



De La Salle School

Year 11 Information Evening

Key Contacts:

Mrs Mulhall (Deputy Headteacher KS4)
Mr Hale (Assistant Headteacher)
Mr Fletcher (Head of Year 11)
Miss Nesbo (Pastoral Support Manager)
Exam Support at exams@delasalleschool.org.uk

Key Dates:

Week beginning 3rd October	'Practical' mocks
Week beginning 10th October	Written mocks (until 21st October)
Week beginning 19th December	Year 11 reports issued
Week beginning 12th January	Year 11 Parents' Evening
Week beginning 23rd January	Year 11 'Practical' mocks 2
Week beginning 30th January	Written mocks 2 (until 10th February)

Early Finishes:

6th October (Open Evening - school closes at 12.10pm)
20th October (Pastoral Evening - Years 7-10, students finish at 1.30pm)
12th January (Year 11 Parents' Evening, students finish at 1.30pm)
19th January (Year 9 Parents' evening, students finish at 1.30pm)
18th May (Year 10 Parents' Evening, students finish at 1.30pm)

English Literature GCSE

COURSE INFORMATION

You will sit two examinations:

**Paper One - Shakespeare and the
Nineteenth Century Novel** – Worth 40% of
the GCSE

Section A – Romeo and Juliet
Section B – The Sign of Four OR A Christmas
Carol

Paper Two - Modern Texts and Poetry –
Worth 60% of the GCSE

Section A – An Inspector Calls
Section B – Poetry Anthology
Section C – Unseen Poetry

BENEFITS OF STUDYING THIS COURSE

Studying this course will enable you to develop
the following skills:

- literal and inferential comprehension
- critical reading
- evaluation of a writer's choice of
vocabulary, grammatical and structural
features
- comparing texts

ASSESSMENT REQUIREMENTS

The exams will measure how students have
achieved the following assessment
objectives.

- AO1: Read, understand and respond to
texts. Students should be able to
maintain a critical style and develop an
informed personal response and use
textual references, including quotations,
to support and illustrate interpretations.
- AO2: Analyse the language, form and
structure used by a writer to create
meanings and effects, using relevant
subject terminology where appropriate.
- AO3: Show understanding of the
relationships between texts and the
contexts in which they were written.
- AO4: Use a range of vocabulary and
sentence structures for clarity, purpose
and effect, with accurate spelling &
punctuation.

ADDITIONAL INFORMATION

We use the AQA syllabus.

Useful websites:
www.aqa.org.uk
www.bbcbitessize.com
www.sparknotes.com

English Language GCSE

COURSE INFORMATION

Studying this course will enable you to develop
the following skills:

- the ability to read fluently, and with good
understanding, a wide range of texts from
the 19th, 20th and 21st centuries, including
literature and literary non-fiction as well as
other writing such as reviews and
journalism
- read and evaluate texts critically and make
comparisons between texts
- summarise and synthesise information or
ideas from texts
- use grammar correctly and punctuate and
spell accurately
- acquire and apply a wide vocabulary

BENEFITS OF STUDYING THIS COURSE

The ability to read with understanding; write
clearly and speak fluently are essential skills
for life. Many sixth forms, colleges and
apprenticeships also require students to have
developed the skills that this course covers.

ASSESSMENT REQUIREMENTS

You will sit two examinations:

**Paper 1 – Explorations in Creative
Reading and Writing** – Worth 50% of the
GCSE

Section A – Reading one literature fiction
text and answering 4 questions
Section B – Descriptive or narrative writing

**Paper 2 – Writers' Viewpoints and
Perspectives** – Worth 50% of the GCSE
Section A – Reading one non-fiction text
and one literary non-fiction and answering 4
questions
Section B – Writing to present a viewpoint

You will also be assessed on your speaking
and listening skills

ADDITIONAL INFORMATION

We use the AQA syllabus.

Useful websites:
www.aqa.org.uk
www.bbcbitessize.com

Mathematics GCSE

COURSE INFORMATION

Pupils will follow a bespoke KS4 9-1 GCSE course. This course aims to enable pupils to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

BENEFITS OF STUDYING THIS COURSE

Mathematics GCSE is a gateway qualification. It is a requirement for most further education courses, job and apprenticeships. It is a core subject and all pupils are expected to study it to GCSE level.

ASSESSMENT REQUIREMENTS

The assessments will cover the following content headings: Number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

Assessment criteria for each content heading are:

AO1 Use and apply standard techniques

AO2 Reason, interpret and communicate mathematically

AO3 Solve problems within mathematics and in other contexts

The qualification consists of three equally-weighted written examination papers at either Foundation tier (grades 1-5) or Higher tier (grades 4-9).

All three papers must be at the same tier of entry and must be completed in the same assessment series.

There are two calculator papers and one non-calculator paper. Each paper is 1 hour and 30 minutes.

ADDITIONAL INFORMATION

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of further study and the world of work.

The mathematics 9-1 GCSE ensures pupils are equipped with these skills as they develop reasoning and problem-solving skills.

Combined Science GCSE (Trilogy)

COURSE INFORMATION

All pupils across the country have to study a minimum of 2 GCSEs in science.

The specification is divided into topics, each covering different key concepts of biology, chemistry and physics.

All three sciences are studied, there isn't an option to drop one.

Topics studied include:

- Cell biology
- Infection and response
- Bioenergetics
- Organic chemistry
- Chemistry of the atmosphere
- Chemical changes
- Magnetism and electromagnetism
- Forces
- Waves

BENEFITS OF STUDYING THIS COURSE

This course will allow you to further your studies at post-16, either through studying a science A-level or following a vocational course.

During your studies, you will develop understanding of the nature, processes and methods of science that will help you to answer scientific questions about the world.

ASSESSMENT REQUIREMENTS

The qualification is worth two GCSEs.

There are two tiers of entry: Foundation (assesses grades 5-5 to 1-1) and Higher (assesses grades 9-9 to 4-4).

The qualification is assessed by examinations at the end of year 11. There is no coursework component.

There are six 1 hour and 15 minute examinations at the end of the course – two biology, two chemistry and two physics. Each examination contributes 16.7% to the overall qualification.

Two GCSE grades are awarded which can be identical or adjacent i.e. 5-6, 6-6 or a 6-7.

ADDITIONAL INFORMATION

The course studied is AQA GCSE 9-1 in Combined Science (Trilogy)

For more detailed information, the full specification can be found at:

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

Religious Education GCSE

COURSE INFORMATION

All students are required to study Roman Catholic Christianity as the main religion with Judaism as the second religion.

Area of Study 1 – Roman Catholic Christianity

Content overview:

- Beliefs and Teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression and Ways of Life

Area of Study 2 – Judaism

Content overview:

- Beliefs and Teachings
- Practices

Area of Study 3 – Philosophy and Ethics Roman Catholic

Content overview:

- Arguments for the Existence of God
- Religious Teachings on Relationships and Families in the 21st century

BENEFITS OF STUDYING THIS COURSE

At De La Salle, Religious Education is about the development of an open-ended, 'thinking' approach to the Catholic tradition, rooted in the core values of our Lasallian heritage. Religious Education aims to develop pupils' abilities in describing, explaining, analysing and evaluating whilst exploring the key principles of inclusion, faith and challenge. Religious Education also helps to enable pupils to develop respect for others and offers opportunities for personal reflection and spiritual development.

ASSESSMENT REQUIREMENTS

Students follow the Edexcel specification A – Belief and Practice in the 21st Century GCSE.

The Pearson Edexcel GCSE (9–1) in Religious Studies A consists of three externally-examined papers:

Paper 1: Area of Study 1 – Roman Catholic Christianity

*Written examination: 1 hour and 45 minutes
50% of the qualification 102 marks*

Paper 2: Area of Study 2 – Judaism

*Written examination: 50 minutes
25% of the qualification 51 marks*

Paper 3: Area of Study 3 – Philosophy and Ethics Roman Catholic

*Written examination: 50 minutes
25% of the qualification 51 marks*

ADDITIONAL INFORMATION

Wider reading

- Sophie's World by Jostein Gaarder
- The Imam's Daughter by Hannah Shah
- The Curious Incident of the Dog in the Night by Mark Haddon
- The Help by Kathryn Stockett
- The Book Thief by Markus Zusak
- The Christmas Mystery by Jostein Gaarder
- My Sister's Keeper by Jodi Picoult
- The Unforgotten Coat by Frank Cottrell Boyce
- When Hitler Stole Pink Rabbit by Judith Kerr

Art & Design GCSE

COURSE INFORMATION

Year 10: Pupils will deepen their knowledge and understanding of techniques and processes in Fine Art, Mixed media, Textiles, Photography and 3-Dimensional Studies. This year helps pupils to consolidate learning, uncover their strengths and areas of interest and express their opinions and identity through art.

Year 11: Pupils will start to work more independently following their own creative journey in response to given themes and briefs. Developing ideas in a variety of ways are key features of this examination. The externally set assignment takes place in the second term of Year 11.

BENEFITS OF STUDYING THIS COURSE

Visual learning is a very different experience providing pupils with a unique way of seeing the world around them. It provides students with opportunities to explore their own creativity, how to look and analyse what they see and how to present a personal and unique response to their surroundings. It equips learners with the necessary skills to contribute to the fastest growing economy in the UK – the creative industries.

ASSESSMENT REQUIREMENTS

Component 1: Portfolio = 60% of the total mark

The portfolio consists of a mini and main project, which demonstrates pupil engagement and skill level through the four assessment objectives. The mini project is a selection of best work from Year 10 and the main project is a sustained area of investigation leading to a personal response. This project will be individually designed and led by the student.

Component 2: Externally set assignment = 40% of the total mark

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This unit is typically covered between January and April in Year 11.

ADDITIONAL INFORMATION

Possibilities in Art & Design:

There is also the option in Year 10 to undertake an additional GCSE in Photography. This is an after-school class which takes place on a Monday. *'Leave with 2 GCSEs in Art.'*

Art and Design is so broad that within this specification you could explore any type of art from painting/ printing/ 3D/ animation/ photography/ textiles and so on. Don't be put off if you think you can't draw, success can be found in many ways in art.

Computer Science GCSE

COURSE INFORMATION

OCR GCSE (9-1) Computer Science builds on the pioneering qualification development in this field. Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century. We've talked to companies like Microsoft, Google and Cisco, organisations like BCS (The Chartered Institute in IT) and Computing at School (CAS), plus teachers and academics to develop this contemporary qualification.

The specification focuses on:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence
- Applying the academic principles they learn in the classroom to real-world systems in an exciting and engaging way
- Giving students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

BENEFITS OF STUDYING THIS COURSE

Progress to:

A/AS Level Computer Science; Cambridge Technicals in Digital Media; Cambridge Technicals in IT or Level 2/L3 Apprenticeship.

ASSESSMENT REQUIREMENTS

GCSE (9-1) Computer Science is assessed through **two written examinations**. Each exam is worth 50%.

Students will also undertake a programming project in their final year which supports the development of understanding across the whole specification.

Learning is delivered through a creative blend of practical and theoretical lessons. Students are given the opportunity to develop practical programming skills, and also develop vital understanding across a range of relevant computer science topics.

The written examinations are undertaken in the final year of the course. GCSE (9-1) Computer Science offers resit opportunities.

ADDITIONAL INFORMATION

Ideal for:

- Level 2 students
- Students who are new to computing topics
- Students who want to experience computer science at an 'intermediate' level
- Students who are thinking of a computing career.

Drama GCSE

COURSE INFORMATION

Students will create their own devised performance based on a chosen stimulus from the exam board stimulus paper. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing their performance.

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will perform in two performances from one text. Students will be required to produce an accompanying document which outlines their intentions for and approach to the performance showcase.

For Section A, students study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers. It assesses students' knowledge and understanding of how drama is developed and performed.

In Section B, students will be required to analyse and evaluate a live theatre performance they have seen using accurate subject-specific terminology.

BENEFITS OF STUDYING THIS COURSE

Working in drama develops everyone to gain a deeper understanding of themselves and the world around them. Drama allows young people to communicate with and understand others in new ways. Drama is an important tool for preparing everyone to live and work in a world that is increasingly team-orientated rather than hierarchical. Drama helps students develop tolerance and empathy.

ASSESSMENT REQUIREMENTS

Devising Drama

30% of Overall GCSE

Presenting and Performing Texts

30% of Overall GCSE

Perform **TWO** scenes from a well-known play.

Drama: Performance and Response: Written Exam Paper

40% of overall GCSE

Section A: Study *Blood Brothers*. Answer questions on characters from the play, demonstrate your knowledge of the play. Section B: Analyse and evaluate a live theatre performance.

ADDITIONAL INFORMATION

This is a highly practical subject therefore for assessments drama blacks are required (black trousers, black t-shirt and black pumps).

Students should attend theatre performances, watch films and read as many plays as they can. Students should be prepared to rehearse after school in preparation for assessment.

Engineering

Pearson BTEC L1/L2 Tech Award

COURSE INFORMATION

Qualification Purpose

Engineering design is a process used to identify market opportunities and solve problems which contribute to the development of new products and systems. This qualification is aimed at learners who wish to study the processes involved in designing new engineered products and the requirements of a design specification. Through research and practical activities, learners will understand how market requirements and opportunities inform client briefs and will use practical skills such as drawing, computer modelling and model making to communicate design ideas.

The Pearson BTEC Level 1/Level 2 Tech Award in Engineering is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying mechanical, electrical/electronic and engineering design as part of their Key Stage 4 learning.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.

BENEFITS OF STUDYING THIS COURSE

This course gives our students the opportunity to:

- Investigate areas of specific interest
- Develop essential technical skills and attributes required by employers
- Progress onto further education
- Gain a broad understanding and knowledge of the vocational and academic sector.

ASSESSMENT REQUIREMENTS

Component 1: Exploring Engineering Specialisms and Design Application

Learners will explore the links between the various engineering specialisms and the role of design in the production of engineering products.

Internal Assessment

Component 2: Investigating an Engineering Product

Learners will investigate the selection of components, materials and manufacturing processes, and learn how to disassemble and examine an engineering product.

Internal Assessment

Component 3: Responding to an Engineering Brief

Learners will investigate and create solutions to problems in response to given engineering briefs.

External Synoptic

ADDITIONAL INFORMATION

Progression

This course provides opportunities for students to progress to either academic or more specialised vocational pathways.

Geography

GCSE

COURSE INFORMATION

Pupils will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, fieldwork and communication to analytical skills.

In year 10 students will study the Physical Geography units about processes and landforms which will then enable them to connect to the Human Geography units in year 11.

Concepts studied in year 10 include:

- the Living World: Amazonia
- The Western Desert and the Sahel
- Geographical Hazards: Earthquakes, Tropical Storms and Climate Change
- UK Physical Landforms: Rivers and glaciated areas.

Concepts studied in year 11 include:

- Challenges of Human Environments: the changing geography of Liverpool and Nigeria
- Economic Geography and the challenges of resource management: energy

BENEFITS OF STUDYING THIS COURSE

Studying geography gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will:

- Develop skills of selecting, collating and analysing information
- Develop understanding of the world in which we live, and the interrelationships between the natural environment and human actions
- Enhance their natural curiosity for the world around them

ASSESSMENT REQUIREMENTS

Students will be assessed by taking three examination papers:

Paper 1 = Living with the physical environment.

Exam time: 1 hour 30 minutes
Total worth: 35% of GCSE grade

Paper 2 = Challenges in the human environment.

Exam time: 1 hour 30 minutes
Total worth: 35% of GCSE grade

Paper 3 = Geographical applications.

Exam time: 1 hour 15 minutes
Total worth: 30% of GCSE grade

Exam board: AQA

Fieldwork is integral to geography. All students will go to the Lake District to study rivers and Liverpool to study the impacts of regeneration. Students will also have the opportunity to visit Iceland. This trip will be launched in the February of year 9 to accommodate the payment window.

ADDITIONAL INFORMATION

Geography opens up a range of choices for your future work and career, whether your future career lies in the environmental sector, business, education, the natural or social sciences, the media, in geospatial industries or in travel. None of the changes and challenges facing the UK and the world in the 21st century, including climate change, can be properly understood without geography.

Graphic Communication

GCSE

COURSE INFORMATION

Pupils who wish to gain an understanding of the graphic design industry and develop the skills necessary to succeed in this field will enjoy this course.

This qualification aims to:

- develop a broad and comprehensive understanding of graphic design
- develop knowledge which spans the vocational sector
- develop a secure understanding of Health and Safety within a creative technological environment.

Pupils will develop skills and processes in 2D and 3D drawing, designing, modelling and making leading to the production of a broad and varied portfolio.

BENEFITS OF STUDYING THIS COURSE

Visual learning is a very different experience providing pupils with a unique way of seeing the world around them. It provides students with opportunities to explore their own creativity, how to look and analyse what they see and how to present a personal and unique response to their surroundings. It equips learners with the necessary skills to contribute to the fastest growing economy in the UK – the creative industries.

ASSESSMENT REQUIREMENTS

Component 1: Portfolio = 60% of the total mark

The portfolio consists of a mini and main project, which demonstrates pupil engagement and skill level through the four assessment objectives. The mini project is a selection of best work from Year 9 and 10 and the main project is a sustained area of investigation leading to a personal response.

Component 2: Externally set assignment = 40% of the total mark

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

This unit is typically covered between January and April in Year 11.

ADDITIONAL INFORMATION

Students will be enthused and challenged by the range of practical activities possible.

They will be encouraged to learn to use, understand and apply colour and design through images, to develop spatial concepts, and to understand graphic materials and their manipulation. They will design and make using graphic media and new technologies to prepare them for the world of work.

Health and Social Care

BTEC Tech Award Level 1/2

COURSE INFORMATION

This course gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practice applying them
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

BENEFITS OF STUDYING THIS COURSE

Health and Social Care not only allows students explore how individuals develop and adapt, but also develop knowledge and understanding of the sector and the application of care values. This allows our students to relate the theory and put it into context for real life scenarios.

ASSESSMENT REQUIREMENTS

Human Lifespan Development

Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

Internal Assessment.

Health and Social Care Services and Values

Learners study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values.

Internal Assessment.

Health and Wellbeing

Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan.

External Assessment.

ADDITIONAL INFORMATION

Career Pathways

- Doctor/Nurse/Pharmacist/Midwife
- Healthcare Assistant/Care Assistant
- Occupational therapists
- Counsellors
- Administrators
- Criminology
- Social Work

History GCSE

COURSE INFORMATION

Through a variety of media including ICT, film, photographs, cartoons, novels and other forms of information pupils will begin to explore their history studies.

In year 10 student will learn about American History between 1020 and 1973 including the roaring 20s, America during WW2, the Cold War and the Civil Rights Movement.

A separate investigation will be undertaken into America's involvement in the Korean and Vietnam wars.

Going into year 11, study will comprise of in-depth investigations into medicine (AD 1000 to the present) and finally a study of Elizabethan England which also involves a case study of an important Elizabethan building (e.g. a particular castle or theatre).

BENEFITS OF STUDYING THIS COURSE

- Develop skills of selecting, collating and analysing information
- Improve understanding of the key developments in the 20th Century
- Equip pupils with the thinking skills to ensure the world doesn't make the same mistakes twice; through developing an understanding of different cultures

ASSESSMENT REQUIREMENTS

Students will be assessed by taking two examination papers:

Paper 1 = America 1920-1973. Conflict and tension in Asia 1950-75.

Exam time: 2 hours

Total worth: 50% of GCSE grade

Paper 2 = Britain: Health and the People (1000-present day)

Elizabethan England 1568-1603

Exam time: 2 hours

Total worth: 50% of GCSE grade

Exam board: AQA

ADDITIONAL INFORMATION

History can form the basis of a career in many fields such as journalism, politics, teaching, law, business management and many more. It will give you the opportunity to understand the world on a deeper level, debate, analyse and think critically. In addition, it forms part of the EBacc qualification which is being recognised as an increasingly important criteria when applying for entry into some universities.

Hospitality and Catering WJEC Level 1/2 Vocational Award

COURSE INFORMATION

The Level 1/2 Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

BENEFITS OF STUDYING THIS COURSE

This course is perfect for students who:

- want to learn more about this industry
- like working with other people
- are good at planning and organisation
- enjoy planning and preparing food for other people
- are creative

ASSESSMENT REQUIREMENTS

Unit 1: The Hospitality and Catering Industry

The applied purpose of the unit is for learners to use their knowledge and understanding of the hospitality and catering industry in order to propose new hospitality and catering provision to meet specific needs.

Externally assessed.

Unit 2: Hospitality and Catering in Action

The applied purpose of the unit is for learners to safely plan, prepare, cook and present nutritional dishes

Internally assessed.

ADDITIONAL INFORMATION

Hospitality and catering applies to almost every sector of society. This ranges from local bars and restaurants to the food and beverage service on airlines. This also teaches our students about health and safety requirements within both the private and commercial sector.

ICT

OCR Cambridge National

COURSE INFORMATION

Cambridge National in IT will inspire and equip students with the confidence to use skills that are relevant to the IT sector and more widely. It covers the use of IT in the digital world, Internet of Everything, data manipulation, human-computer interface (HCI) and augmented reality.

This qualification will develop applied knowledge and practical skills in the creative use of information technologies. It is broken down into four main delivery themes:

- Project initiation, planning and review
- Collecting, manipulating/processing and storing data
- Creatively developing meaningful information for customer distribution
- Awareness of the importance of legal, moral, ethical and security factors

BENEFITS OF STUDYING THIS COURSE

PROGRESS TO: Level 3 vocational qualifications, such as the Cambridge Technical or A Level.

The skills, knowledge and understanding they will develop through this qualification are very relevant to both work and further study. They will support them in a range of subject areas such as A Levels in Business or Geography, or Cambridge Technicals in IT. They can also support their progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.

ASSESSMENT REQUIREMENTS

This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and rigour.

There are two centre-assessed units offering practical-based assessment opportunities, which contain underpinning knowledge and understanding.

Assessment Unit R050 is assessed by an exam and marked by OCR (1 hour 30 mins)

Assessment Unit R060 is a coursework unit covering data manipulation using spreadsheets. This will be centre marked and a sample sent to moderation.

Assessment Unit R070 is a coursework unit covering augmented reality. This will be centre marked and a sample sent to moderation.

ADDITIONAL INFORMATION

All results are awarded on the following scale: Level 2 – Distinction* (D2), Distinction (D2), Merit (M2), Pass (P2)

Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Unclassified.

Students have the opportunity both to resit the external and internal assessment.

For more information please visit: <http://ocr.org.uk/Images/371960-specification.pdf>

Music

GCSE

COURSE INFORMATION

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can.

GCSE music offers you the chance to study a wide range of musical genres, with opportunities for practical learning. Our GCSE brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before.

We know that every student has different learning styles and musical tastes, which is why our GCSE values all music styles, skills and instruments. Let us start to broaden your mind and foster a love of all music with a qualification all abilities and backgrounds will enjoy.

Do I need to be able to play an instrument?
Preferably, yes. This will give you the best possible start to the course, however this is not essential.

Do I need to be able to compose?
No. This course has been developed to help foster and nurture your skills as a musician.

BENEFITS OF STUDYING THIS COURSE

Studying music can unlock a whole world of emotions. When you listen to a piece of music does it make you laugh, cry, smile, scream, shout or reflect? Studying music opens up our world into a range of possibilities.

Group work is essential to creating a successful performance. A successful rock band concert will only come together if working together to achieve this.

ASSESSMENT REQUIREMENTS

GCSE music is a combination of 3 units:

Component 1 – Understanding music (40%)

You will listen to a variety of unfamiliar pieces of music as well as giving contextual based answers to pieces studied in class. This component takes on the form of a listening exam.

Component 2 – Performing music (30%)

You will perform as an instrumentalist and/or vocalist and/or via technology one solo performance and one ensemble performance. The minimum requirement is a combined total of four minutes.

Component 3 – Composing music (30%)

You will compose two pieces of music. One will be a free composition, allowing you the freedom to explore your own musical style. The second will be composed to a brief set by the exam board.

ADDITIONAL INFORMATION

There are many different career options available for students studying music. Below is a sample of jobs that students have gone on to do:

- Performance and composition – singer, songwriter, DJ, cruise musician, game music composer, backing singer, film and tv music
- Education – teacher, coach
- Business and arts management – journalist, technical manager, advertising

Music RSL

COURSE INFORMATION

The Level 1/2 RSL Vocational Award for Music has been designed around learners who benefit from taking a practical approach to music making, allowing them to understand not just the fundamentals of musicianship, but also the requirements of job roles within the music industry.

Learners will develop skills in musicality whilst working within a band and understand how the recording, mixing and mastering process works by recording a mini album's worth of songs. They will also broaden their musical knowledge by analyzing stylistic features of different genres and applying them to their own skill base.

Employment within the music industry can range from being a session musician, producer, recording engineer, instrument technician, musical director and a music teacher. A successful career in these job roles will be greatly enhanced by studying this subject through further and higher education.

BENEFITS OF STUDYING THIS COURSE

This course is beneficial towards learners who would like to:

- Explore their creativity
- Build and improve their musicality
- Understand and use professional recording equipment
- Undertake an exciting career in the music industry

ASSESSMENT REQUIREMENTS

Unit 201ta: Musical Knowledge - Internal
Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music.

Unit 202ta: Live Music Performance - External
Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.

Unit 204ta: Instrumental Study - Internal
Musicians are constantly developing their skills. In order to do this effectively, it is important to set targets for our practice so that we can measure our progress. This project will develop your ability to understand how to maximise your progress, recognise your successes and identify further developments

ADDITIONAL INFORMATION

The study of music at a vocational level allows learners to build social skills through rehearsals, improved auditory memory through learning songs and organisational skills by undertaking independent study. We recommend learners listen to a wide range of genres, attend live music events and learn new songs. You do not necessarily need to play an instrument beforehand, as you will be entitled to a free weekly instrument / vocal lesson.

Physical Education GCSE

COURSE INFORMATION

OCR GCSE PE. 70% Theory. 30% Practical.

Component 1: 36%
Fitness and Body Systems Written examination 1.

Component 2: 24%
Health and Performance Written examination 2.

Component 3: 30%
Practical Performance. 3 different sports – performed competitively.

Component 4: 10%
Analysis of Performance. Written coursework 14 hours.

BENEFITS OF STUDYING THIS COURSE

Given the skills you will develop through PE at GCSE, employers of all kinds will be interested in you. Due to the current concerns about health and fitness of society, more jobs are likely to be created in the health and leisure industry. Other occupations that may be pursued are PE teaching, coaching, physiotherapy and sports medicine and media related jobs.

ASSESSMENT REQUIREMENTS

60% 2 Written exam papers.
10% - Written coursework
30% Practical activities. 3 activities from the list below – all must be performed COMPETITIVELY

Team activities:
Association football, badminton, basketball, cricket, dance, Gaelic football, handball, hockey, lacrosse, netball, rowing, rugby league or rugby union, squash, table tennis, tennis, volleyball.

Individual activities:
Amateur boxing, athletics field events, athletics track events, canoeing, track cycling, road cycling, diving, golf, gymnastics, equestrian, kayaking, rock climbing, sculling, skiing, snowboarding, swimming, trampolining

ADDITIONAL INFORMATION

Have a genuine interest in physical education and prove this through regular participation in a variety of activities and represent the school in at least one activity and perform at club level. You must offer a **high standard of ability in 3 activities** from the new activity list. **The majority of the physical education course will be spent on theory work.** The course is heavily orientated towards scientific content therefore an interest in science and biology would be advantageous.

Physical Education Cambridge National in Sports Studies L1/2

COURSE INFORMATION

OCR Cambridge National Sports Studies

Component 1: 25% - Compulsory

Contemporary Issues

Written examination 1 Hour

Component 2: 25% - Compulsory

Sports Skills - Practical

Components 3 & 4: 25% each

Choose two from four:

Sports Leadership Sport and Media

Working in the Sports Industry

Outdoor and Adventurous

ASSESSMENT REQUIREMENTS

25% 1 Written exam paper – 1 hour.

25% Practical activities.

2 Optional units worth 25% each which will be assessed through practical task-based assessments.

BENEFITS OF STUDYING THIS COURSE

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem-solving, team working and performing under pressure.

Students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context.

ADDITIONAL INFORMATION

Sport is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as Activity Leader, Sports Coach, Fitness Instructor and Leisure Assistant.

Physical Education Cambridge National in Sports Science L1/2

COURSE INFORMATION

OCR Cambridge National Sports Science

Component 1: 25% - Compulsory

Reducing the risk of Sports Injuries

Written examination 1 Hour

Component 2: 25% - Compulsory coursework

Principles of Training

Components 3 & 4: 25% each

Choose two from four:

Body's response to activity

Sports Psychology

Sports Nutrition

Technology in Sport

ASSESSMENT REQUIREMENTS

25% 1 Written exam paper – 1 hour.

1 Compulsory unit and 2 Optional units worth 25% each which will be assessed through practical task-based assessment and internal moderation.

All assessments are internally verified and are assessed by either visiting moderator, repository or postal moderation from OCR.

BENEFITS OF STUDYING THIS COURSE

Cambridge Nationals in Sport offer students the solid foundation required for further study or progression into industry. Students will develop a wide range of highly desirable, transferable skills such as communication, problem-solving, team working and performing under pressure.

Students will develop their own performance and how to effectively lead others as well as gain knowledge about the national sports context.

ADDITIONAL INFORMATION

Sport Science is a high-profile and expanding industry and there is a growing need for qualified professionals and capable volunteers. There is a wide range of job roles to progress into such as sports psychologist, nutrition and dietician, research and development officer, strength and conditioning coach or physiotherapist.

Science (Triple)

GCSE

3 x GCSE, uses 1 option

COURSE INFORMATION

Pupils will study the three separate sciences (Biology, Chemistry and Physics) and will be awarded a GCSE grade in each one.

The GCSEs will be taught by three specialist teachers.

Some of the topics studied include:

- Infection and response (Biology)
- Bioenergetics (Biology)
- Organic chemistry (Chemistry)
- Chemistry of the atmosphere (Chemistry)
- Magnetism and electromagnetism (Physics)
- Space physics (Physics)

Studying triple science will use one option.

Triple science will only be available to invited students.

BENEFITS OF STUDYING THIS COURSE

This course will allow you to further your studies at post-16, studying one or more of the science A-levels.

The course builds on the topics taught in the Combined Science GCSE and the additional topics taught bridge the gap between GCSE and A-level.

ASSESSMENT REQUIREMENTS

There are two tiers of entry: Foundation (assesses grades 5 to 1) and Higher (assesses grades 9 to 4).

The qualification is assessed by examinations at the end of year 11. There is no coursework component.

There are two 1 hour and 45 minute examinations at the end of the course in each of the three sciences. Each examination contributes 50% to the overall qualification.

The examinations will assess the topics taught over the GCSE course, as well as the required practical content.

Three separate GCSE grades are awarded.

ADDITIONAL INFORMATION

The full specifications can be found at:

Biology - <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry - <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Physics - <https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Spanish

GCSE

COURSE INFORMATION

The course aims to enable students to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. Students study all of the following themes on which the examinations are based.

Theme 1: Identity and culture

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

Theme 3: Current and future study and employment

BENEFITS OF STUDYING THIS COURSE

Key Skills Gained:

1. Develop understanding of the spoken and written language
2. Improve communication skills in many settings
3. Expand knowledge of countries and communities that use the language

ASSESSMENT REQUIREMENTS

Students will take the following examinations in Summer of Year 11:

Paper 1: Listening

Paper 2: Speaking

Paper 3: Reading

Paper 4: Writing

Students are entered for either Higher or Foundation Tier.

ADDITIONAL INFORMATION

Progression to Sixth Form:

AS and A2 courses are available in this subject for students who achieve a good grade at GCSE.

Further Progression

People with language skills are well thought of in the modern world. They stand out as talented and successful people with broad and exciting horizons! Studying languages can help you to make the most of holidays, and enable you to gain employment with foreign links.

Travel and Tourism

BTEC Tech Award

Level 1/2

COURSE INFORMATION

BTECs are vocationally related qualifications, where learners develop knowledge and understanding of the Travel Industry by applying their learning and skills in a work-related context.

- Learners are inspired and enthused to consider a career in the travel and tourism sector
- Learners are given the opportunity to gain a broad knowledge and understanding of, the travel and tourism sector.
- Learners have the opportunity to develop and apply skills in English and mathematics in naturally occurring, work-related contexts.

BENEFITS OF STUDYING THIS COURSE

- Pupils gain knowledge in the hospitality, travel and tourism industry
- Pupils would enhance their career opportunities alongside further study in a foreign language
- Pupils who would benefit from experience of creating a portfolio, and participation in visits to industry.

ASSESSMENT REQUIRMENTS

Component 1: Travel and Tourism Organisations and Destinations – Internal Assessment

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together.

Component 2: Customer Needs in Travel and Tourism – Internal Assessment

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences

Component 3: Influences on Global Travel and Tourism – external synoptic

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors.

ADDITIONAL INFORMATION

BTECs are well established and widely recognised qualifications. They provide progression routes to the next stage of education or into employment. They lead to further study at Level 3 in college, into an apprenticeship or into the workplace.

Employment opportunities in travel and tourism could include junior roles such as assistant travel agent, tourist information clerk, air steward or working as part of a visitor attraction team.

The cake - detailed knowledge and understanding



The cherry on the icing on the cake - flexibility of thinking to cope with complex questions

The icing on the cake
- the ability to analyse and apply

KS4 Parental Support

Cognitive load theory

3 things to know:

- Cognitive load theory is a handy model to understand challenge and how to learn information which isn't too hard, or too easy, but just right. (Sweller 1998) **Cognitive load** is the amount of information our working memory can hold at any one time. The capacity of our working load is limited and therefore students can maximise their working memory by practising a range of **strategies**.
- Research shows that strategies for reducing cognitive load can assist the human brain to learn and store knowledge, boost confidence and improve memory retention.
- Further research has identified that reducing the cognitive load can reduce stress and anxiety and the feeling of being overwhelmed with tasks.

3 things to do:

- Support your child to try out strategies to reduce the cognitive load. Examples include:
 - breaking down problems into smaller parts. This reduces the problem space and lightens the cognitive load, making learning more effective.
 - helping them to understand worked examples in order to work out how to complete tasks
 - encouraging them to take advantage of auditory and visual channels in their working memory and supporting them to create stories to help remember information in accessible chunks.
 - working with them to simplify information and build on it. Students should avoid overloading their brain with too much information at any one time.
- The learning environment is crucial to reducing cognitive load. Help your child to create a calming environment to work in with as few distractions as possible. Encourage them to turn off their phone, music or the TV whilst revising or doing homework. Distractions only add to our working memory.
- Help and encourage your child to review information from their lessons as they go along because this will help improve their retention, adding knowledge to their long-term memory. Help them get into a routine which works for them.

The chunking technique to revisit information

3 things to know:

- Chunking is a technique which can improve the **memory**. Chunking is the process of taking individual pieces of information (**chunks**) and **grouping them into larger units**.
- Research shows that chunking is useful because it can help students' memory system become far more efficient as they are able to retain information better. They will then be able to recall relevant information in their exams.
- The chunking process encourages students to break down larger amounts of information into smaller units, identify similarities or patterns, organise information and group information into manageable units. Studies have shown that students have gone from remembering seven pieces of information to over 80 by using the chunking technique.

3 things to do:

- Support your child to **challenge themselves** to remember lists of things, whether it's a shopping list, vocabulary words or important topics they are learning about.
- Help your child to **separate their revision into relevant sections** as this will help them digest everything and remember the information more easily. Encourage them to create links between different bits of information and put them into meaningful categories because it can help them remember them better.
- Chunking works well if work is **organised and neat** so help your child to use headings and titles for different sections, use tables to summarise data, bullet points to summarise key points and also combine illustrations with text to create visual associations.

The Interleaving technique to help revisit information

3 things to know:

- Interleaving is a method used to help students revise and remember more for the exam. It is about what students do with their time when they revise. With the interleaving technique learning is spread over time, in smaller chunks rather than dedicating a whole day for one subject or topic.
- Research says '**Mixing it up boosts learning**' when compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams. Studies have highlighted that students who use interleaving perform better on the examination if the examination was more than one day away.
- Evidence highlights that interleaving strengthens memory recall because by revisiting material from each topic several times, in short bursts, students can increase the amount they remember in exams.

3 things to do:

- Watch this video with your child to understand more about how interleaving works - <https://youtu.be/WbDpYmp8F6o>
- Help your child to decide on the **key topics they need to learn** for each subject. Work with your child to create a **revision timetable** which spaces their topics out across a good period of time.
- Short bursts of revision are more effective than long sessions so encourage your child to mix topics up and do little and often as quality is better than quantity. Encourage them to take regular breaks in their revision and not to focus on the same topic for a whole day!

Using flashcards to help revisit information

3 things to know:

- Using flashcards is a repetition strategy. They are a simple 'cue' on the front and an 'answer' on the back. Flashcards engage students in "active recall", which means they are creating connections with their memory.
- Research shows that using flashcards can enhance long-term learning and help students to memorise facts quickly. Flashcards are not an effective method for last-minute cramming!
- Studies have found that it's more effective to **review a whole stack of cards in one sitting** rather than to carry them around and have students' glance at them every so often.

3 things to do:

- Encourage your child to make flash cards as part of their revision strategy. The key is to have a **question or key term** on one side and the **answer or definition** on the other. Suggest using different colours for topics to help categorise information and to keep them neat. Flashcards containing just notes are not effective.
- Try testing your child using the flashcards and give them time to digest the question before answering. If they get the answer right, don't discard the card – they need to keep repeating it again and over time.
- When using the flashcards help your child review their cards using a system. With your child read through this article which explains how to use flashcards effectively using a system approach: <https://www.parent24.com/Learn/School-exams/watch-how-to-study-using-flashcards-20160825>

The 'Flipped Learning' technique to help revisit information

3 things to know:

- Flipped learning is the pre-lesson preparation, reflection and questioning that pupils undertake to help inform a teacher's planning (Mazur, 1997). Prior to a lesson a teacher could direct students towards **specific resources** (often online media) that they need to **digest and respond to**.
- Flipped learning will help stretch students' learning and understanding of topics, allow them time in the lesson to ask questions and make lessons more purposeful
- Research suggests that there have been some promising results from flipped learning where students have reported higher levels of satisfaction, greater engagement and consistent achievement.

3 things to do:

- Be willing to talk to your child about their homework or study tasks and help them to access different materials they may need to look at.
- Help your child identify the important information within a source, article or video and encourage them to write down questions about the areas of their learning that they do not fully understand, make notes on the topic or create a mind map.
- Support your child to be proactive by thinking ahead and asking the teacher which topics are coming up next so they can actively start to understand them. Help your child take responsibility for their learning, prioritise their work, set themselves targets and get into a good routine with out of school learning.

Spacing and timing of revision to revisit information

3 things to know:

- Spacing is a revision technique which is all about spacing revision so students don't get swamped and overwhelmed. It means introducing time intervals into their revision sessions as well as spacing out the days on which they revise for topics
- Research shows that doing something little and often is better than doing it at once, or cramming. For example, revising for eight hours in one day is not as effective as doing one hour of revision for eight days. This is because the time in between revising allows students to forget and re-learn the information, which cements it in their **long-term memory**.
- The '**Spacing Effect**' is one of the longest and most enduring findings in cognitive psychology. Research suggests there is an 'optimal gap' between revision sessions for students to retain information. In some studies, using spacing instead of cramming has resulted in a 10% to 30% difference in final test results.

3 things to do:

- Help your child create a revision plan which maps out what they are going to revise and when. Help them to choose a mixture of subject topics to focus on each day to make sure they are spacing them out.
- Encourage them to **review information** using different revision techniques to help them carry out some 5-10-minute reviews of topics such as reading through notes, highlighting information or making post-it notes. Students can also **transform their learning** by doing 30-minute activities, such as writing summary sheets, flash cards or mind maps for topics.
- Work with your child to practise testing them on different topics and to help them complete exam questions. Remind your child that, five hours of time, spent in smaller chunks and spaced periodically, is a far more effective way to learn something than five hours spent the night before.

Keeping active during revision

3 things to know:

- Research shows that physically active students have more active brains. Even walking for just 20 minutes can significantly increase activity in the brain. This means that it is really important for students to take regular breaks in their learning.
- Exercise triggers the release of various hormones and chemical compounds in the body and has many benefits to learning:
 - It improves cognitive brain function
 - It improves students' ability to focus for longer periods of time
 - It can reduce stress levels
 - It can improve memory retention
- Studies have shown that exercise helps to oxygenate the brain and **release tension**, helping students to **keep calm**, **mentally relax** and **study more efficiently**. Productive people often work smarter rather than harder and exercise has a huge part to play in this.

3 things to do:

- Support your child to take regular breaks so they are less likely to get distracted whilst revising. It's much better to spend 60 minutes revising well and **10 minutes on a break** than for your child to spend longer half revising and half playing with their phone! Suggest to your child that they take breaks every 60-90 minutes when revising.
- Encourage your child to do something active with their break, such as getting some fresh air, playing sport, going for a walk or a run, or doing housework. Remind them that exercise doesn't have to last for hours to count.
- Work with your child to help them work efficiently and find a routine that works for them. They need to be flexible to work around their timetables and could do some exercise early in the morning, at lunchtimes or early evenings. Alongside exercising help your child to take care of themselves by eating well, sleeping well, relaxing, socialising and having some down time.

Using flash cards for revision

Using flashcards

- Using flashcards is a repetition strategy
- They are a simple 'cue' on the front and an 'answer' on the back
- Flashcards engage "active recall"

Why flashcards can help you learn

- **They engage in 'Active recall'** – this creates stronger connections for your memory to recall information
- **They promote self-reflection** – also known as **metacognition**, which firmly commits knowledge to your memory
- **Metacognition** - When you make and use flashcards, you take control of your own learning. You have to decide what to put on each card, how often you're going to use them, and then evaluate how well you know the information on each card
- They can **help you memorise facts quickly**
- **Drilling** - flashcards help you to practise the same information over and over again - and as we know, practice makes perfect

You need to 'be smart' when making and using flashcards to make sure you are effective....

How to make flashcards

- Ensure that the flashcards have a **question or key term** on one side and the **answer or definition** on the other
 - The flashcard must work the memory
 - If flashcards only contain notes then no **retrieval practice** will be happening
- Ensure the right questions and knowledge are on the cards
- Keep information as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance
- Use different **coloured cards or pens** to categorise your flashcards. For example, use a different colour for each subject or topic. This can help your brain to categorise information better
- Make your flashcards as soon as you've learnt the topic in class

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than to carry them around with you and glance at them every so often

Being smart when using flashcards

- **Use Spaced repetition** - review your cards at specific, increasing intervals: for example, on Day 1, Day 2, Day 4, Day 8 and so on. Spaced repetition works because it activates your long-term memory, while leaving small breaks in between studying uses your short-term memory.
- Make sure you have a **'thinking pause'** after picking the card up and reading the question, then turn it over to read the information.
- Once you get an answer right using your flashcard – **DO NOT DISCARD IT!** You need to keep **repeating the question** even if you get it right multiple times – otherwise it will fall off your memory
- As well as retrieving your knowledge, **try writing the answer or definition in your own words and giving examples.** This will help your learning and recall.
- **Try 'interleaving'.** Once you have several decks of flashcards for different subjects and topics, try mixing them up. This will test your knowledge across subjects in a single session. Make sure **you are confident** enough to do this every so often.

Using a **system** to revise with flashcards

The **Leitner system** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that help you study the cards you don't know more often than the cards you already know well.

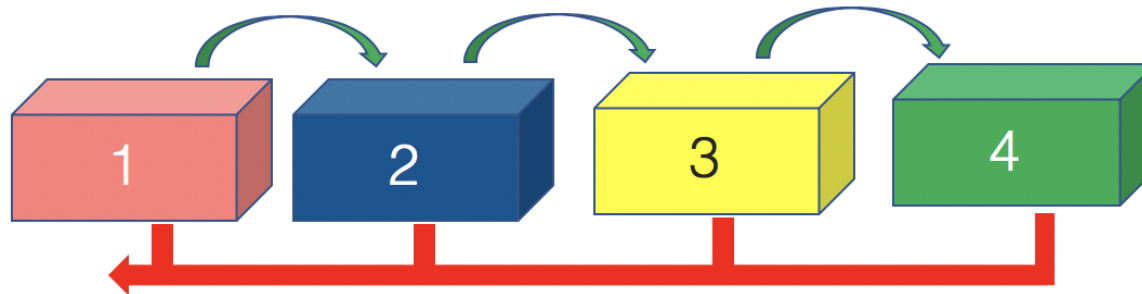
Leitner System – The Method

All flash cards start off in Box/Stack 1.
As you review the cards, each card you answer correctly goes into Box 2.

If you give the wrong answer the card stays in box 1.

When you review cards in Box 2, if you still get it right you move the card to box 3 and so on until all cards are in Box 4.

If you get a card wrong in any box, it goes back to Box 1.



- The key is that the cards you know less well are reviewed more frequently than the cards in the higher boxes.
- You now must choose the frequency at which you review each box.
- **For example** - Box 1: Every day, Box 2: Every 2 days, Box 3: Every 3 days, Box 4: Every 4 days

Revise successfully by thinking hard and working smart

Knowledge and Understanding	Reduce
	Transform
	Deconstruct
	Derive
Analysis and application	Prioritise
	Categorise
	Criticise
	Trends and patterns
	Practice
Flexibility of thinking	Make connections
	Compare
	Extend

FillIT

Fill up the boxes below with everything you know about the topic!

1. _____

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2. _____

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3. _____

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4. _____

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5. _____

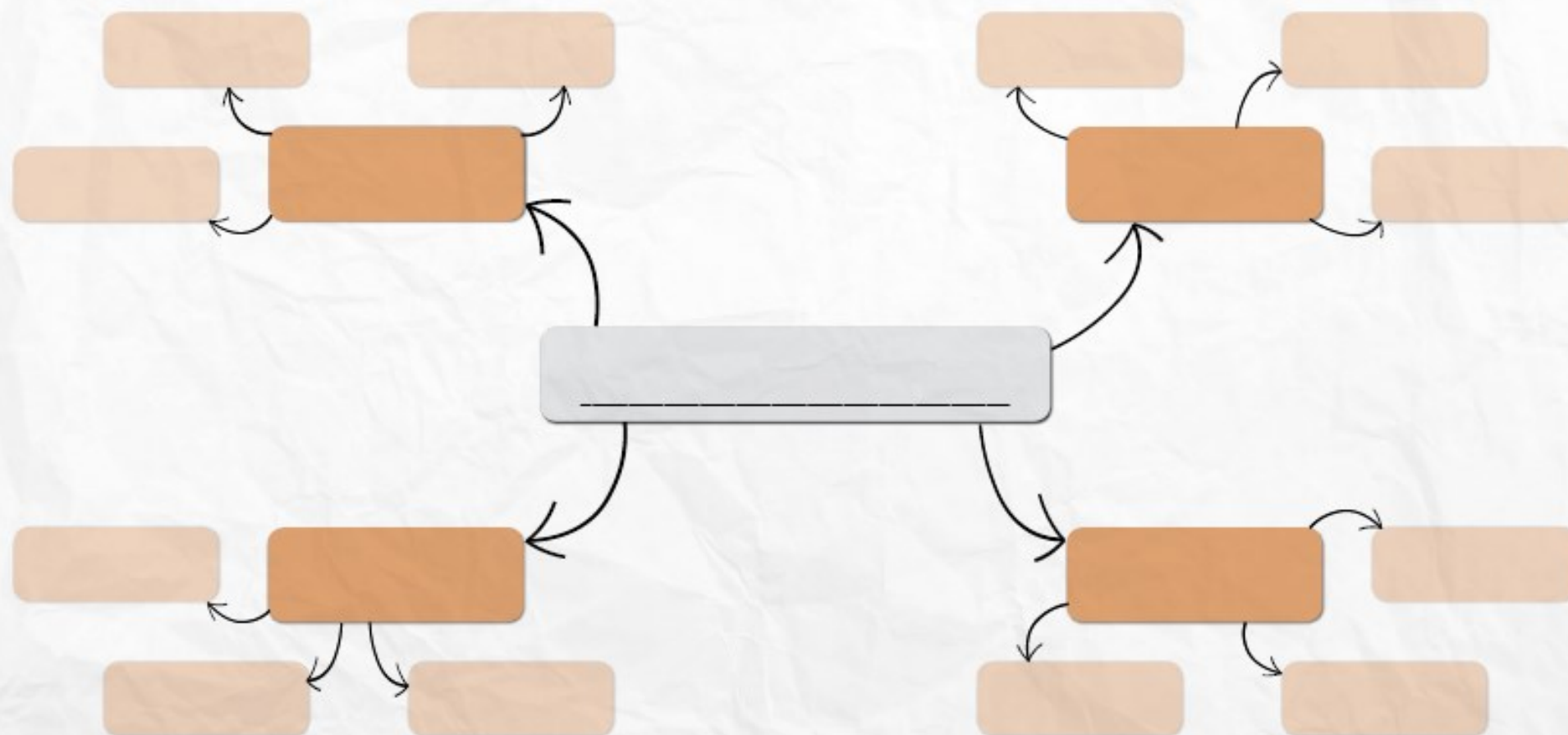
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6. _____

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LinkIT

Write the topic in the centre, then fill up all the boxes with themes that link together. Can you think of more?
Can you find any links that aren't already shown?



Prove IT

Write a topic of your choice in the box to prove your knowledge!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

RaukIT

Can you rank the most important information you've learnt down to the least?
Make sure you can justify WHY you think it is the most/least important.



Reasoning: _____

[illegible]

SketchIT

Can you sketch eight ideas that relate to the topic?

