

**WELCOME TO OUR
Y11 GUIDANCE,
SUPPORT AND
REVISION EVENING**



REDHILL SCHOOL
COMMITMENT TO EXCELLENCE

EXCELLENCE IN EVERYTHING

RESPECT HONESTY KINDNESS

Why are we here?

This is Bob.

- His Target Grades are 6s and 7s
- His Current Grades are mainly 6s and 7s
- His Predicted Grades (at the moment) are all on target.

We have three half terms: how are we going to ensure that Bob remains on target (in order to achieve his potential), but also challenge and stretch him, so that he will exceed those target grades?



This is Andrea.

- Her Target Grades are mainly 6s and 7s
- Her Current Grades are mainly 5s, but she has a 3 in English Language.
- Her Predicted Grades (at the moment) are 5s and 6s.

We have three half terms: how are we going to get Andrea to meet her targets and fulfil her potential?

Focus for this session:

- Attendance
- Attitude and Engagement in their learning (AEL) – how can we support them at home?
- Practical tips for ‘setting them up for revision’
- Practical tips for revising
- Practical tips for supporting them in their revision.
- CIAG (Careers)



Top Tip No. 1: Get them to school every day, on time!

“My child’s got a 95% attendance record – that seems pretty good to me!”

Is it?

- 95% Attendance = HALF A DAY of lessons missed every two weeks
- 95% Attendance = Two weeks of lessons missed each year.

**EVERY LESSON
COUNTS!**

Recall Section: as soon as you can after the session, review the notes section and jot down key concepts and important ideas.

Notes Section: note down main ideas and concepts; try to use your own words where possible; don't write in full sentences – use key words and abbreviations.

The Summary Section: summarise your main points in this section.

Cornell Note taking method:

Cue words

Notes taken in class

Key terms

Questions

Main ideas

Summary

How do we revise?

How do we take notes?

*Ask them to consider: why am I doing what I'm doing?
What am I trying to achieve?*

CORNELL METHOD NOTETAKING

IS SO EFFECTIVE OMG WHY WEREN'T WE TAUGHT THIS IN STUDY SKILLS

by lavidapoliglota.tumblr.com

~2 inches

2. THIS IS THE RECALL COLUMN

As soon as possible after lecture, review the notes column, take main ideas, key concepts, and important facts and write them in the recall column

1. THIS IS THE NOTES COLUMN

During lectures, note main ideas and concepts. Don't mindlessly copy - rephrase what you can to retain information

Skip one line between ideas,

several between topics

Avoid writing in complete sentences, use symbols and abbreviations, e.g.:

Pelayo, a descendant of the Visigoth aristocracy, founded the Kingdom of Asturias in 718.

Pelayo (dscdt/Visigoth arist.) fd. Asturias 718

3. THIS IS THE SUMMARY SECTION

GUESS WHY IT'S CALLED THAT

Summarise main points here at the end

Info taken from

<http://www.heritagehawks.org/faculty/dbrown/HistoryClass/TheCornellMethod.htm>

HOW TO HIGHLIGHT

By Viola
@studybunbunny

- Do not use one single-coloured highlighter
- Instead, try use several different colours
- Assign each colour a specific purpose
- This creates a colour coding system.
- Therefore making your your material easier to understand and learn

good
luck
mf

EXAMPLE OF A SYSTEM

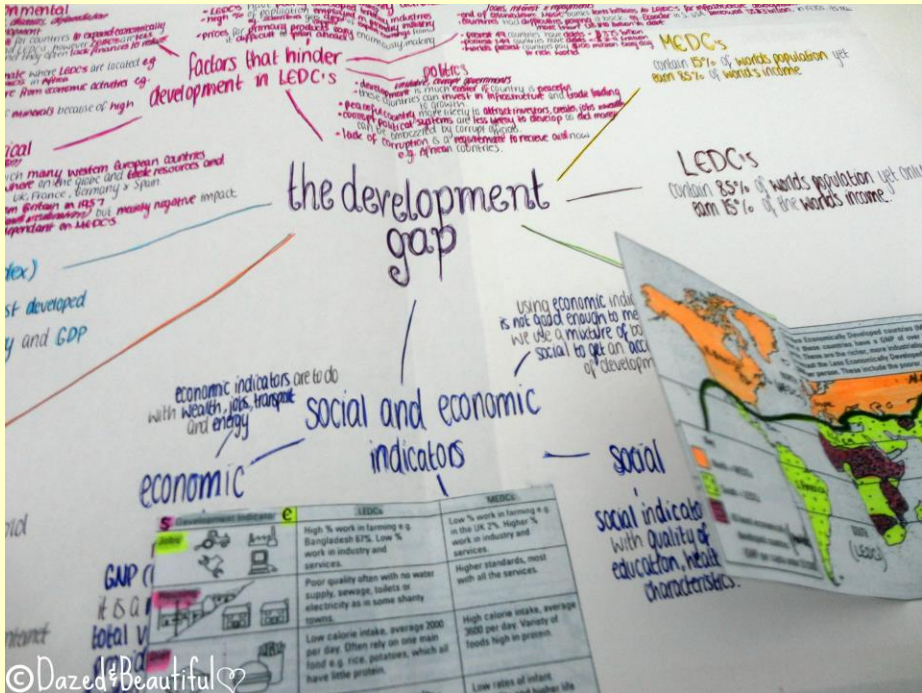
- **Pink:** titles and headlines
- **Blue:** for terminology and vocab.
- **Green:** definitions and explanations of terminology (green explains blue)
- **Orange:** Examples of the term.
- **Yellow:** Other things, misc.

Tip: Use light colours when highlighting a lot of text, like green

APPLYING IT TO A TEXT

Berries and fruit

The botanical definition of a **berry** is a **fleshy fruit** produced from a **single flower** and containing **one single ovary**. There are both **poisonous** and **eatable berries**. Some common eatable ones include **strawberries, tomatoes and peppers**.



MP3/podcasts/video

- ✓ For those who learn best by listening.
- ✓ Revision can be taken out and about.
- ✓ Podcasts are already available for some subjects.
- ✓ Audio/video recordings can be easily made on smart phones/MP3 players which can be personalised.

Learning Intentions

- To list the benefits of different revision strategies
- To evaluate how different revision techniques can help revision for different subjects



<http://www.bbc.co.uk/guides/zgc3w6f#zt22y4j>

Some Practical Techniques for Revision:

- Mind Mapping
- Using KEY words and phrases/mnemonics/acronyms – create ‘triggers’.
- Using sounds: recording your own voice; using songs and rhymes; listening to podcasts etc.
- Using space – create a guided tour around your revision space that you revise. Use posters, mindmaps and visual aids that you ‘walk through’. In the exam you then walk through this space in your head visualising what you can see.
- Cue Cards – summarise key information!
- Study groups – approach with caution – but these can be really useful if done in the right way.
- Teach someone else... if it becomes normal to say it, you are more likely to write it
- Use exam papers and mark schemes
- Work under timed conditions
- Questions and answers: get someone to ask you questions – can you answer them?
- Think like a teacher - scrutinise exam papers and know them inside out. Get them used to asking questions like: What has the exam board asked in previous exam questions regarding this topic? What else could they ask? Predict the question based on the introductory information that goes before the question.
- Collate a list of useful websites for each subject and useful video clips.
- REVIEW, RECALL and REMEMBER – it is never too early to start revising.

Ten Top Tips For Revision Success!



Be realistic

Would it be wise to be 'superman' and get our revision done in 15 minutes for it isn't going to happen. Working 24 hours a day won't help either. Make sure you plan a manageable workload and stick to it!



The early bird...

Catch the worm, or at least have a sensible revision plan. The earlier you start, the less you'll have to do in each block.



A Room of One's Own

Or corner, or desk, or sofa... Find a good place to revise, whatever works for you, but that is quiet, library, your desk, or under a tree.



Mix it up a bit

There are different ways of writing like there are different ways of memorising information. Rather than just copying out, try drawing diagrams, reading aloud, talking to yourself or on the wall. Whatever helps!



Look to the past

This doesn't involve a time-machine, just checking out old exam papers. It can help you plan, revise, and calm you down!



Take regular breaks!

Don't load the information overload. We're not designed to work flat-out and work for more efficiently if we take regular breaks. Try to get up and move around, have a drink if you want. Don't just close the book, make the most of that time off!



Feed & water regularly

Like a car, if you run out of petrol you're not going to get very far. A fed and hydrated revision brain is a happy efficient revision brain revving its highly-tuned engine!



Testing times

Don't just input, check what you know. You can do this with friends, family, or on your own. Testing is a great way of combining those nerves by confirming what you know, and filling in the gaps.



Early to bed

It's the night before the exam. Now you've done all that work. It's time to plan your brain a rest, so you're in the top condition for sitting that exam. Good luck!



Before you start, plan

Wouldn't it be nice if, spent so long revising the really tough stuff leaving no time for the remaining 30% of our revision. Plan, stick to it and start plans!

HOW TO REVISE...



PLAN YOUR TIME

How long can you learn effectively without a break (learning chunk)?
How many subjects do you need to revise for?
What other commitments do you have which prevent you from revising?
When do you want to start?



REVISION TIMETABLE

Circle the exam dates on your planner
Allocate particular subjects/exams to each learning chunk.

Check that you have covered each exam/subject adequately, make sure that you revise in a sensible order - no point preparing for the last exam first!

Check your revision plan as you go along



GCSE POD

Revise on the go!

Introducing the GCSE pod, the website contains a range of tailor-made podcasts for GCSE students to help you in the run-up to your exams.

These resources have been made available FREE OF CHARGE to all Sandhill View School pupils.

Simply visit GCSEPOD.co.uk and register with your school email address.



REVISION CARDS

Revision cards are among the most popular revision resources. The idea is that you summarise some information on a single blank card. You can make them online at www.getrevising.co.uk.

How can they be used?

- 1) Write questions on one side and answers on the other, then test yourself or ask someone else to test you.
- 2) Write key names or terms on one side and a summary of what they mean on the other side.
- 3) Write the advantages of something on one side and the disadvantages on the other side.
- 4) Write about something in reasonable detail on one side and use the other side to summarise key points as a short list (no more than five points).



WEBSITES

www.getrevising.co.uk

This website allows you to create revision cards, wordsearches, quizzes and gives access to thousands of resources that have worked for other students. You can create and join study groups and even create revision timetables.

www.bbc.co.uk/schools/revision

The bbc provides great materials and activities for revision at all levels.

www.s-cool.co.uk

Lots of 'chunked' information for all major subjects at GCSE and A level. You can test yourself too.



MIND MAPS

Mind maps are a way of organising ideas about a topic. A mind map usually starts with a central idea with a series of branches, each relating to one section of the main idea. These lead to other branches and so it goes on. A mind map allows you to see the whole topic on one sheet of paper. Making the mind map helps you learn both the detail and the big picture of a topic.

How can they be used?

- 1) Stick them up somewhere in your house where you sit and dream, maybe your bedroom walls or ceiling.
- 2) Illustrate some of the points on your mind map with some silly pictures. They will help you remember the point.
- 3) Spend some time learning the mind map, turn the paper the other way up and see if you can remember it well enough to copy.
- 4) Use mind maps to plan essays. Put the title in the centre, then have one branch for each key point and use further branches to develop those points.



PAST PAPERS

Top tip...

Exam board websites are the places to go for information about the types of exams, specification (syllabuses), past exam papers, mark schemes and examiners reports.

Here are some:

AQA www.aqa.org.uk
Edexcel www.edexcel.com
OCR www.ocr.org.uk
Welsh Board: www.wjec.co.uk

Quick Tips for Revising:

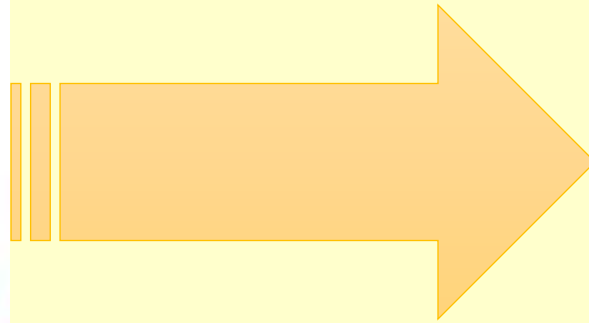
- Make a start however much you don't want to – then the hardest bit is over with!
- Build in short breaks – create a pattern that works: 30 minutes revising = 5 minute break; 45 minutes revising = 15 minute break
- Do frequent short exercises – stretches, neck and shoulder rolls, walking around etc.
- Drink water and get fresh air. Keep the temperature cool.
- Eat 'brain food' – avoid sugar and have lots of healthy snacks around to eat little and often.
- Take a day off and do something completely different.
- Don't leave the difficult bits until the end.

- Do something relaxing between revising and bedtime.
- STOP and take a break if you start feeling frustrated, angry, overwhelmed. Make a note of the problem to take to your next lesson and move on to something else.
- Focus on what you have done, not all the things that you haven't – every little helps.
- Promise yourself little rewards after each session – a favourite TV programme, reading a magazine or going out with friends.
- At the end of each session, file away your notes and clutter so that your work-area is clear for the next session.

What else can we do?

Pastoral Support

Mrs Mather



Common Worries from Parents and Guardians!

- They are not revising enough!
- They are revising too much!
- They are always stuck in their room
- We never seem to be able to talk
- How do I stop them from being stressed?
- These exams are stressing me out -how can I help them if I am stressed as well?!?!?!?



Choose Your Attitude

- Perspective: Your child might not do it the way you would do it, or as often as you would like, but they are hopefully doing their best in the way that works for them.
- Sensitive: Be understanding when they have off days and remind them of all the good work they have done and will continue to do.
- Model Resilience – exam stress is normal!



Be There!
Show interest.
Be Practical!

Snacks!
Space!
Routines!

COMMON SIGNS OF STRESS

ANXIETY



BECOMING IRRITABLE



TENSION



DEPRESSION



SLEEPLESSNESS



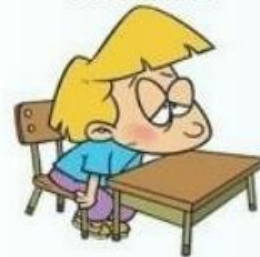
LOSS OF APPETITE



ISOLATION



FATIGUE



HEADACHE



Supporting your child in setting themselves up for revision:

- Talk to your child – ask them how you can support them and what they would find useful.
- Help to make a list of what is needed – help to avoid their procrastination
- Encourage them to file hand-outs and organise books early on (perhaps each night), so that they can find what they need easily
- Find out what additional support school offers – visit the website and ask about revision/support sessions
- Support and help to guide decisions about revision aids – ask teachers/school what they would recommend.
- Help them to plan and create their revision timetable – invest time early and it will pay off in the end.



Supporting your child in doing the revision:

- ❑ Support your child by ensuring that they are sticking to their revision timetable. Give them praise when they do it and possibly negotiate a reward structure. Avoid making treats dependent on results – this could only add to feelings of failure and disappointment, if they don't do as well as expected.
- ❑ Perhaps create a 'workbox' that is filled with pens, sticky-notes, highlighters, etc., so they feel prepared.
- ❑ Negotiate the 'rules for revision' – think about access to mobile phones, TVs, games consoles etc., and decide what you both agree on. Remember music might be a helpful tool to aid revision.
- ❑ Provide healthy snacks and water for revision session.
- ❑ Be flexible – if they want to miss a session because they have a party, ask them when they will make the time up.
- ❑ Be sensitive to the pressure – be understanding when they have off days and remind them of all the good work they have done and will continue to do.
- ❑ Show an interest – talk through difficulties and be prepared to help them re-schedule or help them put things into perspective.
- ❑ Keep perspective – your child might not do it the way you would do it, or as often as you would like, but they are hopefully doing their best in the way that works for them.



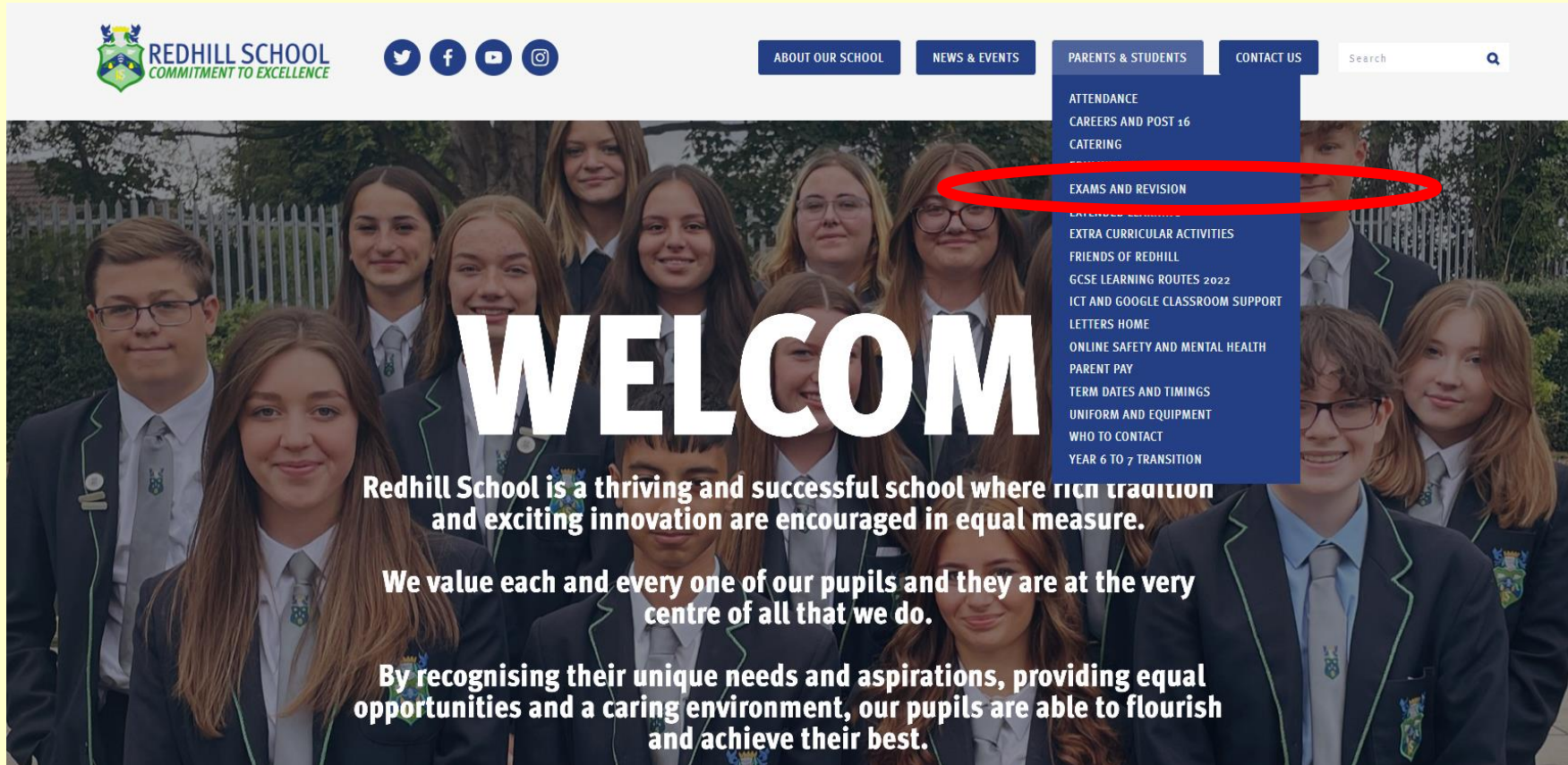
Excellent Revision Websites and Guides

Teacher Recommendations:

- ❖ *English*: Blog Mr Hanson's English; Shmoop; Cliff Notes; no fear Shakespeare; Google Classroom
- ❖ *Mathematics*: www.corbettmaths.com; Sparx maths
- ❖ *Science*: Kerboodle; revision materials from department
- ❖ *MFL*: www.duolingo.com; www.atantot.com; www.languagesonline.org.uk
- ❖ *Business, ICT and iMedia*: Google Classroom has all the relevant revision websites to access
- ❖ *Humanities*: Google Classroom; revision video clips from modules that can be obtained from your teacher; revision materials from department
- ❖ *Creative Technology*: coursework is a crucial part of the GCSE, so it is imperative that pupils are making the most of their time in lessons, and where possible in after school sessions too.
- ❖ *Music*: Focus on Sound; Google Classroom: <https://redhill.musicfirst.co.uk/app/>;
<https://www.bbc.com/bitesize/subjects/zpf3cdm>;
<http://www.rhinegoldeducation.co.uk/product/wjeceduqas-gcse-music-revision-guide/>;
https://www.illuminatepublishing.com/index.php?main_page=index&cPath=28
- ❖ *Pastoral*: <https://www.goconqr.com/en/gcse/revision-tips/how-to-deal-with-exam-stress/>

Exam Information

This can be found on our website.



The image shows a screenshot of the Redhill School website. The header includes the school logo with the text "REDHILL SCHOOL COMMITMENT TO EXCELLENCE", social media icons for Twitter, Facebook, YouTube, and Instagram, and navigation buttons for "ABOUT OUR SCHOOL", "NEWS & EVENTS", "PARENTS & STUDENTS", and "CONTACT US". A search bar is also present. A dropdown menu is open under "PARENTS & STUDENTS", listing various categories. The "EXAMS AND REVISION" option is circled in red. The main content area features a large "WELCOME" text over a group photo of students, followed by three paragraphs of text.

REDHILL SCHOOL
COMMITMENT TO EXCELLENCE

ABOUT OUR SCHOOL NEWS & EVENTS PARENTS & STUDENTS CONTACT US

ATTENDANCE
CAREERS AND POST 16
CATERING
EXAMS AND REVISION
EXTRA CURRICULAR ACTIVITIES
FRIENDS OF REDHILL
GCSE LEARNING ROUTES 2022
ICT AND GOOGLE CLASSROOM SUPPORT
LETTERS HOME
ONLINE SAFETY AND MENTAL HEALTH
PARENT PAY
TERM DATES AND TIMINGS
UNIFORM AND EQUIPMENT
WHO TO CONTACT
YEAR 6 TO 7 TRANSITION

WELCOME

Redhill School is a thriving and successful school where rich tradition and exciting innovation are encouraged in equal measure.

We value each and every one of our pupils and they are at the very centre of all that we do.

By recognising their unique needs and aspirations, providing equal opportunities and a caring environment, our pupils are able to flourish and achieve their best.

Mock Exam Timetable

Y11 Mock Exams – January 2024

Morning – Start time 8.40am		Date	Afternoon – Start time 1.40pm	
Combined Science Biology Paper 1 Biology Paper 1	1.15 1.45	Monday 22nd January	RE: Religion and Ethics in Islam Y10 Italian Reading/Listening (1)	1.30 1.45
English Literature Paper 1	1.45	Tuesday 23rd January	Mathematics Paper 1 Non-Calculator	1.30
Food Preparation and Nutrition Computing Component 3	1.45 1.30	Wednesday 24th January	PE Paper 1 – Fitness and Body Systems Computing clash (2)	1.30 1.30
Combined Science Chemistry Paper 1 Chemistry Paper 1	1.15 1.45	Thursday 25th January	Geography Paper 1 (Physical)	1.30
French Reading Foundation French Listening Foundation French Reading Higher French Listening Higher	0.45 0.35 1.00 0.45	Friday 26th January	Mathematics Paper 2 Calculator	1.30

Morning – Start time 8.40am		Date	Afternoon – Start time 1.40pm	
Design Technology RE: Religion, Peace and Conflict in Christianity Music Listening	2.00 1.45 1.30	Monday 29th January	History – Medicine, c1250 to present day	1.15
English Language Paper 2	1.45	Tuesday 30th January	French Writing Foundation French Writing Higher Spanish Writing Foundation Spanish Writing Higher Y10 Italian Writing	1.00 1.15 1.00 1.15 1.00
Combined Science Physics Paper 1 Physics Paper 1	1.15 1.45	Wednesday 31st January	Drama – Performance and Response Business Paper 2 MFL Writing for dual linguists (2)	1.00 1.30 1.15
Mathematics Paper 3 Calculator	1.30	Thursday 1st February	Geography Paper 2 (Human)	1.30
Spanish Reading Foundation Spanish Listening Foundation Spanish Reading Higher Spanish Listening Higher	0.45 0.35 1.00 0.45	Friday 2nd February	PE Paper 2 – Health and Performance	1.15

Morning – Start time 8.40am		Date
History: Anglo-Saxon, Norman England, American West	1.45	Monday 5th February

GCSE Exam Timetable

GCSE Examination Timetable - Summer 2024

Practical Dates

Art	22 nd April – 26 th April 2024
Physical Education	
Drama	
Food Technology	11 th March – 15 th March 2024
MFL	29 th April – 3 rd May 2024

Morning – Start time 9am	Date	Afternoon – Start time 1.40pm
	Thursday 2nd May	BIT03 Digital IT Component 3 1.30
1RB0 Religious Studies Paper 1 1.45	Thursday 9th May	J316 Drama 1.30 8633 Italian Listening Higher 0.45 8633 Italian Reading Higher 1.00
8461 Biology Paper 1 1.45 8464 Combined Science Biology Paper 1 1.15	Friday 10th May	
8702 English Literature Paper 1 1.45	Monday 13th May	
8658 French Listening Foundation 0.35 8658 French Listening Higher 0.45 8658 French Reading Foundation 0.45 8658 French Reading Higher 1.00 21474E UK Travel and Tourism Sector (Y10) 1.15	Tuesday 14th May	J204 Business Paper 1 1.30
1H10 History Paper 1 1.15	Wednesday 15th May	
1MA1 Mathematics Paper 1 (Non-calculator) 1.30	Thursday 16th May	1RB0 Religious Studies Paper 2 1.45
8462 Chemistry Paper 1 1.45 8464 Combined Science Chemistry Paper 1 1.15	Friday 17th May	8035 Geography Paper 1 1.30
8702 English Literature Paper 2 2.15	Monday 20th May	8633 Italian Writing Higher 1.15
	Tuesday 21st May	
8463 Physics Paper 1 1.45 8464 Combined Science Physics Paper 1 1.15	Wednesday 22nd May	1PE0 Physical Education Paper 1 1.30
8700 English Language Paper 1 1.45	Thursday 23rd May	
8658 French Writing Foundation 1.00 8658 French Writing Higher 1.15	Friday 24th May	

Half Term Monday 27th May – Friday 31st May 2024

Morning – Start time 9am	Date	Afternoon – Start time 1.40pm
1MA1 Mathematics Paper 2 (Calculator) 1.30	Monday 3rd June	1PE0 Physical Education Paper 2 1.15
8698 Spanish Listening Foundation 0.35 8698 Spanish Listening Higher 0.45 8698 Spanish Reading Foundation 0.45 8698 Spanish Reading Higher 1.00	Tuesday 4th June	1H10 History Paper 2 1.45
8035 Geography Paper 2 1.30	Wednesday 5th June	J204 Business Paper 2 1.30 1ST0 Statistics Paper 1 1.30
8700 English Language Paper 2 1.45	Thursday 6th June	CONTINGENCY AFTERNOON
	Friday 7th June	8461 Biology Paper 2 1.45 8464 Combined Science Biology Paper 2 1.15
1MA1 Mathematics Paper 3 (Calculator) 1.30	Monday 10th June	8698 Spanish Writing Foundation 1.00 8698 Spanish Writing Higher 1.15
8462 Chemistry Paper 2 1.45 8464 Combined Science Chemistry Paper 2 1.15	Tuesday 11th June	1H10 History Paper 3 1.20
8365 Further Mathematics Paper 1 1.45	Wednesday 12th June	
	Thursday 13th June	CONTINGENCY AFTERNOON
8035 Geography Paper 3 1.30	Friday 14th June	8463 Physics Paper 2 1.45 8464 Combined Science Physics Paper 2 1.15
	Monday 17th June	J536 Music Listening 1.30 1ST0 Statistics Paper 2 1.30
8552 Design and Technology 2.00	Tuesday 18th June	
CS60U Food Preparation and Nutrition 1.45 8365 Further Mathematics Paper 2 1.45	Wednesday 19th June	
	Thursday 20th June	
	Friday 21st June	

Morning – Start time 9am	Date	Afternoon – Start time 1.40pm
	Monday 24th June	
	Tuesday 25th June	
CONTINGENCY DAY – See notes below	Wednesday 26th June	CONTINGENCY DAY – See notes below

JCQ Contingency Afternoon/Day for GCSE Exams

The awarding bodies have designated Thursday 6th June PM, Thursday 13th June PM and Wednesday 26th June 2024 as 'contingency days' for examinations. The designation of 'contingency days' is in the event of national or significant local disruption to examinations in the UK. It is part of the awarding bodies' standard contingency planning for examinations.

Therefore, **all students must ensure they remain available for exams up to and including Wednesday 26th June 2024**. In the event there is disruption to a day of examinations, the awarding bodies will decide the most appropriate option for managing the impact. As a last resort, the affected examinations will be rescheduled. Where students choose not to be available for the rescheduled examination they will be awarded zero marks for that exam.

Exam Clashes

A timetable variation will be in place for students who have more than one exam scheduled in the same session. This variation will be communicated to students when the final arrangements have been made.

CIAG

Key Stage 4

KEY STAGE 5

18+

Redhill School

King Edwards Haybridge Halesowen College Dudley College.

GCSEs And Others

Options
16+



Employment or you can continue to study a degree or higher level apprenticeship.

Employment

Options
18+

Vocational courses provide training and qualifications related to a specific job, such as being a plumber, hairdresser or a professional cook

<https://www.redhill.dudley.sch.uk/year-11-post16-information>

REDHILL CAREERS HUB

POST 16 RESOURCES

WORK EXPERIENCE

CAREERS ADVICE

LABOUR MARKET INFORMATION

PARENT AND STUDENT RESOURCES

POLICIES

EMPLOYER & PROVIDER INFO

POST 16 RESOURCES

What is Post 16?

At Redhill school, we are passionate about our aspirational career's programme. We aim to ensure all students are prepared for the workplace so they can make informed choices about their next steps.

Our Post 16 Program supports pupils with:

- Identify a range of post-16 pathways so pupils can make Informed choices about their future.
- Completion of application forms.
- Writing a CV and personal statement.
- Preparing for interviews.
- After School drop-in sessions are open to all students via the Redhill Careers Hub.
- Parents/Carers will participate Post-16 evening.
- University ambassador talks.
- Selected students will participate with IAG mentoring.
- All students are encouraged to develop employability skills through BeReady.
- Some students will take part in individual career-based activities.

Key Stage 4	KEY STAGE 5	16+
Redhill School GCSEs and Others Options 16+	GCSEs A Levels T Levels Apprenticeship	Degree at University or Further Education College
	Further Education College A Levels Vocational Courses	Employment, or you can continue to study a degree or higher level apprenticeship.
	Apprenticeship A technical study programme, equivalent to 3 A levels, with an industry placement that makes up parts of the course. Intermediate Apprenticeships: Equivalent to GCSEs Advanced Apprenticeships: Same as 2 A levels Higher Apprenticeships: Can lead to HND level.	
	Traineeship Traineeships last three six weeks to six months, with content tailored to your individual career needs. Develops skills and confidence needed for an apprenticeship or the first steps to your career. Provides on-the-job work, through work experience. Provides support to help you find a job.	Options 16+ Employment
	Foundation Entry level course that can provide extra support, helps build confidence and develops your employability skills.	
	Armed Forces Entry requirements into the Armed Forces vary depending on the role you are pursuing. Some roles will require FT and/or qualifications prior to entry when other roles can be obtained from A-level, with training being provided. Once in the forces, additional training is available. <small>Included courses provide training and qualifications related to a variety of jobs, such as being a pilot, helicopter or a professional cook.</small>	




HOW DO I KNOW WHICH IS THE RIGHT POST 16 PATHWAY FOR ME?


REDHILL SCHOOL
DUDLEY


<https://skillsforlife.campaign.gov.uk/courses/national-careers-service/>


> Careers


Stream **Classwork** People Marks













ind...


 Create

All topics 


News and Events

 Windsor Sixth Form Open Evening Posted 11 Oct


 King Edwards Application Process is Now O... Posted 2 Oct


 Free Online Health Care work experience o... Posted 20 Sept

Personal Statement

 Writing a personal statement. Posted 17 Sept


College and 6th form Open Days -

 College Open Day Dates: Edited 11 Oct



Support with Applications



Career Choice Survey  **REDHILL SCHOOL**
COMMITMENT TO EXCELLENCE

Name

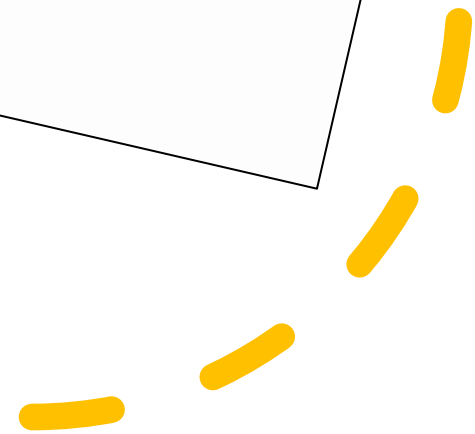
First Name Last Name

Email
example@example.com

Year of Birth
ex:1990

Gender
Please Select

Grade
Please Select



Support with Applications

- ✓ In school support from form tutor, PSHE teacher, HoY and PSW.
- ✓ Guidance on CV and College Application writing in PSHE.
- ✓ College support on websites for the application process.

- ✓ For further Careers Advice/ Information please contact Mr J. Bacciochi (Designated Safeguarding Lead, Attendance and Careers) / Mrs V. Baggott (Careers)

Mathematics, Science and English

English Overview:

AQA	AQA
English Literature	English Language
Macbeth	Transactional Writing
A Christmas Carol	Creative Writing
An Inspector Calls	Fiction and Non-fiction texts
Poetry Anthology: 15 Poems	Summary skills
Unseen Poems- 2 questions	Inference and deduction skills

Year 10
Unseen and Conflict Poetry
A Christmas Carol
Language Paper 1
An Inspector Calls
Spoken Language

Year 11
Macbeth
Language Paper 2
Finish Poetry
Revision

Key Information:

Key Dates:

January Mocks:

- English Literature Paper 1: Macbeth and A Christmas Carol
- English Language Paper 2: Non-fiction reading and writing

GCSE Exam Dates:

English Literature

- Paper 1: **13th May 2024** (Macbeth and A Christmas Carol)
- Paper 2: **20th May 2024** (An Inspector Calls, Poetry Anthology and Unseen Poetry)

English Language

- Paper 1: **23rd May 2024** (Creative Reading and Writing)
- Paper 2: **6th June 2024** (Non-fiction reading and writing)

KS4 ENGLISH LITERATURE

What is English Literature?



English Literature will help students develop their analytical skills as they study a range of literary texts. It focuses on enriching students' engagement with stories and the world we live in.

What do we cover?

What do the exams look like?

The exam is closed-book meaning students will not have access to the text. They have a large amount of text to digest and recall, so we recommend a little and often approach to support their cognitive load.



How many exams are there?

Paper 1		Paper 2	
Shakespeare and A Christmas Carol	1 hour 45 mins	An Inspector Calls, Poetry Anthology and Unseen Poetry	2 hours 15 minutes
Exam date: 13 th May 2024		Exam date: 20 th May 2024	

How can I support my child?

Our exam board for English Literature is **AQA**.

Useful websites:

- Seneca
- Padlet
- Youtube: Search for your topic!
- Bitesize
- Quizlet
- School Website: English

Other ways to support:

- Encourage re-reading of texts
- Help memorise quotations
- Test students on chapter/scene summaries
- Ensure they're revising for half termly assessments.

Can I order revision guides?

Orders are placed annually for revision guides. We are able to get the guides at a severely discounted school price. Revision guides are not compulsory as there are so many free online resources available. If you would like to purchase them independently, the images below are the best revision guides:



KS4 ENGLISH LANGUAGE

What is English Literature?



English Language focuses on developing students' reading, writing, speaking, and listening skills. It allows students to be exposed to fiction and non-fiction texts from both the UK and the World.

What do the exams cover?

Questions	Paper 1	Paper 2
	One Fiction Extract	Two Non-Fiction Extracts
1.	Identify four pieces of information 4 marks	Four true or false facts from an extract 4 marks
2.	Analysing language from a given moment in the extract 8 marks	Summarising and inferring two texts together 8 marks
3.	Analysing structure across the extract 8 marks	Analyse language from one of the extracts 12 marks
4.	Evaluating a statement in relation to the extract 20 marks	Comparing the two texts focusing on writers' intentions 16 marks
5.	Creative writing: Descriptive OR narrative 40 marks	Transactional writing: A letter, speech, article, essay or leaflet. 40 marks
	Exam date: 23 rd May 2024	Exam date: 6 th June 2024

How can I support my child?

Our exam board for English Language is **AQA**.

Useful websites:

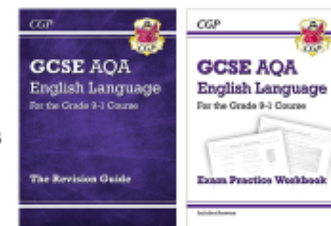
- Padlet
- Youtube: Mr Bruff's Language
- Bitesize
- Quizlet
- School Website: English

Other ways to support:

- Watch/download a news app to keep up-to-date with current affairs
- Read fiction and non-fiction texts.

Can I order revision guides?

Orders are placed annually for revision guides. We are able to get the guides at a severely discounted school price. Revision guides are not compulsory as there are so many free online resources available. If you would like to purchase them independently, here are our top two recommended books:



What do the exams look like?

Across both papers students will read extracts they have not encountered before and answer corresponding questions. The skills per question remain the same annually, but the extract changes. Reading exposure is encouraged for this paper.

How can students revise?

POWER AND CONFLICT POETRY 10x10 100 QUESTIONS RECALL GRID									
What is the form of Wordsworth's 'The Prelude'?	Why does 'The Emigree' open with 'There once was a country...?'	What are the different types of tissue referenced in 'Tissue'?	What does 'a rifle numb as a smashed arm' suggest in 'Bayonet Charge'?	Why is the speaker's memory of her home country in 'The Emigree' not easily recalled?	How are the statues legs described in 'Ozymandias'?	In 'The Emigree', what has happened to the speaker's language?	How does Armitage show that soldiers have become desensitised to the violence of war?	'Little boats strung out like _____.'	Which themes are explored in 'My Last Duchess'?
Which themes are explored in Ozymandias?	What or who is the main enemy in 'Exposure'?	Who does Blake criticise in 'London' and why?	How is man's arrogance explored in 'Storm on the Island'?	How is death personified in 'The Charge of the Light Brigade'?	In 'Remains', why is 'the drink and the drugs won't flush him out' ironic?	What is the significance of 'for love of God seems dying' in 'Exposure'?	Why does the speaker describe his boat as an 'offin pinnace'?	'Bayonet Charge' opens in medias res. What does this mean?	How is human arrogance explored in 'Tissue'?
What is the mother longing for in 'Poppies'?	How is anaphora used in 'The Charge of the Light Brigade'?	'I am _____ by an _____ of sunlight.'	'A _____ peak, _____ and _____ huge.'	How are shame and regret explored in 'Kamikaze'?	What does the term 'chartered' tell us about life in London?	'Paper that lets the _____ through.'	What are the themes Inliaz Dharker explores in 'Tissue'?	What does the Duke say he has gifted his Duchesses?	Why is 'nothing beside remains' in 'Ozymandias' ambiguous?
What has happened to the institution of marriage in 'London'?	What does the speaker in 'Remains' suffer from?	How is 'valley of Death' a biblical reference in 'The Charge of the Light Brigade'?	The Duke says he has no skill in speech. Why is this false? What does this mean?	'Storm on the Island' is written in blank verse. What does this mean?	'_____ tell me about _____ and all dat.'	Why does Wilfred Owen repeat 'but nothing happens' in 'Exposure'?	What happens to the speaker's arrogance in 'The Prelude' and why?	What happens to the soldier's reasons for fighting 'Bayonet Charge'?	How is the speaker of 'Checking Out Me History' conflicted?
How are war photographs disregarded by the public?	How does the Duke describe the Duchesses' heart?	What form is 'Ozymandias'?	How does the structure of 'War Photographer' mirror the 'warred row' of the photo?	'It is a huge nothing that we fear' - What does this mean?	How is nature presented at the beginning of 'The Prelude'?	How is 'solutions slip in trays' ambiguous in 'War Photographer'?	Why is 'Poppies' written as a first-person narrative?	'Our _____ ache in the _____ iced east _____.'	What are the 'mind-forged manacles' the speaker hears?
How does Dharker explore the fragility of life in 'Tissue'?	Why does Armitage include grotesque, exaggerated images of violence in his poem?	What or who is Owen criticising in 'Exposure'?	What does the 'yellow hair' symbolise in 'Bayonet Charge'?	How is the Duke presented as powerful in 'My Last Duchess'?	What is power?	Why is the Duke threatened by the Duchesses' behaviour?	How does Shelley present Ozymandias' hubris?	Why does one speak to the kamikaze pilot when he returns?	What are the connotations of Armistice Sunday in 'Poppies'?
What has happened to the son at the end of 'Poppies'?	How does Owen challenge the idea of a stereotypical enemy in 'Exposure'?	Why was Blake a supporter of the French Revolution?	Where does conflict appear in 'Kamikaze'?	Why does the speaker of 'The Emigree' describe her city's streets as 'white'?	How does Shelley present Ozymandias' indifference?	'Running in a _____ heat.'	What has happened to patriotism in 'Bayonet Charge'?	Who are the important historical figures mentioned by the speaker in 'Checking Out Me History'?	Why is there a strong ABAB rhyme scheme in 'London'?
What is Shelley saying about power in 'Ozymandias'?	How is the Duchess treated as a possession by the Duke and why?	What is Armitage trying to create by making the expressions in 'Remains' colloquial?	'The flung spray... _____ like a _____ cat turned savage.'	What themes are explored in 'The Charge of the Light Brigade'?	What is conflict?	Why does Owen describe soldiers as 'ghosts' in 'Exposure'?	What are the first three words of 'Storm on the Island'?	What themes are explored in 'The Prelude'?	In 'The Emigree', why does the speaker compare her memory of her country to a 'bright, filed paperback'?
Why are the soldiers described as 'noble' in 'Tissue'?	Why are the British historical figures in 'Checking Out Me History' skipped over quickly?	What are the themes Armitage explores in 'Remains'?	'Loving out me identity' - what is the speaker of 'Checking Out Me History' doing?	What has happened to the speaker's home country in 'The Emigree'?	Why does the Duke mention the artist, Fra Pandolf, in his monologue?	What is the 'cold clockwork' Hughes mentions in 'Bayonet Charge'?	Shelley and Blake are Romantic poets. What does this mean?	Where does power appear in 'Kamikaze'?	How does Owen create a collective voice in 'Exposure'?
What does sunlight represent in 'The Emigree'?	What does Dharker say controls our lives in 'Tissue'?	What is the significance of the 'figure of eight' in 'Kamikaze'?	How is the power of language made apparent in 'Ozymandias'?	What does the kamikaze pilot have a head full of?	What is the relationship like between the mother and her son 'Poppies'?	What does light represent in 'Tissue'?	Why are the historical figures in 'Checking Out Me History' associated with light?	What are the violent verbs Heaney uses in 'Storm on the Island' to present the effects of the weather?	Why does the speaker of 'Checking Out Me History' pair British history with sunny rhymes?

- Revise and recall key quotations from across the texts: this is a closed-book exam (Literature)
- The information booklet contains:
 - Knowledge organisers
 - Quotation recall activities
 - Practice questions

English Language: Paper 1

PAPER 1 MINI MOCK: A POLAROID OF PEGGY

Source A: The opening of a novel, 'A Polaroid of Peggy', published in 2015.

1 Peggy and I wandered back down Fifth Avenue with the rest of the crowd dribbling out of the Robert Palmer concert that had just reached its exhausted finale in Central Park. It was part of the annual Dr Pepper Central Park Music Festival and whatever Robert Palmer may have thought, I, for one, was extremely grateful for their sponsorship, because it was one of those unbearable summer nights in Manhattan – very late summer, it was already September – when the humidity is a thousand per cent and even the most refined of ladies glistens buckets. We grabbed the ice-cold cans that were being handed out as we left the arena and not just because they were free. On a night like that, an ice-cold anything is a lifeline. With my de rigeur denim jacket slung over my shoulder – don't know why I'd bought it, far too hot to wear, but once a fashionista always a fashionista, I suppose – I tossed back my head and drained the lot.

5 "You like this stuff?" asked Peggy. "Actually, I've never had it before. We don't get it in England." "We don't get it here either," said Peggy. "I mean, we do, but I don't know anyone who ever, like, gets it." "Somebody must," I said. "Yup. Somebody must. I guess somebody must."

10 "Yes, you're right. An utterly unremarkable, nothing, so-what exchange and yet, for me, intoxicating. It was the rhythm of Peggy's voice that I swooned over. The little staccato bursts, the subtlety of inflections, the bone dry delivery. It was pure essence of New York. Not the On the Waterfront, Hell's Kitchen, Hey-Youse-Gimme-A-Cawfee Noo Yawk. But something else; sharp, smart, sassy, seductive. Yes, all those clichés that, when put together, beget another whole alliterating string of them: Manhattan, Martinis, Madison Avenue. It was all there in Peggy's voice, every time she spoke.

15 So maybe you're thinking it was the idea of Peggy that I was so infatuated with. That any pretty uptown girl might have done just as well. It's a legitimate debating point, and I will admit that maybe there's the tiniest scintilla of truth that I was, indeed, in love with the idea of a girl like Peggy. After all, I was, with one or two minor caveats, in love with everything 'New York'. But inside Peggy's New York wrapper was someone who rang so many bells for me, I would have become every bit as besotted with her if she'd come from Nanking or Namia.

20 I had the not very original idea – still do – that love is a wavelength thing. It's just a question of finding someone who is on the same one as you. Nobody that I have ever met – not before nor since – received my signal and sent back hers so clearly, with so little interference, as Peggy. No moody dropout. No emotional static. It was, for those few short months, such an unburdening relief to find someone to whom I could get through and who came through to me. As I had had so little real hope of finding someone like that – never got remotely close to it before so why should I ever? – I was simply amazed. And even more amazing was Peggy's often given and never solicited – well, only very rarely solicited – assurance that the feeling was entirely mutual. There was Peggy in this relationship, there was me, and for the first, and perhaps only, time in my life, there was a real, almost tangible 'us', the sum that was greater than the parts.

30 So, given all this, how on earth had we managed to get ourselves into a situation where tonight would be our last?

35

38

QUESTIONS

Q1 – 4 MARKS – 5 MINUTES
Use lines 1-4.
List four things you learn about the setting.

Q2 – 8 MARKS – 10 MINUTES
Using lines 11-20. How does the writer use language to describe the narrator's view of Peggy's speech?

Q3 – 8 MARKS – 10 MINUTES
Use the whole source.
How does the writer structure the text to interest you as a reader?

Q4 – 20 MARKS – 25 MINUTES
Use lines 21-38.
A student said "The writer wants us to realise how in love the narrator is, so that it is unexpected and upsetting that the relationship does not last." To what extent do you agree?
In your response, you could:

- write your own impressions about the characters
- evaluate how the writer has created these impressions
- support your opinions with references to the text.

- Engage in world news and reading for creativity and information relevance (Language)

- Top tips:
- Re-read our key texts: audio books are freely available on Youtube
 - Practice: 2 hours and 15 minutes is a long time to write for!
 - Use revision apps such as quizlet, Youtube, Tiktok, etc.
 - Use Google classroom resources from teacher and department
 - Key websites can be found in the English area of the school website.

Trilogy Science Overview (AQA)

Trilogy
Science

Paper 1 Topics

B1 Cell Biology

B2 Organisation

B3 Infection &
Response

B4 Bioenergetics

C1 Atomic Structure &
Periodic Table

C2 Bonding, Structure &
properties of matter

C3 Quantitative Chemistry

C4 Chemical Changes

C5 Energy Changes

P1 Energy

P2 Electricity

P3 Particle
Model of
Matter

P4 Atomic
Structure

Trilogy
Science

Paper 2 Topics

B5 Homeostasis
& Response

B6 Inheritance,
Variation &
Evolution

B7 Ecology

C6 Rate of Chemical
Change

C7 Organic Chemistry

C8 Chemical Analysis

C9 Chemistry of the
Atmosphere

C10 Using Resources

P5 Forces

P6 Waves

P7 Magnetism &
Electromagnetism

Triple Science Overview (AQA)

AQA Triple Science

Paper 1 Topics

B1 Cell Biology

B2 Organisation

B3 Infection & Response

B4 Bioenergetics

C1 Atomic Structure & Periodic Table

C2 Bonding, Structure & properties of matter

C3 Quantitative Chemistry

C4 Chemical Changes

C5 Energy Changes

P1 Energy

P2 Electricity

P3 Particle model of matter

P4 Atomic Structure

AQA Triple Science

Paper 2 Topics

B5 Homeostasis & Response

B6 Inheritance, Variation & Evolution

B7 Ecology

C6 Rate of Chemical Change

C7 Organic Chemistry

C8 Chemical Analysis

C9 Chemistry of the Atmosphere

C10 Using Resources

P5 Forces

P6 Waves

P7 Magnetism & Electromagnetism

P8 Space

Key Information

Mocks

Exam	Date
Biology Paper 1	22 nd January 2024 AM
Chemistry Paper 1	25 th January 2024 AM
Physics Paper 1	31 st January 2024 AM

Content which will be assessed in the **mock exams**

Biology	Chemistry	Physics
B1 Cell Biology B2 Organisation B3 Infection and Response B4 Bioenergetics	C1 Atomic Structure and the Periodic table C2 Bonding, Structure and properties of matter. C3 Quantitative chemistry C4 Chemical changes C5 Energy changes	P1 Energy P2 Electricity P3 Particle model of matter P4 Atomic Structure

Key Information

GCSE Exam dates

Subject	Paper 1 date	Paper 2 date
Biology	10 th May 2024 AM	7 th June 2024 PM
Chemistry	17 th May 2024 AM	11 th June 2024 PM
Physics	22 nd May 2024 AM	14 th June 2024 PM

How can students revise in science?

- **Carousel learning**-Online flashcards and self quizzing tool.
- **Seneca**-Online assessments on each topic.
- **BBC bitesize Science**

• <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

• Biology (Triple)

• <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

• Chemistry (Triple)

• <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>

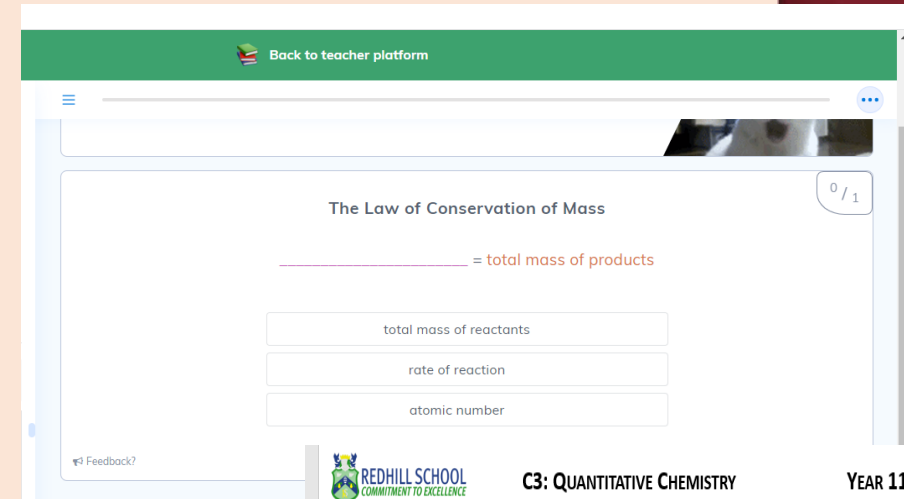
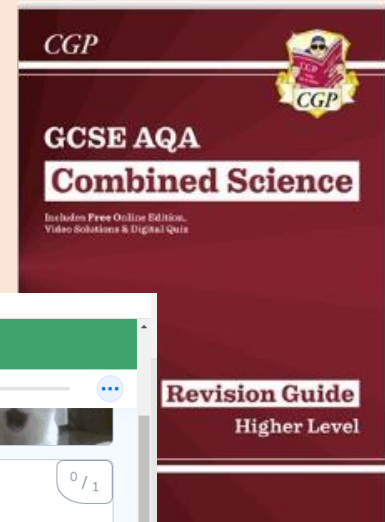
• Physics (Triple)

• <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm>

• **Learning mats** (These have been given at the start of each topic).

• **CGP revision guide**

• **Cognito Edu**-Past papers by topic



REDHILL SCHOOL
COMMITMENT TO EXCELLENCE

C3: QUANTITATIVE CHEMISTRY **YEAR 11**

ONE: Key Vocabulary		TWO: Core Questions		THREE: Key Diagrams
Term	Definition	Question	Answer	
Reactant	Substances present at the start of a reaction.	When a metal forms a metal oxide, why does the mass increase?	Because oxygen atoms have been added.	<p>No atoms are created or destroyed when copper reacts with oxygen to form copper oxide.</p>
Product	Substances formed in a chemical reaction.	When an acid reacts with a metal, why does the mass decrease?	Because a gas is produced and escapes.	
Conservation of Mass	Atoms cannot be created or destroyed. The mass of reactants is equal to the mass of products.	What are the four state symbols and what do they stand for?	(s) solid, (l) liquid, (g) gas, (aq) aqueous	
Thermal decomposition	Type of reaction in which a compound breaks down to form two or more substances when it is heated.	How is % uncertainty calculated?	Range/Mean X100	<p>The thermal decomposition of copper(II) carbonate is easily demonstrated.</p>
Range	Biggest value-smallest value	How is a % of an element in a compound calculated?	Relative formula mass X100	
Mean	An average. Add up all the values and divide by how many there are.	What is Avogadro's number?	6.022 x 10 ²³	
Uncertainty	The interval within which the true value can be expected to lie, with a given level of confidence or probability	What formula relates moles, mass and Mr?	Moles= mass/Mr	
Precision	This is the smallest change in the quantity being measured (input) of a measuring instrument that gives a perceptible change in the reading.	How do you calculate the number of particles in a substance?	Number of particles= Moles x Avogadro's number	
Relative formula mass (M _r)	The sum (total) of the relative masses of each atom in a compound.	What is the unit for concentration?	g/dm ³	
A Mole	A number of particles	What is the standard unit for volume? How are cm ³ converted into l?	dm ³ (divide cm ³ by a 1000)	
Limiting reactant	A reactant that does not have enough mass to react with all the product.	Which formula relates concentration, mass and volume?	Concentration=mass/volume	
Concentration	The concentration of a solution tells us how much of a substance is dissolved in water. The higher the concentration, the more particles of the substance are present.	Which formula relates concentration, moles and volume?	Concentration=moles/volume	
Solute	The solid that is dissolved in a solvent (liquid)			

Year 9 content = grey
Higher tier content = yellow

IMPORTANT Please note, while these contain a lot of important key words & questions, this is not the complete content to learn for this topic. Please also refer to exercise books/revision guides/55C Bitesize in your revision

Exam Breakdown

- Pupils will sit three papers to gain their maths GCSE
 - Paper 1 – non calculator
 - Paper 2 – calculator
 - Paper 3 – calculator
- Each paper is 1hr 30 minutes long with 80 marks available on each
- The three marks are added together to get a total out of 240, which will determine the final grade awarded
 - Foundation Grades 1 – 5
 - Higher Grades 4 – 9
- Around 25% of the questions are common across both tiers (crossover)
 - Our exam board is Edexcel

Key Dates

- Thursday 19th October – Low stakes calculator GCSE paper

22nd January to the 5th February 2023 – MOCK EXAMS

- Feedback/ interventions/ tiering diagnostic papers
- Final tiering changes made before Easter
- May 2024 - GCSE examinations begin

In School Support

- Reactive teaching/ feedback to address gaps from most recent paper
- Fortnightly exam practice to continue to expose pupils to exam style questions and promote good exam technique
 - Extended learning/ Sparx Maths
 - Form time interventions
 - Detailed mock feedback/ reactive teaching/ responsive curriculum
 - Interventions/ Period 6

Narrow topic
focus

Vs

Mixed topics

Perfect
required
processes

↓

Apply to
contextual
exam questions

Learn required
formulae

Past Papers

Know your strengths & weaknesses..

- On Google Classroom you will find an overview of the GCSE mathematics specification for the relevant tier of entry
- Use these topic lists to reflect on your current strengths and target areas
 - *How did you do on each topic when taught?*
 - *Are there topics you've forgotten how to tackle?*
 - *Is there formulae to remember?*

Target the tricky!

- Although it is often easier to re-practise the topics you feel confident with, it is the areas you feel less confident with that need the most attention
- Once you have identified the areas you need to target, you now need to consider how to boost your confidence in these skills 😊

How to fill the gaps..

- You may start by looking at your class notes but active revision is best
- Step 1 – WATCH instructional videos on Sparx Maths/ Corbett Maths to refresh the key concept and make any useful notes (formulae/methods)
- Step 2 – PRACTISE the methods shown with skill based questions by completing Sparx tasks or retackling questions from your book
- Step 3 – APPLY the skills refreshed to more worded, multi step questions from Corbett Maths/ Maths Genie
- Step 4 – Tackle PAST PAPERS in order to familiarise yourself with the types of questions asked, the way the paper increases in difficulty and flag any areas which need refreshing
- *Remember to ensure you are marking the work you are completing, using worked solutions to help with any corrections*

Useful Links

- Sparx Maths: <https://sparxmaths.com/>
- Corbett Maths: <https://corbettmaths.com/>
- Maths Genie: <https://www.mathsgenie.co.uk/>
- Mr Morley Maths: <https://www.mrmorleymaths.co.uk/student-zone>
 - OnMaths: <https://www.onmaths.com/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/z38pycw>
- Oak Academy: <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/maths>

Subject Specific Information: *Design and Technology*

The GCSE course is broken down into two sections:

- 50% written exam in the Summer term of Year 11
- 50% NEA (Non-Assessed Examination) previously known as coursework.



NEA

The **NEA** is a single task that contributes towards **50%** of the final GCSE Grade.

Pupils will produce a portfolio of **30-35 hours of work** which includes the manufacture of a final prototype.

Pupils work on their NEA during lesson time and can also undertake research work outside of lessons.

Pupils will be out of lessons undertaking practical NEA work on.
Friday 24th, Monday 27th and Tuesday 28th November

DEADLINE for handing in the NEA is 3rd April.

EXAMINATION

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

What's assessed

- Core technical principles (20 marks)
- Specialist technical principles (30 marks)
- Designing and making principles (50 marks)

January Mock examination will be a 2hr paper based on content covered within the lessons to date.