whole topic by splitting it into 3-5 sub topics. Then on each branch write key pieces of knowledge about that topic. Keep it brief - key words, key facts, key statistics, key people. Use lots of colour and even pictures to help support your long-term memory

Cornell Notes: An approach which helps you record revision notes, by setting your notes out in a structured/visual way. You can then cover the note taking column and recall the knowledge, using the questions

Exam Questions: Using past exam questions is the best way to check that you can apply your knowledge in an exam situation. You should build in use of exam questions when you have made flash cards, mind maps or notes. You can get mark schemes to see how well you are doing. These are available free of charge from the exam board websites. Links found at the bottom of this document.



Five Top Tips for Effective Revision

1. Create a revision timetable which includes all your subjects
2. Keep revision sessions to short chunks approx. 30 minutes at a time
3. Resilience is really important, remember your end goal and stay focused. You need to be disciplined and stick to your plan!
4. Refer to the subject support sheets to access a wealth of useful revision information on the internet
5. Practise using past exam questions and mark schemes
6. Remember to look after yourself by taking regular revision breaks, drinking lots of water, eating a balanced diet and getting plenty of sleep!
7. Take advantage of help in school. Your teachers will be running period 6 revision sessions and may run some Easter and half term interventions. These are to help you so make the most of them.

Memory is learning that has persisted over time – revision should start early and be recapped regularly to ensure the memory 'sticks'.

Date:	Revision task	Suggested time
Day 1	Create the revision materials using one of the techniques suggested.	30 minutes
Day 2	Complete the revision materials and read through it at least once.	20 mins
Day 3	Read through the revision materials twice today with an hour's gap in between.	5 + 5 mins
Day 4	Ask someone to test you – highlight the parts you get stuck on.	10 mins
Day 5	Read through the revision materials twice today with an hour's gap in between.	5 + 5 mins
Day 6	Ask someone to test you – circle the parts you get stuck on	10 mins
Day 7	Read through the revision materials twice today with an hour's gap in between.	5 + 5 mins
Day 8	Test/assessment today	

Revision apps and websites:

Gojimo

<http://www.gojimo.com/>

Free revision app for mobile phones

You need your subject exam board and specification code.

Over 65,000 practice questions for free...

Quizlet

<http://www.quizlet.com>

Online flashcard creator

Get Revising

<https://getrevising.co.uk/>

Over 239,500 revision resources, study plan (timetable) creator and past exam papers.

Other Revision Websites -

www.gcsepod.com – Has thousands of revision videos and exam questions to support revision. These are specific to each exam board and can be used alongside self-marked multiple choice revision questions.

www.senecalearning.com – Website by memory specialists which uses a range of different techniques to enhance students' learning and revision. It is highly engaging and constantly tests the students.

www.bcbitesize.com – One stop website for any subject. Check with your teachers that you are using the correct exam board and specification. (E.g. Science-make sure you use the AQA pages)

<http://www.clcc.college/wp-content/uploads/2017/05/Power-to-Perform-recipe-booklet.pdf> - all about what students are eating and how we can use food to enhance their performance, concentration and energy.

Links to past papers from 3 main exam boards (AQA, Pearson, OCR):

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE>

<https://www.ocr.org.uk/qualifications/past-paper-finder/>

Subject – GCSE Fine Art

Course information	
Examination Board	AQA GCSE Art and Design
	AQA GCSE Fine Art 8202
Website	www.aqa.org.uk/8201

Ways to support your child at home:

- Ensure that any verbal or written feedback is acted upon. Work that is highlighted in pink, or feedback written in pink, indicates that these pieces need to be looked at again with further work added.
- Check that the lesson-by-lesson planner which indicates the artwork and homework tasks that are required each week, along with the submission dates, is being used.
- Check that all sketchbook work is complete. Incomplete work will negatively affect a student's final grade.
- Encourage your child to reflect on their learning, identifying the knowledge and skills that have been successful for them throughout the course. The knowledge and skills can then be further developed and used to gain marks throughout the remainder of the course.

Resources to support Home Learning:

Annotation guides

Writing about other artists' work and a student's own work is an important part of a GCSE course. Students should analyse an artist's work using their own words and expressing their own thoughts and opinions. Each student has been provided with annotation help sheets for writing about other artists' work, along with photographs and artwork that a student has produced.

Websites

Social media platforms such as Pinterest and search engines like Google can be used to investigate different artists and to source images. To use Pinterest a student will need to set up an account and log in at home (web address listed opposite).

Component 2 past papers

Past papers are an excellent way of ensuring that students are aware of the possible questions that they are likely to be set in Component 2.

Revision Materials

Last year's GCSE Fine Art sketchbooks grades 4 to 9 can be viewed on YouTube and Google in order to see the standards required to achieve these particular grades.

Useful Websites

- GCSE Bitesize for information on course structure.
www.bbc.co.uk/bitesize/gcse/art
- Pinterest for images, techniques and ideas.
<http://uk.pinterest.com>
- AQA website for past papers and exam questions.
<http://www.aqa.org.uk>
- Past papers and mark schemes. GCSE Art and Design specification. Component 2 question papers.
[www.studentartguide.com/ArticlesforArt students](http://www.studentartguide.com/ArticlesforArt%20students)
- Google images for artist research and students' GCSE sketchbook work.
- To view previous GCSE Fine Art sketchbooks.
You Tube – grades 4 to 9 GCSE Fine Art sketchbooks.

Assessments

My child's Art teacher is _____

Email contact - _____

Subject – BTEC Construction Unit 1 External Exam

Course information	
Examination Board	Edexcel
Website	https://qualifications.pearson.com

Ways to support your child at home:

Try asking your child some of the questions below: -

- Using the **Unit 1 Construction technology pupil workbook** ask your child questions – many have multiple answers available.
- Topic A.1 – A.2 Performance requirements and structural forms. This has many topics that can easily be discussed and revised through question and answers.
- Topics such as Fire resistance, Thermal insulation, Sound insulation, weather resistance (pages 4 – 7) can be discussed in the home which has all the physical examples needed to help revise.
- Topics B.1, B.2, C.1-C.3 these have many areas of learning but all can be easily learned again using questions and answers – (multiple answers are available in many cases). Many of these questions only require a pupil to identify or explain a possible answer.
- Ask your child to sketch and or label some of the drawing questions in the exam resources booklet, then mark their work with them. A range of acceptable answers are provided on each page. (Exam is in January)

Resources to support Home Learning

Unit 1 Construction technology pupil workbook.

This has key information for all topics found in the exam. If used well it can support exam question answers.

Encouraging your child to read something every day can improve their grade result.

Construction Unit 1 Exam resources - Typical drawing style questions with exemplar answers

This booklet can be critical to how well pupils succeed. A sketching question is worth 5 marks, a labelling question is worth 4 marks. The exam has a total of 50 marks. These two key areas account for 19% of marks.

Useful Websites

- To get practice exam papers for **Unit 1**

<http://qualifications.pearson.com/en/qualifications/bte-c-firsts>

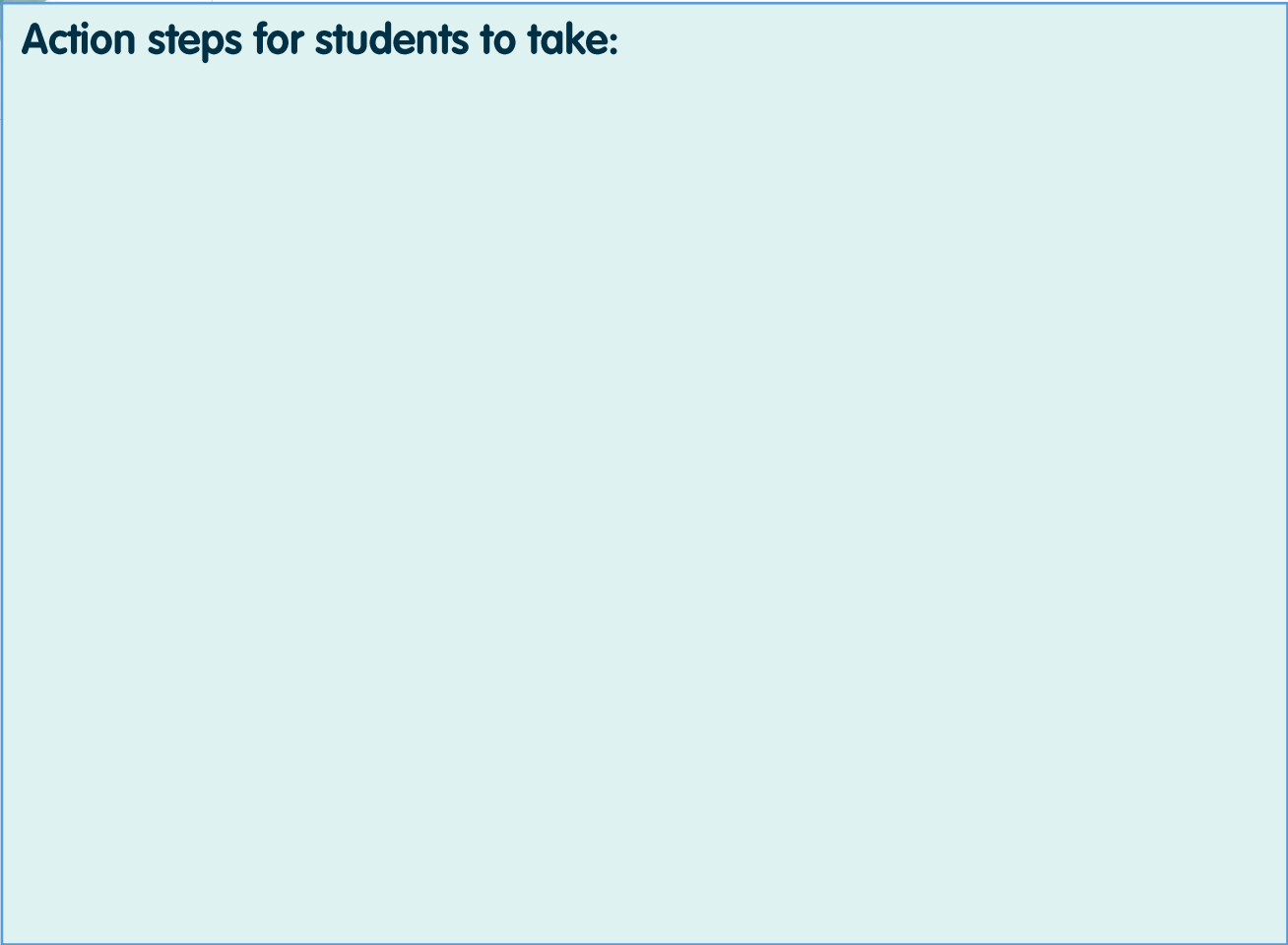
- Construction and the built environment
- Preparing for assessment

Scroll down the page and click on the preparing for assessment heading - External assessment – past papers and mark schemes.

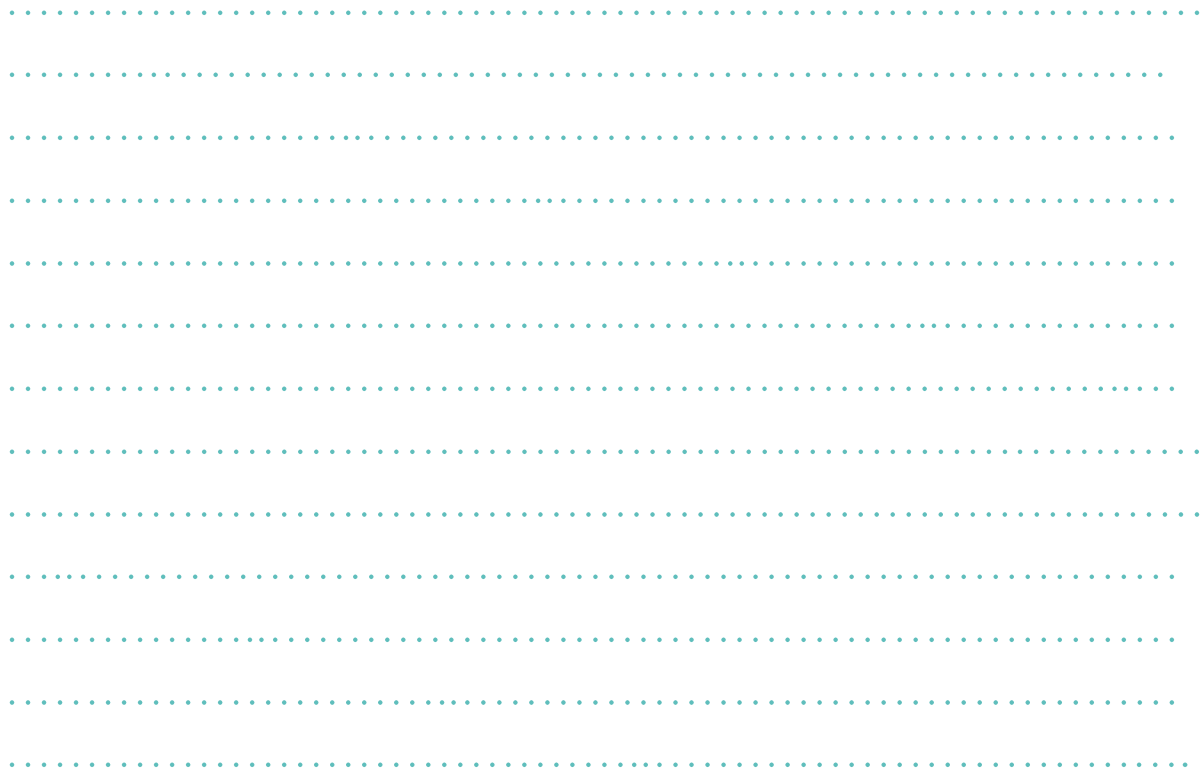
Assessments

My child's Construction Teacher is Mr Mayfield/Mr Harmer Email contact – t.harmer@tmhs.co.uk

Action steps for students to take:



Notes:



Subject – BTEC Dance

Course information

Examination Board	Edexcel BTEC Level 1/2 Tech Award in Performing Arts (Dance)
Website	https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf

Ways to support your child at home:

- Component 1 of the course is focused on exploring the performing arts and component 2 focuses on developing skills and techniques in dance. Both components are due to be completed by the end of half term 5.
- Does your child know what the different physical and interpretive skills are? Do they know how to use these skills in a performance? (A list can be provided at request)
- Encourage your child to watch various performance videos on YouTube to help develop their choreographic knowledge and ideas.
- Is your child aware of the assessment criteria and what they need to do to achieve their target grade of a Pass/ Merit/ Distinction?

Checklist

Component 1:	Component 2:
<ul style="list-style-type: none"> • I can assess the stylistic qualities of practitioner's work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across 3 performance styles. • I can explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work. 	<ul style="list-style-type: none"> • I can demonstrate disciplined and organised development of performance and interpretative skills, and techniques for performance during the rehearsal process. • I can demonstrate considered selection, application and assured use of physical and interpretative skills during rehearsal and for performance of existing repertoire as a performer.

Resources to support Home Learning

How to develop choreography:



Useful Websites

- To get ideas for street or contemporary choreography and to observe the successful use of performance skills

https://www.youtube.com/channel/UCQ3qd_tz3GBCzCT76-yXQCw/videos

<https://www.youtube.com/user/UrbanDanceCamp/videos>

https://www.youtube.com/results?search_query=dance+moms+ccontemporary

Assessments

Assessment is ongoing throughout the components due to the coursework nature of the course. Both Component 1 and 2 will be complete during Year 10 and Component 3 will be assessed in Year 11.

My child's Teacher is – Miss Riley

Email contact – riley@tmhs.rkt.co.uk

Action steps for students to take:

[Large empty light blue box for action steps]

Notes:

[Dotted lines for notes]

Subject – BTEC Level 2 Award Performing Arts (Acting)

Course information	
Examination Board	BTEC Level 1/2 Tech Award in Performing Arts (Drama)
Website	https://qualifications.pearson.com/content/dam/pdf/btec-awards/performing-arts/2017/specification-and-sample-assessments/9781446939628_BTEC_L1L2_AWD_PA_SPEC.pdf

Ways to support your child at home:

The next component that students will be working on is Component 2: Developing Skills and Techniques in the Performing Arts. This is worth 30% of the course. Within this component students will:

- Develop their performing arts skills and techniques through the reproduction of acting as a performers or designer.
- Take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

Checklist	
Component 1:	Component 2:
<ul style="list-style-type: none"> • By now, students should have completed a portfolio of evidence that includes: <ul style="list-style-type: none"> - Information about the production of Teachers written by John Godber including - treatment of theme/issue - production elements - form/structure/narrative - response to stimulus - style/genre - contextual influences - collaboration with other practitioners - influences by other practitioners. • Purpose and its influence 	<ul style="list-style-type: none"> • Work has now begun on our second component. Each student needs to be able to: <ul style="list-style-type: none"> - Apply skills and techniques during the rehearsal and development process to support their development. - apply/realise skills and techniques during the performance of existing repertoire. - Application of interpretative skills such as expression, character, mood and atmosphere - Expressive use of voice and/or movement and/or design elements to communicate meaning to an audience

Component 3 will take place in Year 11 and is an externally assessed unit in which a brief will be given by the exam board. This component requires students to reinterpret a song into a completely different genre.

Assessments

As the components are based on coursework, the work is always an ongoing assessment. Component 2 will be complete by the Summer and then this allows for us to complete a mock Component 3 in Year 11 Term 1.

The externally set brief for Component 3 is released at the end of January 2022 and the deadline for this will be May 2022.

Acting Skills:

Facial Expressions

Body Language

Posture

Gestures

Voice (pitch, pace, pause, intonation, articulation)

Drama Techniques:

Still Image Mark the moment

Cross Cutting Role on the wall

Flashback Monologue

Thought track

My child's teacher is: **Miss**

Hewson

Email:

hewsona@tmhs.rklt.co.uk

Subjects: GCSE English Language & English Literature

Course information		Teacher Contact details
Exam Board	AQA GCSE English Language 8700@tmhs.co.uk
	AQA GCSE English Literature 8702@tmhs.co.uk
Website	www.aqa.org.uk	Please feel free to email your child's teacher

Ways to support your child at home:

Try asking your child some of the questions below:

- Can you summarise the details of the programme we watched? How was it different to the last episode?
- What did you learn from the news? Why? What else have you learnt? How?
- Do you think that [film] was tense, scary, emotional, exciting? Why?
- What have you read tonight? Summarise the key points. What effect did it have on you?
- Show me where you've used punctuation/paragraphs accurately. Are there any spellings you're unsure of?
- Do you know your English terminology? Have you used subject specific terminology? Where?
- What may have influenced the writing of that text e.g. writer/time/audience?
- What ideas are similar in that poem to the one you did last week? Explain the effect on you?
- Can you recall 10 key quotations from Macbeth/ A Christmas Carol/ DNA/ Power & Conflict Poetry?
- Can you tell me a quote you could use to show... power.... in Macbeth/DNA/ a particular poem?

Reading: Encouraging your child to read something every day. It can improve their result by at least a grade. A good variety works best: fiction & non-fiction; older & modern texts.

Writing: Encourage your child to practice writing (one paragraph per session). This could be a description, a letter or the beginning of a news article.

Resources to support Home Learning

Texts: Students study the following texts.

- Macbeth – Shakespeare
 - DNA – Dennis Kelly
 - A Christmas Carol – Dickens
- It is useful to have their own copy at home to read and annotate.



Revision Guides:

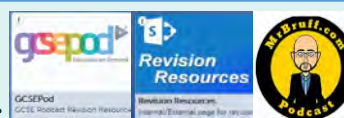
Our Poetry guide is available for FREE on our Home Learning platform - 'Show my homework'.

You can buy CPG revision guides for:

- AQA GCSE English Language
- 'A Christmas Carol'
- 'Macbeth'
- AQA Poetry 'Power and Conflict'
- AQA Unseen Poetry

Half Termly 'Rainbow Revision' is provided to all students.

Useful Websites:



- For quick clips, extra info and revision use on ALL areas of English login in at www.gcsepod.com
- For resources on all areas use the 'Revision tile' from the school Launchpad.
- To get practice exam papers for English Language <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>
- To get practice exam papers for English Literature <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>
- To watch at podcasts from an English teacher <http://mrbruff.com/>
- To practice exam questions and test your knowledge on poetry use old BBC Bitesize. <http://www.bbc.co.uk/schools/gcsebitesize/>
- To practice exam questions and test your knowledge on Language paper 1 and 2 use new BBC Bitesize. <http://www.bbc.co.uk/education/levels/z98jmp3>
- Look at the school website for 'supporting success' resource. <http://tmhs.co.uk/supporting-success>

Supporting Students to be Successful

English Language Paper 1 (1 hour 45 min)	English Language Paper 2 (1 hour 45 min)
Reading: 1 fiction text followed by 4 questions. <ol style="list-style-type: none"> 1. List 4 things. 2. How does the writer use language? 3. How does the writer use structure? 4. Statement + to what do you agree? 	Reading: 2 non-fiction texts followed by 4 questions. <ol style="list-style-type: none"> 1. Choose 4 true statements. 2. Summarise what you understand. Both texts. 3. How does the writer use language? 1 text 4. Compare perspectives/ attitudes/ experiences. Both texts.
Writing: Creative Example: Write a description suggested by this image.	Writing: Viewpoint. Example: Opinion article on the environment.

English Literature Paper 1	English Literature Paper 2
Shakespeare: Macbeth Short extract followed by 'Starting with this extract, explain how far Shakespeare presents...' (30 & 4)	Modern Text: DNA Choice of 2 questions, usually character & theme. (30&4)
	Cluster of Poems: Power & Conflict 1 question & 1 named poem, choose a 2 nd . Compare how poets present... (30)
19 th Century novel: A Christmas Carol Short extract followed by 'Starting with this extract, explore how Dickens...' (30 & 4)	Unseen Poetry Answer 2 questions on unseen poetry. Q1- How does the poet present ideas about...? (24) Q2- Similarities and differences in methods. (8)

Action steps for students to take:

- Do you have revision guides? If not, purchase these from school.
- USE your revision guides.
- Do you know your GCSEpod log in details? If not, ask your class teacher to reset this.
- Write 3 questions and answers following each GCSEpod and ask someone to test you (daily).
- Do you know where the 'Revision Resources' tile is? No password necessary and lots of resources on here. If not, ask your teacher. As soon as you do know, log on and see what can help you.
- Ask someone to test you with quotations. A) Can you recall the quotation? b) Do you know 3 things you could write about it?
- Make sure you have used the rainbow revision guide and if not, use the daily tasks to catch up.
- Do you know what your PPE showed about your strengths and weaknesses? If not, find out and then use this information to help you improve.
- Design a plan to revise what you know and LEARN what you do not.
- Read for 10 minutes every day.
- Learn different sentence structures.
- Practise.

Subject – BTEC Enterprise

Course information

Examination Board	PEARSON - BTEC
Website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html

Ways to support your child at home:

- Looking together and discussing supportive resources that are available for those who are starting new businesses.
- Looking together for current legislations that new businesses/start-ups need to adhere too. Discussing how different businesses implement the legislations.
- Looking together at potential business costs for small businesses.
- Looking together at how businesses in the local area use marketing.

Resources to support Home Learning

Booklets

All students have task booklets however these are also available on Show My Homework.

Internet/ Newspapers/ Books

For research on the topics listed.

Email Contact

Scottj@tmhs.rklt.co.uk

JonesAC@tmhs.rklt.co.uk

Useful Websites

Support Resources for new businesses

www.business.natwest.com/Boost/Support

<https://www.gov.uk> › Business and self-employed
› Business finance and support

www.greatbusiness.co.uk

www.princes-trust.org.uk

Legislations

www.gov.uk

[www.smallbusiness.co.uk/running a business/
legal advice](http://www.smallbusiness.co.uk/running-a-business/legal-advice)

Action steps for students to take:

[Large empty light blue box for action steps]

Notes:

[Dotted lines for notes]

Subject – GCSE Ethics (Religious Education)

Course information	
Examination Board	Edexcel Course Code: Paper 1: 1RB0/1B Paper 2: 1RB0/2C
Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.html

Ways to support your child at home:

Students are studying the following Units – 1B Christianity – Religion and Ethics & 2C Islam – Religion Peace and Conflict

- Encourage them to learn Sources of Wisdom and Authority (SOWA's) to support their 5 & 12 mark questions
- Support them by giving them time to do past questions
- Help them make flash cards of key religious quotes they can use to support their points in longer written essays.
- Encourage them to discuss their points of view with you on questions, as this can then help them structure answers.
- Time their practice answers, using the number of marks, as the number of minutes to be spent on each section

Content of the Units

Unit 1B Christianity Religion and Ethics

Christian Belief, Marriage and Family, Living the Christian Life, Matters of Life and Death

Unit 2C Islam – Religion, Peace and Conflict

Muslim Belief, Crime and Punishment, Living the Muslim Life, Peace and Conflict.

Resources to support Home Learning

Revision Guides

The Edexcel Revision guide is available to buy from school

Mind Maps/Revision Tools

Students have been given a number of revision tools in class to complete and to aid in their own revision. They should be encouraged to use these. Tools include, Learning Checklists, Mind Maps, Revision notes, Past Question examples. GCSE pod is also good for short videos and questions on some of the key topics.

Useful Websites

Past Papers

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/religious-studies-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

BBC bitesize – not exam board specific but does contain information relevant to the students exam content

<http://www.bbc.co.uk/education/subjects/zb48q6f>

GCSEPod

All students have access to this via a login given by school. Some sections are exam board specific, while others are more general but still of relevance.

Assessments

Unit 1: Christianity Religion and Ethics (1h45)

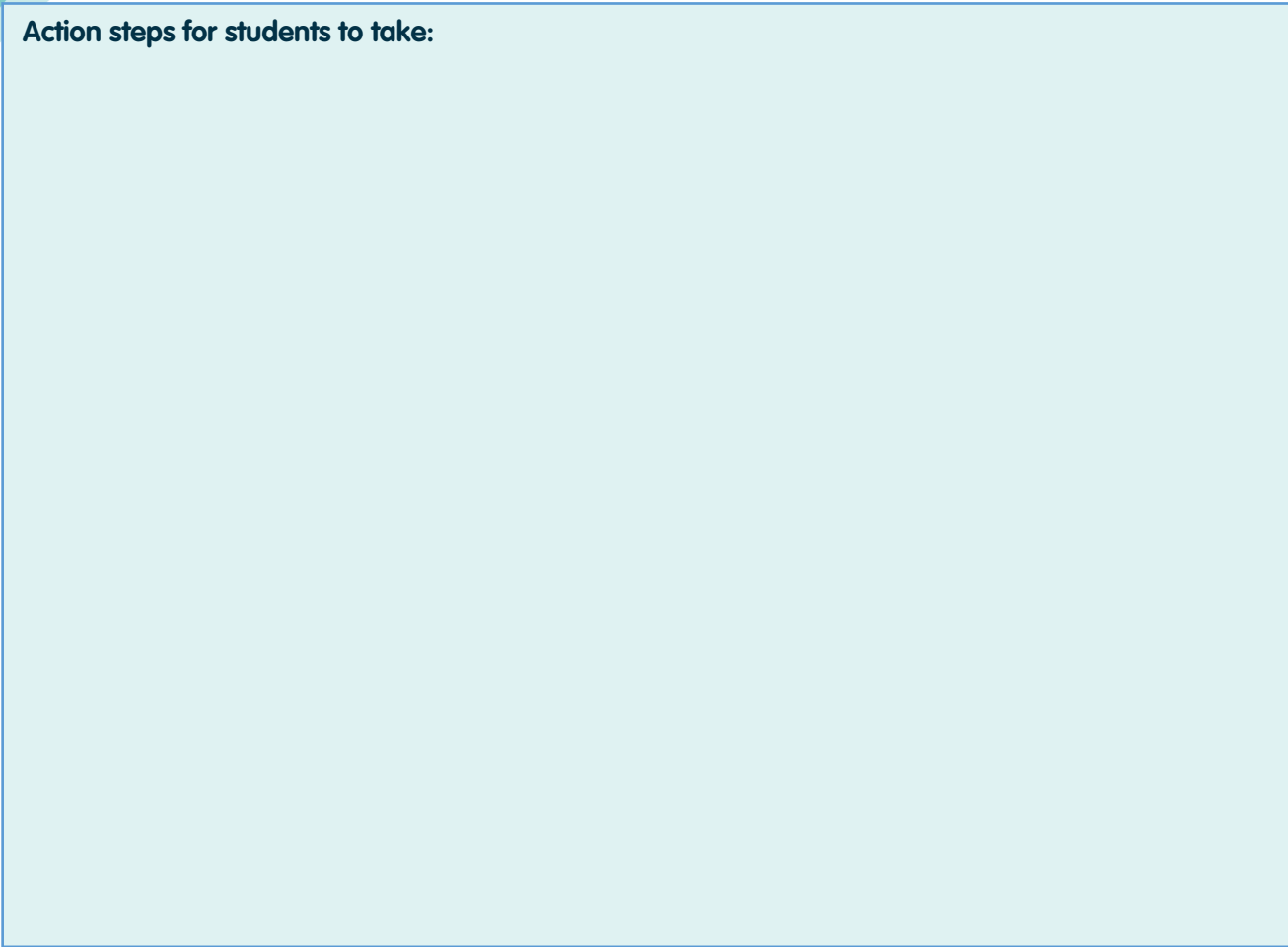
Unit 2: Islam – Religion, Peace and Conflict (1h45)

My child's Ethics Teacher is Mr Scott

Email contact – scottj@tmhs.rklt.co.uk

Supporting Students to be Successful

Action steps for students to take:



Notes:



Subject – Geography

Course information

Examination Board	AQA Geography A 8035
Website	https://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Ways to support your child at home:

Check Class Charts regularly for geography homework and encourage your child to complete their homework on time and to the best of their ability. Provide your child with an appropriate space to work in and upon completion of the homework discuss it with them to develop an understanding of their learning and progress. To support your child with their learning there are number of geography websites that are available (see below), as well as encouraging your child to watch news programs. Many stories have geography links to the topics that student's study in lessons e.g. hurricanes, migration, Britain's North/South divide, trade with other nations as well as tectonic hazards.

Students need to be revising for their exams as early as possible. Students need to produce revision materials, which they can then revise from in preparation for the exam. A range of revision strategies are completed during lesson, ask to see your child's revision sheets and use these to test them on their retention of key knowledge in particular processes and case study knowledge.

Resources to support Home Learning

Revision Guides

CGP revision guides are available through school and cover all the topics in both Units 1 and 2.

Reading

Encouraging your child to read related newspaper articles/news stories on the internet to develop their wider knowledge and to make links between Geography and their daily life's.

Writing

Encourage your child to write flash cards for their case studies as well as written homework tasks and practice exam questions.

Useful Websites

- Class Charts to check for homework and due dates
- To get practice exam papers for Geography...
<https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

GCSE POD

<https://members.gcsepod.com/login>

- Other useful websites for revision in Geography.....
[GCSE Geography - AQA - BBC Bitesize](http://revisionworld.com/gcse-revision/geography)
<http://revisionworld.com/gcse-revision/geography>
<http://www.s-cool.co.uk/gcse/geography>
<https://www.senecalearning.com/>

Email contacts:

Mr Duba: duban@tmhs.rklt.co.uk,

Miss Webb: webbv@tmhs.rklt.co.uk,

Miss Mayfield: mayfieldh@tmhs.rklt.co.uk

Mr Sutton: suttonm@tmhs.rklt.co.uk

Examinations

Paper 1 - Living with the physical environment

Paper 2 - Challenges in the human environment

Paper 3 - Geographical applications

Subject – GCSE Graphic Communications

Course information	
Examination Board	AQA GCSE Art and Design
	AQA GCSE Graphic Communications 8203
Website	www.aqa.org.uk/8201

Ways to support your child at home:

- Ensure that any verbal or written feedback is acted upon. Work that is highlighted in pink, or feedback written in pink, indicates that these pieces need to be looked at again with further work added.
- Check that the lesson-by-lesson planner which indicates the graphic work and homework tasks that are required each week, along with the submission dates, is being used.
- Check that all sketchbook work is complete. Incomplete work will negatively affect a student's final grade.
- Encourage your child to reflect on their learning, identifying the knowledge and skills that have been successful for them throughout the course. The knowledge and skills can then be further developed and used to gain marks throughout the remainder of the course.

Resources to support Home Learning Annotation guides

Writing about other graphic designers' work and a student's own work is an important part of a GCSE course. Students should analyse a designer's work using their own words and expressing their own thoughts and opinions. Each student has been provided with annotation help sheets for writing about other designers' work, along with photographs and artwork that a student has produced.

Websites

Social media platforms such as Pinterest and search engines like Google can be used to investigate different designers and to source images. To use Pinterest a student will need to set up an account and log in at home (web address listed opposite).

Component 2 past papers

Past papers are an excellent way of ensuring that students are aware of the possible questions that they are likely to be set in Component 2.

Revision Materials

Last year's GCSE Graphic Design sketchbooks grades 4 to 9 can be viewed on YouTube and Google in order to see the standards required to achieve these particular grades.

Useful Websites

- GCSE Bitesize for information on course structure.
www.bbc.co.uk/bitesize/gcse/graphics
- Pinterest for images, techniques and ideas.
<http://uk.pinterest.com/>
- AQA website for past papers and exam questions.
<http://www.aqa.org.uk>
- Past papers and mark schemes. GCSE Art and Design specification. Component 2 question papers.
www.studentartguide.com/ArticlesforArtstudents
- Google images for graphic artist research and students' GCSE sketchbook work.
- To view previous GCSE Graphic Design sketchbooks.

You Tube – grades 4 to 9 GCSE Graphic Design sketchbooks.

Assessments

My child's Graphics teacher is _____
Email contact _____

Subject – BTEC Health and Social Care

Course information

Examination Board	Edexcel Pearson https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html
Date of exam	Teacher Assessed Grade – Exam 2021 Cancelled – Class assessment after Easter
Exam	Component 3- Health and Wellbeing

Ways to support your child at home:

Try asking your child some of the questions below: -

What do the PIES stand for and how do they relate to your development?
What is the difference between a chronic and acute disease? Can you give an example of both?
What is a supportive and unsupportive relationship?
Explain the difference between social isolation and social integration.
What are the government recommendations for drinking alcohol?
What does the term 'binge drinking' mean?
How often should an adult and child be active for on a weekly basis? Why?
What are the components of a balanced diet? Why is it important for an individual to maintain a healthy and balanced diet?
Identify three different types of pollution. Explain how they could impact an individual's PIES.
What do you call the hormone that is released when we are stressed?
What four basic health tests can be used to give an indication of how fit and healthy somebody is? What information could you gather from conducting these tests?

You can test them on the definitions of these **key words** (there are many more!):
Healthy and balanced diet
Social Isolation
Social Integration
Harmonious
Impact/ effect
Chronic/ acute
Increased risk
Physical Fitness
Stimulation
Substance abuse
Excessive amounts
Health and Wellbeing

Resources to support Home Learning

Content to revise

Your son/daughter should be revising all the content they have covered in component 3. This will be in their exercise books, revision packs and home devices (remote learning work). They have also completed some past paper questions.

Revision resources

We highly recommend for you daughter/son to create their own revision resources using their books, resources and knowledge organisers given to them by their class teacher. They can make posters, flash cards or mind maps to use in the run up to their assessment which will take place after Easter.

Writing

Encourage your child to practice answering exam questions and relating their knowledge to different case studies- Many have been provided in class alongside homework on class charts. It is important to always relate your answer to the health and wellbeing of a specific individual and the PIES.

Watching

They can watch YouTube clips covering the different factors effecting health and wellbeing. Some topics include exercise, substance abuse, stress, pollution etc. They should investigate the physical, intellectual, emotional and

Your child's Health and Social Teacher is either Miss Matthews, Miss Hodgson or Mrs Cuddy. Email contact matthewsh@tmhs.rklt.co.uk or hodgsonj@tmhs.rklt.co.uk or cuddyk@tmhs.rklt.co.uk

Action steps for students to take:

A large, empty rectangular box with a light blue background and a thin blue border, intended for students to write their action steps.

Notes:

A series of ten horizontal dotted lines provided for students to take notes.

Subject – GCSE History

Course information

	Edexcel History GCSE (1H10)
Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html

Ways to support your child at home:

Try asking your child some of the questions below: -

- Can you tell me the definition for... (look at their literacy pages in their books)
- Why did Hitler become Fuhrer in 1934?
- How did life in Nazi Germany change for children?
- Which factor progressed Medicine the most in the 18th and 19th Centuries?
- What did Vesalius correct in Galen's understanding of the body?
- What does COP stand for? Which question does this link to?
- Why was there a succession crisis in 1066?
- Which battle had a bigger consequence on England – Battle of Fulford or Battle of Stamford Bridge? Why?
- How did William control the people of England?
- What does SOC stand for? Which question does it link to?

Resources to support Home Learning

Topics

Students study the following topics:

Paper One

- Medicine Through Time 1250 – Present Day
- Historic Environment: The British Sector of the Western Front, 1914-1918: injuries, treatments and the trenches

Paper Two

- The American West: c1835-1895
- Anglo Saxon and Norman England: 1060-1087

Paper Three

- Weimar and Nazi Germany: 1918-1939

Revision Guides

History Revision Guides are available to buy from the school website for £3 each. They cover all the above topics.

Work Booklets

Target 5 Workbooks are available to purchase through school for £2. These are workbooks that help improve students responses to get a grade 5.

Useful Websites

- To get practice exam papers for History:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>
- To look at podcast and revision videos:
Paper 1
BBC Teach Medicine Through Time Videos
<https://www.youtube.com/playlist?list=PLg8EwrCA1Be-YWtjTamSuofvGwHFOt2eR>
Paper 2
American West and Norman Topics
<https://www.youtube.com/channel/UCFQil7fsvemvnF3cmhnBFFQ/videos>
Paper 3
Weimar and Nazi Germany
https://www.youtube.com/playlist?list=PL2vcQJ-P_J56vEsoP6wcu-ifF7uY1xMT
- Useful revision websites...
 - <https://senecalearning.com/>
 - <https://www.gcsepod.com/>
 - <https://www.bbc.com/bitesize/examspecs/zw4bv4j>

My child's History Teacher is _____

Email contact - _____

Subject – WJEC LEVEL 1/2 Hospitality & Catering

Course information

Examination Board	WJEC
Website	https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2#tab_overview

UNIT 1 – The Hospitality and Catering Industry (written exam worth 40% of overall grade taken in Year 10 with opportunity to re-sit in Year 11)

UNIT 2 – Hospitality and Catering in Action (internally assessed coursework worth 60% of overall grade completed in Year 11)

Ways to support your child at home:

- Ask your child if they need any ingredients and support them with the preparation for the practical (buying, weighing & measuring ingredients).
- Ensure your child has a Tupperware or container they can carry the finished product home in.
- Help your child think about how they could present their dish to a high standard, professionally on the plate (all coursework has to be photographed and sent to the exam board).
- Get them cooking - everything and anything! Get them to consider how they are presenting the food and who the customer might be if serving in a restaurant.
- When visiting food establishments ask them about the different types of food service available, encourage them to look at trip advisor for places to eat out. How are they different?
- When out and about ask them about places to stay, things to do and places to eat - who are the customers, what are the menus like?
- When eating at places get them to research the food hygiene score, what do they need to do to get a score, who visits them to give them their score. What effect could a low score have?
- Encourage your child to watch cooking and travel programmes on TV. Programmes like Bake Off, Masterchef, Inside the Factory, Amazing Hotels: Life Beyond the Lobby, Food Inspectors and The Savoy are all brilliant for widening their understanding of different foods and where foods come from and available on iPlayer.

Resources to support Home Learning

Revision materials – During theory lessons, students have discussed the necessary content needed to prepare them for the exam, including example past questions. Please refer to these regularly during revision; making note of the feedback provided to identify and address areas in need of improvement. Every student has been provided with an A4 revision booklet support with their revision for the written exam and resources uploaded to Class Charts they can access at home. They have also been provided with a revision checklist of all the topics they need to know for their exam, past papers, and resources to support with answering exam questions and extended writing! Please remind students to use to the help provided within the packs and add to this as they go with any flash cards, mind maps and other resources they produce in lessons.

Past papers – These are an excellent way of ensuring that students are aware of the possible style questions that are likely to appear on the exam. Using revision notes to complete test papers, working under exam conditions and/or checking understanding against the mark scheme are effective ways to revise.

Hospitality & Catering teacher is:

Miss Cowlard (cowlardr@tmhs.rklt.co.uk)

Useful Websites

Past papers – https://www.wjec.co.uk/qualifications/hospitality-and-catering-level-1-2#tab_pastpapers To support with the completion of coursework –

<http://www.royalacademyofculinaryarts.org.uk>

<http://www.focusonfood.org/>

<http://www.foodafactoflife.org.uk/>

<http://www.letsgetcooking.org.uk/>

<http://www.childrensfoodtrust.org.uk/>

<http://www.schoolfoodplan.com/>

<http://www.nhs.uk/Change4Life/Pages/healthy-eating.aspx>

<http://www.cookingindex.com/>

<http://www.eattheseasons.co.uk/>

<http://www.food.gov.uk/>

<http://www.healthystart.nhs.uk/>

<http://meatandeducation.redmeatinfo.com/>

<http://www.tasteofhome.com/>

<http://www.soilassociation.org/>

Subject – GCSE Mathematics

Course information

Examination Board	Higher Tier - AQA GCSE Mathematics (8300) Foundation Tier – Edexcel GCSE Mathematics (1MA1)
Website	Higher Tier - www.aqa.org.uk Foundation Tier - www.qualifications.pearson.com

Ways to support your child

- Get involved with their learning – ask them to show you what they have been learning
- Encourage them to revise little and often – 30 minutes per day
 - This can be on Hegarty Maths using the **MemRi** option or the **Fix Up 5** option
- Use past exam paper questions together to practice and revisit their knowledge
- Using the mark schemes to mark completed questions
- Regularly check their Exercise book (Red book) and the quality/quantity of work they complete
- Check the Assessment and Homework book (Orange book) to see whether they are completing their homework regularly and attempting all questions
- Check that your child has the correct equipment on a daily basis – all students need basic equipment, black/blue pen; green pen; pencil; ruler; a scientific calculator (school style and it would be beneficial to have a geometry set)

Resources to support Home Learning

Topics

Students study the following topics:

- Angles and polygons
- Handling data
- Fractions, decimals, percentages
- Formulae and functions
- Probability
- Measures and accuracy
- Equations and inequalities
- Circles and constructions
- Ratio and proportion
- Factors, powers and roots
- Graphs (linear; quadratic; scatter, etc.)
- Working with 2D & 3D shapes
- Pythagoras, trigonometry and vectors
- Sequences

Exam Papers (*this is identical for both Higher and Foundation tiers*)

Paper One – Non-Calculator 1½ hours
Paper Two – Calculator 1½ hours
Paper Three – Calculator 1½ hours

Revision Guides & Work Booklets

CGP Revision Guides and CGP Exam Practice Workbooks are available via the school app.

Useful Websites

Hegarty Maths

This website is used for homework every week and as such your child should be very capable in navigating this website by now.

Use the videos to help re-visit a topic and use the quiz to immediately test your knowledge.

corbettmaths.com

Free of charge, no log on required
Video tutorials and linked worksheets

GCSEPod

Your child has a log on for this App
Short video clips to support understanding

Target grade _____

PPE Grade _____

End of year prediction _____

My child's Maths Teacher is _____

Subject – GCSE French, Spanish and German

My child's Language Teacher is

Email contact -

Course information

Examination Board	AQA GCSE French 8658
	AQA GCSE Spanish 8698
	AQA GCSE German 8668
Website	www.aqa.org.uk

Ways to support your child at home:

- Encourage your child to revise regularly, as this will have more impact than 'cramming' before the exam.
- Encourage your child to access the revision resources provided to them by their class teacher.
- Encourage your child to teach you vocabulary as this will help them develop their vocabulary.
- Ask your child if you can help them by practising their answers to the speaking questions with them.
- Test your child regularly on the vocabulary that they have been learning. Encourage them to use 'Quizlet', 'Senecalearning' and other resources.
- Encourage your child to access any authentic language resource (online news, films, radio).

Resources to support Home Learning

Revision Guides

CGP GCSE French/German/Spanish AQA Revision Guide (with online edition) + GCSE French/German/Spanish Exam Practice Workbook

Theme 1: Identity and culture

Me, my family and friends – *marriage and relationships*

Technology in everyday life – *social media/mobile technology*

Free-time activities – *music, cinema and TV, food/eating out/ sport*

Customs and festivals

Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region

Social issues – *charity/voluntary work, healthy and unhealthy living*

Global issues – *the environment, poverty, homelessness*

Travel and tourism

Theme 3: Current and future

My studies

Life at school/college

Education post-16

Jobs, career choices and ambitions

Useful Websites

To practise vocabulary and grammar

<https://quizlet.com/en-gb>

<https://senecalearning.com/>

-To practice exam questions, organized by skill and then by topic use new BBC Bitesize

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

-online revision materials

www.gcsepod.com

<http://www.language-gym.com/>

<http://www.languagesonline.org.uk/>

Your child's language teacher will regularly advise your child on new revision websites/apps during the build up to the exam period.

The Languages Exams

Exam	F	H	F	H
Listening	25%	25%	35mins	45mins
Speaking	25%	25%	7-9mins	10-12mins
Reading	25%	25%	45mins	1hr
Writing	25%	25%	1hr	1h15

Subject – BTEC Music

Course information	
Examination Board	BTEC Tech Award in Music Practice
Website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html

Ways to support your child at home:

The next component that students will be working on is Component 2: Music Skills Development. This is worth 30% of the course. Within this component students will:

- Explore professional and commercial skills for the music industry. For example, time management, self-discipline, working with others and correct/safe use of equipment. They will also look at how music is shared with others e.g. rehearsal diaries, reviews, social media, demos, remixes, and collaboration.
- Apply and develop individual skills and techniques. This is where students get the opportunity to audit their individual skills and develop their skills in 2 of the following - Music Performance, Creating Original Music or Music Production.

Checklist	
Component 1:	Component 2:
<ul style="list-style-type: none"> • By now, students should have completed a portfolio of evidence that includes: <ul style="list-style-type: none"> - Information about at least 5 genres of music. This includes: the history/context of the genre; information about a key musician and examples of their music; analysis of the key stylistic features used within that genre. - Short examples of each genre (either performance, composition or production) - 2 examples that have been further developed and a commentary to support these. 	<ul style="list-style-type: none"> • Work has now begun on our second component. Each student needs to be able to: <ul style="list-style-type: none"> - Show understanding of personal and professional skills for the music industry. - Review current strengths and weaknesses and present a plan for the development of these skills. - Demonstrate the application of techniques and skills required to develop musically.

Component 3 will take place in Year 11 and is an externally assessed unit in which a brief will be given by the exam board. This component requires students to reinterpret a song into a completely different genre.

Assessments

As the components are based on coursework, the work is always an ongoing assessment. Component 2 will be complete by the Summer and then this allows for us to complete a mock Component 3 in Year 11 Term 1.

The externally set brief for Component 3 is released at the end of January 2022 and the deadline for this will be May 2022.

Useful Websites

Component 2:

Assessing Performance Skills and Showing Progress

<https://www.musiciansway.com/blog/2012/02/assessing-your-performance-skills/>

<http://web.uniarts.fi/practicetipsformusicians/performance/index.html>

<https://www.musical-u.com/learn/why-youre-not-making-progress-instrument-fix-it/>

<https://bulletproofmusician.com/why-the-progress-in-the-practice-room-seems-to-disappear-overnight/>

Subject – GCSE Physical Education

Course information

	Edexcel Physical Education GCSE (1PE01)
Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html

Ways to support your child at home:

Try asking your child some of the questions below: -

- Can you tell me the definition for... (look at their key terms tests in the back of their books/sheets in folders)
- What are the 7 components of a balanced diet? What are the 3 Macronutrients and 2 micronutrients?
- Describe the process of inhalation or exhalation?
- Which are the four main blood vessels of the heart and what are their functions?
- Explain the process of gaseous exchange?
- What forms the Golden Triangle of Sport? How can media influence the Sport and Spectator?
- Match each Fitness Test and Training Method to the relevant Component of Fitness?
- What are the physiological adaptations of the musculoskeletal and cardiovascular system?
- How can each barrier affect your participation in sport?
- What does ADO/SOC stand for? Which question does it link to?

Resources to support Home Learning

Topics

Students study the following topics:

Paper One – Fitness and Body Systems

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training

Paper Two – Health and Performance

- Health, Fitness and Wellbeing
- Sport Psychology
- Socio-cultural influences

Component Three – Practical Element

Skills during individual and team performances

Component Four – Personal Exercise Programme

Analysis of proposed PEP

Carry out and Monitor the PEP

Evaluate the PEP

Revision Guides

GCSE PE Revision Guides and Practice exam questions are available to buy from the school website for £2.50 each. They cover all the above topics.

Work Booklets

GCSE PE Workbooks are available to purchase through school website for £2.50 These are workbooks that help improve students responses to the topics above.

Useful Websites

- To get practice exam papers for Physical Education...
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

- To look at podcast and revision videos..

<https://www.youtube.com/watch?v=AxDwKP47BNA>

This video contains all the taught elements from our six YouTube LIVE revision sessions for GCSE PE 2018. The content is just under 4 hours long and should be studied in combination with the notes pages which are available here:

<https://drive.google.com/file/d/15yVnyLGrKk6m83ula-DqhrEn9nl1V3QM/view>

- Useful revision websites...

- <https://senecalearning.com/>
- <https://www.gcsepod.com/>
- <https://www.bbc.com/bitesize/examspecs/zxbg39g>

My child's PE Teacher is _____

Email contact - _____

Action steps for students to take:

[Large empty light blue box for action steps]

Notes:

[Dotted lines for notes]

Subject – GCSE Photography

Course information	
Examination Board	AQA GCSE Art and Design
	AQA GCSE Photography 8206
Website	www.aqa.org.uk/8201

Ways to support your child at home:

- Ensure that any verbal or written feedback is acted upon. Work that is highlighted in pink, or feedback written in pink, indicates that these pieces need to be looked at again with further work added.
- Check that the lesson-by-lesson planner which indicates the photographic work and homework tasks that are required each week, along with the submission dates, is being used.
- Check that all sketchbook work is complete. Incomplete work will negatively affect a student's final grade.
- Encourage your child to reflect on their learning, identifying the knowledge and skills that have been successful for them throughout the course. The knowledge and skills can then be further developed and used to gain marks throughout the remainder of the course.

Resources to support Home Learning: Annotation guides

Writing about other photographers' work and a student's own work is an important part of a GCSE course. Students should analyse a photographer's work using their own words and expressing their own thoughts and opinions. Each student has been provided with annotation help sheets for writing about other photographers' work, along with photographs and other artwork that a student has produced.

Websites

Social media platforms such as Pinterest and search engines like Google can be used to investigate different photographers and to source images. To use Pinterest a student will need to set up an account and log in at home (web address listed opposite).

Component 2 past papers

Past papers are an excellent way of ensuring that students are aware of the possible questions that they are likely to be set in Component 2.

Revision Materials

Last year's GCSE Photography sketchbooks grades 4 to 9 can be viewed on YouTube and Google in order to see the standards required to achieve these particular grades.

Useful Websites

- GCSE Bitesize for information on course structure.
www.bbc.co.uk/bitesize/gcse/photography
- Pinterest for images, techniques and ideas.
<http://uk.pinterest.com/>
- AQA website for past papers and exam questions.
<http://www.aqa.org.uk>
- Past papers and mark schemes. GCSE Art and Design specification. Component 2 question papers.
www.studentartguide.com/ArticlesforArtstudents
- Google images for photographic artist research and students' GCSE sketchbook work.
- To view previous GCSE Photography sketchbooks.

You Tube – grades 4 to 9 GCSE Photography sketchbooks.

Assessments

My child's Photography Teacher is _____

Email contact _____

Subject – GCSE Design and Technology (Product Design)

Course information	
Examination Board	WJEC Eduqas GCSE (9-1)
Website	www.eduqas.co.uk

Ways to support your child at home:

Try asking your child some of the questions below: -

- What are the advantages / disadvantages of different materials?
- How do designers generate products?
- How might manufacturers make products from different materials? i.e. what tools & equipment might be used?
- What is sustainability? Can you give examples of sustainable products / materials?
- What is a smart material? Give an example and a use of one?
- How are manufacturers kept safe when working with different materials?
- What are systems? Can you give examples of different mechanical & electrical systems?
- What is ergonomics? Can you give examples of ergonomic products?

Resources to support Home Learning

Revision materials – during theory lessons, students have discussed the necessary content needed to prepare them for the exam, including example past questions. Please refer to these regularly during revision; making note of the feedback provided to identify and address areas in need of improvement

Past papers – these are an excellent way of ensuring that students are aware of the possible style questions that are likely to appear on the exam. Using revision notes to complete test papers, working under exam conditions and/or checking understanding against the mark scheme are effective ways to revise.

Revision guides – these are available from school. We have two different guides available, one which is suitable for quick reference that provides key points in an easy to follow format (£2) and one that goes into more depth and detail about each topic that is required (£3).

Websites (listed) – these are an excellent resource that can be managed independently and can be used on the go i.e. students can access these on their tablet/phone for quick reference.

Useful Websites

- Technology Student – excellent website with content and questions:
<http://technologystudent.com/joints/joindex.htm>
- GCSE Bitesize – new website with videos:
<https://www.bbc.co.uk/bitesize/examspecs/z4nfwty>
- GCSE POD- Excellent revision videos
<https://www.gcsepod.com/>
- GCSE Bitesize – old website with content / videos / practice questions:
<http://www.bbc.co.uk/schools/gcsebitesize/design/>
- Eduqas example papers & mark schemes
<https://www.eduqas.co.uk/qualifications/design-and-technology/gcse/>

My child's Design Teacher is

Email contact - _____

Assessments

Action steps for students to take:

[Empty light blue box for action steps]

Notes:

[Dotted lines for notes]

Subject – GCSE Separate Sciences

Course information	
Examination Board	AQA GCSE Separate Sciences (8461, 8462, 8463)
Website	https://www.aqa.org.uk/subjects/science/gcse

Exam Structure		
Biology	Chemistry	Physics
Paper 1 (100 marks) Cell Biology, Organisation, Health and Disease and Bioenergetics	Paper 1 (100 marks) Atoms and the Periodic Table, Bonding, Chemical Change and Energy Change	Paper 1 (100 marks) Energy, Electricity, Atoms and Radiation and the Particle Model
Paper 2 (100 marks) Homeostasis and Response, Inheritance and Ecology	Paper 2 (100 marks) Rates of Reaction, Organic Chemistry, Chemical Analysis and Atmospheric Chemistry	Paper 2 (100 marks) Forces, Waves, Magnetism and Space Physics

Ways to support your child with their revision:

- Encourage students to practice LOTS of exam questions
- Encourage them to highlighting passages of text and key words in exam questions
- Encourage students to avoid rote learning and rewriting notes – can they use this information?
- Challenge students to read a page and then question what they have learnt from it?
- Ask them to draw a picture to sum up what their last 15 minutes of revision has taught them?
- Produce a flashcard of what they can remember after reading a long passage of text
- Can you tell me the definition for.... (look at their literacy pages in their books)
- Encourage them to complete questions from end of each topic summary in the revision guide.
- Produce summaries of the required practical steps.
- Learn the Physics equations through recall!

Useful Websites

- To get practice exam papers for Biology ...
<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources>
- To get practice exam papers for Chemistry...
<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources>
- To get practice exam papers for Physics...
<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources>
- GCSE Bitesize offers a range of quizzes and information – ensure you select AQA separate sciences
- For videos of each required practical and a summary of the different units
<https://www.youtube.com/channel/UCqbOeHaAUXw9lI7sBVG3>

Resources to support Home Learning

Student revision tile on RMunify

Plenty of practice exam questions and answers to self-assess

Revision Guides

Are available to purchase on the school website for £8.25

GCSE Pod

For a series of useful video summaries

Biology: _____

Email: _____

Chemistry: _____

Email: _____

Physics: _____

Email: _____

Subject – BTEC Textiles

Course information	
Examination Board	Edexcel
Website	www.qualifications.pearson.com/en/qualifications/btec-firsts/international-art-and-design-2014
Units	Unit 1 - Year 10 Introduction of skills Unit 2 - Year 11 exam paper released in January 50% Unit 3 - Year 11 Cultural patterns 25% Unit 6 - Year 10 Artist research portfolio 25%

Resources to support Home Learning:

Students are welcome to attend after school intervention on Friday from 2.35 up until 3.30 pm to complete any home learning.

Students may want to buy resources to help support them at home with their studies.

Art resources:

- Colouring pencils
- Shading pencils
- Watercolour paints

Textiles resources:

- Hand sewing needles
- A range of coloured threads
- Beads/ sequins/ ribbons/ fabrics

Reading

Encourage your child to read fashion and textiles magazines for inspiration and ideas.

Writing

Encourage your child to practice writing about their work.

Describe the task. What skills have you learnt/ developed? How have you done this? What could you improve?

Ways to support your child at home:

Try asking your child some of the questions below: -

- Can you summarise the textiles techniques you have been using within your project?
- Can you summarise the skills you have been using to produce your final piece?
- What did you learn from your mock exam?
- What changes will you make to future final pieces?
- Show me where you've used subject specific terminology within your sketchbook.
- How have you explained the skills you have gained and how you will use these within your final piece?
- What influences and inspiration have you taken from your artist research shown within your own work.
- What must design ideas and final pieces include to ensure they are successful?

Exam dates and deadlines:

Year 11 exam paper is released in January.

20 hours preparation lessons during January to May

Useful Websites:

www.Pinterest.com

www.behance.com

<https://www.textileartist.org/page/2>

www.dafront.com

My child's Textiles Teacher is: Miss Carter

Email contact – r.carter@tmhs.co.uk

Action steps for students to take:

[Large empty light blue box for action steps]

Notes:

[Dotted lines for notes]