



STOCKSBRIDGE HIGH SCHOOL

Stocksbridge High School

**How To Help Your Child Succeed
2024/2025**

'How to Help Your Child Succeed' Evening

Welcome to this very special evening for Year 11 pupils and their parents/carers. This evening has a very specific focus. It is about providing information, guidance and support ahead of the exams to support your children in order to achieve the best grades that they can by the end of the summer term. It is essential that we enlist your support as parents/carers so that you can be fully involved in the progress of your child. On this evening the following will take place:

A Key Messages Talk in the Main Hall

A range of key staff will give an insight into the work taking place this year, focussing on how parents/carers can support their children throughout their last year at SHS. This talk is designed to equip parents, carers and pupils with the tools they need to be successful, with a particular focus on English, Mathematics and Science.

A Marketplace Event in the Café & Library

All subject areas will have an information area where you will be able to see the range of resources and revision materials available for each of the courses on offer here at SHS. In addition, subject leads and their staff will be available to answer questions regarding their subject and give guidance specific to their course.

Year 11 pupils have made an excellent start to their final year. It is pleasing to see so many pupils working so hard and they clearly recognise the significance of achieving good qualifications. Staff have commented on their enthusiasm, focus and motivation. Key to their continued success is the guidance and support offered by school and, crucially, parents and carers.

We hope that this evening will be really useful in enabling parents and carers to support their child in making the very most from the time that remains here. We have held this evening early as we believe this evening to be crucial in helping to maximise your child's success and the earlier the work begins, the bigger the impact. Your attendance at this event is vital. Thank you once more for your on-going support.



Mr B Gilder
Headteacher

Subject Leads

All subject areas have provided a simple overview of the courses pupils are currently engaged with in Year 11. There is information about the course content, examination boards, where to find revision materials and top tips for success. If parents need to contact individual subject leaders they can do so by e-mailing them directly:

English Miss Hodkin RHodkin@stocksbridge-mlt.co.uk	Maths Mr Drayson rdrayson@stocksbridge-mlt.co.uk
Science Mr Schuller pschuller@stocksbridge-mlt.co.uk	Humanities Mr Henderson rhenderson2@stocksbridge-mlt.co.uk
Languages Mrs Smith csmith70@stocksbridge-mlt.co.uk	Design Technology Mr Skelton dskelton@stocksbridge-mlt.co.uk
PE Mr Banton pbanton@stocksbridge-mlt.co.uk	Performing Arts Miss Armitage larmitage7@stocksbridge-mlt.co.uk
Art & Photography Mr Sumpner dsumpner@stocksbridge-mlt.co.uk	Computing Mr Bryan cbryan3@stocksbridge-mlt.co.uk
RE & Sociology Mrs Hyatt KHyatt@stocksbridge-mlt.co.uk	Health & Social Care Mrs Jackson cjackson26@stocksbridge-mlt.co.uk

In addition, the Year 11 pupils are supported by the Year 11 Leadership Team, comprising of:

Mr Gilder
Headteacher

Ms Martin
Assistant Headteacher



STOCKSBRIDGE HIGH SCHOOL

Subject Information

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English	6
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English

English Language

Paper 1: Explorations in Creative Writing and Reading

Section A - Reading: Pupils are asked to read one fictional literature text and answer 4 key questions based on their understanding of the text. (40 marks in total)

Section B – Writing: Pupils are asked to write a descriptive piece based on a stimulus provided – either written or visual. (40 marks in total)

1 hour 45 mins

80 marks – 50% GCSE

Paper 2: Writers' Viewpoints and Perspectives

Section A: Pupils are asked to read two literary non-fiction texts – they then answer 4 key questions based on their understanding of the texts. (40 marks)

Section B: Pupils are asked to write a text in which they present a viewpoint – a letter OR a speech OR article.

1 hour 45 mins

80 marks – 50% GCSE

Course Description

Pupils will be expected to read a range of fiction extracts throughout the course, showing an

understanding of the writers' intentions regarding the language and structure used. We have over 50 extracts in the department that we will use to support the pupils in the skills they are expected to develop. Having a critical opinion of fictional texts is also an essential aspect of the course.

Pupils will also develop their own descriptive writing throughout the course. They will be expected to describe atmospheric and meaningful pictures or events with a range of detailed vocabulary. We will support all pupils with the technical expectations of spelling, punctuation and grammar.

Pupils will be asked to read a range of non-fiction texts from a variety of decades across the last two centuries. Comparing texts from the modern day to texts from the 1800s is an essential skill within the course and we will focus on ensuring pupils practice with engaging and thematic texts as support. As with all reading skills, pupils will be expected to identify the key areas of language and structure within their non-fiction texts as well as compare key ideas.

Pupils will be asked to write a non-fiction text of their own and throughout the course, we will support them with the writing of letters, articles, and speeches. They must present a clear and passionate viewpoint throughout, ensuring the examiner is engaged in their opinion.

Revision Tips

Read on a regular basis. Start small and work up to something bigger. Use the SHS Library or ask your teacher if you are unsure of what to read. It is scientifically proven that pupils who read more often, at the age of 14 – 15, achieve higher grades in Language and Literature, as well as across their other subjects.

Make sure your attitude in form, form time intervention, PE intervention, and Period 6 is outstanding. These extra hours will make a huge difference to your knowledge and skills, ensuring the best possible outcomes in your exams. These sessions will support your skills and push your areas for improvement.

Take advantage of the cheaper revision guides that school are offering – these are much cheaper than if bought from a shop or online. School makes no profit and gets these cost-price. Talk to your English teacher about these.

Check your Microsoft Teams pages regularly, prior to exams and throughout the year, your English teacher will place multiple resources, booklets and revision videos onto your Teams Channel.

Tips for Success

Where possible, try to create a quiet, distraction-free place to study at home.

Check Teams so that you can see what homework is being set and whether you are completing this accurately and extending yourself. Make sure you meet your deadlines.

Think about the wider reading you consume. It would be a great idea to read a mixture of fiction stories and non-fiction texts like newspapers and magazines to support your understanding of the course.

Make sure you are aware of the reading questions that you most need to work on – your teacher can tell you which questions you did best on, which you need to improve.

Q2, 3 and 4 on each paper have a very clear expectation and method to follow.

Speak to your teachers and make sure you know exactly how to answer each question most effectively.

Make sure you are fully aware of the differences expected in the writing section.

Useful Websites

- www.aqa.org.uk/subjects/english/gcse/english-language-8700
- www.bbc.co.uk/bitesize/examspecs/zcbchv4
- www.youtube.com/results?search_query=aqa+english+language

English Literature

Paper 1: Shakespeare (Macbeth) and Post-1914 Literature (An Inspector Calls)

- **Section A** – Shakespeare (Macbeth): a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- **Section B** – Post-1914 British play (An Inspector Calls): ONE essay question focussing on either a character or a theme.
- 1 hour and 45 minutes.
- 80 marks - 50% of the total GCSE
- Closed book (texts are not allowed in the examination)

Paper 2: 19th Century Novel (A Christmas Carol) and Poetry (Time and Place Anthology and Unseen)

- **Section A:** 19th-century novel (A Christmas Carol): a two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- **Section B:** Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology (Time and Place) collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.
- 2 hour 15 mins
- 80 marks – 50% of the total GCSE
- Closed book (texts are not allowed in the examination)

Course Description

Our curriculum offers a challenging programme where pupils will study 19th century fiction (A Christmas Carol; modern drama (An Inspector Calls); Shakespeare's Macbeth; an anthology of poetry (Edexcel Time and Place).

These texts have been selected to allow our pupils the very best chance to thrive in their studies and the skills around these texts are successfully developed until pupils feel confident to access the exam. In their study of Macbeth, pupils will be expected to have a thorough understanding of the key characters and themes from within the play. An understanding of Shakespearean context is vital and pupils will be linking key moments of the Jacobean era to key moments of the play.

In their study of A Christmas Carol, pupils will be expected to have a thorough understanding of the key characters and themes from within the play.

In their study of An Inspector Calls, pupils will be working hard on developing a full understanding of characters, themes and quotations. It will be particularly important for pupils to memorise and explore the language of the text as no copies of the texts are allowed in the exam. An understanding of the context of when the play was written, and is set, is vital and pupils will be linking key moments of the pre- and post-war eras to key moments of the play.

Within the study of Time and Place poetry and the unseen poetry, pupils will become familiar with the language and structure of 15 key poems that are listed in the Poetry Anthology. Pupils will be provided

with this anthology and a range of unseen poems to harness their skills of understanding and interpretation.

Revision Tips

- Mind map the key characteristics of the characters and themes of Macbeth, A Christmas Carol and An Inspector Calls on a regular basis. This will help you have an on-going understanding of the texts.
- Learn the Must-Know-Quotations from the three texts.
- Learn the Golden Quotations from the Anthology Poetry.
- Design a top 10 'key moments in the text' chart. Having a memory of key plot events from Macbeth, A Christmas Carol and An Inspector Calls will be very valuable during revision and the exam.
- Mind map key quotes from Macbeth, A Christmas Carol, An Inspector Calls and the 15 Time and Place poems. Remember that you do not receive a great amount of support with quotations from the text. Having 5-10 key quotes in your memory bank will be essential.
- Use your revision guides, computer resources to help build these mind maps.
- Attend any extra catch-up that you are invited to. It has been offered for a reason!
- Please speak to your class teacher if any of the texts are proving to be a real struggle at any point in the year.
- Read about the time the play/novel was written to extend knowledge of the context surrounding the author's choices.
- Think about why the author may have crafted the play/text the way they have – what do they hope to achieve?
- Go to YouTube and watch performances of Macbeth, A Christmas Carol and An Inspector Calls for free – links to these performances will be shared on Teams.
- Take advantage of theatre trips that are organised by the English Department and school – for example, An Inspector Calls in April 2025. Ask your teacher about the trips and collect a letter from reception.

Tips for Success

- Learn the definitions of key language devices that have been used by the author or poet – the exam board are very keen that you use the correct terminology – don't say 'word', 'quote' or 'phrase' – say 'adjective', 'simile' or 'repetition' instead as appropriate.
- Learn the types of questions that the examiners have used in the past – either ask your teacher or have a look on the Edexcel website.
- Use past papers to develop your exam technique and familiarise yourself with the types of questions asked about particular topics.
- Make sure you read the question thoroughly, if you are unsure read it again and highlight the key words.
- Plan your answers at all times, write up your quotes over the exam paper before you start if you need to!
- Time yourself answering mock questions – are you writing enough? Again, ask your teacher – they are there to help!

Useful Websites

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>
- <https://www.bbc.co.uk/bitesize/examspecs/z2whg82>

Maths

Course: Edexcel Maths GCSE 1MA1

Two Tiers

Foundation = Grades 1 to 5

Higher = Grades 4 to 9

Paper 1

- Non-Calculator
- 80 marks
- 90 minutes

Paper 2

- Calculator
- 80 marks
- 90 minutes

Paper 3

- Calculator
- 80 marks
- 90 minutes

Course Description

The GCSE (9-1) Mathematics qualification encourages pupils to develop a positive attitude towards the subject and recognize the importance of mathematics in daily life. Pupils build on a sound base of conceptual understanding to apply mathematical techniques in a variety of authentic contexts

The main areas examined are

	Percentage assessed at Foundation	Percentage assessed at Higher
Number	22-28%	12-18%
Algebra	17-23%	27-33%
Ratio, proportion and rates of change	22-28%	17-23%
Geometry and Measures	12-18%	17-23%
Probability & Statistics	12-18%	12-18%

Within in each topic area there will be a variety of questions asked including 25% problem solving and 25% reasoning and communication marks

Revision Tips

Practice GCSE Maths Past Paper Questions. Possibly one of the best and easiest ways to revise for GCSE Maths.

- Make flash cards for each GCSE Maths Formula
- Really focus on your weakest GCSE Maths topics
- Focus on areas that will always appear on the exam
- Foundation – Number, Ratio and Proportion
- Higher – Algebra, Ratio and Proportion
- Please, Please, Please utilise the power of Sparx maths
- Have the correct equipment (and make sure you use it) – pencil, ruler, compass, protractor and especially a calculator (67% of the GCSE is assessed using a calculator)
- Attend period 6 and any extra maths sessions including PE intervention and form time intervention
- Start teaching your friends maths topics they do not understand and you do
- Create mind maps for GCSE topics

Tips for success

- Make the most of each maths lesson
- Practise exam papers
- Ask for support
- Complete all homework and revision work
- Make the most of your mistakes – learn from them
- Show all your working out
- Read every question carefully and ensure you answer the question asked
- Check your answers for reasonableness
- Basic skills are essential
- Know how to use your calculator effectively
- Have a revision list and make use of it to RAG rate areas of strength and weakness
- Use Sparx independent learning to improve those weaknesses

Useful Websites

- www.Sparxmaths.co.uk
- www.Corbettmaths.co.uk
- www.Mathsgenie.co.uk
- www.Onmaths.co.uk

Science

Combined Science

Exam Specification: AQA Combined Science: Trilogy 8464

Course Information

There are six papers: 2 Biology, 2 Chemistry and 2 Physics. Each exam is 1 hour 15 minutes long, totalling 70 marks and contains a selection of multiple choice, closed and open-ended questions. The exams will focus on different areas of the specification:

Biology Paper 1

- Module 1 Cell Biology
- Module 2 Organisation
- Module 3 Infection and Response
- Module 4 Bioenergetics

Biology Paper 2

- Module 5 Homeostasis and Response
- Module 6 Inheritance, Variation and Evolution
- Module 7 Ecology

Chemistry Paper 1

- Module 1 Atomic Structure and the periodic table
- Module 2 Bonding, Structure and Properties
- Module 3 Quantitative Chemistry
- Module 4 Chemical Changes
- Module 5 Energy Changes

Chemistry Paper 2

- Module 6 The Rate and Extent of Chemical Change
- Module 7 Organic Chemistry
- Module 8 Chemical Analysis
- Module 9 Chemistry of the Atmosphere
- Module 10 Using Resources

Physics Paper 1

- Module 1 Energy
- Module 2 Electricity
- Module 3 Particle Model of Matter
- Module 4 Atomic Structure

Physics Paper 2

- Module 5 Forces
- Module 6 Waves
- Module 7 Electromagnet

Useful Websites

- www.primrosekitten.com/collections/gcse
- www.educake.co.uk

Youtube:

- cognitoedu
- MalmesburyEducation (Great for required practicals)
- FreeScienceLessons
- Tyler DeWitt (Great for Chemistry)

Key Tips for Success

Knowing where to begin with revision when you are up against six exams across three different Sciences can feel daunting. Below is a list of suggested starting points.

Biology

Learning key definitions is crucial. The language on these papers is particularly precise; using look, cover, write, check is a wonderful way to lock them into long term memory. Our Biology Team can provide key word glossaries if required. Lots of exam question practice can help in developing those full mark answers.

Chemistry

Check that you can label your periodic table fully. Know where the line between metals and non-metals sits and that you can appreciate the significance of the group number. For Higher Tier students, going over how to complete the calculations in module three; being able to recall the table used for mass, M_r , mole or how to calculate the limiting reactant.

Physics

Equations, equations, equations! The students who achieve real success take the time to learn all the equations that are not given in the exam. Use the list in student planners – It tells you which to learn and which will be provided on the day. Making flashcards of them is a quick and straightforward way to memorise them. Got a bus journey coming up? Take your cards with you! In addition, students must be confident in laying out calculations using the Equation, Substitution, Rearrange, Answer, Units format. This will ensure they are able to achieve the maximum marks available.

Required Practicals

There are 21 Required Practicals in total on the Combined Science course. Students must be able to recall these, including the aim of the experiment, the instructions and be confident in handling any data that could be produced. They are worth 17.5% of the total marks available. Watching videos (See Malmesbury Education YouTube) and taking notes can be helpful in increasing confidence.

Past Papers

We have a selection of past papers that are available in our Library's KS4 Revision Hub. These can be used as a diagnostic tool to attempt the different question styles, whilst simultaneously revising core knowledge. In addition, we have copies of mark schemes too, so that students can develop their exam technique to match what the examiners will be looking for.

Exam Technique

Below are some key pieces of advice for achieving success in mock and external exams:

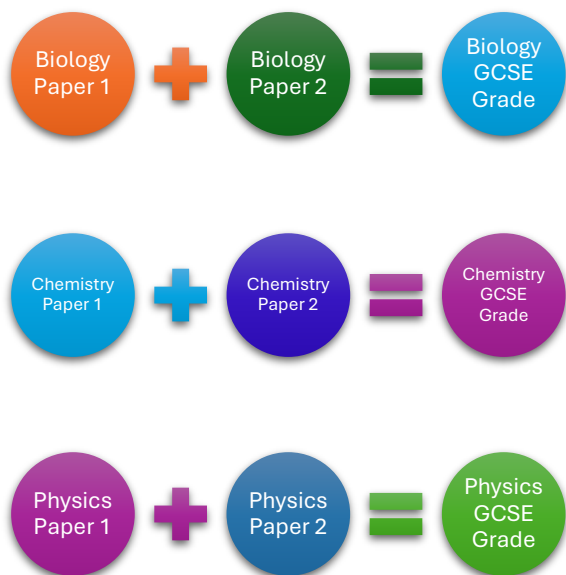
- If a question starts with “describe”, it means say what you see. Say what pattern the graph is showing or state the process, for example.
- Explain means that you need to say *why*. For these questions you must firstly say what you see and then go into more detail. So, if a question says to explain the trend on a graph, you can say that it increases but then you would need to say why this is.
- Any question with the word “evaluate” in means that both sides of the argument must be referenced with a conclusion based on the information and your own knowledge.
- Answer questions with numbered bullet points. This shows the examiner you are being clear and concise. They like this!

Triple (Separate) Sciences

Exam Specification: AQA GCSE Biology (8461), Chemistry (8462), Physics (8463)

Course Information

There are two papers per Science GCSE; each one is 1 hour 45 minutes long and totals 100 marks. All contain a selection of multiple choice, closed and open-ended questions for students to complete. This is called the Separate Science course because students receive three GCSEs, one per Science.



Biology Paper 1

- Module 1 Cell Biology
- Module 2 Organisation
- Module 3 Infection and Response
- Module 4 Bioenergetics

Biology Paper 2

- Module 5 Homeostasis and Response
- Module 6 Inheritance, Variation and Evolution
- Module 7 Ecology

Useful Websites

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- Module 4 Atomic Structure

Physics Paper 2

- Module 5 Forces
- Module 6 Waves
- Module 7 Electromagnets
- Module 8 Space Physics

YouTube:

Cognitoedu
FreeScienceLessons
Tyler DeWitt (Great for Chemistry)
MalmesburyEducation (Great for required practicals)

Key Tips for Success

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Physics

Equations, equations, equations! The students who achieve real success take the time to learn all the equations that are not given in the exam. Use the list in student planners – It tells you which to learn and which will be provided on the day. Making flashcards of them is a quick and straightforward way to memorise them. Got a bus journey coming up? Take your cards with you! In addition, students must be confident in laying out calculations using the Equation, Substitution, Rearrange, Answer, Units format. This will ensure they are able to achieve the maximum marks available.

Required Practicals

There are 28 Required Practicals in total across the Separate Science courses. Students must be able to recall these, including the aim of the experiment, the instructions and be confident in handling any data that could be produced. They are worth 17.5% of the total marks available. Watching videos (See Malmesbury Education YouTube) and taking notes can be helpful in increasing confidence.

Past Papers

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- Explain means that you need to say *why*. For these questions you must firstly say what you see and then go into more detail. So, if a question says to explain the trend on a graph, you can say that it increases but then you would need to say why this is.
- Any question with the word “evaluate” in means that both sides of the argument must be referenced with a conclusion based on the information and your own knowledge.
Answer questions with numbered bullet points. This shows the examiner you are being clear and concise. They like this!

Additional Content

With the papers being longer and students earning three GCSE's, there is additional content that students must know and remember to be successful. It is worth pointing out that students must know all Combined Science content **plus** the additional material. This typically covers more complex knowledge, and it is worth students spending a good portion of time revising this. The list below details all the "Triple Science Only" material:

Biology

- Culturing microorganisms Required Practical
- Monoclonal antibodies
- The eye
- The brain
- Control of body temperature
- Maintenance of water and nitrogen balance within the body
- Plant hormones
- Advantages and disadvantages of sexual and asexual reproduction
- Structure of DNA
- Cloning
- Theory of evolution
- Speciation
- Understanding of genetics, including the role of Mendel
- Decomposition: including Decay Required Practical
- Impact of environmental change
- Trophic levels in an ecosystem: including transfer of biomass and pyramids of biomass
- Food production: including food security, farming techniques and role of biotechnology

Chemistry

- Transition metals
- Size and uses of nanoparticles
- Percentage yield
- Atom economy
- Calculating concentration in mol/dm³
- Calculating the volume of a gas
- Titrations: including Required Practical
- Chemical cells and batteries
- Fuel cells
- Reactions of alkenes and alcohols
- Carboxylic acids
- Esters and the process of esterification
- Addition and condensation polymerisation
- Amino acids
- DNA and other naturally occurring polymers
- Identifying anions and cations: including Required Practical
- Flame emission spectroscopy

Humanities

Geography

Paper 1: Living with the physical environment

Exam: 1 hour 30 minutes

88 marks

35% of grade

- The challenge of natural hazards (Tectonic hazards, climatic hazards and climate change)
- The living world (Ecosystems, including tropical rainforests and hot deserts)
- Physical landscapes in the UK (Coasts and rivers)

Paper 2: Living with the physical environment

Exam: 1 hour 30 minutes

88 marks

35% of grade

- Urban issues and challenges (Urbanisation, urban growth - Rio, urban change - Sheffield, sustainable cities)
- The changing economic world (The development gap, development in Nigeria, the changing UK economy)
- The challenge of resource management (UK resources: food, water, energy then Water as a global resource)

Paper 3: Geographical applications

Exam: 1 hour 30 minutes

76 marks

30% of grade

- Issue evaluation (This is based on a pre-release booklet which is released 12 weeks before the exam paper)
- Fieldwork (General fieldwork questions, the questions about our Mappleton & Fox Valley fieldwork enquiries)

Course Description

The GCSE course covers a variety of both physical and human geography. Students are assessed via the three exam papers which are outlined above.

The exam papers require students to have a strong understanding of different geographical processes, the characteristics of countries at different stages of development, and sustainability.

For students to successfully apply their knowledge and understanding, they will need to demonstrate strong writing skills and exam technique, as well as numerical and statistical skills.

Revision Tips

Focus on areas of weakness

- There's a lot of content to revise, so you must focus on the areas which you find most challenging, in order to be prepared if they come up on the exam. Your teacher will provide you with a topic checklist where you can rate how confident you are on different parts of the course.

Black and Red

- Taking notes only works as a revision technique, if you make your memory work. Use exercise books, or revision guides to put together some notes or a mind map, then once you've finished, try to make a copy of the notes from memory. When working from memory, write in black pen, then when you can't remember anymore, get your original copy back and complete the rest in red pen. This will show you how much you can remember and will let you know which areas to focus revision on.

Flashcards

- Write a question or a keyword on one side of the flashcard, and then write the answer on the other side. Once you've made the cards, test yourself, or ask someone else to test you. When using your flashcards, make sure you sort them into piles based on which you know or don't know, then spend more time focusing on the ones that you're struggling with. This is very good for learning case study facts

Practice on purpose

- When completing practice questions, you must take them seriously. If you cannot answer a particular question, make sure you revise that part of the course. If you can write an answer, think carefully about the number of marks, the structure of your answer, and what the command word is asking you to do. Finally, practice timings. 6-mark questions should take no longer than 8 minutes and 9-mark questions should take 12 minutes at most. If you struggle with timing, set a timer when you start. Write in one colour to begin, then if you're still writing when the timer ends, finish your answer in a different colour.

Play the teacher

- Teaching someone something is an excellent way to remember information. Give some of your revision work or exam questions to a parent, friend or sibling and explain to them what you know about the different topics, and how you would answer the exams questions. Explaining the answers to them will help to improve your knowledge.

Tips for success

Read the exam paper and the questions carefully.

Use 'CUBES' to break the question down and make it easier to answer:

- **C = Circle command words**
- **U = Underline keywords and make notes about what they mean**
- **B = Box instructions e.g. 'use the figure'**
- **E = Explain the Q back to yourself and write it in simple language**
- **S = Structure answer (How many paragraphs/points? Both sides of the argument? Conclusion?)**

Look for numbers in brackets e.g. (2) – if this is on the paper, it means you're being asked to do something. Lots of students miss easy marks by not realising that there are questions there.

Look for plurals in the question e.g. does it say 'reason' or 'reasons' – if it's plural, you must discuss more than one thing (you won't get more than half marks if you don't)

Look for the word 'and' in questions e.g. positives and negatives. If you only discuss one side of the argument, then you can't get more than half marks

If a question asks you to 'use a figure' or 'use evidence from the map' etc, you must do this and make it clear in your answer. You can't get more than half marks if you don't do this.

For 6 and 9-mark questions you must develop your answers by using connective phrases such as 'this means that...', 'as a result...', 'this leads to...', 'therefore...'

Know your case studies and examples. A lot of questions include the phrase 'Using an example you have studied...'. If you don't name your example and give some specific information, you're unlikely to get more than half marks.

Be prepared to pause and give yourself time to think and plan your answers. The worst thing you can do in an exam is to spend a long time writing an answer that gets no marks. Taking the time to plan your answer, before you start writing, will mean that your answer is more focused and takes less time to write.

Useful Websites

- BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- Internet Geography - <https://www.internetgeography.net/aqa-gcse-geography/>
- SENECA - <https://app.senecalearning.com/sign-up>
(requires sign up, but students will be using for homework)

History

Course overview

AQA's History curriculum requires students to demonstrate critical thinking, display clear and accurate historical understanding, and to apply strong writing skills. Students have explored key periods, moments and themes in history, by studying the following modules: **Britain: Health and the People, Conflict and Tension 1918-1939, Norman England**, and **America 1840-1895: Expansion and Consolidation**. Students will sit two exams, each two hours in length. Paper 1 focuses on recalling knowledge on European and wider world history, whilst developing key skills such as source analysis and understanding different interpretations of key events. Paper 2 focuses on British History from the medieval era to the present day, and addresses key themes of conflict, religious change, cause and consequence.

AQA History exam information:

Paper 1 – Understanding the Modern World

Period Study: America 1840-1895, Expansion and Consolidation

- 1 hour, written exam
- 40 marks – 25% of GCSE
- 6 questions
- **Key themes and skills developed:** Westward expansion, the impact on Native American populations, the Civil War, and the Reconstruction era. Assessing diverse historical perspectives, assessing the impact of historical events on different groups, and constructing well-supported historical narratives.

Wider world depth study: Conflict & Tension 1918-1939

- 1 hour, written exam
- 44 marks – 25% of GCSE
- 4 questions
- **Key themes and skills developed:** The aftermath of World War I, the rise of totalitarian regimes, and the road to World War II. Critical analysis of political and social changes in the interwar period, interpretation of historical sources, and understanding the complexity of international relations.

Paper 2: Shaping the Nation

Thematic study: Britain: Health and the People, c1000 – present

- 1 hour, written exam
- 44 marks – 25% of GCSE
- 4 questions
- **Key themes and skills developed:** Evolution of public health, medical advancements and limitations, and the impact of key individuals and events on health and medicine from medieval times to the present day. Critical thinking, source evaluation, understanding cause and consequence, and the ability to construct coherent arguments about change and continuity over time.

British depth study including Historic Environment: Norman England 1066-1100

- 1 hour, written exam
- 40 marks – 25% of GCSE
- 4 questions
- **Key themes and skills developed:** The Norman Conquest, changes in governance, society, and culture under Norman rule, and the legacy of the Normans in England. Evaluating historical significance, comparing different historical interpretations, and developing a clear understanding of continuity and change.

Revision Tips:

- Start revising at home now – 2 hours a week of additional, independent study to accompany the revision and homework tasks which are being set by your history teacher.
- Invest in the AQA History revision guides – it is not too late to purchase them!
- Make a revision timetable, and stick to it.
- Trial different revision techniques e.g. mind maps, revision cards, SENECA learning, YouTube, purple history revision guides, BBC Bitesize, Podcasts.
- Use your topic checklist to find out where your knowledge is strongest and where you have weak spots.
- Practice exam questions and past papers as part of your revision.
- Attend all period 6 sessions.
- Complete all history homework set.
- Ask your classroom teacher for support whenever you need it – there are no silly questions!
- Annotate sources as part of revision, try to time yourself 1-2 minutes to annotate sources max to prepare for the time constraints of the exam.

Tips for Success:

- Make sure you are clear on what the different command words mean, and ensure you know how to respond to them
- Always annotate the exam question before you attempt to answer it – what the question is asking of you? What are the command words in the question? What can you learn from the provenance?
- Use the exam structure guidance so that you know the best way to approach each different question. This is really important when you're practicing exam questions as part of your revision. If you take the time to do it when you're revising, it'll become familiar enough for you to do it quickly in the real exams

Useful Websites:

- SENECA - <https://app.senecalearning.com/sign-up> (requires sign up, but students will be using for homework)
- YouTube – Subscribe to 'Revision Bird' – Lots of revision support of all 4 AQA History Topics.
- Britain Health and the People: [Britain: health and the people, c.1000 to the present day - GCSE History - BBC Bitesize](#)
- Norman England: [Normans - GCSE History - BBC Bitesize](#)

Languages

Exam Board Information: **AQA GCSE French 8658**
 AQA GCSE Spanish 8698

Examinations

Pupils are entered at either foundation or higher tier. You cannot mix the tiers.

There are four papers:

- **Listening paper** - Questions in both English and Target Language.
- **Reading paper** - Questions in both English and Target Language with a translation into English.

Writing paper

Foundation

- Photo card
- 40 word question
- Translations
- 90 word question

Higher

- 90 word question
- 150 word question
- Translation

Speaking test - The assessment section has three parts for both tiers:

- Role Play (2 mins)
- Photo card (Foundation 2 mins Higher 3 mins)
- General Conversation (Foundation 3-5 mins Higher 5-7 mins)

NB: The Speaking Exams will take place in April 2025)

Course Description

The GCSE French course develops your linguistic skills in understanding and producing the language. These skills are developed through three broad themes which have been split into sub topics. You will also broaden your cultural awareness of France and French speaking countries.

Theme 1 - Identity and culture

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals

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

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

Theme 3 - Current and future study and employment

- My studies
- Life at school
- Education post-16
- Jobs, career choices and ambitions

Revision Tips

PRACTICE LITTLE AND OFTEN - at least 20 minutes every other day

- Spend time each day practising your speaking questions, get someone to test you or work with friends in your class.
- Record your conversation questions and answers and listen to them regularly.
- If you have a Netflix account, search 'French' or 'Spanish' and watch a film, cartoon or TV series in target language
- Read online newspaper and magazine articles in French/Spanish
- Use the websites and apps regularly to practise and test your French/Spanish.
- Make flashcards of key vocabulary, key verbs in at least three tenses and your speaking questions and answers.
- Use Duolingo every day to practice vocabulary and grammar
- Use Sentencebuilders.com for extra practice of vocabulary, grammar exam skills.

Tips For Success

- Learn your speaking questions and answers thoroughly - they can be used in both the speaking and the writing exams.
- Revise key topic vocabulary from the revision guide. 10 mins per day minimum.
- Revise key verbs in all three time frames. Five mins per day.
- Revise some key sentence openers and complex verbs. 15 mins twice a week.
- Listening practice from revision guide or online. Once a week.
- Reading practice from revision guide or online. Once a week.
- Writing practice from revision guide or online. Once a week.

Design Technology

WJEC Engineering Level 1/2



What is engineering?

Engineering is the application of science and mathematics to solve problems in a hands-on practical way using engineered materials and principles. From the buildings in which we live to the cars, we drive, to life-saving medicines and medical equipment used in hospitals it is all designed and engineered. And, although Scientists often get the credit for discoveries it is Engineers who are instrumental in making those innovations available to the world.

What we study in this subject

Students will study WJEC Engineering level 2 Students and must complete three units over two years: Solving engineering problems (Exam), Engineering design (coursework), Engineering Manufacturing (practical coursework). The content of each unit is varied and helps students develop a range of practical skills and knowledge that is transferable across the broader curriculum at Stocksbridge High School; these include:

- Practical application of mathematics and material sciences.
- The environmental impacts of engineering.
- The effect of historical and future engineering developments.
- Product Design and drawing skills.
- Computer-aided design and manufacturing.
- Study of engineering businesses and legislation.

The assessed units are all worth different percentages of the qualification and must all be completed for students to gain the award in Engineering.

Unit 1 (40%) Provides learners with the opportunity to interpret different types of engineering information to plan how to produce engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment to produce and test a product (page 9).

Unit 2 (20%) Allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they produced for Unit 1 (page 19).

Unit 3 (40%) Introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and in society in general.

Potential Careers and Further Opportunities

The Level 2 Engineering qualification lays a solid foundation for students who wish to continue their education post-16 or seek entry-level positions within the engineering sector. Upon completion, students can progress to higher-level vocational qualifications, such as Level 3 courses, which can lead to specialised fields in engineering.

This qualification opens pathways to careers such as mechanical engineering, electrical engineering, civil engineering, aerospace engineering, automotive engineering, and manufacturing. Students may pursue roles like engineering technician, CAD designer, or maintenance engineer.

Alternatively, students can explore academic routes at Level 3, such as GCE AS or A Levels in Engineering or Product Design.

Revision Tips

Create a Revision Schedule

Organize your time by creating a revision timetable that allocates specific time slots for each subject or topic. Prioritise difficult areas and ensure a balanced approach to all units in your engineering course.



Break Down Topics

Engineering covers a range of topics (e.g., materials science, manufacturing processes, environmental principles, mathematics and drawing styles). Break them into manageable chunks and focus on one small section at a time to avoid feeling overwhelmed.

Practice with Past Papers

Use past exam papers to familiarize yourself with the question formats and time constraints. This will help you understand the common themes and boost your confidence. You can get these from your Class Teacher or Subject Leader.

Focus on Key Concepts and Formulas

Engineering requires strong understanding of core concepts and technical knowledge. Make flashcards or summary sheets for important formulas, key definitions, and engineering principles.

Understand the Applications

Relate your engineering studies to real-world applications. This not only deepens understanding but makes the subject more engaging. For example, think about how specific concepts apply to automotive design, renewable energy, or infrastructure projects make society better.

Tips for success

- Understand what each unit requires in terms of content, deadlines, and assessment criteria.
- Break the coursework into smaller tasks with specific deadlines. Balance exam preparation and coursework so you don't end up cramming for either.
- Avoid last-minute work. Set personal deadlines ahead of the actual ones to allow time for revisions and unforeseen delays.
- As you learn new concepts in class, apply them directly to your coursework. This deepens understanding and strengthens your practical skills, which will also help with exam questions.
- Regularly seek feedback from teachers on your coursework progress. This helps catch mistakes early and allows you to make improvements before the final submission.
- Stay Curious, beyond the coursework and exam, engage with the subject through reading, watching documentaries, or researching real-world engineering projects. This keeps you motivated and gives you practical examples to relate theory to.

Useful websites

<https://www.tomorrowsengineers.org.uk/>

<https://www.stem.org.uk/>

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

Further information is available from Mr Skelton, Subject Leader – Engineering and Hospitality

WJEC Hospitality and catering Level 1/2

What is Hospitality and catering?

Level 1/2 Award in Hospitality and Catering has been designed as a vocational route for students to understand the range of sectors within the Food industry. The award in Hospitality and Catering provides a range of learning activities for students to engage in practical and theoretical tasks to encourage progression into careers in business and legal sectors through understanding relevant legislation. This course can also provide essential life skills in food preparation and nutritional knowledge development, useful in careers in nutritional medicine and sports science. It presents skills and understanding in a meaningful work-related context to allow learners to understand theory and application of knowledge gained.



What we study

Students' assessment will take two formats based around two areas of study. This includes:

The Hospitality and Catering Industry (Written exam tasks)

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations, using their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and whilst maintaining financial viability alongside meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills applicable across a range of business sectors.

Hospitality and Catering in action (Controlled assessment task)

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

These units are assessed with weighting slightly favouring the controlled assessment and all criteria must be met for students to gain the award in Hospitality and Catering. The Hospitality and Catering

Industry unit is assessed through externally set and marked exams, with the option of this being online. This will be completed once at the end of Year 10 with an opportunity to improve this grade in the Year 11 summer exam series. The students will complete practical assessments contributing towards the Hospitality and Catering in action unit. This will enable students to complete a portfolio of evidence individually which will be assessed alongside the practical skills.

Possible Careers and Further Information

Level 2 Hospitality and Catering provides a good foundation for students wishing to enter post-16 education, or to entry level job roles within the sector. Achievement at Level 2 may also lead to further study within the sector through progression on to other vocational qualifications at level 3. Students may consider careers in the Hospitality and catering sector, however the qualification is equally aligned to routes into the health and care sector, childcare, business, marketing, legal, the military and sports sectors.

Revision Tips

Create a Revision Schedule

Organize your time by creating a revision timetable that allocates specific time slots for each subject or topic. Prioritise difficult areas and ensure a balanced approach to all units in your engineering course.



Break Down Topics

Hospitality covers a range of topics Break them into manageable chunks and focus on one small section at a time to avoid feeling overwhelmed.

Practice with Past Papers

Use past exam papers to familiarize yourself with the question formats and time constraints. This will help you understand the common themes and boost your confidence. You can get these from your Class Teacher or Subject Leader.

Focus on Key terminology.

Make flashcards or summary sheets for important terminology and their key definitions.

Understand the Applications

Relate your hospitality and catering practical knowledge to real-world application. Practicing at home will not only deepen your understanding of cooking methods and their applications but makes the subject more engaging.

Tips for success

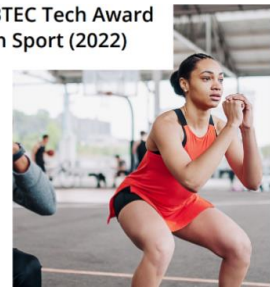
- Understand what each unit requires in terms of content, deadlines, and assessment criteria.
- Break the coursework into smaller tasks with specific deadlines. Balance exam preparation and coursework so you don't end up cramming for either.
- Avoid last-minute work. Set personal deadlines ahead of the actual ones to allow time for revisions and unforeseen delays.

- As you learn new concepts in class, apply them directly to your coursework. This deepens understanding and strengthens your practical skills, which will also help with exam questions.
- Regularly seek feedback from teachers on your coursework progress. This helps catch mistakes early and allows you to make improvements before the final submission.
- Stay Curious, beyond the coursework and exam, engage with the subject through reading, watching documentaries, or researching real-world engineering projects. This keeps you motivated and gives you practical examples to relate theory to.

Useful websites

- <https://www.revisionworld.com>
- <https://www.bbc.co.uk/bitesize/subjects>

Further information is available from Mr Skelton, Subject Leader – Engineering and Hospitality



PE

BTEC Level 1/2 Tech Award in Sport

Course Description

The BTEC Level 1/2 Tech Award in Sport provides an engaging and stimulating introduction to the world of Sport and Fitness. The main focus of the course is on the knowledge and understanding of skills in health, fitness, activity and sport. The course is made up of three components: two that are internally assessed (Components 1&2) and one that's externally assessed (Component 3).

Assessment Format

- 60% coursework based (theory and practical)
- 40% exam (Thursday 8th May 2025 - 9am)

Component 1 - Explore types and provision of sport and physical activity for different types of participant – 30%

Students will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2 - Taking part and improving other participants sporting performance - 30%

Students will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3 - Developing fitness to improve other participants performance in sport and physical activity- 40%

Students will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness programming and testing to improve fitness and sports performance.

BTEC Sport offers routes to further education, such as A-levels, BTEC Level 3's, higher education in PE as well as other related career opportunities. Some of the career pathways are; Fitness Instructor, Leisure and Sports Manager, Teacher, Physiotherapist, Youth and Community Worker, Sports Player, Sports Coaches, Instructors and Official, Vocational and Industrial Trainers and Instructor, Sports and Leisure Assistant.



- All students will be provided with a revision guide and activity workbook free of charge prior to beginning the exam component after October Half term.
- Make a revision plan so you know what topics to cover each week/day.
- Make flash cards, post it notes, diagrams, drawings or anything else that helps you remember the content.
- Ensure you use key terminology in your revision. Highlight key words so you remember them.
- Mix up learning content and topics with testing yourself using past exam papers/questions. Make a record of the topics that you struggle with so you can prioritise these in your revision sessions.
- After studying a topic, *'talk/blog/tweet/post/snap'* about it – this helps to reinforce the content.
- If you are unsure about anything, speak to your teacher.

Tips for Success

- Keep up to date with your coursework.
- Do not rush to finish coursework, always provide as much detail as possibly can giving detailed sporting examples.
- Ensure you use your classwork to help inform your coursework responses.
- Hand in coursework on time.
- Remember – Coursework is 60% of your overall mark so make sure you are spending enough time on it to achieve the best possible grade.

Useful Websites

- <https://www.brianmac.co.uk/>
- <https://www.nhs.uk/health-assessment-tools/calculate-your-body-mass-index/>
- <https://www.sportengland.org/guidance-and-support/national-governing-bodies>

Further information is available from Mr Banton, Subject Leader - PE

Performing Arts

Drama – Performing Arts (Acting) BTEC LEVEL 1/2 TECH AWARD

Course Description The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying professionals' work and processes used, the skills and techniques used in different roles, and how to contribute to the creation of a performance in either a performance or non-performance role as part of their Key Stage 4 learning. The qualification enables learners to develop their sector-specific skills, such as refining work and applying skills for a performance using realistic vocational contexts, and personal skills, such as working with others, working to deadlines, and responding to feedback through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

Component 1 - Exploring the Performing Arts Internal – Externally Moderated Learners will develop their understanding of the performing arts by examining the work of performing arts professionals and the processes used to create performance.

Component 2 - Developing Skills and Techniques in the Performing Arts Internal – Externally Moderated Learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers.

Component 3 - Responding to a Brief External Synoptic Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or a designer in response to a brief and stimulus.

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- Development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli.
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles

Revision Tips

- Attend Period 6 and any other after school coursework interventions needed to improve your controlled assessment work.
- Remember, there is a strict deadline for each component part, so you must work hard every lesson to get it completed.
- You need to make sure you are available to complete rehearsals after school/during the holidays when practical assessment time is near.
- When rehearsing your lines, don't rehearse the sections you already know. Move on to what you don't know and try to add it on to what you do know. Ask someone to read in the other lines. You could also record the other part to support you with learning your own lines.
- Read as many scripts and see as many plays as you can. This will develop your understanding of different styles of theatre as well as seeing actors using their performance skills within a performance
- Research theatre practitioners and the techniques they use to develop performance
- Make sure you have 100% attendance – BTEC uses a workshop style of teaching and continued assessment to ensure you make the best progress so good attendance is necessary.
- Make sure your homework/coursework is completed to the best of your ability and is handed in on time.
- Learn the definition of key description words such as describe, explain and evaluate.
- Make sure you bring your book and folder to every lesson. You will need to refer to it throughout the course and in preparation for your assessments.
- Act upon all feedback given from your teacher – especially in practical components.
- Learn all Physical and Vocal skill definitions.

Useful websites

- <http://billyelliott-themusical.co.uk/BE%20ED%20PACK.PDF>
- <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>
- <https://www.bbc.co.uk/bitesize/topics/zm72pv4>

Performing Arts - BTEC Tech Award (Level 1/2) (Drama)

Students wishing to continue studying drama at KS4 are able to opt for the Btec Level 1/2 Tech Award in Performing Arts (Drama Pathway). This is accredited by Ofqual and recognised by colleges and sixth forms as a GCSE equivalent qualification. Learners may enjoy BTEC Performing Arts if they enjoy creating and working as a team to devise, rehearse scripted pieces and understand the methods that underpin performance.

Course Information

All BTEC Tech Components offer learners the opportunity to demonstrate their learning in a real-life context. Learners work on assignments in a variety of ways; some they complete individually and with others they work as part of a team. Although vocational, this unit is not just designed for budding actors but also encourages confidence, independent thinking and group working skills. Employers value employees who have effective verbal communication skills which is something learners are able to develop during the course through performances, presentations and discussions. The BTEC Techs give a balance of practical skills development and theoretical knowledge.

Assessment Format BTEC Level 1/2 Tech Award in Performing Arts (Drama Pathway)

This course is assessed through a combination of internal (60%) and external (40%) assessment. Components 1 and 2 will be assessed internally via continual assessment and marked by the teacher, this will then be submitted to the exam board (via random sample) to be Standards Vairfied. This means that students will be aware of the value of 60% of their outcome before sitting their final exams. The externally assessed unit takes place over a twelve week window, decided by the exam board. This is videoed and submitted, along with written supporting documentation, to be externally assessed. This will be added to the assessment grades already achieved to create a final outcome awarded in August. Students will have completed all their work for this course before the commencement of their final exams in May.

Component 1 – Exploring the Performing Arts

Learners will develop their understanding of the Performing Arts industry by examining practitioners' work and the process used to create performance. They will study a range of performance styles through observing existing repertoire and practically exploring the approach of different practitioners whilst logging their understanding as part of their continual assessment. (Internally assessed unit)

Component 2 – Developing Skills and Techniques in the Performing Arts

Learners will develop their Performing Arts skills and techniques through the reproduction and performance of existing repertoire. They will take part in workshops and classes where they will develop technical, practical and interpretive skills to use throughout the rehearsal and performance process. (Internally assessed unit)

Component 3 – Performing to a Brief

Learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus. They will develop an original piece of work using the skills and knowledge they have gained over the course and apply these in order to create a 10-15 minute performance piece. They will document their progress by logging their development of ideas, use of skills and evaluation of the final outcome as supporting evidence. (Externally assessed unit)

Possible Careers and Further Information:

Almost all courses and future careers require individuals who are able to be team players, effective communicators, confident, creative and self-motivated. This course develops all these skills, whilst at the same time preparing some students to go on to further study in Drama, Theatre Studies and Performing Arts. In the past students who have studied drama have gone on to achieve successful careers in areas such as law, teaching and public services; as well as careers in the Arts such as acting, stage management and choreography.

Further information is available from Miss L Armitage, Subject Leader, Performing Arts

Music – Btec Tech Award Level 1/2 in Music Practice

This qualification is for learners who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques, and by responding to a Music industry brief as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

The Award 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 the:

- Development of key skills that prove learners' aptitude in music such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief
- Attitudes that are considered most important in the music industry, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector such as musical skills and styles

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector, through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Each component is worth 30% of the overall qualification.

There is one external assessment, Component 3: Responding to a Commercial Music Brief, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. This is worth 40% of the overall qualification.

Component 1 - Exploring music products and styles

In this component, you will develop your understanding of different types of music product and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the performance, creation and production of music. You will also practically explore the key features of different genres of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2 – Music skills development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production.

Component 3 – Responding to a commercial music brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music industry that excites and appeals to you and respond to a commercial music brief as a composer, performer or producer.

Revision Tips

- Attend Period 6 and any other after school coursework interventions needed to improve your controlled assessment work.
- Remember, there is a strict deadline for each component part, so you must work hard every lesson to get it completed.
- You need to make sure you are available to complete instrumental practices and rehearsal logs after school/during the holidays when practical assessment time is near.
- Listen to as many genres of music as you can! This will develop your understanding of different styles of music.
- Research pioneers of specific genres and the techniques they use to compose music
- Make sure you have 100% attendance – BTEC uses a workshop style of teaching and continued assessment to ensure you make the best progress so good attendance is necessary.
- Make sure your homework/coursework is completed to the best of your ability and is handed in on time
- Act upon all feedback given from your teacher – especially in practical components.
- Learn the definition of key description words such as describe, explain and evaluate.
- Be Aware of the sonic and compositional features in the BTEC specification and understand how we describe each of them.
- Practicing your instrument regularly will help you be more efficient with your time within lesson and speed up progress.
- Understand where to find resources to learn songs on the internet to be an independent and resilient learner.

Useful websites

- [Music Practice \(2022\) | BTEC Tech Awards | Pearson qualifications](#)
- [ULTIMATE GUITAR TABS - 1,100,000 songs catalog with free Chords, Guitar Tabs, Bass Tabs, Ukulele Chords and Guitar Pro Tabs! \(ultimate-guitar.com\)](#)
- www.Youtube.com
- www.Spotify.com
- [Music Timeline \(infoplease.com\)](http://Music Timeline (infoplease.com))

Computing

Exam Board Information: OCR (9-1) - J277

Content Overview

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Assessment Overview

Written paper 1: 1 hour and 30 minutes 50% of total GCSE 80 marks

This is a non-calculator paper.

All questions are mandatory.

This paper consists of multiple choice questions, short response questions and extended response questions.

Written paper 2: 1 hour and 30 minutes 50% of total GCSE 80 marks

This is a non-calculator paper.

This paper has two sections: Section A and Section B.

Students must answer both sections.

All questions are mandatory.

In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

Aims and learning outcomes

OCR's GCSE (9–1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

Revision Tips

- Start revising at home now – 2 hours a week of additional, independent study to accompany the revision and homework tasks which are being set by your Computer Science teacher via Teams.
- Make use of the CGP OCR Computer Science Revision guide that was given to you at the start of Year 10
- Make a revision timetable, and stick to it.
- Trial different revision techniques e.g. mind maps, revision cards, Craig and Dave YouTube videos, BBC Bitesize, past papers available on the Teams via Miss Fletcher
- Use your topic checklist to find out where your knowledge is strongest and where you have weak spots.
- Attend all period 6 sessions.
- Ask your classroom teacher for support whenever you need it

Tips for Success:

- Read the question! When you have finished answering, read back your answer- have you answered the questions?
- Look out for key words like “evaluate” or “identify”. If the question begins with “Evaluate” then you must give benefits and drawbacks and then make a conclusion.
- Hand write your revision notes-use colour and draw pictures. The more that you physically do, the more you will remember.
- Practice your programming regularly to make sure you remember the techniques. You can do this using the code given in class or using free websites

Useful Websites:

- Craig and Dave – YouTube Videos: <https://student.craigndave.org/j277>
- Past Papers: <https://revisionworld.com/gcse-revision/ict/past-papers/ocr-gcse-computer-science-past-papers>
- Computer Science Guru: <https://www.computerscience.gcse.guru/>
- Code Academy: <https://www.codecademy.com/>

Exam Board Information: Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology

Content Overview

The course is made up of three components: two that are internally assessed and one that's externally assessed. Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned. Our assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

Component 1 - Exploring User Interface Design Principles and Project Planning Techniques

You will explore user interface design and development principles. Investigate how to use project planning techniques to manage a digital project Discover how to develop and review a digital user interface.

Component 2 - Develop-Collecting, Presenting and Interpreting Data

You will explore how data impacts on individuals and organisations. Draw conclusions and make recommendations on data intelligence. Develop a dashboard using data manipulation tools.

Component 3 - Apply-Effective Digital Working Practices

You will explore how modern information technology is evolving. Consider legal and ethical issues in data and information sharing. Understand what cyber security is and how to safeguard against it.

Assessment Overview

The qualification consists of three components that give learners the opportunity to develop broad knowledge and understanding of the digital sector and specialist skills and techniques in project planning, designing user interfaces and manipulating and interpreting data at Levels 1 and 2.

- Component 1: Internally Assessed – 30%
- Component 2: Internally Assessed – 30 %
- Component 3: Externally Assessed (1 hour 30 minute exam) – 40%

Aims and learning outcomes

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data
- Process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- Attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

This Tech Award complements the learning in GCSE programmes such as GCSE Computer Science. It is an introduction to the application of project planning techniques to plan, design and develop a user interface, how to collect, present and interpret data and the use of digital systems.

Revision Tips- Exam Component 3

- Start revising at home now – 2 hours a week of additional, independent study to accompany the revision and homework tasks which are being set by your IT teacher via Teams / OneNote (Component 3 Exam)
- Make use of ‘Know it all Ninja’ website, you need to look at Component 3 Effective Digital Working Practices, there are videos, worksheets and quizzes to complete for each section
- Make a revision timetable, and stick to it.
- Trial different revision techniques e.g. mind maps, revision cards, past papers available on the Teams/OneNote via Mr Bryan
- Use your topic checklist to find out where your knowledge is strongest and where you have weak spots.
- Attend all period 6 sessions.
- Ask your classroom teacher for support whenever you need it
- Remember, controlled assessment cannot be done out of the lesson, so you must work hard every lesson, as you will not be able to catch up at home

Tips for Success

- Read the question! When you have finished answering, read back your answer- have you answered the questions? (Comp 3)
- Look out for key words like “evaluate” or “identify”. If the question begins with “Evaluate” then you must give benefits and drawbacks and then make a conclusion (Comp 3)
- Hand write your revision notes-use colour and draw pictures. The more that you physically do, the more you will remember (Comp 3)
- For your controlled assessment (Comp 1 & 2), keep your folders and files organised. You get extra marks for this at the end of the project!

Useful Websites

- Know it All Ninja: <https://www.knowitallninja.com/>
- Past Papers: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments>
- Computer Science Guru: <https://www.blooket.com/>
- Retrieval quizzes: <https://quizlet.com/>

Sociology

GCSE Sociology – WJEC

Paper 1 – The Sociology of Families and Education

50% 1 hour 45 minutes

- The Family topic covers different sociological approaches to the family including family diversity, social changes affecting family structure and family relationships. Pupils will need to demonstrate an understanding of the role of the family including sociological theories. Marxist, Functionalist, New Right and Feminist theories are studied.
- The Education topic covers the processes in school and the patterns of educational achievement. Pupils will need to demonstrate an understanding of the role of the education system in the UK including sociological theories. Marxist, Functionalist and Feminist theories are studied.

Paper 2 – The Sociology of Crime and Deviance and Social Stratification

50% 1 hour 45 minutes

- The Crime and Deviance topic investigates the patterns of criminal behaviour in the UK and the sociological explanations for them. Statistics and different sources of data on crime are examined. Pupils will need to demonstrate an understanding of sociological theory including Marxism, Functionalism, Feminism, subcultural and interactionism.
- The Stratification topic covers different forms of power and authority, patterns of inequality and the factors which affect life chances in the UK. Pupils will need to demonstrate an understanding of the different sociological theories of stratification. Marxist, Functionalist and Feminist theories are studied.

Course Description

Sociology is a broad subject giving you a deeper understanding of society and the people who interact within it. You will study a range of topics including the family, education, and crime and stratification alongside different sociological theories.

By studying sociology, you will gain lots of transferable skills. You will learn how to investigate situations and develop opinions about a range of social issues.

The course includes key ideas from classical sociologists such as Durkheim, Marx and Weber. You will learn about the research methods that sociologists choose as well as their theories.

Revision Tips

- Knowledge of the sociological keywords is vital for the exams – flash cards are great for testing yourself. Write a keyword on one side and the definition with some examples on the other. Then test yourself, or even better, get others to test you.
- Don't leave it to the last minute. Revise throughout the whole of year 11, looking back on previous topic regularly, reviewing and testing yourself on the keywords and theories – there are lots of them!
- Find what works best for you. Mind maps are another great way to revise, as are completing past papers.

- When revising, focus on the bits you do not know rather than the things you do.
- Set realistic and achievable targets for yourself. If you do 'a little and often' then you will remember more.
- Your Sociology books are a revision tool, so use them. Make sure your notes are well presented and are up to date so you can revise from them.
- Functionalism, Marxism and Feminism are the key theories. Make sure you know the key views on each topic AND know the sociologists.
- Naming sociologists can really enhance your answers on the exam paper, meaning more marks. Make sure you know the key sociologists for each topic.

Tips for success

- Download the specification for WJEC sociology. You can use this to structure your revision and RAG rate your understanding.
- Engage and positively contribute to EVERY lesson – 100% attendance!
- Use the 'How to answer each question guide' provided by your teacher. Ensure you know the structure of both papers and a structure for answering each type of question.

Useful websites

- www.wjec.co.uk
- www.tutor2u.net/sociology

Health & Social Care

Health & Social Care - OCR Level 1/2 Cambridge National

Course Information

Students cover two mandatory units and one optional unit.

Mandatory (Compulsory) units (R032 and R033*)

<p>Unit R032: Principles of care in health and social care settings (40%)</p> <p>In this unit you learn about the importance of the rights of service users, person-centred values and how to apply them. You also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.</p> <p>1 hour 15 mins written paper, OCR set and marked.</p>	<p>Unit R033: Supporting individuals through life events (30%)</p> <p>In this unit you learn about life stages and the factors that affect them in the age stage of older adulthood (65+). You interview an individual then describe expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in that individual's life.</p> <p>You research the local service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.</p> <p>10-12 hours of ongoing non-examined assessment (NEA*)</p>
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Optional unit (currently R035*)

The 2 NEAs are designed to provide learners with the opportunity to build a portfolio of evidence to meet the marking criteria for that unit.

<p>Unit R035: Health promotion campaigns (30%)</p> <p>In this unit you will explore the public health challenges the country faces, currently child dental health OR heart disease/stroke, the approaches used to encourage health and wellbeing and the importance of this to society. You write about factors affecting a healthy lifestyle so your campaign is designed to target different groups of people. You will plan and deliver your own small-scale health promotion campaign and then evaluate your planning and delivery.</p> <p>10-12 hours of non-examined internal assessment (NEA*)</p>	<p>Topic Area 1: Current public health issues and the impact on society</p> <p>Topic Area 2: Factors influencing health</p> <p>Topic Area 3: Plan and create a health promotion campaign</p> <p>Topic Area 4: Deliver and evaluate a health promotion campaign</p> <p>To gain marks in the highest mark band your coursework needs to be written with:</p> <ul style="list-style-type: none">Comprehensive evaluationsDetailed suggestionsEffective and complex campaignFull understanding of planningEffective use of your communication skills
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Successful completion of NEA Tasks

RO35 by 10 January 2025

Your local authority has asked you to produce a health promotion campaign to help improve the health of the local area for one of the following public health challenges:

- child dental health
- OR
- heart disease/stroke.

You will:

- Describe factors and barriers to living a healthy lifestyle
- Describe the benefits to following a health campaign
- Plan and deliver in the main hall a health promotion campaign in the local area to encourage individuals or groups of people to lead a healthier lifestyle. This will be delivered in December to an audience in school for example, as a presentation, an engaging activity, an advert or leaflets.
- You will evaluate your performance based on feedback received from your audience

RO33 by 15 May 2025

- Completion of the interview of an adult over 65+ to find about PIES milestones that they have or have not reached
- Describe the 6 factors that have affected their lives from the interview
- Identify the needs they may have
- Describe 2 life events an individual has experienced (any age) and the PIES impacts at the time
- Describe the sources of support that you would recommend that meets the needs of that individual after researching formal, informal and charity support.
- How you have applied person-centred values

Successful outcomes from RO32 (exam unit) on Wednesday 4 June 2025 1pm

- Use your common sense and general knowledge
- Revise and know the key words and definitions
- Apply your knowledge and understanding of the 4 topic areas to different scenarios and health & social care settings
- Practice exam style questions weekly to know how to structure your answers especially in longer, big mark questions

The exam will have 6 compulsory questions. Question types include:

- short and medium answer
- extended response

Three questions will be set with a situation or scenario. There will always be up to two 6 mark questions that will require students to provide an extended answer when showing their knowledge and understanding. There will always be one 8 mark extended response question.

General Revision Tips

- Collect a specification check list so you know every topic to study.
- Make a revision plan so you know what topics to cover each week/day.
- Make flash cards, post it notes, diagrams, drawings or anything else that helps make you remember the content.
- Presentation is key - make your resources neat and keep them organised so you can refer back to them at a later date.
- Ensure you use key terminology in your revision. Highlight key words so you remember them.
- Mix up learning content and topics with testing yourself using past exam questions. Make a record of the topics that you struggle to remember so you can prioritise these in your revision sessions.
- Make revision part of your daily routine.
- After studying a topic, talk to people about it. This helps reinforce the content you have learned.
- If you are not sure about something, speak to your teacher.

Tips for Success

- Keep up to date with your coursework.
- Do not rush to finish coursework, always provide as much detail as you possibly can giving detailed sporting examples.
- Hand coursework in on time.
- Remember- Coursework is 60% of your overall mark so make sure you are spending enough time on it to achieve the best possible grade

Useful Websites & Revision Guides

<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/4>

<https://www.sportengland.org/guidance-and-support/national-governing-bodies>

Notes



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Minerva
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