

Year 9 Curriculum Booklet



St Aloysius' College
2020/2021

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Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten

Assistant Headteacher – Curriculum & Outcomes



Dear Parent/Carer,

This is an exciting year for your son as he embarks on his GCSE courses and Key Stage 4 curriculum. This year is the first step to obtaining GCSE qualifications, and therefore it is important your son is focussed and finds the right balance between academic, extra curricular and social demands.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 9. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 9 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours sincerely,

Ms E Tully

Head of Year 9



The course follows a three-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

	Autumn 1	Autumn 2
Focus/Context for Learning	Week: 1. Introduction to Fashion 2. Research Designers 3. Observation drawing 4. Work on Artist's style 5. Final Piece 6. Final Piece 7. Enrichment	Week: 1. Research-Kente Cloth 2. Experimentation (e.g. collage, pastels) 3. Final piece: Pattern design 4. Christmas Art Exam week 5. Christmas Exam 6. Enrichment 7. Enrichment
	Spring 1	Spring 2
Focus/Context for Learning	Week: 1. Introduction to Architecture 2. Research on Architects 3. Perspective drawing 4. Development & experimentation 5. Final Piece 6. Enrichment	Week: 1. Research on landscape & Architecture 2. Investigate artists 3. Development and experimentation 4. Final Piece 5. Test/AfL: Peer and Self-assessment 6. Enrichment
	Summer 1	Summer 2
Focus/Context for Learning	Week: 1. Introduction to London Life 2. Research on Artists 3. Development and experimentation (collage/pastels/ICT) 4. Test/AfL: Peer and self-assessment 5. Enrichment	Week: 1. Work on Artist's style 2. Final Piece – London Life 3. Summer Art Exam week 4. Summer Exam 5. Enrichment 6. Enrichment 7. Enrichment



You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects businesses and all the people involved.

Focus/Context for Learning	Autumn 1 <u>1.1 Enterprise and entrepreneurship</u> 1.1.1 The dynamic nature of business 1.1.2 Risk and reward 1.1.3 The role of business enterprise <i>Mini research project</i> Entrepreneurs Innovation and invention Chindogu	Autumn 2 <u>1.2 Spotting a business opportunity</u> 1.2.1 Customer needs 1.2.2 Market research <i>Mini research project</i>
	Spring 1 1.2.3 Market segmentation 1.2.4 The competitive environment <u>1.3 Putting a business idea into practice</u> 1.3.1 Business aims and objectives	Spring 2 <u>1.3 Putting a business idea into practice</u> 1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance
Focus/Context for Learning	Summer 1 <u>Topic 1.4 Making the business effective</u> 1.4.1 The options for start-up and small businesses 1.4.2 Business location 1.4.3 The marketing mix <i>Mini research project</i>	Summer 2 <u>Topic 1.4 Making the business effective</u> 1.4.4 Business plans <u>Topic 1.5 Understanding external influences on business</u> 1.5.1 Business stakeholders 1.5.2 Technology and business <i>Mini research project</i>



Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

Focus/Context for Learning	Autumn 1	Autumn 2
	A. Systems architecture B. Memory & storage C. Programming techniques (Python)	A. Data Representation <ul style="list-style-type: none"> • Storage Units & Binary • Binary • Binary arithmetic • Hexadecimal B. Programming techniques (Python)
Focus/Context for Learning	Spring 1	Spring 2
	A. Data Representation <ul style="list-style-type: none"> • ASCII and Unicode • Images, Sound and Compression B. Programming techniques (Python)	A. Network <ul style="list-style-type: none"> • Wired and wireless networks • Network topologies • protocols and layers B. Programming techniques (Python)
Focus/Context for Learning	Summer 1	Summer 2
	A. System security B. Systems software C. Programming techniques (Python)	A. Ethical, legal, cultural and environmental concerns B. Programming techniques (Python) C. Past Papers: Paper 1



Head of Department: Mr E. Frazer

Year 9

In year 9, students will be encouraged to work more independently, consolidating and improving on their knowledge and understanding of materials and processes explored in year 8. There will be opportunities for students to further improve on their practical skills and diversify in the range of materials, components; tools and equipment used including CAD/CAM. Teaching and learning will be challenging and robust, consisting of a variety of formal skills teaching; 'learning through doing' practical activities and skills building; research methods; creativity & problem solving, maths skills, retrieval practices, questioning and reflective evaluations (self, peer and group opportunities).

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Project: Design and market influences</p> <ul style="list-style-type: none"> • Role of client, user, designer & Manufacturer • Market Pull and Technology Push • Materials & their working properties • Design movement/Design strategies • Sketching/formal 2D, 3D drawings <p>Manufacturing Processes</p> <ul style="list-style-type: none"> • Forming and moulding materials • Specialist tools, equipment & processes • Surface treatments and finishes • Joining materials • Using CAD/CAM (Polymer focus) • Health & Safety/Risk Assessment 	<p>Mini NEA project: . Multifunctional living.</p> <ul style="list-style-type: none"> • Analysis of context/Task analysis • Customer profile • Product analysis/moodboard • Design brief/Specification • Design proposals in the style of..... • Development (iterative process) • Manufacture, QA & QC • Testing & Evaluation
	Spring 1	Spring 2
Focus/Context for Learning	<p>Project: Furniture modelling</p> <p>Seating solution – designing & modelling through the iterative process without having to make.</p> <ul style="list-style-type: none"> • Designers & design companies • Design strategies • Types and properties of materials. • Smart, modern & composite materials • Forces and stresses – ways to reinforce materials 	<p>Furniture modelling continued:</p> <ul style="list-style-type: none"> • Scaled modelling • Templates and jigs • Modelling materials • Manufacturing processes • Manipulating & combining materials. • Standard components • Specialist techniques and processes • Prototype development • Testing and evaluation
	Summer 1	Summer 2
Focus/Context for Learning	<p>Project: Environmental Project (Recycling bin)</p> <ul style="list-style-type: none"> • New and emerging technologies • Product analysis and evaluation • The six R's • Analysing the design context 	<p>Environmental Project</p> <ul style="list-style-type: none"> • Design Ideas & Modelling (Iteration) • Commercial processes • Prototype • Testing and evaluation



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation R&J inspired creative writing tasks <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1, SECTION A (1 HOUR) LANGUAGE PAPER 1, SECTION B (1 HOUR) 	<p><u>Shakespeare's Romeo and Juliet:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation R&J inspired creative writing tasks <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1, SECTION A (1 HOUR) LANGUAGE PAPER 1, SECTION B (1 HOUR)
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Stevenson's Strange Case of Dr Jekyll and Mr Hyde:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1, SECTION B (1 HOUR) LANGUAGE PAPER 2, SECTION B (1 HOUR) 	<p><u>Stevenson's Strange Case of Dr Jekyll and Mr Hyde:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation <p>EXAMINED:</p> <ol style="list-style-type: none"> LITERATURE PAPER 1, SECTION B (1 HOUR) LANGUAGE PAPER 2, SECTION B (1 HOUR)
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>AQA Poetry Anthology:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation <p>EXAMINED: ANY TWO OF THE FOLLOWING:</p> <ol style="list-style-type: none"> LIT P1, SECTION A LIT P1, SECTION B LIT P2, SECTION B LANG P1, SECTION B LANG P2, SECTION B 	<p><u>AQA Poetry Anthology:</u></p> <ul style="list-style-type: none"> Close analysis, exploration and evaluation <p>EXAMINED: ANY TWO OF THE FOLLOWING:</p> <ol style="list-style-type: none"> LIT P1, SECTION A LIT P1, SECTION B LIT P2, SECTION B LANG P1, SECTION B LANG P2, SECTION B



“Geography has made us neighbours. History has made us friends. Economics has made us partners, and necessity has made us allies. Those whom God has so joined together, let no man put asunder.”

- John F. Kennedy

Focus/Context for Learning	Autumn 1	Autumn 2
	<p>The Challenges of Natural Hazards</p> <ul style="list-style-type: none"> • Tectonic Hazards (volcanoes, earthquakes, tsunamis) • Hazard management • Weather Hazards (tropical storms, extreme weather in the UK) 	<p>The Challenges of Natural Hazards</p> <ul style="list-style-type: none"> • Climate Change (causes, effects and management strategies)
Focus/Context for Learning	Spring 1	Spring 2
	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Urban growth creates opportunities and challenges for cities in LICs and NEEs • Case Study NEE – Rio de Janeiro, Brazil 	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Urban change in cities in the UK creates social, economic and environmental opportunities and challenges • Case Study – London
Focus/Context for Learning	Summer 1	Summer 2
	<p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> • Urban sustainability (energy, water) • Case Study – Stratford and East Village 	<p>UK Physical Landscapes: Coasts</p> <ul style="list-style-type: none"> • Processes • Landforms of erosion and deposition • Case Study – Jurassic Coastline



The course follows a three-year syllabus that encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three-module format that is designed to encourage an understanding of the development of Graphic Design, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of design techniques. Experimentation is key to the course and students develop their ideas and knowledge of graphic designers through sketchbook and independent study. The course is designed to provide students with all the requisite skills and knowledge necessary to become A level students and to pursue a career in design.

	Autumn 1	Autumn 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Introduction to Graphics. 2. Designer research – Ben Frost 3. Collage design – Ben Frost 4. Collage design - Ben Frost 5. Adobe photo shop – skills development 6. Technique – scaling a drawing. 7. Continuation – scaling and drawing. 	<ol style="list-style-type: none"> 1. Ben Frost contextual work. 2. Packaging – graphic design considerations. 3. Packaging – continuation. 4. Hand painting the design image. 5. Painting the design image. 6. McDonald's packaging – photo shop. 7. Completion of work. A P1 – Christmas test.
	Spring 1	Spring 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Review of previous terms work. 2. Research – Paula Scher. 3. Music poster – style of Paula Scher. 4. Music poster – continuation. 5. Theatre poster design. 6. Transfer of images to workbook. 	<ol style="list-style-type: none"> 1. Graphic research – Barbara Kruger. 2. Photo shop – skills development. 3. Photo shop – poster design. 4. Barbara Kruger – poster design. 5. Barbara Kruger – poster design. 6. Project work – sketchbook.
	Summer 1	Summer 2
Focus/Context for Learning	<ol style="list-style-type: none"> 1. Research – Stefan Sagmeister. 2. Designing an album cover. 3. Photoshop skills development. 4. Poster design – Style of Sagmeister. 5. Poster design – style of Sagmeister. 6. Workbook dash Image transfer from computer. 	<ol style="list-style-type: none"> 1. Research on Dadaism. 2. Handmade design – Dadaism. 3. Photoshop – Dadaism design. 4. Photoshop - Dadaism design. 5. Photoshop – Dadaism design. 6. AP2 – Design Test.



During this year, you will begin to study for your GCSE History. The course begins with an overview of the 20th Century world and the rapid changes that took place before starting an in depth study of The USA.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Unit 1</p> <ul style="list-style-type: none"> • The causes of World War 2: • The Treaty of Versailles • The League of Nations <ul style="list-style-type: none"> - The rise of the Nazis and the establishment of the Nazi dictatorship. - Appeasement 	<p>Unit 2 - WW2 to include:</p> <ul style="list-style-type: none"> • Blitzkrieg • The Home Front • Operation Barbarossa • Pearl Harbor • A study in depth of one area of war • DDay
	Spring 1	Spring 2
Focus/Context for Learning	<p>The Holocaust</p> <ul style="list-style-type: none"> • This study will include a visit to Belsize Park Synagogue • The Cold War: How and why did the USA and the USSR fall out after WW2 	<p>Unit 4</p> <ul style="list-style-type: none"> • America 1920-1973: • Opportunity and Inequality • The 1920s • Why was there an economic boom in the 1920s? • Why was Henry Ford so important?
	Summer 1	Summer 2
Focus/Context for Learning	<p>America continued.</p> <ul style="list-style-type: none"> • Why didn't everybody benefit from the boom? • Social and Cultural developments in the USA: • The Roaring 20s • How was life changing for women in the 1920s? • What was Prohibition and why did it fail? 	<p>A land of Opportunity?</p> <ul style="list-style-type: none"> • The experience of Black Americans in the 1920 • The Ku Klux Klan • The Red Scare • Why were Sacco and Vanzetti executed? • What was the Wall Street Crash and why is it important?



Head of Department: Ms A. Toprak

Year 9

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

	Autumn 1	Autumn 2
Focus/Context for Learning	Graphs and sequences Mensuration Calculations Proportion and percentages Equations and formulae Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.	Number Angles Data Transformations Calculations Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework. AP1

	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Number Angles Mensuration Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Proportion and percentages Transformations Graphs and sequences Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.

	Summer 1	Summer 2
Focus/Context for Learning	Angles Probability Equations and formulae Number Graphs and sequences Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework	Calculations Constructions Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check. AP2



Focus/Context for Learning	<p style="text-align: center;">Autumn 1</p> <p><u>Introduction to Media Studies and Theoretical Framework</u></p> <ul style="list-style-type: none"> Understanding how to analyse Media products using the four key concepts - Media Language, Representation, Audience and Industries <p><u>Component 1A – Newspaper front covers (Language)</u></p> <ul style="list-style-type: none"> Analysing the first set products – <i>The Guardian</i> and <i>The Sun</i> newspaper front covers 	<p style="text-align: center;">Autumn 2</p> <p><u>Component 1A – Magazine covers</u></p> <ul style="list-style-type: none"> Studying the two magazine cover set products – <i>Pride</i> and <i>GQ</i> – in terms of Media Language and Representation, and starting to practise GCSE style questions <p><u>Intro to practical work – Photoshop magazine covers</u></p> <ul style="list-style-type: none"> Using knowledge of magazine cover conventions to create media products, developing Photoshop skills
	Focus/Context for Learning	<p style="text-align: center;">Spring 1</p> <p><u>Component 1B – Film marketing</u></p> <ul style="list-style-type: none"> Exploring the set product <i>Spectre</i> film website in terms of Audience and Industries <p><u>Component 1A Film Marketing</u></p> <ul style="list-style-type: none"> Analysing the set products <i>Spectre</i> and <i>The Man With The Golden Gun</i> film posters, in terms of Media Language and Representation
Focus/Context for Learning		<p style="text-align: center;">Summer 1</p> <p><u>Component 1B – Videogame</u></p> <ul style="list-style-type: none"> Analysing the set product <i>Pokemon Go</i>, in terms of Industries and Audience



	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Module 1: Qui suis-je? - Identity and culture</u></p> <ul style="list-style-type: none"> Revising family and describing people Revising places in town and activities Talking about friends and what makes a good friend Using irregular verbs in the present tense Talking about family relationships Using reflexive verbs in the present tense 	<p><u>Module 1: Qui suis-je? - Identity and culture</u></p> <ul style="list-style-type: none"> Describing a night out with friends Using the perfect tense Talking about life when you were younger Using the present and perfect tenses together Discussing role models
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Module 2: Le temps des loisirs - Identity and culture</u></p> <ul style="list-style-type: none"> Using the present, perfect and imperfect tense Revising sport and music Revising technology, films and TV Talking about sport Using <i>depuis</i> + the present tense Talking about your life online Using the comparative Talking about books and reading Practice of the imperfect tense 	<p><u>Module 2: Le temps des loisirs - Identity and culture</u></p> <ul style="list-style-type: none"> Talking about your life online Using the comparative Talking about books and reading More practice of the imperfect tense Talking about television programmes Using direct object pronouns (<i>le, la, les</i>) Talking about actors and films Using superlative adjectives
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Module 3: Jours ordinaires, jours de fête - Identity and culture</u></p> <ul style="list-style-type: none"> Talking about food and meals Discussing and shopping for clothes Describing your daily life Using <i>pouvoir</i> and <i>devoir</i> Using <i>quel(s)/ quelle(s)</i> and <i>ce/ cet/cette/ces</i> Describing festivals and traditions Asking questions using <i>est-ce que..?</i> and <i>qu'est-ce que...?</i> 	<p><u>Module 3: Jours ordinaires, jours de fête - Identity and culture</u></p> <ul style="list-style-type: none"> Talking about food for special occasions Using the pronoun <i>en</i> Using the polite language Asking questions in the <i>tu</i> and <i>vous</i> forms Using the present and near future tenses



Focus/Context for Learning	<p style="text-align: center;">Autumn 1</p> <p><u>Módulo 3: Mi gente – Identity and culture</u></p> <ul style="list-style-type: none"> • Talking about socialising and family • Using verbs in the present tense • Describing people • Using adjectival agreement • Talking about social networks • Using <i>para</i> + infinitives • Extending responses by referring to others 	<p style="text-align: center;">Autumn 2</p> <p><u>Módulo 3: Mi gente – Identity and culture</u></p> <ul style="list-style-type: none"> • Making arrangements • Using the present continuous • Improvising dialogues • Talking about reading references • Using a range of connectives • Describing relationships • Using <i>ser</i> and <i>estar</i> • Understanding more detailed descriptions
	Focus/Context for Learning	<p style="text-align: center;">Spring 1</p> <p><u>Módulo 4: Intereses y influencias – Identity and culture</u></p> <ul style="list-style-type: none"> • Talking about free time activities • Using stem-changing verbs • Talking about TV programmes and films • Using adjectives of nationality • Talking about what you usually do • Using <i>suelo</i> + infinitive • Talking about sports • Using the imperfect tense
Focus/Context for Learning		<p style="text-align: center;">Summer 1</p> <p><u>Módulo 6: De costumbre – Identity and culture</u></p> <ul style="list-style-type: none"> • Describing mealtimes • Talking about daily routine • Talking about illnesses and injuries • Asking for help at the pharmacy • Talking about typical food • Using <i>me gusta/me gustaría</i> • Using quantity expressions • Comparing different festivals • Using verbs in the <i>we</i> and <i>they</i> form



Head of Department: Mr T. Graham

Year 9

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to engage with this philosophy by participating in the wider context of the music curriculum, through involvement in our 'Music Extra Curricular Program' of which we pride ourselves in both the diversity and inclusive approaches for all children.

Focus/Context for Learning	Autumn 1	Autumn 2
	<p>GCSE Skill Building: Rhythm & Notation</p> <ul style="list-style-type: none"> • Rhythm notation & melody composition • Developing ideas: repetition & variation • Pitch notation: learning to perform from a score • Logic Pro introduction skills • Practical: Logic sequencing work • Written: Analysing skills 	<p>GCSE Skill Building: Chords & Scales</p> <ul style="list-style-type: none"> • Major & Minor scales & keys • Chord formulae • Chord sequences & modulation • Logic Pro composition skills • Practical: Ensemble performance & Logic Composition • Written: All the theory Covered
Focus/Context for Learning	Spring 1	Spring 2
	<p>Edexcel GCSE Music - Area of Study 2: Vocal Music (Set work: Killer Queen by Queen)</p> <ul style="list-style-type: none"> • Introduction to exam board specifications & Areas of Study • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces 	<p>Edexcel GCSE Music – Area of Study 1: Instrumental Music 1700-1820 (Set work: Brandenburg Concerto by JS Bach)</p> <ul style="list-style-type: none"> • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces
Focus/Context for Learning	Summer 1	Summer 2
	<p>Edexcel GCSE Music - Area of Study 3: Music for Stage and Screen (Set work Star Wars theme)</p> <ul style="list-style-type: none"> • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces 	<p>Edexcel GCSE Music – Area of Study 4: Fusions (Set work: Release by Afro Celt Sound System)</p> <ul style="list-style-type: none"> • Detailed analysis of the set work • Analysis of the 'wider' repertoire – similar but unfamiliar pieces



Head of Department: Mr S. Henderson

Year 9

In GCSE PE we follow the OCR syllabus which comprises 40% practical and 60% theory. Pupils will be taught in a variety of practical and theory lessons. Theoretical topics studied include Skeleton, Muscles, Fitness training, drugs in sport, sponsorship and media. In practical lessons pupils are introduced to a variety of activities, improving their skills and tactical awareness.

	Autumn 1	Autumn 2
Focus/Context for Learning	1.2a Components of fitness	1.2b Applying the principles of training
	Spring 1	Spring 2
Focus/Context for Learning	2.3 Health fitness and well-being	1.2c Preventing injury in physical activity and training
	Summer 1	Summer 2
Focus/Context for Learning	2.1a Engagement patterns of different social groups in physical activities and sports	2.1b Commercialisations of physical activity and sport

Head of Department: Mr S. Henderson

Year 9

In year 9 all students will participate in one double lesson per week. They will undertake the following activities at Key Stage 3 where the primary focus will be developing knowledge and skills and cardiovascular fitness across a range of activities. The national curriculum forms the foundation of the schemes of work and all some of the boys are put into ability groups.

	Autumn 1	Autumn 2
Focus/Context for Learning	<p>Basketball/Handball: More time is devoted to pupils developing skills under the tutelage of their peers. Pupils are taught how to design skill based warm ups and how to officiate.</p>	<p>Badminton: Pupils should be at a stage to independently use a range of badminton shots to outwit an opponent. Taking part in whole class tournaments and competition. Games should be pupil led throughout the activity.</p> <p>Table Tennis: More time is allocated to allow pupils to take part in tournaments and matches organised in lessons. The pupils will also have the opportunity to officiate for a large portions of the unit.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p>Health Related Fitness: Students have time to design and execute their own fitness activities based on the components and methods learned in previous years. Sport specific fitness lessons are a feature in this unit. Recording and measuring data in lessons to monitor performance is also a feature.</p>	<p>Rugby: The full sided game of 15 a side rugby forms a large part of this unit. 8 player scrums are taught complemented by a full back line. Position specific duties are taught in greater depth.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p>Athletics: Pupils will have a thorough knowledge of the rules which apply to each jump, run and throw. They will be able to measure and officiate within lessons in paired and group activities.</p>	<p>Cricket: Pupils are allowed to play the game in the traditional form with overs etc. where time allows. They are able to learn how to umpire at the bowlers end and behind the stumps. More groups will have access to the hard ball game.</p>



	Autumn 1	Autumn 2
Focus/ Context for Learning	<p>DEVELOPMENT</p> <ul style="list-style-type: none"> • Early brain development. • The role of education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development. • The effects of learning on development using Carol Dweck's mind-set theory. 	<p>DEVELOPMENT</p> <ul style="list-style-type: none"> • The effects of learning on development using • Daniel Willingham's learning theory. • The aims, procedures and findings (results and conclusions), strengths and weaknesses of: Piaget and Inhelder (1956) Three mountains task & Gunderson et al. (2013) • Understand morality issues in psychology and the individual.
	Spring 1	Spring 2
Focus/ Context for Learning	<p>THE BRAIN AND NEUROPSYCHOLOGY</p> <ul style="list-style-type: none"> • The structure and function of the brain. • The lateralisation of function in the hemispheres, • Neurons and synapses. 	<p>THE BRAIN AND NEUROPSYCHOLOGY</p> <ul style="list-style-type: none"> • Understand the impact of neurological damage on cognitions and behaviour. • The aims, procedures and findings (results and conclusions), Damasio et al (1994) The Return of Phineas Gage & Sperry (1968) Hemisphere isconnection and Unity in Conscious Awareness. • How psychology has changed over time.
	Summer 1	Summer 2
Focus/ Context for Learning	<p>MEMORY</p> <ul style="list-style-type: none"> • The structure and process of memory and information Processing. • The features of short-term and long-term Memory. • Retrograde and anterograde amnesia. • The active process of memory through the Theory of Reconstructive Memory (Bartlett, 1932), including strengths and weaknesses of the theory. 	<p>MEMORY</p> <ul style="list-style-type: none"> • The structure and process of memory through the Multi-store Model of Memory (Atkinson and Shiffrin, 1968). • The aims, procedures, and findings (results and conclusions), Bartlett (1932) War of the Ghosts & Peterson and Peterson (1959) • Short-term Retention of Individual Verbal Items. • Understand the reductionism and holism debate.

Religious Education



Head of Department: Ms L. Carter

Year 9

	Autumn 1	Autumn 2
Focus/Context for Learning	<p><u>Catholic Beliefs and teachings</u> Students will look at the teachings on the Trinity, how the Trinity is expressed in the Bible and worship. Students will look at what the Bible teaches about creation and understand how different Christian denominations interpret Genesis. Students will examine what it means to be made in the image of God and how this effects their relationship and place within the world.</p> <p><u>Judaism Beliefs and teachings</u> Students will examine what Jews believe about the Almighty and the Shekhinah. Student will understand different Jewish denominations' views on the Messiah and the messianic age. Students will understand the significance of the Mosaic covenant and how it influences the lives of Jews today.</p>	<p><u>Arguments for the existence of God</u> Students will examine the importance of revelation, in particular the revelation of Jesus. Students will examine and evaluate how visions, miracles and religious experience can be proof that God exists.</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u>Catholic Beliefs and teachings</u> Students will look at what the incarnation is and what it reveals to us about God. Students will understand the events of the Paschal mystery and their significance for the lives of Christians today. Students will examine the role of the Holy Spirit and grace in human salvation. Student will understand the different Christian teachings on the afterlife and the impact that it has on Christians today.</p>	<p><u>Judaism Beliefs and teachings</u> Students will understand the significance of the Abrahamic covenant and how it influences the lives of Jews today. Students will understand the importance of the sanctity of life for Jews and how it influences their moral decisions. Students will understand the importance of the mitzvot for both Reformed and Orthodox Jews. Student will understand the different Jewish teachings on the afterlife and the impact that has on Jews today.</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u>Arguments for the existence of God</u> Students will examine and evaluate how the Design and Cosmological argument proves that God exists. Students will understand the problem of evil and how Catholics respond to the problem of evil in their lives today.</p>	<p><u>Revision for Summer exam</u> Students will partake in lessons that consolidate the material they have learned over the past year; they will be given opportunities to develop exam skills and particularly their evaluation skills throughout the term.</p>



Head of Department: Ms H. Clarke

Year 9

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

Learning is our priority.

	Autumn 1	Autumn 2
Focus/Context for Learning	1B. Cells 2P. Energy 3C. Chemistry of the Earth's atmosphere	4B. Transport 5P. Particle model of matter 6C. Using resources
	Spring 1	Spring 2
Focus/Context for Learning	7B. Health and disease 8P. Electricity	9C. Atomic structure and Periodic table 10B. Homeostasis and Control
	Summer 1	Summer 2
Focus/Context for Learning	11C. Bonding structure and the properties of matter	Revision and Practical skills

	Autumn 1	Autumn 2
Focus/ Context for Learning	<p><u>3.1 The Sociological Approach</u></p> <p>3.1.1 - Debates within sociology.</p> <p>3.1.2 - How sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world.</p> <p>3.1.3 - The contextualised work (a sense of time and place) of key classical sociologists.</p>	<p><u>3.1 & 3.2 The Sociological Approach</u></p> <p>3.1.4 - Different sociological perspectives on social structures, social processes and social issues.</p> <p>3.1.5 -The interrelationship between the core areas of sociology.</p> <p>3.1.6 - How to use sociological research methods.</p> <p>3.2 - Key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena.</p>
	Spring 1	Spring 2
Focus/ Context for Learning	<p><u>3.7 Sociological Research Methods</u></p> <p>In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:</p> <ul style="list-style-type: none"> - Identify, describe and explain various methods and methodological issues. - Identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research. - Demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues . 	<p><u>3.4 Education</u></p> <p>3.4.1 Roles and functions of education</p> <ul style="list-style-type: none"> - Different views of the role and functions of education. - The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles. <p>3.4.2 The relationship between education and capitalism</p> <ul style="list-style-type: none"> - Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.
	Summer 1	Summer 2
Focus/ Context for Learning	<p><u>3.4 Education</u></p> <p>3.4.3 Educational achievement</p> <ul style="list-style-type: none"> - Factors affecting educational achievement. - The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools. <p>3.4.4 Processes within schools</p> <ul style="list-style-type: none"> - Processes within schools affecting educational achievement. - The work of Ball on teacher expectations and Willis on the creation of counter school cultures. 	<p><u>Social Issues Community Project</u></p>



In Sport BTEC....

You will study 4 units over the next 3 years.

3 of these units require you to complete coursework either practically based or written.

One unit will consist of an external exam which is on fitness for sport & exercise.

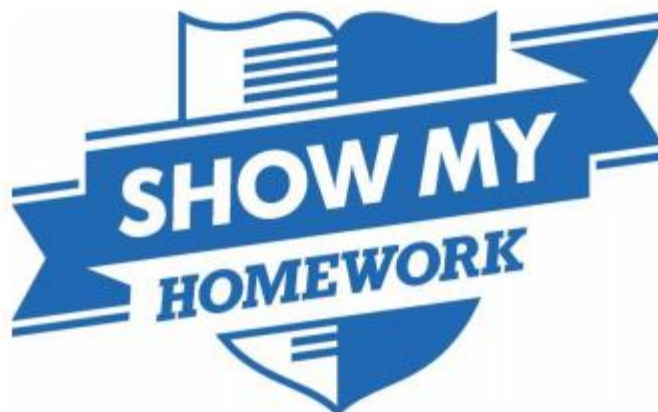
A grade will be given for each task and accumulated into an overall grade

	Autumn 1	Autumn 2
Focus/Context for Learning	Unit 2 - A1, A2 and A3 - Rules, regulations and scoring systems of different sports	Unit 2 - A5, A6, and A7 - Roles and responsibilities of different sports officials Unit 2 - Learning aim A coursework completion

	Spring 1	Spring 2
Focus/Context for Learning	Unit 2 - B1 - Components of physical fitness Unit 2 - B2 - Technical demand	Unit 2 - B5, B6, B7, B8 - safe, relevant and effective skills, techniques and tactics. Unit 2 - B9, B10, B11 - Different types of practice. Unit 2 - Learning aim B coursework completion

	Summer 1	Summer 2
Focus/Context for Learning	Unit 2 - C1 - Observation Checklist Unit 2 - C2 - Review performance	Unit 2 coursework completion

Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary



The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail enquiries@sta.islington.sch.uk giving your child's full name and tutor group.

Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

Accessing your Go 4 Schools Account

To access the site, please go to www.go4schools.com and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.

GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

Remember my email address

Sign in

First-time User?

Forgotten your Password?

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.

First-time User?

If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

New password Cancel

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.

GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the [First-time User?](#) and [Forgotten your Password?](#) links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

Remember my email address

Sign in

First-time User?

Forgotten your Password?

Once logged in, what will you see?

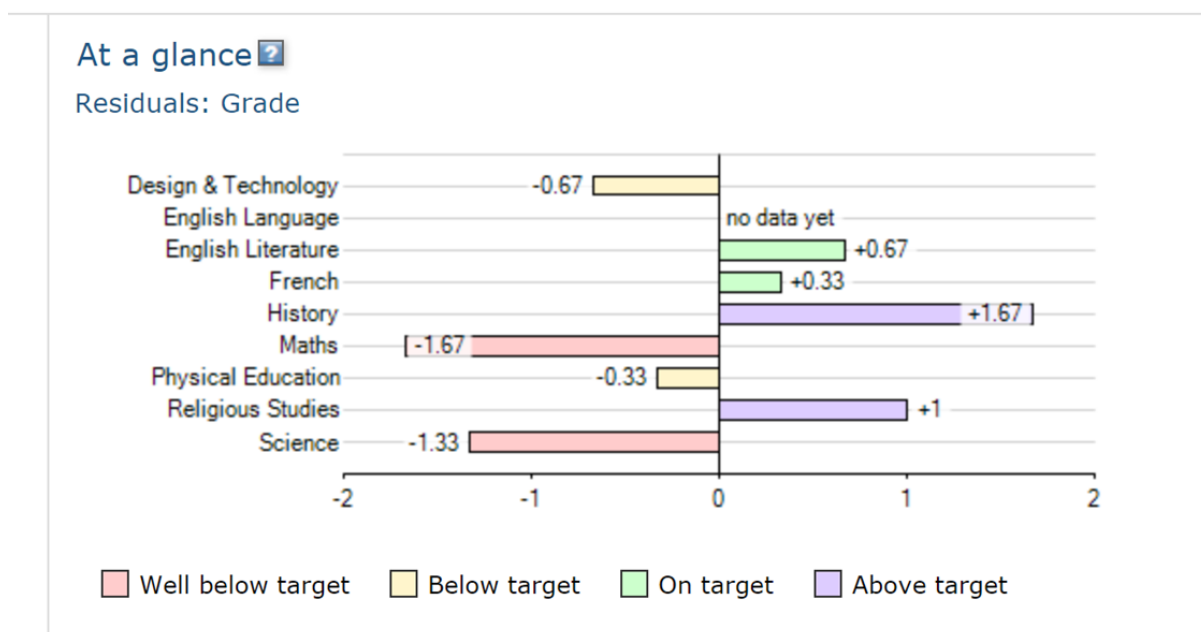
Parent home view

When you log in you will see names of your children that attend the school.

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target




Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

Attendance	100.00%	 <ul style="list-style-type: none"> ■ Attendance ■ Authorised absences ■ Unauthorised absences ■ Unknown marks
Authorised absences	0	
Unauthorised absences	0	
Unknown marks	0	
Possible sessions	74	

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

Subject	Year 7 Baseline	EoY 9 TARGET	Current Grade	Mark sheet summary
English Language Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	9B	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson View subject description	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - Unit 2 Practical Sports Performance - Unit 3 Applying the Principles of Personal Training - Unit 6 Leading Sports Activities -

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

Attendance	91.91%
Registration group	10P (Mr A Emsley)
Positive behaviour points	83
Negative behaviour points	-9
More	

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

Tu	08:50 Tutorial 11G/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[View full timetable](#)

Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

Progress and reports

Subject	07 Nov 2018	14 Dec 2018	19 Jun 2019	Current Grade
English Language	-	-	2H	2H
English Literature	-	2H	-	2M
Geography	-	2L	3M	3M
Graphic Products	-	2L	2H	2H
Maths	-	1L	1M	1M
PE BTEC	-	-	-	-
Physical Education	-	-	-	2H
Religious Studies	-	2H	3M	3M
Science	-	3L	4H	4H
Attendance	100.00%	98.46%	99.08%	99.10%
	View report	View report	View report	

Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

My settings

Your login email address is:

Homework

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily summaries of homework are sent every evening after 16:00.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour

The below table defines the global school settings and if any, the year group settings.

Scope	Email	Notification
School	Enabled	Enabled

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

Scope	Email	Notification
Default	Enable ▾	Enable ▾

Behaviour update emails

How often should we send you email updates about behaviour events?

If you do not wish to receive updates about your child's behaviour please contact your child's school.

We will send updates only if new events have been recorded by Demonstration School.

St. Aloysius' College GCSE Revision Guide



Name: _____ Form: _____ Date: _____

Getting started

It can be hard to start revision but, once you find your stride, mastering areas of learning is rewarding and the process can even be fun. The key is sticking to your routine and using effective methods:

- ✓ **S**ort your space
- ✓ **M**ake a timetable
- ✓ **A**nalyse weaknesses
- ✓ **R**emember it
- ✓ **T**est it

1. Sort your space - What will help you focus?

Your study environment can make or break any great revision plan. Get it right and guard it with your life!

- **Space** - clear from distractions or clutter
- **Put your phone away** - given the choice, what will get your attention? Leave it in the cupboard, give it to your parent(s) check it during your break if you must.
- **Don't listen to music** - apparently it just loads up your brain. (No lyrics if you must)
- **Resources** - have them all ready before you begin.



2. Make a timetable - How should I organise my time?

Building a revision timetable adds structure to your revision and helps you identify which GCSE subjects you need to prioritise to get better marks. Creating a revision timetable is a great way to organise your study time, plus it also helps boost your motivation to revise for your exam

- 1) Work out how many revision sessions you have left before your exam and divide them up proportionally between each subject
- 2) Plan all of your time adding in any social events you have planned e.g. Family meal or football training.
- 3) List specific things you will do (from your to-do lists) rather than just the subject you will study e.g. *Flash cards on Biology unit 2.1 or practice paper - Maths paper 2*

	Saturday 13 th June	Sunday 14 th June
7.00-8.30	Sleep Breakfast	RE Unit 7 & 8 Seneca
8.30-10.00	Biology - flash cards on unit 2, 3 & 4	RE Practice paper - Paper 2
10.00-11.30	Maths - practice paper - Calculator	Church
11.30-1.00	Basketball	Church Family Lunch
1.00-2.30	Lunch Mark Maths calculator paper	Family Lunch
2.30-4.00	Geography <u>Educa</u> ke - Unit 6, 7 & 8	Music - rehearse exam piece and complete flashcards on Unit 1 & 2
4.00-5.30	French - Unit 1 & vocab tests French practice paper - Reading	Geography Unit 6, 7 & 8 practice paper
5.30-7.00	Physics - flash cards Unit 3 & 4 Dinner	Jag Dinner
7.00-8.30	English - mind-maps and poetry practice questions	Get someone to test me on flash cards - Physics, Biology, RE & Geography
8.30-10.00	Relax	Relax

Be realistic and stick to your plan!

3. Analyse weaknesses - What do I revise?

GCSE Religious Studies (Edexcel Religious Studies A - 1RA0)			
Personal Learning Checklist			
PAPER 2 (25%)		Covered in lessons	Revision notes made
Judaism	Beliefs & teachings		
	7.1 The Almighty		
	7.2 The Shekhinah		
	7.3 The Messiah		
	7.4 The covenant at Sinai		
	7.5 The covenant with Abraham		
	7.6 The sanctity of life		
	7.7 The moral principles and <u>Mitzvot</u>		
	7.8 Life after death		
	7.9 The afterlife		
Practice			
8.1 Public acts of worship			
8.2 The <u>Teshuvah</u> and Talmud			
8.3 Private prayer			
8.4 The Shema and the Amidah			
8.5 Ritual and ceremony			
8.6 Shabbat			
8.7 Festivals			
8.8 Features of the synagogue			
PAPER 3 (25%)		Covered in lessons	Revision notes made
Philosophy & Ethics	9.1 Revelation		
	9.2 Visions		
	9.3 Miracles		
	9.4 Religious experiences		
	9.5 The design argument		
	9.6 The cosmological argument		
	9.7 The evidence of suffering		
	9.8 Solutions to the problem of suffering		
	10.1 Marriage		
	10.2 Divorce		

Make sure you know exactly what it is you'll be tested on and that you've got the right exam board. You don't want to be revising for questions & topics you'll never be tested on!

1. **PLC** - Each subject has given you Personal Learning Checklists (PLCs) to help you find out your strengths and weaknesses and where you can make most gains. If you are unsure where these are, ask your teacher on SMHW.
2. **RAG** each topic on the PLC based on how confident you are. Be careful not to overestimate your knowledge on topics you like less or to overestimate how well you know topics you really enjoy.
3. **To-do** Once you identify the key areas, make a to-do list for each subject and then add tasks to your revision timetable.



Subject		
Exam board		
Paper number and name		
To do:		<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

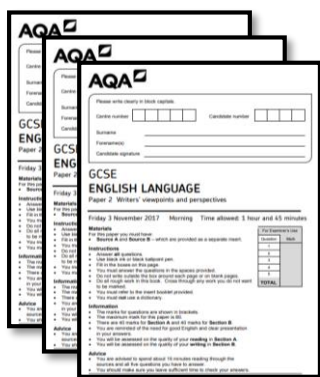
4. Remember it - How can I improve my memory?

"One of the most striking research findings is the power of active retrieval—testing—to strengthen memory, and that the more effortful the retrieval, the stronger the benefit." (The Science of Successful Learning, Brown, P 2013)



There are lots of different methods for improving your memory. Once you've identified your weakness, commit to re-learning and memorising that content. The key to retaining information is regularly revisiting it - see the 4 top Active Recall study methods below.

5. Test it - Do I really know it?



You'll hopefully be feeling confident by this stage. You've gone back over your PLC and AQA are feeling confident on this unit. However, do you really know what you think you do in a test situation? There are a huge range of practice exam activities on SMHW. Past papers and consolidation tests. Review your learning and go back over the process above. These will be available to you on SMHW. If not, just ask your teacher!

Practice papers



Mark schemes



Examiners reports

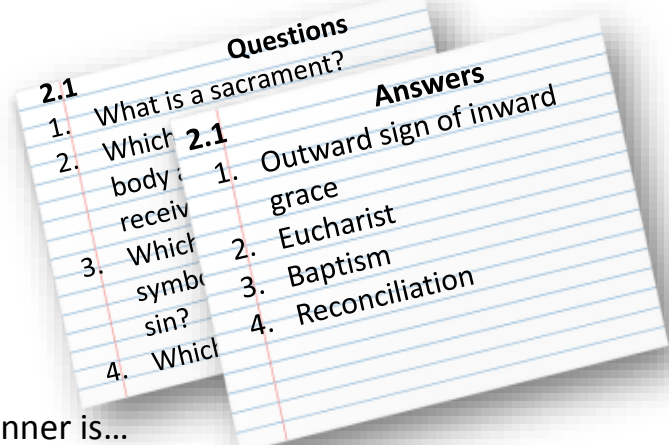
What are the most effective revision methods?

So you've got this far - you've sorted your space, planned your time out and identified the areas you need to revise in each subject. The last thing you want to do now, is adopt revision methods that are ineffective. Put simply, many of the favourite revision methods just do not work.

Dunlosky et al (2013) did a study which showed that some of the most common revision techniques are highly ineffective. They may feel like they're working there and then but the evidence showed that they do not help us to remember as well as those strategies which support long-term memorisation. What the studies conclude is that **active recall** is the most effective form of revision.

Technique	What it involves	Effectiveness
Practice testing	Self-testing to test knowledge: E.g. Flash cards, quizzing apps, past-exam questions	HIGH
Spaced repetition	Spreading out and returning to topics regularly over time i.e. Regular revision / Spaced timetabling	HIGH
Elaborative interrogation	Thinking about 'why' you have answered a question or creating an explanation for a response	MODERATE
Self-explanation	Explaining how new information is related to known information, or explaining how a problem was solved. E.g. mind-mapping	MODERATE
Interleaved practice	Switching between different kinds of problems	MODERATE
Summarising	Writing summaries of concepts/texts	LOW
Keyword mnemonic	Choosing a word or story to associate with information	LOW
Highlighting	Marking potential important portions of to-be-learned materials while reading	LOW
Imagery	Forming mental pictures while reading or listening	LOW
Re-reading	Going over material you've read before	LOW

Effectiveness of study techniques adapted from Dunlosky et al (2013) pg 6.



Highlighting vs Flash Cards – and the winner is...

Top 4 Active Recall Study methods

1. Quizzing

Self-testing is proven to be a highly effective revision strategy which allows you to improve your memory. Each subject has a chosen quizzing app - access can be found on the Student Hub.

Make it work by: Revisit the topics you perform least well on more frequently (Some apps do this automatically)

Recommended for: All subjects



2. Flashcards

Flashcards are the ultimate form of active recall and if used well involves the most effective revision strategies: spaced repetition, elaborative interrogation and practice-testing.

Make it work by: Writing notes as Q & A. (Use flashcard apps like Anki or Quizlet to make your own)

Recommended for: MFL, History, RE, Geography, Science, Maths

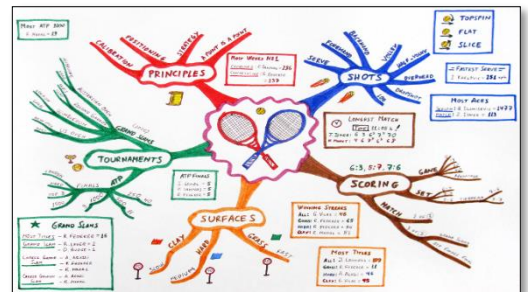


3. Mind-maps

If you find it difficult to remember tons of new study notes, Mind Maps may be the key to improving your memory. The theory behind mind mapping explains that making associations by connecting ideas helps you to memorise information easier and quicker.

Make it work by: Making connections between ideas

Recommended for: English, History, RE, Geography, Science

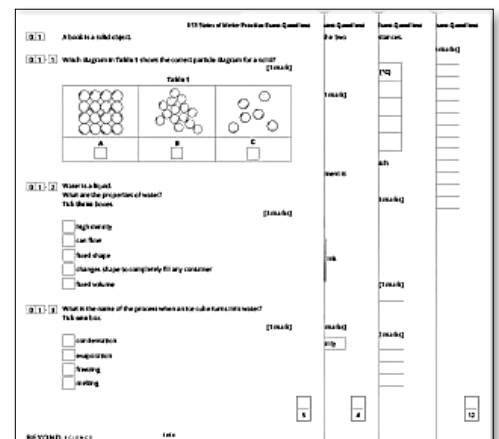


4. Practice questions

One of the biggest recommendations that past GCSE students recommend is to do as many GCSE past papers as you can. Practising past papers will help you get familiar with the exam format, question style, time pressure and overall improve your ability to retrieve information quicker

Make it work by: Learning a topic thoroughly first and then once complete use the mark scheme to check your answers and build confidence.

Recommended for: A must for all subjects with written exams!



Revision Top Tips



1. Plan ahead and start early to avoid freaking out

Start early to avoid cramming later. Once you've got your exam dates work backwards to plan your revision well ahead of time. The longer you give yourself the less pressure you'll be under throughout the exams and you'll have time to focus, get help and go over all you need to know. Remember with most of the examinations at the end of the course, students will need to constantly revisit material and not rely on 'cramming' at the end.

2. Take Regular Study Breaks

Do you feel stressed, tired and that no new information is entering your head? There is no point forcing yourself to study for hours upon hours as this will not result in a positive outcome. Taking regular study breaks and exercising is proven to engage your brain in studying and improve your exam performance in the long-run.

3. Adapt for Different GCSE Subjects

It may seem obvious but many students try to study for different subjects using the same study methods. Your GCSE revision should take account of the difference between your subjects and the challenges they represent. For example, Flashcards are an ideal study aid to help you prepare for a Spanish, French, German and exam such as GCSE Science where you need to remember key definitions. An Online Quiz is a great way to test your GCSE Maths skills while you would highly benefit from using a Note to study English

4. Involve friends or family

Teaching others is perhaps one of the best ways to actually revise and learn yourself. Get with a group of friends and see who needs help on what topics and teach each other or as a group. You can also grab a friend or family member who doesn't do your course and ask them to quiz you using your flashcards.

5. Watch some videos

If you are struggling to understand a particular topic, don't just keep reading your notes or revision books, get interactive by watching videos too. There are many good revision YouTube channels dedicated to revision notes on your course!

6. Prioritise

Organise your revision time so that you focus more on your troublesome topics and tough subjects. You don't need to waste time going over areas that you already know inside out.

7. Reward yourself

Cross off your revision sessions on your timetable/to-do list. Reviewing your progress at the end of each day gives you a real sense of satisfaction. Show your completed work to your parent(s).

8. Managing your wellbeing during revision

- ✓ **Nutrition & hydration** - Eat & drink healthily = think clearly
- ✓ **Fresh air & exercise** - proven to boost concentration and reduce stress
- ✓ **Sleep** - when we're sleep deprived we make more mistakes, find it harder to concentrate and get stressed more easily.

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