

Making the most of Y11

A guide for parents/carers in supporting their child's learning in Year 11

Class of 2021



'We believe that given the right circumstances, every child is capable of extraordinary things'

Year 11 'GCSE Countdown'

October 2020

Dear Parent/ Carer,

This booklet has been designed to give you an idea of the programme of study your child will be undertaking this year at Bedford Free School and how best you can support them in their learning. Your support and encouragement can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of Year 11 (Y11).

2020 has posed us all a very significant challenge with regards to the COVID-19 pandemic, and there is no doubt that it has had, and will continue to have, an impact on education. Despite this, all of our staff are working hard to ensure that our current Y11s are as well taught and supported as possible. We are as ambitious for them as for any of our previous Y11 cohorts and believe that they can go on to achieve fantastic results next year. It has been a pleasure to have pupils back full time this autumn term and the resilience and focus which the vast majority are displaying in their lessons every day is phenomenal.

We have tried to give you as much information as possible about how we are responding to the pandemic and the latest information from government about next year's GCSE exams. In summary, we expect them to go ahead, albeit three weeks later than normal. I know you will appreciate that we cannot know exactly how the next few months will unfold with respect to the pandemic, which means some of the dates and plans contained in this booklet are subject to change. We will of course communicate any changes to you as soon as possible.

But the clear messages to our Y11s must be: you will be taking your exams next year; you will get the opportunity to show how hard you have worked and how much you know; we are all here to support you.

As well as an outline of key dates, this booklet contains information about the GCSEs as well as revision tips and strategies. It also contains information on managing exam stress and anxiety.

If you would like any further information or advice regarding homework, revision or the curriculum, please contact your child's subject teacher or the Head of Department (Subject Leader). A list of Heads of Department is included in the booklet along with their e-mail addresses. More general queries should be addressed to your child's tutor or the Y11 Pastoral Leader, Mrs Costin-Webb.

We are excited for the 'Class of 2021'. It has been a really positive start to the year so far and although we know they have a challenging journey ahead, all the indicators suggest they have the potential to achieve great things.

Best wishes,



Tom Wood
Assistant Principal

Year 11 'GCSE Countdown' Calendar

15 th October:	First Y11 'Update' Grade sheet report issued
19 th October	'Making the most of Year 11' video and information pack for parents
26 st October:	Half-term begins – revision for mock exams
9 th November:	Mock Exams (Science Biology exam on Weds 4 th)
26 th November:	'Virtual' Progress Evening
21 st December:	Christmas holiday begins - revision and consolidation
15 th February:	Half-term- subject revision sessions
22 nd February:	Mock exams
11 th March:	Progress Evening
29 th March:	Easter – subject revision sessions
April:	*GCSE Art Exam (provisional)
April:	*GCSE PE practical moderation (provisional)
April:	*GCSE music practical exam (provisional)
Early May:	*GCSE Drama Performance Exam (provisional)
Week beginning	
24 th May:	One English and one Maths GCSE exam
31 st May:	Half-term begins – subject revision sessions
7 th June:	Full GCSE exam series begins
5 th July:	GCSE exam series ends. Start of study leave (Provisional TBC)
TBC	Leavers event
27 th August	GCSE results day

Please note that this is the most accurate calendar of events that we are able to provide at the time of publication. It is possible that timings and events may change as we adjust our plans in response to the ongoing pandemic and we will always aim to give you as advanced notice as possible of any such changes.

Your son / daughter will be provided with a mock timetable prior to each exam session as well as a full GCSE exam timetable for the real exams. We will also send copies home to parents.

COVID-19: Summary of Impact

What is the government saying about next year's exams?

Last week the education secretary announced that exams will go ahead as planned next year. They will start 3 weeks later, on June 7th, after the summer half term, giving us and students a little more time to prepare, although there will be an English and Maths exam *before* the summer half term.

Ofqual, the exams regulator, has issued guidance about the content of exams. In a small number of subjects, such as English Literature and History, the content to be studied has been slightly reduced. In languages, the formal one-to-one speaking exam has been replaced with a teacher endorsement. In others, the overall exam requirements have been adjusted – in Geography, for example, the requirement to undertake field research has been removed, which, although disappointing, frees up more teaching time in the class. The changes to most individual exams are modest, but the intention is that, when you take all of the changes together, the exam burden for each student is lessened.

In Ofqual's own words:

"We believe that, overall, the changes will reduce the pressure on teachers and students in the next academic year. Individually, some of the changes are quite modest but we have considered their cumulative impact."

"For example, a student taking a common combination of GCSEs in English language, English literature, mathematics, combined science, history, art and design and religious studies will experience a variety of changes to their qualifications.

- *English language – reduced assessment anxiety for students and time for the teacher will be freed up by the removal of the requirement to record the spoken language assessment*
- *English literature – centre level choice of topics for students to be examined on will reduce the volume of content a student will need to cover and on which they will be examined*
- *combined science – the option to deliver the practical content by demonstration (or by remote means in case of further lockdowns) will allow adherence to public health requirements and enable teachers to make best use of teaching time*
- *history – centre level choice of topics will reduce the volume of content a student will need to cover and on which they will be examined.*
- *art and design – the removal of the externally set task, so assessment is by portfolio only, will reduce the amount of assessment a student undertakes and the disruption this could cause to their other subjects, allow teachers to make best use of teacher time."*

A full summary of the changes can be found in a table below. **Teachers should have explained the changes that pupils need to be aware of in lessons, so please do discuss this with them.**

GCSE Subject	Decision
Art and design	Assessment to be portfolio only. Permit3 exam boards to carry out moderation by photographic and/or digital portfolio.
Biology	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
Chemistry	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
Combined science	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
Computer science	Permit programming project to be undertaken in unsupervised time
Design and technology	Permit exam boards to accept mock-ups and/or clear and detailed intentions of prototypes. Exam boards to provide clarification about their requirements. Permit demonstration of using machinery/tools/processes.
Drama	Permit live performance statement to be satisfied through streamed or recorded performances. Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances. Devised Performance: Require each student to participate as either a performer or designer in a devised performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group). Permit exam boards to accept alternative evidence4 to illustrate the intended final piece, the student's contribution to the creation and development of ideas, and their analysis and evaluation of their own work, as appropriate to the task. Alternative evidence may include audio-visual recordings of complete performance/physical demonstrations of key aspects with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions for performance or design/scripts/written accounts/video diary. Exam boards to provide clarification about their requirements. Text Based Performance: Require each student to participate as either a performer or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group). Require students to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task. Permit evidence to include either a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect/each student's individual contribution. For performance, permit audio-visual recording of acting performance alone without need for fully designed set/lighting/costumes. For designers, permit alternative Proposed changes to the assessment of GCSEs, AS and A levels in 2021 16 GCSE subject Decision evidence4 that may include prototype of product/original photographs, drawings or annotated sketches of designs /annotated scripts/video or written account/physical demonstrations. Exam boards to provide clarification about their requirements. Both NEA components: Permit participation in a monologue for both the Devised Performance and Text Based Performance. Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements. Where permitted changes to non-exam assessments affect usual coverage, permit exam boards to assess 1 complete and substantial performance text and 1 key extract from a second contrasting
English language	No requirement for teachers to submit sample of audio-visual recordings of spoken language assessment for exam board monitoring. Can take place before a single teacher who can represent an 'audience'. Spoken language assessment may be conducted by the teacher at any time during the course and by virtual means.
English literature	Choice of topics on which students have to answer questions, giving centres choice over the content that must be taught. A minimum common core (play by Shakespeare) that all students will be assessed on. Centre level content choices for students to answer questions on 2 of the 3 remaining content areas.

Geography	Remove requirements for (i) written statement that centres have given students the opportunity to undertake 2 days of fieldwork and (ii) students to answer questions in the exam relating to their own fieldwork experience.
History	Permit choice of content topics beyond a core identified for each specification that all students will be assessed on, giving centres a choice over the content that must be taught.
Maths	No change to assessment arrangements.
Modern Foreign Languages	Remove requirement for assessments to use words outside of vocabulary lists and permit glossing where necessary whilst maintaining level of knowledge and accuracy needed for the highest grades. Make the spoken language assessment an endorsement ⁷ reported on a 3-point scale (pass, merit and distinction) against common assessment criteria. To be assessed by teachers during the course of study. Permit exam boards to include an additional optional question in the writing assessment which would enable students to focus on fewer themes in their writing.
Music	Performance Assessment: Require students to perform 1 or more pieces of music with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including performance as part of an ensemble). No requirement to perform as part of an ensemble. Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance. Composition Assessment: Require students to compose 1 or more pieces of music with a combined duration of at least 2 minutes. Compositions may be in response to an exam board set brief and/or be freely composed, with no requirement to do both. Exam boards to provide clarification about their requirements for students who compose more than 1 piece. Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student. NB: The student does not have to perform their own composition(s). The recording(s) may be computer generated. Both NEA components: Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements.
Physical education	Permit exam boards to reduce requirement to 2 activities and allow both to be individual. Permit remote moderation using videoed evidence for all activities. Permit exam boards to explore relaxation of the requirements for provision of evidence for example, type and quality of videoed evidence and the evidence of participation in competitive sport.
Physics	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
Religious studies	No change to assessment arrangements.

What is our response?

As you know, we set work for all pupils over the lockdown period and many of the children who are now in year 11 responded very positively to it. We understand that online work can never really be a true substitute for being in the classroom with a teacher, and our subject leaders and teachers have been busy assessing pupil knowledge of the work completed during the lockdown and adjusting their plans accordingly. Where things need to be retaught, we will re-teach it. Our afterschool intervention programme has begun for year 11 only, so that teachers can use that extra time afterschool to work with year 11 if they need it (and their teaching timetables, which have already been extended due to our COVID-secure arrangements, allow it). The upcoming mock exams will give us huge amounts of information to target further interventions after half term and beyond. We are prepared to continue to offer remote provision via Google Classroom to pupils who are absent from school because they are, quite rightly, self-isolating but well enough to complete it, and are ready to go even further than we have previously with our remote teaching in the event of a wider closure or lockdown.

Is it possible that exams won't go ahead next year?

Of course, we cannot know what trajectory the pandemic will take over the next few months and it is possible, although I think unlikely, that government advice may change. It's vital for our students to work hard every day they are with us, to take their mock exams seriously, remembering that last year we were asked to issue grades based on how students had performed across the whole of their GCSE course.

BUT – the message has to be that our firm expectation is that exams **will** go ahead and that students need to prepare for them properly. This will be an opportunity for them to show off their hard work and all of that knowledge which they have built up over their time with us.

Making a difference

Many parents can feel at a loss when their child enters their examination years. It can feel overwhelming with an array of different subjects, numerous mock exams, constant revision and of course the fast approaching real GCSE exams themselves. The system has changed greatly over the past couple of years which has left many parents feeling confused about how best to help their child. If you feel like this, don't worry, you are not alone. This booklet gives you clear and practical information which you will need to help your child meet the demands of Year 11 and work in partnership with the school to ensure they succeed.

Sometimes it feels as if it is best to just let the 'experts' at school get on with it. Of course the school has an important role to play and it provides the expertise and resources to help your child to gain the knowledge that they need to do their best in each subject. However, one of the hardest tasks for Year 11 pupils is to understand the long-term importance of doing their best and seeing the long-term benefits of education and exams.

Year 11 pupils differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation. This is where you come in. You are the expert on your own child and have always been his or her most important teacher. Your support, encouragement and interest can make a big difference to your child's motivation and ability to cope with the academic and organisational demands of the exams.

Parental support is eight times more important in determining a child's academic success than social background. Your involvement during these crucial years can make an enormous difference – the crucial difference between securing the best possible grades.

The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. Research consistently shows that parental engagement is one of the key factors in securing higher student achievement.

Department for Education, 2011

The good news is that you don't need to be an expert in any of the subjects your child studies to make a real difference. You also don't need to give up your life and other responsibilities – you just need to know how best to spend the time you do have.

Over the next few months:

- Ensure that your child attends school and is always on time. This is the single most effective thing you can do to ensure your child gets great GCSE results. 95% attendance might sound pretty good, but think again! 95% attendance actually equates to a half a day of lessons missed every two weeks, that's two weeks of lessons missed each year. This could be the equivalent of almost a half a year's lessons for one GCSE subject.
- Encourage your son/daughter to persevere and to begin working hard now in preparation for the exams. Make sure that every single second in lessons counts.
- Check that they are keeping up with homework and attending the after-school revision sessions, tutoring and holiday sessions on offer.
- Go to parents' evenings, ask questions and find out what your child needs to improve and how you can best help your child at home.
- Agree clear rules for homework or revision, helping them to make a realistic timetable, balancing work time against recreation time and reviewing the plans as necessary. Ensure your child sticks to their revision timetable.
- Ensure your child has a quiet space for study, pens, paper and other necessities.
- Encourage your child to begin revising now!

General Year 11 information

Mock Exams

There are two sets of mock exams scheduled for November 2020 and February 2021. This is an opportunity to help refine student performance in individual subjects and receive valuable advice from subject teachers. Students need to use the mocks to set specific goals, target areas of weakness and develop confidence in their subject knowledge and exam technique. Replicating the challenge of sitting multiple exams during a condensed period is also invaluable as it prepares students for the nature of the real thing. These times can be very stressful for students so careful planning, organisation and preparation are essential, alongside exercise, a good diet and plenty of rest and sleep.

Students will be provided with a pre-mock revision timetable. This allows students to start to structure their revision in advance over a prolonged period. Students should be allocating 1 hour each evening and time at weekends to consolidate knowledge and prepare for their upcoming exams.

Y11 Pre-Mock revision plan **Name:** _____ **Tutor group:** _____

To be successful in your mocks you need to plan your time carefully. It will not be enough to cram over half term or the week before your mocks. Your brain cannot and won't be able to handle it. To be effective you will also need to combine the different sources of learning strategies. Use the plan below to carefully allocate your subject revision sessions and consider what, when and how you will revise (using the six strategies for effective learning). Do not forget to give yourself breaks and do not stress if you can't always stick to your schedule. Remember it is a marathon you are running not the 100 metres.

Monday 2/10	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday 9/10	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Monday 16/10	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Once students are given their mock timetable, they will also be provided with a half-term revision timetable. Students should allocate their subject / topics and think carefully about what, how and when they will be revising. Students should try to stick to their timetable but it is also important to build in rest periods and time outs as necessary.

Y11 Half-term revision plan **Name:** _____ **Tutor group:** _____

To be successful in your mocks you need to plan your time carefully. It will not be enough to cram over half term or the week before your mocks. Your brain can't and won't be able to handle it. To be effective you will also need to combine the different sources of learning strategies. Use the plan below to carefully allocate your subject revision sessions and consider what, when and how you will revise (using the six strategies for effective learning). Do not forget to give yourself breaks and don't stress if you can't always stick to your schedule. Remember it is a marathon you are running not the 100 metres.

Time	Monday 23/10	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
Lunch							
13:00							
14:00							
15:00							
16:00							
17:00							

Students will be given a mock timetable. This will be placed on the school website and copies will be sent home to parents (via students) as well. It is important to talk to your son / daughter about the mock exams and the revision they are conducting leading up to the mocks.

Day	Mon 13th	Tue 14th	Wed 15th	Thurs 16th	Fri 17th
1	Option H French Geography History Spanish Science - No exam	Science 2 Core: 1hour 10 Triple: 1hour 45	GCSE RE Normal Electives / intervention sessions for everyone else	Maths 3 1hr 30	English Literature 1hour 45
2					
Break					
3	Maths 1 1hour 30	English Language 1hour 45	Option G History Spanish Drama Graphics	Science 3 Core: 1hour 10 Triple: 1hour 45	French & Spanish Writing Foundation: 1 hour Higher: 1hour 15
4					
Lunch					
5	Science 1 Core: 1hour 10 Triple: 1hour 45	Option E Computing Geography History Health & Social	Maths 2 1hour 30	Option F Art - No exam Music: 1.0 PE Spanish Support - No exam	History 2 (Elective revision session for everyone else)
6					

Progress Evenings

Progress evenings will be held after the mock exams. Please note all parents and students are expected to attend. It is a vital opportunity to review your son / daughter's progress and discuss areas for improvement with their subject teachers. There will no doubt be plenty to celebrate and there may be some messages which are harder to hear, but they are always in the best interests of students.

26th November: Progress Evening & Next Steps Event (Sixth form, College, Apprenticeships)
11th March: Progress Evening

After school interventions

Subjects will be running various after school interventions and tutoring sessions where they feel this is necessary and teachers' timetables (which are already extended because of the changes we have had to make to the school day) allow. Students will be booked into attend these in order to address specific gaps in knowledge, misconceptions or to undertake retesting. These sessions are designed to be entirely supportive and should in no way be seen as punitive or a chore; consider them to be supported revision or free additional tutoring. Your son or daughter will be invited to attend a session if their subject teacher believes it would be of benefit to them. As they move towards A-level study we urge students to take full responsibility for where they need to be and when.

Week 1	
Monday	Geography, RE
Tuesday	Drama, Music
Wednesday	Maths
Thursday	Science
Friday	MFL
Week 2	
Monday	Computing, Art
Tuesday	DT, History
Wednesday	English
Thursday	Science
Friday	Drama, Music, PE

Holiday revision sessions and subject specific revision

Subjects are planning to run some holiday revision sessions. The majority of these will start from February onwards. Heads of Department will send out letters nearer the time with all the key details. I shall coordinate and produce a revision sessions timetable and distribute this to students before the Easter holiday and May half-term. Departments will also be producing revision documents and materials for your son or daughter to complete. They may also have published revision guides available to purchase. I would ask that you monitor and ensure your child completes any work and revision set.

Use of DEAR and Prep

It has always been part of our Year 11 offer that we give over the time spent in tutor bases more and more to supported and structured GCSE study and reduce the amount of time spent on DEAR and Prep. This will be rolled out gradually and increasingly over the course of the academic year.

Y11 Electives – Subject support

We will utilise time during the electives to provide targeted academic support. This will give teachers additional time to respond to the impact which the lockdown may have had.

Understanding GCSE grades

Traditional A*-G grades have now been replaced in all subjects by a numerical system that score students on a scale from 9-1. The GCSE courses are more challenging than ever, with all the exams set at the end of Year 11. Grade 9 will be reserved for the very top tier of Y11 students nationally. The courses and exams have been changed to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The GCSEs will ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

Key points:

1. GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the new and old exams.
2. Grade 9 is the highest grade and will be awarded to fewer students than the current A*.
3. The new GCSEs have been rolled out over a number of years, starting with English language, English literature and maths exams in 2017.
4. The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:

Grading new GCSEs from 2017

Old grades	New grades
A*	9
A	8
B	7
C	6
	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

- The bottom of grade 7 is aligned with the bottom of grade A
- The bottom of grade 4 is aligned with the bottom of grade C
- The bottom of grade 1 is aligned with the bottom of grade G

5. Although the exams will cover more challenging content, this won't mean your child gets a lower grade than they might have under the old system. Ofqual, the exams regulator, will ensure that broadly the same proportion of students will get grades 1, 4 and 7 and above in any subject as would have got grades G, C or A and above respectively in the old system, other things being equal.
6. The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.
7. Employers, universities and colleges will continue to set the GCSE grades they require for employment or further study. The Department of Education has stated that if a grade C is their current minimum requirement, then the nearest equivalent is grade 4. A* to G grades will remain valid for future employment or study.

Subject information and guidance:

Important note: please read this section in conjunction with the earlier information about changes to GCSE exams for the 2020-21 series. For your reference, the information below shows the full exam specifications, before Ofqual announced changes for next year. Teachers will have explained the changes to the exams to pupils in class, so please discuss these with them.

GCSE English Language

Exam Board: AQA

You will investigate and analyse language, experiment and use language creatively and learn functional English to communicate effectively. You will study the following:

Paper 1 – Explorations in Creating Reading and Writing.

Paper 2 – Writers’ Viewpoints and Perspectives.

How will students be assessed?

Exams are 1hr 45m long. In addition, you will be assessed on the quality of your speaking and listening, now referred to as ‘Spoken Language’. This will not contribute to your final grade, but will appear on your certificates. There is no Controlled Assessment.

GCSE English Literature

Exam Board: AQA

You will read and explore a range of literature with a wide variety of appeal drawn from contemporary and modern texts, texts from across the globe and texts which have had a significant influence on English literary and cultural heritage. You will study the following:

Paper 1 – Shakespeare and the 19th Century novel (40% of the final grade).

Paper 2 – Modern texts and poetry (60% of the final grade).

How will students be assessed?

Two examinations. There is no Controlled Assessment.

GCSE Mathematics

Exam Board: EDEXCEL

You will study the following areas:

1. Algebra
2. Number
3. Geometry and Measure
4. Ratio and Proportion and Rate of change
5. Statics and Probability

How will students be assessed?

All students will follow the linear GCSE with the final examination at the end of Year 11. There is no coursework. The assessment is made up of three examinations, two calculator papers and a non-calculator paper, covering all areas and each contributing equally to the final mark.

GCSE COMBINED Science

Exam Board: Edexcel

The programme of study for this option means, that students will study all three sciences but not to the same depth as the triple students. Students will be awarded two GCSEs at the end of the course. This is a linear course following the new GCSE structure and grading. Students will achieve a grade from 9-1. All exams will be sat at the end of the course and students will sit a total of 6, 1hr 15min exams. As part of the new structure of GCSE science there will no longer be any controlled assessments rather a percentage of the questions in the exams will be based on core practical experiments that will be carried out in lessons throughout the two years of study.

GCSE TRIPLE Science

Exam Board: Edexcel

This is a linear course that will follow the new GCSE structure and grading, meaning that students will achieve a grade from 1-9. Being a linear course means that all exams will be sat at the end of the course of study; so for each science subject, (Biology, Chemistry and Physics) students will sit 2, 1hr 45min exams (6 exam papers in total). As part of the new structure for GCSE science there will no longer be any controlled assessments rather a percentage of the questions in the exams will be based on core practical experiments that will be carried out in lessons throughout the two years of study.

GCSE History

Exam Board: OCR

- **Paper 1: Period Study and non-British depth study:** International Relations: The Changing International Order 1918-c.2001 & The USA 1945 - 1974: The People and the State
- **Paper 2: British Thematic Study:** Power: Monarchy and Democracy in Britain c.1000 to 2014
- **Paper 3: British Depth Study and Study of the Historic Environment:** The English Reformation c.1520-c.1550 & Castles: Form and Function c.1000 - 1750

How will I be assessed?

- **Paper 1: Period Study and non-British depth study:** 50% (Written examination: 1 hour and 45 minutes)
- **Paper 2: British Thematic Study:** 25% (Written examination: 1 hour)
- **Paper 3: British Depth Study and Study of the Historic Environment:** 25% (Written examination: 1 hour and 15 minutes)

GCSE Geography

Exam Board: AQA

The course focuses on the physical and human processes and factors that have shaped the environment in which you live. You will learn about the interdependence of the physical environments and how human activity influences our environment. The course will also give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

- **Paper 1: Living with the physical environment:** 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills
- **Paper 2: Challenges in the human environment:** 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management
- **Paper 3: Geographical applications:** 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

GCSE French

Exam Board: AQA

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: current and future study and employment

How will students be assessed?

Listening examination – 25% (final exam)

Reading examination – 25% (final exam)

Writing examination – 25% (final exam)

Speaking examination – 25% (final exam)

GCSE Spanish

Exam Board: AQA

- Theme 1: Identity and Culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: current and future study and employment

How will students be assessed?

Listening examination – 25% (final exam)

Reading examination – 25% (final exam)

Writing examination – 25% (final exam)

Speaking examination – 25% (final exam)

GCSE Art

Exam Board: AQA

Through this course you will learn to develop your own way of looking at, and interpreting the world around you. You will learn how to communicate ideas visually, verbally and in writing. The course focuses on the development of your artistic ideas through investigations in to, and critical understanding of, existing artists work. We will experiment with and learn how to use a range of

media, materials and processes to develop your skills to enable you to present a personal and meaningful response to a given theme or to an artist's work. You will record your ideas and insights in to your work as you progress in your sketchbooks.

Topics we will cover include observational drawing of figurative and still life compositions, print making, painting, art history & contextual studies, plaster casting and a sustained project investigating the theme of 'Natural Forms'.

Unit 1: Portfolio (60%)

This unit must contain:

1. A selection of work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects and responses to gallery, museum or site visits.
2. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea to the realisation of intentions.

Unit 2: Externally set task (40%)

An externally set brief is given to which the students must create a final personal response in 10 hours of supervised time (the exam). The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and understanding in response to their selected starting point.

GCSE Computing

Exam Board: OCR

- develop their understanding of current and emerging technologies, how they work and their role in society
- acquire and apply technical knowledge
- develop computational thinking, and how to solve problems

How will students be assessed?

- Computer systems (exam) 40%
- Computational thinking, algorithms and programming (exam) 40%
- Programming project (controlled assessment) 20%

GCSE Drama

Exam Board: Eduqas

- Develop a personal interest in why Drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- Study a range of theatre practitioners and use their techniques to create a piece of original theatre

How will students be assessed?

UNIT ONE:

Devised Practical Performance (40%)

UNIT TWO:

Performance from a Text (20%)

UNIT THREE:

Written Examination (40%)

GCSE MUSIC

Exam Board: EDEXCEL

The Music GCSE course enables students engage in performing, composing, arranging, listening and appraising. The four areas of study that students will be examined on are:

- Instrumental Music (1700-1820)
- Vocal Music
- Music for Stage and Screen
- Fusions

How will I be assessed?

- Performing music – two performances are submitted to the exam board (solo **and/or** ensemble) – **30%**
- Composing music – two compositions are submitted to the exam board – **30%**
- Appraising music – there will be one 1hour 45mins written examination, answering questions about the 8 set works that we study (plus some appraising of unfamiliar pieces) – **40%**

GCSE Design Technology

Exam Board: Edexcel

- How design is applied to solve problems
- How to investigate contexts and create imaginative design proposals
- Learn about material's properties, their environmental impact and how to process them
- Develop graphic communication skills including Computer Aided Design
- Practice making skills including the use on Computer Aided Manufacture
- How to manage project work and deliver quality products to cost and on time
- Learn to use key terminology, including those related to designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

Project work will be used where possible to strengthen the link between theory, materials and processes. Students will demonstrate safe working practices in Design and Technology.

How will I be assessed?

Written examination: 1 hour and 45 minutes (50%)

- Section A - Core Knowledge
- Section B - Papers and Boards

Non Examined Assessment (50%)

- Substantial design and make challenge 30 - 35 hours approx. The main sections are investigation, design, making and evaluation.

GCSE PE

Exam Board: Edexcel

- Fitness and body systems
- Health and performance
- Practical performance
- Personal Exercise Plan

How will I be assessed?

60% Theory made up of two exams. Component 1 is a 1hr 45 minute exam. Component 2 is 1hr 15 minute exam. 30% Practical internally marked and externally moderated. One team activity, one individual activity and a free choice from the DfE approved list. 10% Personal Exercise Plan. Plan and analyse a personal fitness plan over a six week period.

GCSE RE

Exam Board: OCR

Students study the beliefs, teachings and practices of Christianity and Islam. Students will study the following topics from a philosophical and ethical perspective, with a focus on Christianity:

- Relationships and Families
- Existence of God
- Religion, Peace and Conflict
- Dialogue between religious and non-religious beliefs and attitudes

How will students be assessed?

Students will take four examinations at the end of Year 11, which will cover everything studied:

- Belief and Teachings & Practices: Christianity 1 hour exam (25%)
- Belief and Teachings & Practices: Islam 1 hour exam (25%)
- Religion, Philosophy and Ethics in the Modern World: Christianity 2hour exam (50%)

Parental support

Information and Advice for Parents

The secret to doing well in exams lies in planning and organisation. There are many ways in which you can help your child be ready for their exams:

- Ensure you have a printed copy of your child's exam / mock timetable. This will help you understand what they are doing, when and what will be expected of them. Display it in a very obvious place in your home so it can be constantly referred to.
- Help them plan out their revision schedule. However, remember that you are merely supporting them and that it is up to your child to outline their schedule. This will also give them the opportunity to take responsibility and learn to prioritise their work.
- Plan realistically. There are limits to how much work can effectively be done in a day, in order to be able to balance leisure and revision and be as productive as possible.
- Timing revision sessions. We recommend that pupils aim to revise a particular subject or topic for around 30 minutes in order for them to remain focused yet get enough time to go into a certain level of depth. Ideally, you would want your child to focus on a maximum of 3 subjects on a school night and 6 to 8 subjects during weekend days.
- Plan for breaks. Also remember that your child needs regular breaks or else they could become worn out, which would affect their productivity. Ideally, plan a short 5-10 minute break every one and half to two hours, longer ones for meal times.
- Agree the balance between work and social life and stick to the agreement. Again, flexibility is the key – if a special night comes up, agree that they can make up the work at a specified time.
- Even the best learning strategies become less effective when children are not getting enough sleep. Sleep is very important for consolidating what has been learned. Ensure pupils get plenty of sleep leading up to their exams. Sleep will make your child's spaced practice more beneficial. Gradually spacing revision out across the week and long before the exams start, rather than cramming it in right before tests, can help alleviate the need for pupils to stay up very late studying before tests.
- Establish a specific location to revise. Having a suitable study place is important. It should be somewhere your child can sit down and focus solely on their revision, concentrate and be productive. As far as possible it should be:
 - Somewhere quiet.
 - Somewhere with no distractions. Revising in their bedroom is often not the most productive alternative, due to the many distractions surrounding them. Ensure mobile phones and other electronic devices or consoles are removed to prevent interruption.
 - Separate from where they take their breaks. A study place should ideally only be for studying.
- Make sure your child has everything they need for their revision. Besides the usual school supplies, ensure they have the correct and up to date textbooks or revision materials for their subjects. Throughout the year, make sure your child keeps various handouts, worksheets, mock tests, and answer sheets provided to them by teachers.

Providing all-round support:

The best way to support your child during the stress of revision and exams is to make home life as calm and pleasant as possible. It helps if all members of the household are aware that your child may be under pressure and that people try to avoid putting extra strain on them.

Make sure there are plenty of healthy snacks in the fridge and try to provide good, nutritious food at regular intervals. Encourage your child to join family meals, even if it is a busy revision day - it is important to have a change of scene and get away from the books for a while. Also encourage your child to take regular exercise. A brisk walk around the block can help clear the mind before the next revision session.

It's important to get a good night's sleep before an exam, so discourage your child from staying up late to cram or spending large amounts of time on electronic devices in the evening. And make sure he or she eats a good breakfast on the morning of the exam.

Please encourage them to do well for his or her own sake. Explain that exams aren't an end in themselves but a gateway to the next stage of life - to A levels, university, college or work. Good results are themselves the best reward for hard work and will make your child proud of his or her achievements. Make sure your child knows you're interested in their work and that you'll be proud if they do well. Although bribery isn't advisable, it's fine to provide small treats by way of encouragement - perhaps a piece of cake or some biscuits after a chunk of revision has been completed. The end of exams can be celebrated with a treat that everyone can look forward to, such as a meal out or a family trip.

Key tasks for pupils on the day of exams

- Make sure you know your timetable, which exams are on and when you need to report into school
- Pack your bag the night before and ensure you have all the correct equipment you will need for the exam(s)
- Get to school early – catch the much earlier bus and ensure you are on time allowing some time to get your head together
- Allow time for your brain to wake up – have a shower, eat breakfast – take a healthy snack with you
- Do a final check of the subjects you will be doing that day – know the structure and how many sections there are
- Make sure you have EVERYTHING you need and take spares – do not get into the stress of asking teachers for things you should have brought
- Take a pen you feel comfortable writing with – take 2 just in case and any other equipment you need.

NHS Guidance: Helping Your Child Beat Exam Stress

Having someone to talk to about their work can help. Support from a parent, tutor or study buddy can help young people share their worries and keep things in perspective. Encourage your child to talk to a member of school staff who they feel is supportive. If you feel your child isn't coping, it may also be helpful for you to talk to their teachers at school. Try to involve your child as much as possible.

Make sure your child eats well

A balanced diet is vital for your child's health, and can help them to feel well during exam periods. Some parents find that too many high-fat, high-sugar and high-caffeine foods and drinks (such as cola, sweets, chocolate, burgers and chips) make their children hyperactive, irritable and moody. Where possible involve your child in shopping for food and encourage them to choose some healthy snacks.

Help your child get enough sleep

Good sleep will improve thinking and concentration. Most teenagers need between 8 and 10 hours' sleep a night. Learn more about how much sleep kids need. Allow half an hour or so for kids to wind down between studying, watching TV or using a computer and going to bed to help them get a good night's sleep. Cramming all night before an exam is usually a bad idea. Sleep will benefit your child far more than a few hours of panicky last-minute study.

Be flexible during exams

Be flexible around exam time. Staying calm yourself can help. Remember, exams don't last forever.

Help them to study

Make sure your child has somewhere comfortable to study. Ask them how you can best support them with their revision. Help them to come up with practical ideas that will help them revise, such as drawing up a revision schedule or getting hold of past papers for practice. To help with motivation, encourage your child to think about their goals in life and see how their revision and exams are related to them.

Talk about exam nerves

Remind your child that feeling anxious is normal. Nervousness is a natural reaction to exams. The key is to put these nerves to positive use. If anxiety seems to be getting in the way rather than helping, encourage your child to practise the sort of activities they will be doing on the day of the exam. This will help it feel less scary on the day. This may involve doing practice papers under exam conditions or seeing the exam hall beforehand. School staff should be able to help with this. Help your child to face their fears and see these activities through rather than escape or avoid them. Encourage them to think through what they do know and the time they have already put into studying to help them feel more confident.

Encourage exercise during exams

Exercise can help boost energy levels, clear the mind and relieve stress. It doesn't matter what it is - walking, cycling, swimming, football and dancing are all effective. Activities that involve other people can be particularly helpful.

More information can be found here:

<http://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/Coping-with-exam-stress.asp>

GCSE EXAMS

Student information and guidance sheet

Preparing for the exams themselves

Over the weekend and before the exams start:

Make sure you:

- Have a copy of your exam timetable
- Know which papers / units you will be examined on in each subject, each day
- Have all your equipment ready to bring in with you. (Calculators, compass, protractor, pencils, pens...) Make sure you have a clear pencil case.
- Ensure your uniform is ready and you are smartly presented on Monday morning
- Have organised your revision resources so you can bring them in each day. You will have some time between exams and during Prep to revise. Make sure you spend your time wisely
- Spend time over the weekend consolidating revision and checking your understanding and honing your exam technique
- Get enough sleep and be ready for the challenge ahead

Exam equipment (You must have these)



During the course of the exams

Make sure you:

- Check your bag for equipment and make sure you have everything you need. Check your uniform before you leave the house
- Arrive on time – **DO NOT** be late and **DO NOT** be absent
- Know your seat number for each exam
- Use line up and registration to focus your mind and prepare yourself for the day. Don't let others distract you
- When requested line up in your exam rows in the cage. You **MUST** be in the correct order, in single file and in silence

- Answer your name for the register and remain in silence
- Get out only the equipment you need for the exam (clear pencil case)
- When instructed walk silently into the building and up to the 3rd floor
- Leave your bags in the changing rooms. (Ensure mobile phones are off and away in your bag- DO NOT bring them into the exam hall). Clear bottle of water only.
- Take a deep breath and enter the exam hall...

In the exam hall

Make sure you:

- Locate your seat in silence (your picture card will be on the table)
- Place your pencil case and equipment on the desk and check you have everything you need
- Take **ALL watches off** your wrist and place these on your desk. **NO smart watches** must enter the exam hall
- Do not attempt to communicate with or distract other candidates
- Listen carefully to instructions and notices read out by the invigilators
- Check that you have the correct paper
- When instructed write your name and candidate details on the front
- Listen carefully to the time limit and think about how long you have for each question and the exam technique required
- When instructed turnover and start the exam paper
- READ the exam paper and think before you start writing. Make sure you are actually answering the question
- If you get stuck move on to the next question and come back
- Make sure you complete the whole paper
- If you have time at the end read through and double check your answers. Do not just sit there!!
- **Breaching any exam regulations will result in disqualification and your paper being graded a U. Please read the exam regulations and guidance booklet provided.**

At the end of the exam

Make sure you:

- Remain in silence (your exam may finish earlier than others)
- Check your name is on the front of the exam paper and any extra sheets are attached and named
- Follow the instructions of the invigilator. They will collect your paper
- When requested leave the exam hall in silence
- Quickly collect your belongings from the changing rooms and go to a study room or break / lunch. Remember the rest of the school is still working hard to transition respectfully and in silence
- Each day you may have time to revise. You **MUST** bring your revision materials and make the most of your time.
- We will still be running corrections for Y11 and we will hold you to the same high expectations as always



Revision plans

The only way to ensure your success is to do lots and lots of revision! You should be spending 3hrs a night consolidating your knowledge, checking your understanding and honing your exam technique. Use the blank revision timetable to design your revision plan and then ensure you stick to it. Give yourself breaks and ensure you get lots of sleep. But also do lots of retrieval practice!

Retrieval Practice:

Practice bringing information to mind without the help of materials. Recalling information without supporting materials helps us learn it much more effectively. Take as many knowledge quizzes or practice tests as you can get your hands on. You can also make flashcards to test yourself on key concepts, words or ideas

- Brain dump – write everything you know about a topic on a blank piece of paper
- Look, cover, write, check
- Test yourself using simple questions
- Write questions using your knowledge maps and then answer them the next day
- Revision cards / flash cards with questions and answers

Exam technique:

It is important you know how to answer each different type of exam question. The best way to ensure you can do this is to practice answering as many exam questions as possible.

- Use your textbooks, past exam papers, and any study resources which have been provided by your teachers. You may also be able to purchase revision guides.
- Make sure you allocate time within your revision plan to answering exam questions. Remember also to do these under timed conditions.
- Feel free to bring any examples in for your teachers to give you feedback on how you can improve. Also if you are stuck or aren't sure what to do please ask your teacher for help and further guidance.

LEARN TO STUDY USING...
Retrieval Practice
PRACTICE BRINGING INFORMATION TO MIND

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

Revision strategies:

1) Spaced Practice – space out your learning over time. Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once. After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

2) Retrieval Practice- Practice bringing information to mind without the help of materials. Recalling information without supporting materials helps us learn it much more effectively. Take as many knowledge quizzes or practice tests as you can get your hands on. You can also make flashcards to test yourself on key concepts, words or ideas

3) Elaboration – Explain and describe key ideas and concepts with many details. Make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different. Elaboration reinforces knowledge and retention of information

4) Interleaving – Switching between connected ideas when you study. Switch between ideas during a study session. Don't study one idea for too long. Go back over the ideas again in different orders to strengthen and consolidate your understanding.

5) Concrete Examples – Use specific examples to understand abstract and complex ideas. Link ideas to specific real-life examples as this will help reinforce your understanding.

6) Dual Coding – Combine words and visuals. Students will find it useful to represent ideas alongside drawings, tables, diagrams, timelines and pictures. These help student remember and learn key conceptions.

Come exam time, students work hard at remembering all they have learned in their lessons over the year. But hard work alone is not enough to be successful. Knowing which are the most effective strategies — along with a schedule that avoids an end-of-year cramming — will help them achieve their best results.

WORKING HARD AT THE WRONG THINGS



Re-reading and highlighting is a bad idea. It may make students feel good but, in reality, they will soon forget the content they have covered.

Here, by contrast, are the best five methods your students should know about and adopt.

1 RETRIEVAL PRACTICE



Retrieval practice means trying to remember material you have learned, so when you sit your test, it comes readily to mind. Like this:

- 1 Make a list of important info you need from a topic
- 2 Close the book and create a quiz for yourself
- 3 Try to retrieve everything you've committed to memory
- 4 Go back and check all your answers

2 QUESTIONING AND ELABORATION



Once you have learned a lot of material, what should you do with it?

Ask questions about it and make connections. Here are questions about this quote:

*Is this a dagger which I see before me,
The handle toward my hand?*

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this point?
- 3 How does this connect to what we know of Macbeth?

4 SPACED PRACTICE

Recognising that procrastination is part of our nature, helps us avoid it. Cutting up revision into smaller chunks and spacing it out over a period of time is the best strategy to adopt.

For example, with 6 hours to prepare for a test in a week's time, here's how to space out the revision.

M	T	W	T	F	S	S
30	30	30	30	30		30
					Relax!	
30	30	30	30	30		30

3 CONCRETE EXAMPLES

Concrete examples help concepts come alive – as in the transformation of lettuce depicting osmosis.



And in these questions used to find out exactly what an excellent essay looks like:

- 1 How has the essay been structured?
- 2 What particular phrases have been used?
- 3 What specific examples have been used as evidence?

5 INTERLEAVING

As with spaced practice, leaving gaps between studying is very effective. When studying multiple topics, mixing up the material you study adds to its impact. Such a mix is called interleaving.

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

Y11 (SAMPLE) Revision Plan**Name:**

To be successful in your exams you need to plan your time carefully. It will not be enough to cram over half term or the week before your exams. Your brain can't and won't be able to handle it. To be effective you will also need to combine the different science of learning strategies. Use the plan below to carefully allocate your subject revision sessions and consider what, when and how you will revise (using the six strategies for effective learning). Do not forget to give yourself breaks and don't panic if you can't always stick to your schedule. Remember it is a marathon you are running not the 100 meters.

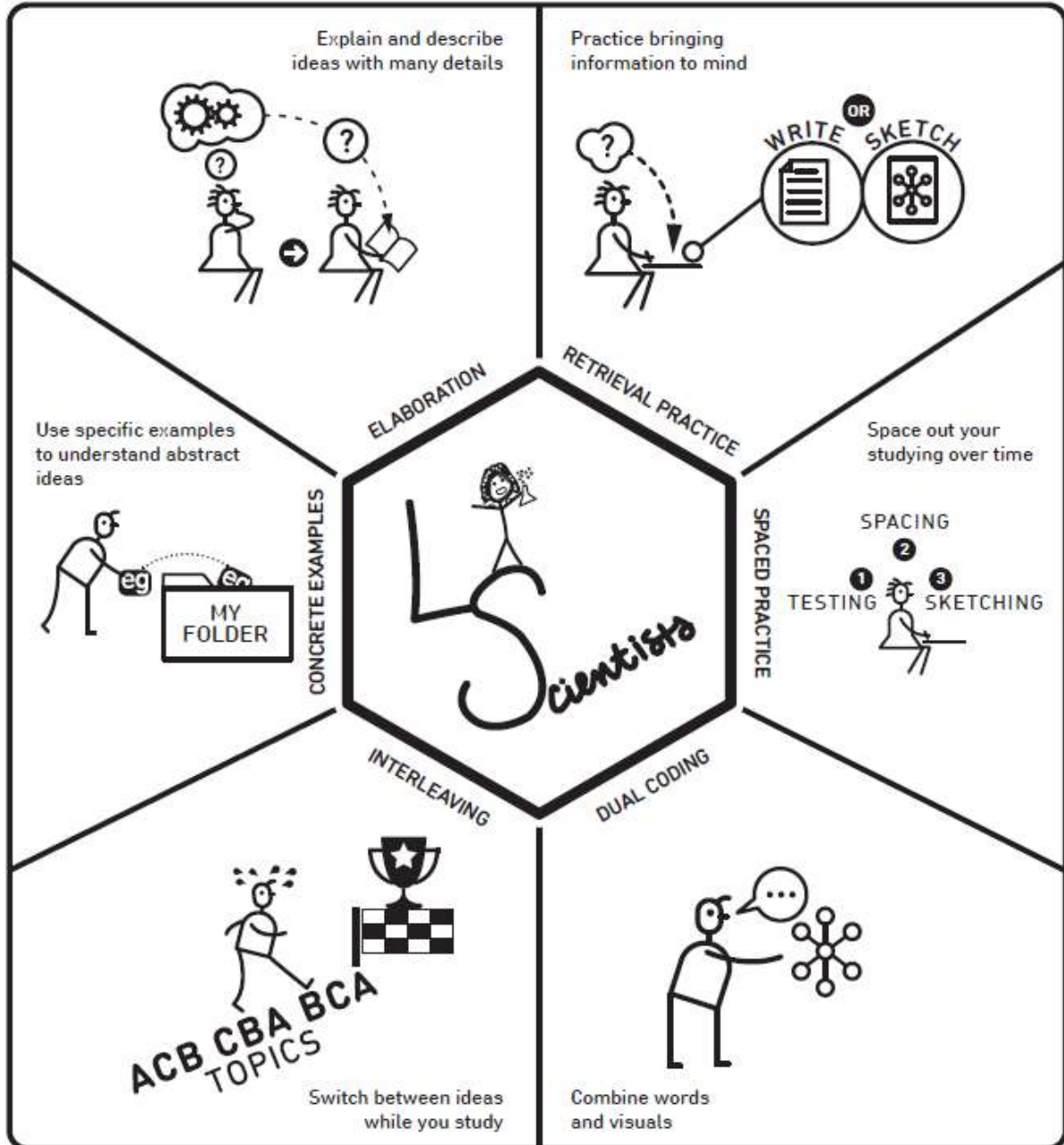
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
Lunch							
13:00							
14:00							
15:00							
16:00							
17:00							



Six Strategies for Effective Learning

LEARNINGSOCIENLISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)
Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

Watch a video summarising the six strategies here:

<http://www.learningscientists.org/videos/>



LEARN TO STUDY USING... Spaced Practice

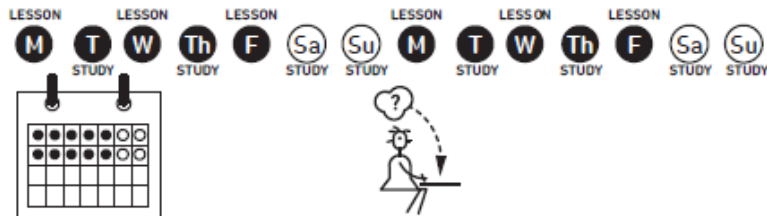
SPACE OUT YOUR STUDYING OVER TIME

LEARNINGSOCIETISTS.ORG

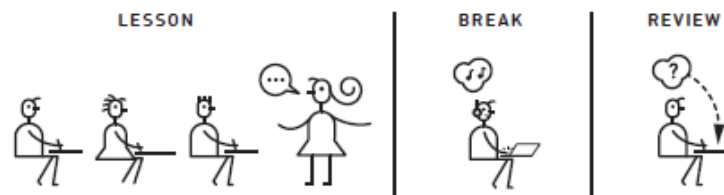


HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.



Review information from each class, but not immediately after class.



After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.



HOLD ON!



When you sit down to study, make sure you are using effective study strategies rather than just re-reading your class notes.



This may seem difficult and you may forget some information from day to day, but this is actually a good thing! This forces you to retrieve information from memory (see Retrieval Practice poster).



Create small spaces (a few days) and do a little bit over time, so that it adds up!

RESEARCH

Read more about spacing as a study strategy

Benjamin, A. S., & Tullis, J. (2010). What makes distributed practice effective? *Cognitive Psychology*, 61, 228-247.



LEARN TO STUDY USING... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSOCIETISTS.ORG



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.



LEARNINGSOCIETISTS.ORG

LEARN TO STUDY USING...

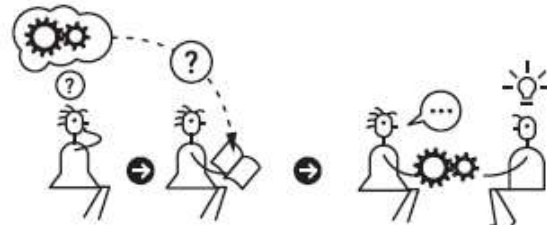
Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

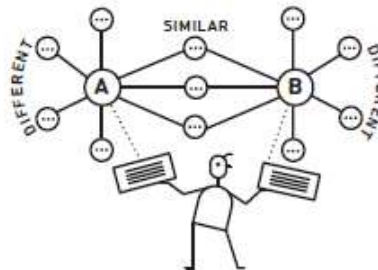


HOW TO DO IT

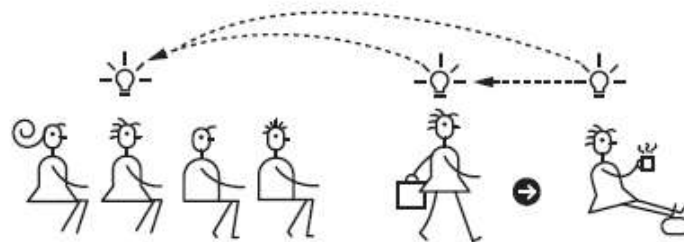
Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.



Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.



HOLD ON!



Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.

RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology, 88*, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research, 55*, 227-268.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci) Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY

LEARNINGSOCIETISTS.ORG



HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.



Go back over the ideas again in different orders to strengthen your understanding.

TOPICS
A B C



STUDY
SESSION
1

TOPICS
C B A



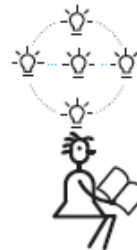
STUDY
SESSION
2

TOPICS
A C B



STUDY
SESSION
3

Make links between different ideas as you switch between them.



HOLD ON!



While it's good to switch between ideas, don't switch too often, or spend too little time on any one idea; you need to make sure you understand them.



Interleaving will feel harder than studying the same thing for a long time. But don't worry - this is actually helpful to your learning!

RESEARCH

Read more about interleaving as a study strategy

Rohrer, D. (2012). Interleaving helps students distinguish among similar concepts. *Educational Psychology Review*, 24, 355-367.



LEARNINGSOCIENISTS.ORG

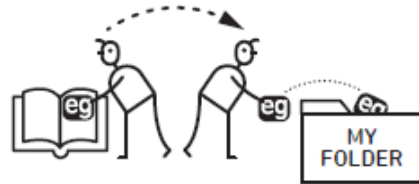
LEARN TO STUDY USING ... Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

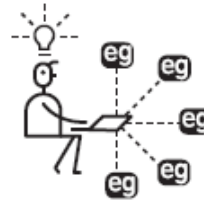


HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.



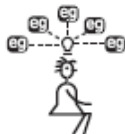
Share examples with friends, and explain them to each other for added benefits.



HOLD ON!



You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.

RESEARCH

Read more about **concrete examples** as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. (2014). The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.



LEARN TO STUDY USING ...

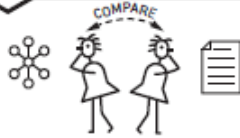
Dual Coding

COMBINE WORDS AND VISUALS

LEARNINGSOCIETISTS.ORG



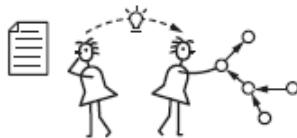
HOW TO DO IT



Look at your class materials and find visuals. Look over the visuals and compare to the words.



Look at visuals, and explain in your own words what they mean.

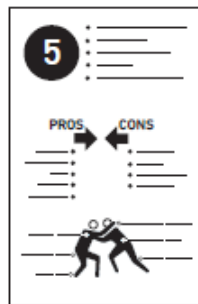


Take information that you are trying to learn, and draw visuals to go along with it.

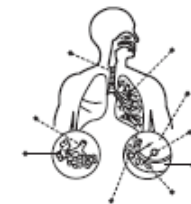
HOLD ON!

Try to come up with different ways to represent the information visually, for example an infographic, a timeline, a cartoon strip, or a diagram of parts that work together.

INFOGRAPHIC

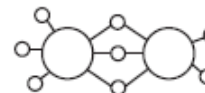
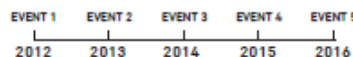


CARTOON STRIP



DIAGRAM

TIMELINE



GRAPHIC ORGANIZER

Work your way up to drawing what you know from memory.



RESEARCH

Read more about dual coding as a study strategy

Mayer, R. E., & Anderson, R. B. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology*, 4, 444-452.

Next steps (College, Sixth forms and post-16 education)

It is important that students start to consider their post-16 options. Young people are now expected to be in education, employment or training until they are 18. Schools, colleges and training providers offer a range of subjects and courses that you can study full-time.

A Levels: A levels are subject-based qualifications that can lead to university, further study, training, or work. You can normally study three or more A levels over two years. They're usually assessed by a series of examinations. Local sixth forms provide a range of different subject courses and options for students.

College courses: Many of these courses combine hands on, practical learning with studying subjects and technical skills. They are specialist courses which relate to particular jobs, sectors, or subject areas. Depending on what qualifications you take, you can go on to further education, training, or employment, or you can go to university

Apprenticeships: An Apprenticeship is a nationally recognised training programme where you get the opportunity to work directly for an employer earning a salary and achieving your qualifications whilst at the same time gaining valuable work skills and experience as well as developing a network of professional relationships. If you are over the age of 16 and eligible to work in England you can apply to be an apprentice so, it could be a good route for school leavers seeking a more direct route into employment. Apprenticeships can last between 1 and 4 years and this is dependent on the level of the qualification you choose to study as well as the industry sector and they requirements from your employer.

Next steps – School support and careers entitlement

Access to high quality careers education, information, advice and guidance (CEAIG) is a learning entitlement for all our pupils. At Bedford Free School (BFS), we want to ensure that our students understand the opportunities available to them so that they can take ownership of their own career plan. Students will be able to make informed decisions about the appropriate pathway for them, which supports their interests and abilities, which will help them to follow a career path and sustain employability throughout their working lives.

By the end of year 11, every pupil will have received impartial careers advice. Students will know what opportunities are available to them Post 16, including information about technical education qualifications and apprenticeship opportunities. This will allow students to focus on their career aspirations, and ensure their career pathway beyond year 11 is right for them to reduce dropout, or course switching. This will also help prevent students from leaving BFS and becoming NEET (Not in Education, Employment or Training).

We have employed a qualified and independent careers advisor so all Year 11s will receive a 1-1 careers interviews and many have done so already. We plan on helping year 11 to review their CVs and hope to provide them with opportunities to hear from employers and further education providers remotely. Pupils will be able to create or update START profiles. START is an online careers platform that has lots of information about possible future careers. The BFS website is also full of links and useful careers information and a good place to start exploring.

We work with NCS (National Citizenship Service) to place our students on their phenomenal summer experience placements. It's something which lots of our students have benefited from in the past and which we hope your children can benefit from next year.

More information about our careers programme can be found in the booklet and on our website.

Organising your 'Next steps'

Just like deciding on a secondary school, it is important pupils make an informed choice and it is the right one for them. Please see the table below for local post-16 providers. Where we have information about open events we have provided it. These tend to be taking place online as virtual events – please register in advance. Otherwise, you can find prospectuses and contact details on the providers' websites.

Post-16 provider	Open event	Website
Bedford College/ Shuttleworth College	10/11 7/11	http://www.bedford.ac.uk
Bedford Sixth Form	8/10	http://www.bedfordsixthform.ac.uk/
Bedford Academy	November	http://bedfordacademy.co.uk/sixth-form/6.html
Bedford Girls' School		http://www.bedfordgirlsschool.co.uk/387/our-school/sixth-form
Bedford Modern	7/11	https://www.bedmod.co.uk/the-school/sixth-form/
Biddenham		http://www.biddenham.beds.sch.uk/sixth-form
Kempston Challenger Academy		http://www.kempstonchallengeracademy.org/sixth-form/
Kimberley	14/10	https://www.kimberleycollege.co.uk/
Sharnbrook	20/10	http://www.sharnbrook.beds.sch.uk/sixth-form/
SSG (Apprenticeships & training)		http://www.ssgservices.org/Training/apprenticeships/start-an-apprenticeship/
St Andrews / Rushmoor		http://www.standrewsschoolbedford.com/sixth_form.php
St Thomas More		http://www.st-thomasmore.org.uk
Mark Rutherford		http://www.markrutherford.beds.sch.uk/information_6thform.asp

Questions and queries:

Please do not hesitate to get in contact if you have any questions or queries. For subject related questions please speak to your son / daughter's teacher or subject leader.

Principal	Tim Blake	tblake@bedfordfreeschool.co.uk
Vice Principal	Jane Herron	jherron@bedfordfreeschool.co.uk
Assistant Principal (Pastoral)	Elizabeth Foley	efoley@bedfordfreeschool.co.uk
Assistant Principal (Curriculum and teaching)	Tom Wood	twood@bedfordfreeschool.co.uk
Y11 Pastoral Coordinator	Christina Costin-Webb	ccostin-webb@bedfordfreeschool.co.uk

Subject	Staff	Email
English	Mr Scanlan	gscanlan@bedfordfreeschool.co.uk
Maths	Miss Bell	nbell@bedfordfreeschool.co.uk
Science	Miss McPherson-George	cmcpherson-george@bedfordfreeschool.co.uk
MFL (French & Spanish)	Mr Brown	abrown@bedfordfreeschool.co.uk
History	Mr Rawlins	jrawlins@bedfordfreeschool.co.uk
Geography	Mr Haddow	dhaddow@bedfordfreeschool.co.uk
Computing	Mr Moore	jmoore@bedfordfreeschool.co.uk
Design Technology	Mr Hogg	jhogg@bedfordfreeschool.co.uk
RE	Mrs Lehain	jlehain@bedfordfreeschool.co.uk
Art	Mrs Burbridge	fburbridge@bedfordfreeschool.co.uk
Music	Mrs Goodship	bgoodship@bedfordfreeschool.co.uk
Drama	Miss Damon	adamon@bedfordfreeschool.co.uk
PE	Mr Cox	mcox@bedfordfreeschool.co.uk

Climbing the mountain to success

- Determination
- Resilience
- Hard work
- Practice and preparation
- Attitude: Positivity and self-belief
- Correct equipment
- Map – the route to success
- Setting goals and having perspective
- Team support and guidance
- Accepting the challenge

"...we believe that, given the right circumstances, every child is capable of extraordinary things..."





BEDFORD
FREE SCHOOL