

PREPARING FOR EXAMS

THE BECKET SCHOOL



Contents Page

	PAGE
Preparation Advice	3
Preparation Advice for Parents	4
How do I revise?	5-6
Using Flashcards	7-8
Knowledge dumps	9
Self-quizzing	10-11
When should I revise?	12
Where should I revise?	13
How do I improve my sleep	14
Exam Guidance	15
Exam Timetable	16-17
Subject information	18-45

Preparation Advice

- **Start early:** Begin revising a few months before your exams. This gives you plenty of time to cover all topics without cramming.
- **Make a study plan:** Create a revision timetable. Plan your days and weeks, and allocate time for each subject.
- **Focus on weak areas:** Spend more time on subjects or topics you find challenging, but don't ignore your strengths either.
- **Use past papers:** Practice with past GCSE papers to understand the format and types of questions. It also helps you with time management.
- **Stay organised:** Keep your notes, revision materials, and resources in order. An organized workspace helps you focus better.
- **Mix revision techniques:** Use a variety of revision methods like summarizing, flashcards, mind maps, or quizzes to keep things interesting and engaging.
- **Take breaks:** Study in short bursts, like 30-45 minutes, followed by a 5-10 minute break. This helps prevent burnout and keeps you fresh.
- **Stay healthy:** Get enough sleep, eat healthy meals, and drink plenty of water. Avoid energy drinks and too much junk food, which can affect your concentration.
- **Join study groups:** Studying with friends can help with motivation and understanding difficult topics. Just make sure it stays productive.
- **Ask for help:** If you're stuck on something, ask your teachers, classmates, or check online resources. Don't be afraid to reach out for support.
- **Test yourself regularly:** Try to recall information from memory without looking at your notes. This strengthens your ability to remember it in exams.
- **Stay positive:** Keep a positive mindset and remind yourself that with consistent effort, you will improve and succeed.
- **Balance study and relaxation:** Make sure you have time for hobbies, exercise, and relaxation to reduce stress during the exam period.

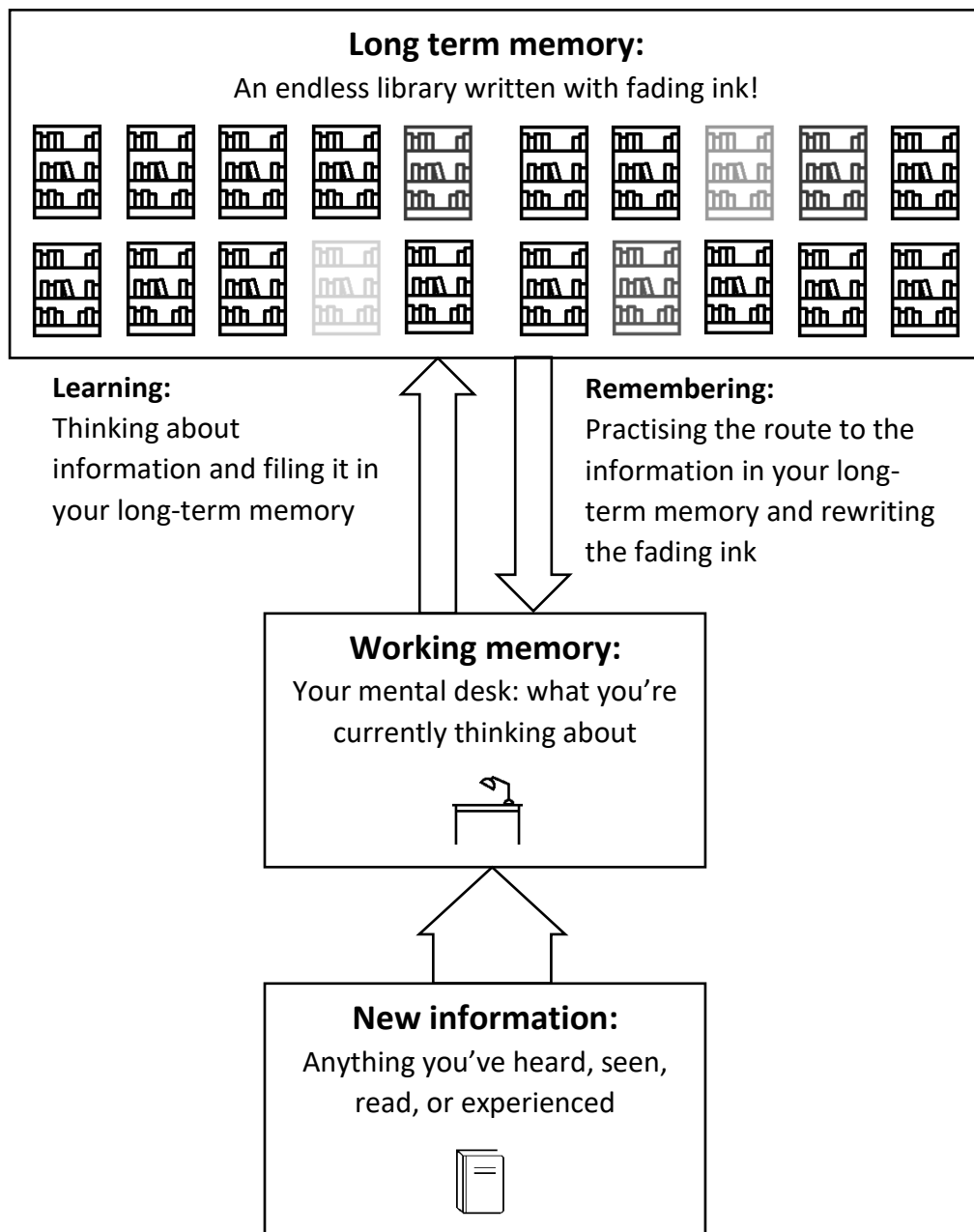
Preparation Advice for Parents

- **Encourage early revision:** Help your child start their revision well in advance, so they don't feel rushed or overwhelmed closer to the exams.
- **Support a study routine:** Assist your child in creating a realistic study timetable, balancing study time with breaks and other activities.
- **Create a good study environment:** Provide a quiet, comfortable space for them to study, away from distractions like TV and social media.
- **Be available for support:** Offer to help with revision, whether it's testing them with flashcards, discussing topics, or just being there for questions.
- **Promote healthy habits:** Ensure they are getting enough sleep, eating balanced meals, and staying hydrated. Healthy habits improve focus and energy.
- **Monitor stress levels:** Watch for signs of stress or burnout. Encourage breaks, relaxation, and reassure them that doing their best is what matters.
- **Stay positive and calm:** Your attitude can affect your child's mindset. Keep calm and supportive, especially if they're feeling anxious.
- **Limit distractions:** Help them stay focused by reducing distractions, like setting limits on screen time or ensuring they aren't constantly checking their phone.
- **Be patient with mood changes:** Understand that this can be a stressful time for them. Be patient if they seem irritable or anxious.
- **Encourage balance:** Remind your child that while exams are important, so is maintaining a healthy balance with hobbies, friends, and exercise.
- **Celebrate small achievements:** Praise their efforts along the way, whether it's sticking to their study plan or improving in a subject. Positive reinforcement boosts confidence.
- **Stay informed:** Keep in touch with their teachers and stay aware of key exam dates, school support sessions, or resources that can help.
- **Avoid comparisons:** Every child works at their own pace. Avoid comparing your child's progress to others, which can increase pressure.
- **Discuss future goals:** Talk about their future aspirations to help motivate them. Understanding how GCSEs play a part in their plans can give them purpose.

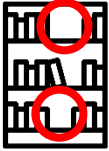
How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods, which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long-term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long-term memory.



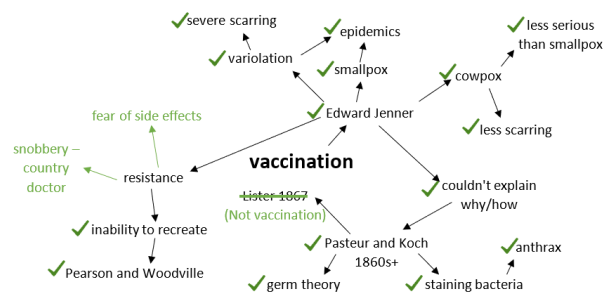
3. Practising recalling knowledge quickly.

In order to revise successfully, you should use one of the four strategies below. Each strategy is further explained in this pack.

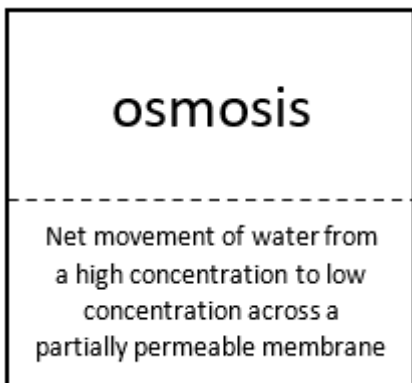
Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5

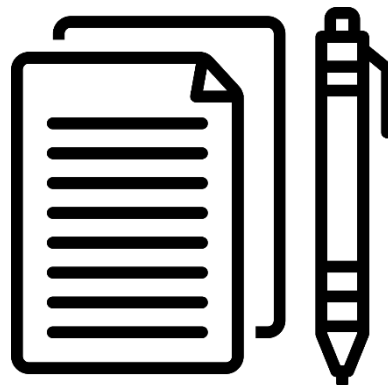
Knowledge dumps:



Flashcards:



Practising exam questions:



Flashcards

Flashcards are small sheets of paper or card with matching pieces of information on either side. They are a useful tool for learning facts and allow you to quickly check whether you have remembered something correctly.

1861	groynes	osmosis	Where is the pharmacy?
-----	-----	-----	-----
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

When making and using flashcards:

Do:

- ✓ ...make flashcards quickly.
- ✓ ...put a single piece of information of each flashcard.
- ✓ ...sort your flashcards according to your confidence with them (see below).
- ✓ ...test yourself on the flashcards from memory.

Don't:

- X ...spend more time *making* flashcards than actually using them.
- X ...put too much information onto each flashcard.
- X ...revise the flashcards in the same order every time that you use them.
- X ...only read through flashcards.

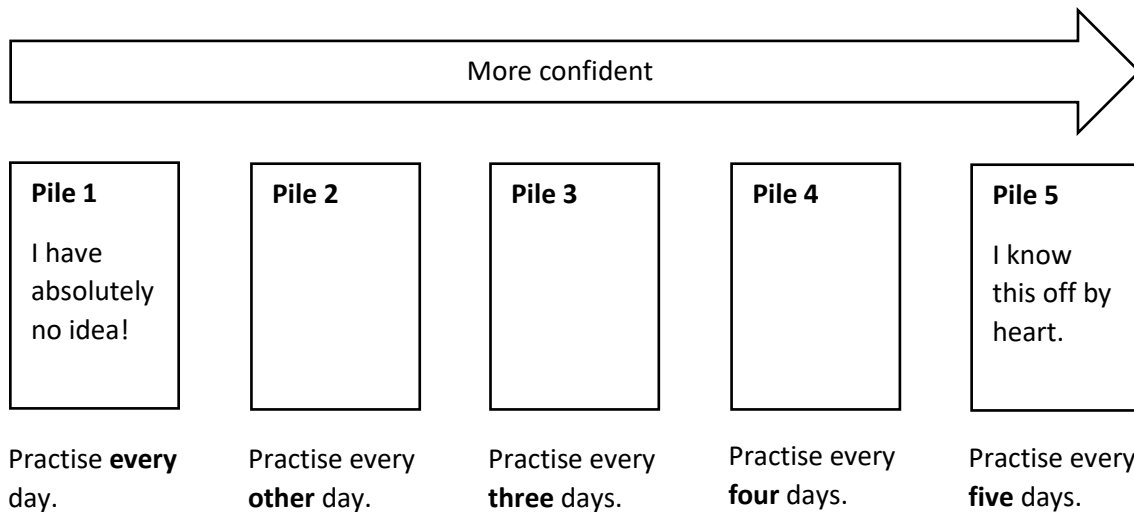
How to make flashcards:

1. If you can, get a set of flashcards from your teacher or from a website such as Quizlet!
2. If you can't find pre-made flashcards, find the information you want to put onto flashcards using your existing revision resources (e.g. a knowledge organise/ books).
3. On card, write the questions on the front.
4. Then write the answers on the back.

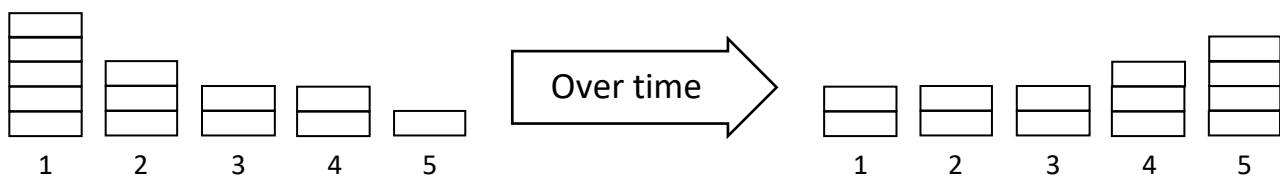
1861	groynes	osmosis	Where is the pharmacy?
-----	-----	-----	-----
Pasteur published his paper about germ theory.	A low wall on the coastline which slows longshore drift	Net movement of water from a high concentration to low concentration across a partially permeable membrane	Où est la pharmacie?

How to use flashcards:

1. Test yourself using the flashcards.
2. As you test yourself, sort the flashcards into up to five piles according to how confident you are with the content.
3. Put the piles into numbered envelopes (1-5).
4. Test yourself on the different piles on different days (see below):



5. As you test yourself on the different piles, move the cards into different piles as you become more confident.

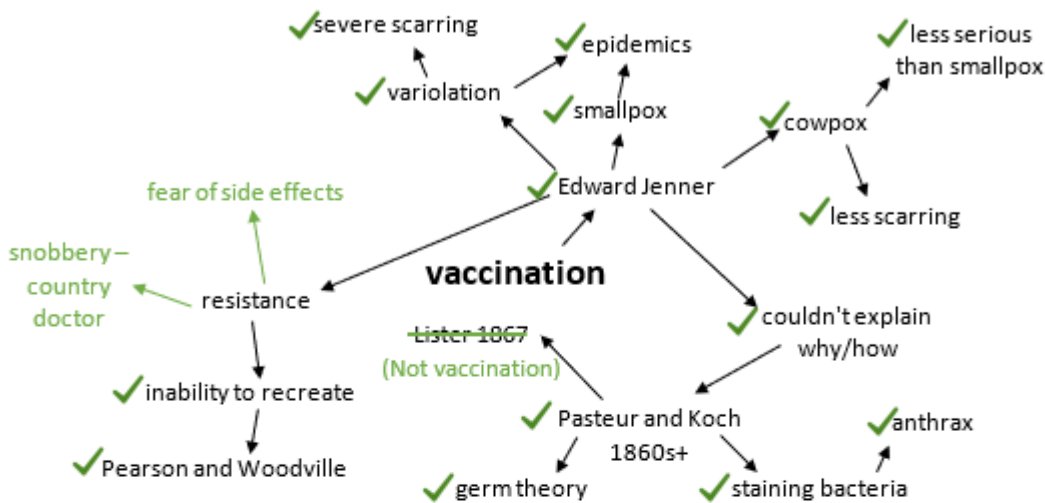


Useful resources:

www.quizlet.com – This free website allows you to quickly create flashcards which you can print, use on a computer, or use on your phone.

Knowledge dumps

A knowledge dump is when you write down everything you can remember about a topic. They are a useful tool for finding out what you know and where the gaps are in your knowledge.



When writing knowledge dumps:

Do:

- ✓ ...write from memory.
- ✓ ...check what you have written against a textbook or knowledge organiser.
- ✓ ...connect information together in a spider diagram format (see below). This will allow you to remember more.

Don't:

- X ...copy information from textbooks and knowledge organisers.
- X ...assume that everything you have written is correct.
- X ...write a list (see below).

How to write a knowledge dump:

1. Use an empty piece of paper.
2. Write the date at the top of the page.
3. Without any support, write down the first thing you can remember about the topic you have chosen. Use single words or phrases.
4. As this fact triggers more information, write those facts down. Connect the facts together with lines or arrows.
5. Once you can't remember anything else about the area you started writing about, try to remember another fact to start another 'web' of knowledge. Stop once you can't remember anything else.
6. Using a knowledge organiser or textbook, check and correct your knowledge using a different coloured pen.
7. Keep your knowledge dump. This will allow you to compare knowledge dumps over time so you can see your success.
8. Note down what you corrected or added. Practise these gaps using flashcards or quizzing.

Self-quizzing

Self-quizzing is when you answer a series of questions about a topic from memory. It is a useful tool for finding specific gaps in your knowledge within a topic and it allows you to quickly check whether you have remembered something correctly.

Self-quizzing can be completed in lots of different ways. For example, you could answer specific questions, you could complete gap fill-activities, or you could fill in a diagram from memory.

Public Health in the Industrial Revolution

Questions:

1. Give two reasons why people migrated to urban areas during the Industrial Revolution.
2. Why did increased population density increase the risk of epidemics in urban areas?
3. Give an example which shows that many public health systems in urban areas were overwhelmed during the Industrial Revolution.
4. Why did many people living in damp and overcrowded housing increase the risk of epidemics during the Industrial Revolution?
5. Why didn't the government in the early Industrial Revolution take steps to improve public health services and living conditions?
6. Give an example of a disease, caused by poor public health, of which there were epidemics during the Industrial Revolution.

Answers:

1. Improvements in agricultural technology and the invention of the factory ✓
2. Diseases could easily spread from person to person. ✓
3. Multiple families would share one overflowing space. ✓
4. People had weak immune systems which made them less able to fight off diseases. ✓
5. The government had a laissez-faire attitude to public health, meaning that they did not think that improving public health should be their responsibility. ✓
6. The plague **X Cholera or typhus (the plague was in the Middle Ages and the Renaissance)**

5/6 (83%)

When answering quiz questions:

Do:

- ✓ ...answer every question, even if you are unsure.
- ✓ ...write the answers to the questions from memory.
- ✓ ...answer the questions in as much depth as you can.
- ✓ ...mark and correct your answers after you have finished.
- ✓ ...improve your knowledge of incorrect answers after you have marked your answers.
- ✓ ...keep a record of your scores.

Don't:

- X ...skip questions because you find them difficult, or you are unsure about the answer.
- X ...answer the questions using textbooks or knowledge organisers.
- X ...write single word answers so you can answer the question as quickly as possible.
- X ...assume that your answers are correct.
- X ...throw the quiz away as soon as you have finished it.

How to write quiz questions:

5. If you can, get a set of questions from your teacher or from a website such as Quizlet!
6. If you can't find pre-made questions, find the information you want to convert into questions using your existing revision resources (e.g. a knowledge organiser).
7. Fold a piece of in half.
8. On the right-hand side of the page, write down the most important facts about your chosen topic. Use a knowledge organiser or textbook and write your facts in a numbered list. These are your answers.
9. For each numbered fact, write a matching question on the left-hand side of the page. Check that your questions don't accidentally give the answer away.

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5

How to answer quiz questions:

6. Cover up the answers to the questions you are answering.
7. Use an empty piece of paper.
8. Write the date at the top of the page.
9. Answer each question, even if you are unsure.
10. Once you have finished answering all of the questions, check and correct your answers using a different coloured pen.
11. Write down the total of correct answers at the bottom of your quiz.
12. Keep track of your scores. This will allow you to see your success over time.
13. Note down what you corrected or added. Practise these gaps using flashcards and further self-quizzing.

Useful resources:

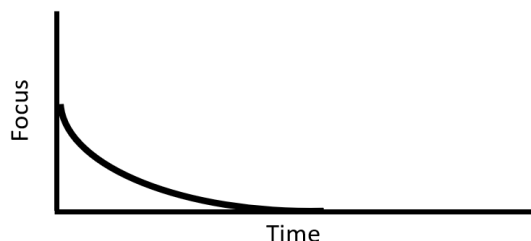
www.quizlet.com – This free website allows you to quickly create sets of questions and answers. It also allows you to generate different types of quizzes on that information.

www.senecalearning.com – This free website has a wide range of questions about different subjects. It also has videos and explanations to support you further.

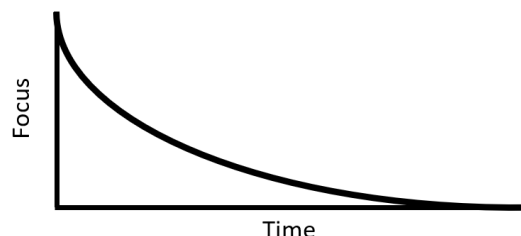
When should I revise?

In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Revising when you are tired:

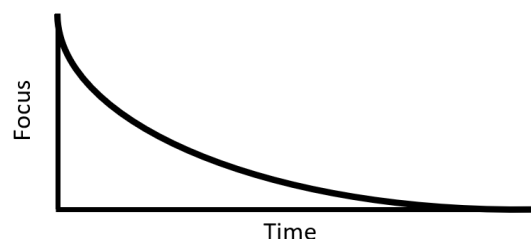


Revising when you are well-rested:

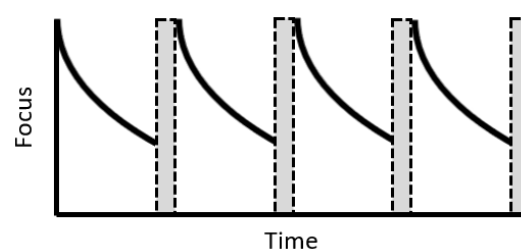


You should also take regular breaks when you revise. These breaks can be structured using a method called the Pomodoro technique.

Revising without a break:



Revising with small regular breaks:



When revising:

Do:

- ✓ ...get into a routine of revising at a particular point every day.
- ✓ ...revise when you are well-rested or at a time when you are used to working.
- ✓ ...take regular small breaks.

Don't:

- X ...depend on when you *want* to revise.
- X ...revise late at night or when you are tired.
- X ...try to force yourself to work for long periods of time without a break.

Planning revision sessions using the Pomodoro Technique:

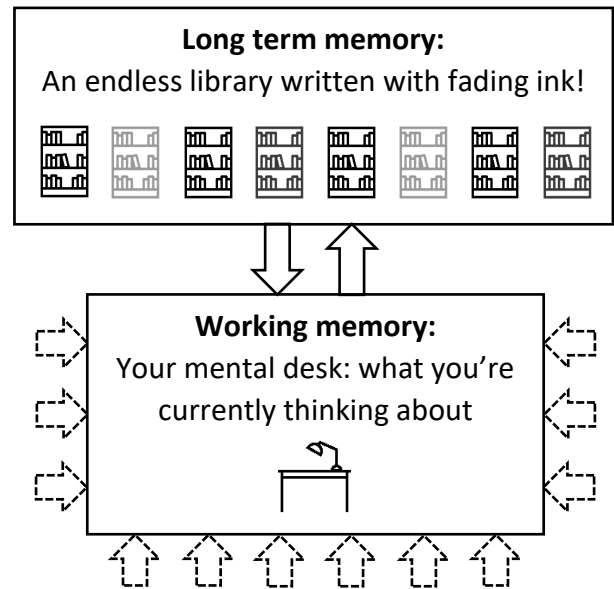
1. Choose a time when you are well-rested and used to working.
2. Decide the specific task you are going to complete (e.g. I will complete a Seneca module about electrolysis of aqueous substances).
3. Set up your study area (See "Where should I revise?").
4. Decide on how many 25-minute slots you will need to complete the task you have decided to complete.
5. Remove your phone and any other distractions from your working space.
6. Set a timer for 25 minutes. Ideally use a digital timer which is *not* on your phone.
7. Spend the *entire* 25 minutes working. If you have spare time at the end, start another task.
8. When the timer goes off, leave your working area and take a 5-minute break.
9. Repeat. Take a longer break after every 3 25-minute sessions.

Where should I revise?

When you revise effectively, you pull information from your long term memory and strengthen it in your working memory. You may also be finding gaps in your long term memory and closing them by thinking hard about new information in your working memory.

Your working memory can only hold a small amount of information at once. In order to revise and learn effectively, you should use techniques which stop your working memory from becoming overwhelmed.

Anything that you are currently experiencing or paying attention to takes up space in your working memory. One way that you can free up space in your working memory is by working in an environment which is free from distractions.



When creating a space to revise:

Do:

- ✓ ...work in a tidy environment where you have the tools you need to revise effectively.
- ✓ ...work in a quiet environment.
- ✓ ...put your phone in another room or use an app on your which blocks social media.
- ✓ ...work in a space which you only use for home study, schoolwork or revision.

Don't:

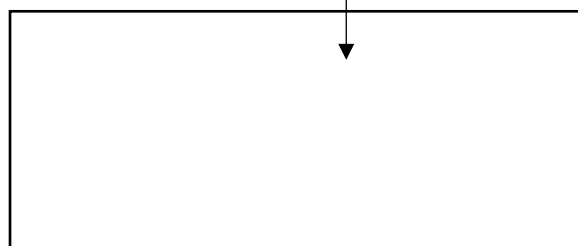
- X ...work in a cluttered environment.
- X ...distract yourself with (loud) music or noise.
- X ...work near your phone or other devices which can access social media.
- X ...work in the same space where you relax.

An example of an effective revision space:



A quiet environment, such as a classroom or library

The resources you will need to revise using your chosen method



A drink, such as a glass of water

How do I improve my sleep?

In order to learn and revise effectively, you have to think hard. Being able to think hard partially depends on being well-rested and sleeping well. There are strategies you can use which can help you get to sleep more quickly and which can improve the quality of your sleep.

If you have serious and/or long-term issues with your sleep, discuss it with your parents or carers.

When revising:

Do:

- ✓ ...establish times for when you go to bed and wake up every day (including weekends).
- ✓ ...create a routine which you follow before you go to bed.
- ✓ ...avoid screens for at least an hour before you go to bed.
- ✓ ...avoid caffeine in the evening.
- ✓ ...make your sleeping environment quiet, dark, and cool in temperature.
- ✓ ...get up and reset if you're finding it difficult to sleep.

Don't:

- X ...go to bed and get up at different times each day or over the weekend.
- X ...prepare for bed differently every night.
- X ...browse your phone or computer directly before you go to bed.
- X ...drink caffeine before you go to bed.
- X ...try to sleep in a bright or stimulating environment.
- X ...try to force yourself to sleep.

An example of a routine which encourages good quality sleep:

Several hours before you go to bed:

1. Get some light exercise, ideally outside.
2. Stop drinking drinks containing caffeine, such as coffee, tea, cola, or energy drinks.

An hour before you go to bed:

1. Put your phone on charge in a different room to where you are going to go to bed.
2. If you *have* to have your phone in room you are going to sleep in because it is your alarm clock, set your alarm now and place your phone face down.
3. Stop using and turn off any devices with screens, such as computers, TVs, laptops, and tablets.
4. Go through your bedtime routine. This could include tasks to prepare for bed, such as cleaning your teeth or having a shower, but could also include calming activities, such as reading a chapter of a book or meditating.

Once you've gone to bed:

1. Close the blinds or curtains and turn off the lights.
2. Make sure your room is a cool but comfortable temperature by turning on a fan or opening a window (if safe to do so).
3. Go to bed, ideally at the same time every night.
4. If you can't sleep, get up, leave the room, and spend 15 minutes resetting. Reset by having a short walk or doing something which *doesn't* force you to think hard.
5. Try again after you have reset.

Exam Guidance

- Make sure you know the dates and times of all your exams. If you have lost your exam timetable you can find it on Arbor or ask for a new one from the Exams Office on B-floor by music.
- Check you have the correct equipment for each exam. Different subjects need different equipment. It is advised that this is brought into the exam in a clear pencil case, and you have at least two black pens (blue pens are not accepted).
- Enter the exam hall in silence, do not distract or speak to anyone as this is against the exam regulations and you may be disqualified from the exam. You will remain silent until you leave the exam hall.
- Listen to the instructions the invigilator gives you and **do not** write on your paper until instructed to do so.
- Read all the instructions on the front of the exam paper as these are different for different subjects.
- **Do not** take notes, mobile phones, watches (includes analogue, digital and smart watches) or any electronic devices into the exam hall.
- Make sure you have been to the toilet before the exam.
- If you bring in a water bottle, it must be clear and have any labels removed.
- Make sure you leave time at the end of the exam to check over your answers. This is important and can help you spot silly mistakes you have made.

Revision Timetable (1)

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
4.00 – 5.00pm						9 – 11am		
5.00 – 6.00pm						11 – 1pm		
6.00 – 7.00pm						1 – 3pm		
7.00 – 8.00pm						3 – 5pm		
8.00 – 9.00pm						5 – 7pm		
9.00 – 10.00pm						7 – 9pm		
Notes						Info		

Revision Timetable (2)

	Monday	Tuesday	Wednesday	Thursday	Friday		Saturday	Sunday
4.00 – 5.00pm						9 – 11am		
5.00 – 6.00pm						11 – 1pm		
6.00 – 7.00pm						1 – 3pm		
7.00 – 8.00pm						3 – 5pm		
8.00 – 9.00pm						5 – 7pm		
9.00 – 10.00pm						7 – 9pm		
Notes						Info		

ART

Subject Leader: Rebecca Dunstall **Email address:** r.dunstall@becketconnect.co.uk

<p>What syllabus is being taught?</p>	<p>AQA Advanced GCE in Art and Design Art and Design (Fine art) 7202</p>
<p>What are the key topics and themes? When will they be taught? How will my child be assessed? When do these assessments take place?</p>	<ul style="list-style-type: none"> • Component 1: Personal investigation from April in Year 12 until end of January in Year 13. • What is assessed: The Personal investigation coursework project and outcomes. This is a practical investigation supported by written material. • Marked out of a total of 96 marks. • 60% of A-level grade. • Component 2: Externally set assignment. Preparatory period from 1st February. • What is assessed: Their response to an externally set assignment. Preparatory period + 15 hours supervised time in April of Year 13 • Marked out of a total of 96 marks. • 40% of A-level grade. • Year 13 students will complete a mock exam in September and January.
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> • At the start of the A level course students are given a course handbook. This provides resources to support the completion of the Component 1: Personal investigation and Component 2: Externally set assignment. • Resources are provided on Year 13 Art Google Classroom to support key pieces. • Students can refer to the AQA specification: https://www.aqa.org.uk/subjects/art-and-design/a-level/art-and-design-7202/specification • Students can look at exemplar work in school from past students, exam board outcomes and online examples.

Biology

Subject Leader: Mrs Donnelly

Email address: a.donnelly@becketonline.co.uk

What syllabus is being taught?	AQA
What are the key topics and themes? When will they be taught?	<p>Year 12</p> <p>Cells Biological Molecules Organisms Exchange Substances Genes and Diversity</p> <p>Assessments:</p> <p>Interim test – October of Y12 End of topic tests End of year exams June of Year 12</p> <p>Year 13</p> <p>Populations Ecosystems Photosynthesis and Respirations Nervous System and Muscles Genetics and Evolution Homeostasis Gene Technology</p> <p>Assessments:</p> <p>September exam End of topic tests Mock exams – January of Year 13</p>
How will my child be assessed? When do these assessments take place?	
What can my child do for revision at home? What materials are provided or available online?	<p>Learn Knowledge by</p> <p>Completing own regular weekly revision notes Make detailed flash cards Complete Seneca assignments Buy and use revision guide</p> <p>Improve application and exam technique by</p> <p>Completing topic exam Questions using Maths and Physics Tutor website Complete whole exam papers using AQA website</p>

Economics

Subject Leader: J Bestwick

Email address: j.bestwick@becketonline.co.uk

<p>What syllabus is being taught?</p>	<p>Edexcel</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Theme 1 Introduction to Markets & Market Failure (Year 12 Sept – Jan) Theme 3 Business behaviour & the labour market (Year 12 Jan – July) Theme 2 UK economy - performance and policies (Year 13 Sept – Jan) Theme 4 Global perspective (Year 13 Jan – May)</p> <p>Assessments</p> <ul style="list-style-type: none"> - Progress check at the end of each unit of each theme - Y12 Summer mock exam - Y13 September common assessment - Y13 January mock exam - Exam question homework
<p>How will my child be assessed? When do these assessments take place?</p>	
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> - Revision of course workbooks - Use of course textbook - Complete exam papers (provided by the department) - Read the economics and business news - www.bbc.co.uk/news/business/economy - https://economicsfactory.com/ - https://www.tutor2u.net/economics/blog - https://www.tutor2u.net/economics/reference - https://www.youtube.com/@EconplusDal

Business

Subject Leader: J Bestwick

Email address: j.bestwick@becketonline.co.uk

What syllabus is being taught?	Edexcel
What are the key topics and themes? When will they be taught?	Theme 1: Marketing and people (Year 12 Sept – Jan) Theme 2: Managing business activities behaviour (Year 12 Jan – July) Theme 3: Business decisions and strategy (Year 13 Sept – Jan) Theme 4: Global business (Year 13 Jan – May)
How will my child be assessed? When do these assessments take place?	Assessments <ul style="list-style-type: none"> - Progress check at the end of each unit of each theme - Y12 Summer mock exam - Y13 September common assessment - Y13 January mock exam - Exam question homework
What can my child do for revision at home? What materials are provided or available online?	<ul style="list-style-type: none"> - Revision of course workbooks - Use of course textbook - Complete exam papers (provided by the department) - Read the economics and business news - www.bbc.co.uk/news/business - https://www.tutor2u.net/business/blog - https://www.tutor2u.net/business/reference - https://www.youtube.com/TakingTheBiz

Chemistry

Subject Leader: Mrs Baptist

Email address: l.baptist@becketonline.co.uk

<p>What syllabus is being taught?</p>	<p>AQA A A Level Chemistry</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Physical, Organic and Inorganic Chemistry</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Each Topic = Exam question homework booklet</p> <p>Once a half term = Block Test on the recent topics covered and some synoptic multiple choice</p> <p>End of Year 12 = Year 12 Mocks</p> <p>Jan Year 13 = Year 13 Mocks</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>Use the specification in each topic booklet to identify what they do and don't know well.</p> <p>Make notes on areas they are less confident with. Use the textbook provided, online recourse or video to help.</p> <p>Complete exam questions and mark these to check understanding, this includes the topic booklets.</p> <p>When ready complete full past papers to prepare for mock exams.</p> <p>Useful websites: https://www.physicsandmathstutor.com/ https://www.a-levelchemistry.co.uk/</p>

Computer Science

Subject Leader: Mr James Muldoon

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<p>What syllabus is being taught?</p>	<p>OCR (H446) A-level Computer Science</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Unit 1</p> <ul style="list-style-type: none"> • The characteristics of contemporary processors, input, output and storage devices • Software and software development • Exchanging data • Data types, data structures and algorithms • Legal, moral, cultural and ethical issues <p>Unit 2</p> <ul style="list-style-type: none"> • Elements of computational thinking • Problem solving and programming • Algorithms to solve problems and standard algorithms <p>The topics for Unit 1 and Unit 2 are taught concurrently, with each unit receiving two lessons per week. In addition, programming is taught as a dedicated, standalone lesson once per week to ensure focused skill development.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Each topic is typically assessed using exam-style questions upon completion to gauge understanding. Additionally, mock exams are conducted at intervals throughout the year to provide broader assessment opportunities and prepare students for final examinations.</p>

What can my child do for revision at home? What materials are provided or available online?

Students should use the knowledge books provided.

In Google Classroom, there is a dedicated section titled "Revision," where students can access a variety of resources, including YouTube guides and recommended websites, to deepen their understanding and support their revision.

Drama

Subject Leader: Mr Ian Lund

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<p>What syllabus is being taught?</p>	<p>OCR A Level Drama and Theatre</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p><u>NEA – Practitioners in Practice – 40%</u> <u>Year 12: Sept – Jan</u> Practical workshops on Bertolt Brecht and Antonin Artaud</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Workshops aligned to key text – Fear and Misery of Third Reich (Brecht) Leading to practical assessment and written submission of Research Report</p> <p><u>Year 13: Sept – Dec</u> Devising project – students create a brand-new piece of theatre from a stimulus of their choice. Students form not only the practical work of this project but a portfolio documenting the creative process.</p> <p><u>NEA – Presenting and Performing Texts – 20%</u> <u>Year 13 – Jan – Apr</u> Practical realisation of an extract from a published scripted play, assessed by a visiting external examiner. Students also complete a short written document, covering their method and approach to realising it on stage.</p> <p><u>Written Exam 1 – Analysing Performance – 20%</u> <u>Year 12: Jan – May and Year 13: Apr - June</u> Practical deconstruction of two set texts from exam board, Othello and Love of the Nightingale. Students interrogate the texts rigorously from the perspectives of an Actor, director and designer, synthesising practical applications from the workshops, into well-formed responses for the exam.</p> <p><u>Written Exam 2 – Deconstructing Texts for Performance – 20%</u> <u>Year 12: Jan – May and Year 13: Apr - June</u> Practical deconstruction of final set text from exam board, entitled The Visit. Students interrogate the text rigorously from the perspectives of an Actor, director and designer, synthesising practical applications from the workshops, into well-formed responses for the exam.</p>

What can my child do for revision at home? What materials are provided or available online?

Google Classrooms – Drama

A full suite of revision materials is available on, together with nuanced presentations on how to succeed with the written work aspects of all units and those slides used within the lessons. Videos and photographs of practical work undertaken is also available online, to allow young people chance to rewatch their work to improve practical performances, whilst also informing their written assessments too. High quality exemplar practical and written work is also available to all students online.

Students can also share practice answers to exam questions in a digital and written format in preparation for exam work.

English Language

Subject Leader: Mr Carberry (Leader of Learning in English); Mrs Ralfe (Deputy Leader of Learning in English with KS5 responsibility)

Email address: j.carberry@becketonline.co.uk c.ralfe@becketonline.co.uk

What syllabus is being taught?	AQA 7702
What are the key topics and themes? When will they be taught?	We teach the core content for each unit over the course of Year 12 and the first half of Year 13. We have one teacher specialising in Paper 1 and the other in Paper 2 but there is some overlap in the teaching of key concepts and theories. We assess progress in the Year 12 end of year exams, the September assessment week and the Year 13 January mocks. The Year 13 January mocks are full paper mock exams. The NEA (coursework) has a final deadline in December of Year 13.
How will my child be assessed? When do these assessments take place?	<p><u>Paper 1: Language, the Individual and Society</u></p> <p>2 hours 30 mins exam; 40% of A Level.</p> <p>Section A: Textual Variations and Representations.</p> <p>Two texts, one contemporary and one older, linked by theme. A response analysing one text (25 marks); a response analysing the other text (25 marks); a comparison of the two texts (20 marks).</p> <p>Section B: Children’s Language Development</p> <p>A discursive essay on children’s language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks).</p> <p><u>Paper 2: Language Diversity and Change</u></p> <p>2 hours 30 mins exam; 40% of A Level.</p> <p>Section A: Diversity and Change.</p> <p>One question from a choice of two – either an evaluative essay on language diversity (30 marks) or an evaluative essay on language change (30 marks)</p> <p>Section B: Language Discourses</p> <p>Two texts about a topic linked to the study of diversity and change.</p> <p>One question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks).</p> <p>A directed writing task linked to the same topic and the ideas in the texts (30 marks)</p>

	<p><u>Non-Exam Assessment: Language in Action</u></p> <p>Coursework – 20% of A Level. Assessed by teachers and moderated by AQA. Includes a language investigation (2000 words excluding data) and a piece of original writing with commentary (1500 words total).</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> • Revision of class notes and materials provided in lessons. • Wider reading of national, local and print and electronic media. • Flashcards and mind maps of key concepts and theories around different areas of study i.e. language and gender, accent and dialect, children’s language development etc. • Use of Google Classroom by class teachers to share important board work and revision materials.

English Literature

Subject Leader: Mr Carberry (Leader of Learning in English); Mrs Ralfe (Deputy Leader of Learning in English with KS5 responsibility)

Email address: j.carberry@becketonline.co.uk c.ralfe@becketonline.co.uk

<p>What syllabus is being taught?</p>	<p>AQA 7712/2B</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>We teach the core content for each unit over the course of Year 12 and the first half of Year 13. We have one teacher specialising in Paper 1 and the other in Paper 2 but there is some overlap in the teaching of key concepts and theories. We assess progress in the Year 12 end of year exams, the September assessment week and the Year 13 January mocks. The NEA (coursework) has a final deadline in December of Year 13.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p><u>Paper 1: Love through the ages</u></p> <p>3 hour exam; 40% of A Level.</p> <p>Section A: William Shakespeare’s ‘The Taming of the Shrew’ (25 marks) – closed book, extract-based essay.</p> <p>Section B: Unseen Poetry (25 marks) - essay on two unseen poems.</p> <p>Section C: Comparing texts: Pre-1900 Poetry Anthology and F. Scott Fitzgerald’s ‘The Great Gatsby’ (25 marks) – open book.</p> <p><u>Paper 2: Texts in shared contexts</u></p> <p>2 hours 30 mins exam; 40% of A Level.</p> <p>We sit Paper 2B and select ‘Option 2’ within this paper.</p> <p>Section A: Drama set text – essay on Tennessee Williams’ ‘A Streetcar Named Desire’ (25 marks) – open book.</p> <p>Section B: One unseen prose essay (25 marks). One essay on ‘A Handmaid’s Tale’ and ‘Feminine Gospels’ (25 marks) – open book.</p> <p><u>NEA Independent Critical Study: texts across time (one pre-1900 text)</u></p> <p>Coursework – 2500 word essay and bibliography; 20% of A level; assessed by teachers and moderated by AQA.</p> <p>Pre-1900 text with direction from teacher v another text of student’s choice (we aid with some suggested comparison texts.)</p>

What can my child do for revision at home? What materials are provided or available online?

- Revision of class notes and materials provided in lessons.
- Wider reading of critical works on set texts.
- Flashcards and mind maps of key literary movements, themes and concepts i.e. love through the ages, poetry eras, prose from 1945 to the present day, American 20th century theatre etc.
- Use of Google Classroom by class teachers to share important board work and revision materials.

Geography

Subject Leader: Mr Hall

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<p>What syllabus is being taught?</p>	<p>Edexcel</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Paper 1 Physical Geography – 4 units Tectonic Hazards – yr 12 Coasts – yr 12 The Carbon Cycle – yr 13 The Water Cycle – yr 13</p> <p>These topics are assessed in paper 1 of the exam, with a mixture of question types up to 12 marks “assess” questions and 20 mark “evaluate” essay style questions.</p> <p>Paper 2 Human Geography – 4 units Globalisation – year 12 Regenerating Places – year 12 Superpowers – year 13 Migration, Identity and Sovereignty – year 13</p> <p>These topics are assessed in paper 2 of the exam, with a mixture of question types up to 12 marks “assess” questions and 20 mark “evaluate” essay style questions.</p> <p>Paper 3 This exam is a synoptic paper i.e. it assesses students’ ability of how different topics are interconnected. This is a mixture of all of the non-optional units. These are: Tectonic hazards, The water and carbon cycles, Globalisation and Superpowers. Students begin to get exposed to this paper in January of year 13.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> • Students can revise from their knowledge books. • There are a number of good A-Level revision guides available for purchase. • They have been issued with exam papers and mark-schemes to enable them to practice at home • They can summarise their case studies • Read geography focused articles in newspapers/magazines • Watch the news regularly to keep abreast of global current affairs that link to their course. • Create glossaries of key terms and learn them by self-quizzing.

History

Subject Leader: J Corden-Mistry

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<p>What syllabus is being taught?</p>	<p>AQA – 1C: Tudor England and 2N: Revolution and Dictatorship (Bolshevik Revolution and Stalinist Russia).</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>What are the key topics and themes? When will they be taught? Within the Tudors element of the A Level course, students will learn about the reigns of Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I as part of their breath study. Within this they will have to develop a firm understanding of change and continuity under the different monarchs when reflecting on – foreign policy, the economy, religious changes, the arts and learning as well as society, rebellions and Governance.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Within the Russian element of the A Level course (depth study), students will develop a firm understanding of why the Russian people chose to rise up against their Tsar and how the provision government failed and was eventually replaced by the Bolshevik Party and a communist country was born. The various topics they've been taught relate to – Political ideologies in Russia, the February Revolution, the return of Lenin and his April Thesis, the problems of Dual Authority and the provision government, the July Days and the Kornilov Coup before being taught the October Revolution. Students will also then have been taught how the Bolsheviks have consolidated their power, fought off an won a Civil War, introduced the New Economic Policy and how a power struggle began after the death of Lenin. From this point onwards, student will have learnt about the leadership of Stalin and his 5 Year Plans, his reign of terror and the extent of which he began changing Russian society, before learning about the Great Patriotic War and Russia's involvement.</p> <p>How will my child be assessed? When do these assessments take place? At A-level, students will face two papers. Paper 1 is - 1C: Tudor England (40% of the course). Students will have one interpretations question and will have to answer two essay questions – they will have a choice of three in the exam. Whilst Paper 2 is - 2N: Revolution and Dictatorship (40% of the course). In this exam students will have to analyse three sources and determine how valuable they are, before answering two from a choice of three essay questions. The remaining 20% of the final grade is made up from the student's coursework grade which is their NEA independent study piece that is centred on the progression of African American Civil Rights between 1863-1973.</p>

What can my child do for revision at home? What materials are provided or available online?

The best way for all of our students to revise is to use the notes they have made in lesson in their note books and from their folders, as well as all notes and annotations that they have made in their AQA Textbooks. The textbooks are excellent because not only do they include key and essential knowledge, they also have a variety of example essay questions and source and interpretation questions for students to use to practice exam answer structures and to test their knowledge and understanding.

They are always more than welcome to also hand any additional practice questions in to their teachers who will be only too happy to mark them.

Students have also been provided with additional materials on their History Super curriculum page on the school website. Supplementary to this, there are also additional lessons/information and exam questions that will be posted on Google classrooms.

Before Christmas additional revision materials will be provided by teachers for the Tudors and Russian History side of the course respectively.

As always, if they have any concerns or questions, students are always more than welcome to approach either of us to discuss them or if they want additional revision materials we will be happy to accommodate.

Mathematics

Subject Leader: Miss Birley

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<p>What syllabus is being taught?</p>	<p>Edexcel Mathematics A-level (Pure, Statistics and Mechanics)</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Pure, Statistics and Mechanics.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>The majority of the pure topics have now been taught (Ch 11 Integration will be taught after the Jan mock exams). Statistics and Mechanics are currently being taught.</p> <p>Learner Checks These are low-stakes and completed after every couple of chapters</p> <p>Formal Assessments and Mock Exams They will do at least three of these across the course of the year. Students will be given plenty of notice about these and will also be given a topic list.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>Textbooks</p> <ul style="list-style-type: none"> - Complete all textbook exercises - Complete the mixed exercises at the end of each chapter - Complete the review exercises <p>Exam-style questions These can be found on the following websites:</p> <ul style="list-style-type: none"> - Physics and Maths Tutor https://www.physicsandmathstutor.com/maths-revision/a-level-edexcel/ - Maths genie https://www.mathsgenie.co.uk/newalevel.php <p>Past papers These can be found on the following websites:</p> <ul style="list-style-type: none"> - Physics and Maths Tutor https://www.physicsandmathstutor.com/a-level-maths-papers/ - Maths genie https://www.mathsgenie.co.uk/alevelpapers.php

Media Studies

Subject Leader: J Borrill

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<p>What syllabus is being taught?</p>	<p>OCR Media studies A-level</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>As part of the study of media, students will study a variety of media forms/products ranging from those considered to be traditional media, to new media forms and how they interact.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>All of the products/ Media forms we study are unpacked around the 4 frameworks of Media. Representations, Language, Industry and audiences. The products we study are:</p> <ul style="list-style-type: none"> • Newspapers (Year 12 term 1) • Magazines (Year 12 term 1) • Music videos (Year 12 term 2) • Advertisement (Year 12 term 2) • Radio (Year 12 term 3) • Long form Television (Year 12 term 3) • Film (Year 13 term 1) • Gaming (Year 13 term 1) <p>The products are studied in the order listed above, additionally there are the media theorists who are studied throughout the course with devoted time in Year 13 Term 2.</p> <p>Along with the theoretical understanding, at the end of each half term students will be given a short practical brief to help develop and refine practical skills ready for undertaking coursework in Year 13 Term 1. Throughout each of the theoretical products a practice question will be attempted at least once per half term.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>To support with learning, students are provided with a selection of 4 different texts books covering all areas of the course. These will be available from the library and can be held onto by the students until after the exams.</p> <p>Additionally, during our studies students will be creating their own revision websites to house all of their learning. Students learning websites are supported by the Google classrooms in which all PowerPoints and lesson resources will be uploaded to.</p> <p>Should students wish to further revise outside of the resource provided, there are considerable resources available online, from blogs written by other students to a series of YouTube videos about some of the products studied.</p> <p>Additionally, a greater understanding of the wider world around the time of study would support in the understanding of news and other products.</p>

Modern Foreign Languages

Subject Leader: Mrs L Simpson

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<p>What syllabus is being taught?</p>	<p>Edexcel</p>	
<p>What are the key topics and themes? When will they be taught?</p>	<p>French</p> <p>Theme 1 (Family, education, world of work) Y12 Theme 2 (Music, media, festivals and traditions) Y12 Watch and analyse film – “Les choristes” Y12</p> <p>Theme 3 (Immigration, integration, Far right) Y13 Theme 4 (Occupation, Vichy regime, Resistance) Y13 Read and analyse book “un sac de billes” Y13</p> <p>This will be assessed at the end of Y12 with a Paper 1- Listening, Reading Translation paper; a Paper 2- essay on the film “les choristes” and a Paper 3- Speaking based on the topics discussed throughout Y12.</p> <p>Y13 will be assessed with a Paper 1- Listening, Reading Translation paper; a Paper 2- 2 essays – 1 on the film “les choristes” and one on the book “un sac de billes”; and a Paper 3- Speaking based on the topics discussed throughout Y13 as well as a research project of their own choice.</p>	<p>German</p> <p>Theme 1 (environment, education, world of work) Y12 Theme 2 (Music, media, festivals and traditions) Y12 Watch and analyse film “Goodbye Lenin” Y12</p> <p>Theme 3 (Immigration, integration, Societal reaction to Migration) Y13 Theme 4 (DDR, Wende, Wiedervereinigung) Y13 Read and analyse book “der Vorleser” Y13</p> <p>This will be assessed at the end of Y12 with a Paper 1- Listening, Reading Translation paper; a Paper 2- essay on the film “Goodbye Lenin” and a Paper 3- Speaking based on the topics discussed throughout Y12.</p> <p>Y13 will be assessed with a Paper 1- Listening, Reading Translation paper; a Paper 2- 2 essays – 1 on the film “Goodbye Lenin” and one on the book “der Vorleser”; and a Paper 3- Speaking based on the topics discussed throughout Y13 as well as a research project of their own choice.</p>
<p>How will my child be assessed? When do these assessments take place?</p>		

What can my child do for revision at home? What materials are provided or available online?

Revising for A Level Languages

Go through knowledge books- highlight KEY knowledge and commit to memory.

Go through past exam papers- from your Unit tests, End of Year assessments and from Pearson Edexcel online

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Research current developments in the society you are learning about online (Use news websites or some AI platforms can summarise up to date information) .

Read widely in the Target Language- Foreign language news websites are ideal “[News in Slow German - German Podcast](#)” or [News in Slow French - French Podcast](#)

Speaking Practice- practise using statistics and key knowledge and LINKING ideas from one topic to the other. Which music was popular- when? Was the country united or divided at that time? Does that link to migration?

Listen to foreign language music- use [Learn Languages with Music Videos, Lyrics and Karaoke!](#) Lyricstraining.com to practise singing along whilst practising vocabulary and grammar.

Vocabulary!! Learn all the vocab you are given. Learn it thoroughly. Learn it sideways and backwards. And then practise it again.

Grammar- ask if you are unsure of any grammar skills you have practised. Use [Lingolia – Take your grammar to the next level](#) for both French and German

OR

[Teaching Materials • Lehrmaterialien](#) for Grammar practise for German

Or

Frenchteacher.net for French grammar ideas.

MUSIC

Subject Leader: M Jackson

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<p>What syllabus is being taught?</p>	<p>AQA</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Unit 1: Appraising Music(40% of A-level) – June</p> <p>Topic based with all themes running concurrently</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Written exam: 2 hours 30 minutes – Externally assessed by AQA. Paper includes listening and written questions</p> <ul style="list-style-type: none"> • Section A – listening (60 marks) unfamiliar • Section B – analysis (30 marks) with scores • Section C – contextual understanding (30 marks) essay <p>Unit 2: Performance(35% of the A level)</p> <p>Consists of one 10–12 minute extended performance. Students offer a programme of music, performing as a soloist and/or as part of an ensemble. The performance is recorded by Becket staff and externally assed by AQA in March</p> <p>Unit 3: Composition (25% of the A level)</p> <p>Composition NEA - Students must compose two compositions:</p> <ul style="list-style-type: none"> • Composition 1: composing to a brief (25 marks). • Composition 2: free composition (25 marks). <p>Students may prepare and print their score using computer software or they may provide a handwritten copy.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> • All class resources are in google classroom with audio examples. • Students have been issued with an AQA textbook and general music textbook • All past papers and available audio is shared with students in the google classroom at the appropriate time plus several sample questions in each area. • Revision sessions will be run in school in the weeks proceeding the exams

PE

Subject Leader: Mr Marlow

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<p>What syllabus is being taught?</p>	<p>OCR A Level PE – H555</p>
<p>What are the key topics and themes? When will they be taught?</p> <p>How will my child be assessed? When do these assessments take place?</p>	<p>H555/01 – Physiological factors affecting performance H555/02 – Psychological factors affecting performance H555/03 – Socio-cultural issues in physical activity and sport</p> <p>H555/05 – Practical Performance – Assessment of the core and advanced skills in one physical activity</p> <p>H555/06 – Non-exam assessment (EAPI) – Evaluating and Analysing Performance for Improvement task.</p> <p>All 5 areas are assessed over the 2-year course. H555/ 01,02 and 03 have an external assessment in the summer term of Year 12 and Year 13.</p> <p>H555/05 is assessed throughout the course.</p> <p>H555/06 final assessment takes place in March of Year 1.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>A Level Past Papers and Course Power points can be found on the Department google classroom and knowledge books.</p> <p>Past papers can be found at: http:// AS and A Level - Physical Education - H155, H555 - OCR</p> <p>Mark schemes are also found on this link and can help to see what examiners expect in answers or to mark a paper students have completed. Many revision sites try to cover several examination board students need to be aware of this when revising and if in doubt check with the teacher/ specification that they have.</p> <p>http://mypeexam.org/</p> <p>A Level PE Revision - TeachPE.com</p>

Physics

Subject Leader: M Watson

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<p>What syllabus is being taught?</p>	<p>Edexcel A Level Physics (9PH0)</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Key Topics: Further Mechanics (September until Half Term) Thermodynamics (September until Half Term) Fields (Autumn Half Term until February Half Term) Nuclear Radiation (Autumn Half Term until before Christmas)</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Astrophysics and Cosmology (Before Christmas until February Half Term) Particle Physics (February Half Term until Easter) Oscillations (February Half Term until Easter)</p> <p>Assessment: Each unit has a test about halfway through and another at the end to assess progress on that unit.</p> <p>Y12 - There is an exam in June that consists of 2 papers. Paper 1 assesses Mechanics and Electric Circuits and Paper 2 assesses Materials and Waves and the Nature of Light. Y13 - There is an assessment towards the end of September that assesses the same content as the End of Year 12 exam. Y13 - There is a Mock Exam in January that consists of 2 papers. Paper 1 assesses Mechanics and Electric Circuits from Y12 as well as Further Mechanics and Fields (whatever has been completed so far) and Paper 2 assesses Materials and Waves and the Nature of Light as well as Thermodynamics and Nuclear Radiation. Paper 2 also assess practical skills and the Core Practicals</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>Students are given the opportunity to purchase revision guides through school at a discounted rate and they are also given a textbook.</p> <p>Further reading is suggested via the school's Super Curricular website.</p> <p>The Physics and Maths Tutor website is an excellent source of past paper questions and their mark schemes.</p>

Politics

Subject Leader: J Carberry

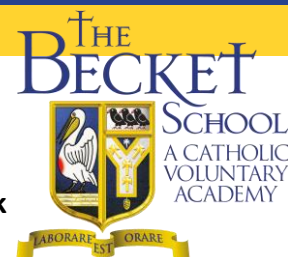
Email address: j.carberry@becketonline.co.uk

<p>What syllabus is being taught?</p>	<p>Pearson Edexcel Level 3 Advanced GCE in Politics (9PL0)</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>UK Politics: democracy and participation, political parties, electoral systems, voting behaviour and the media.</p> <p>UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches.</p> <p>Comparative Politics of the USA: the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.</p> <p>Ideologies: Liberalism, Conservatism, Socialism, Feminism</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>January Year 13 Mock Exams:</p> <ul style="list-style-type: none"> • Paper 1 UK Politics and Ideologies • Paper 3 Comparative Politics of the USA <p>Regular assessments/practice papers throughout the year</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> - Access Google Classroom for class materials - Listen to political podcasts, including The Rest is Politics and The Rest is Politics USA - Follow the daily news and columnist opinion pieces

Product Design

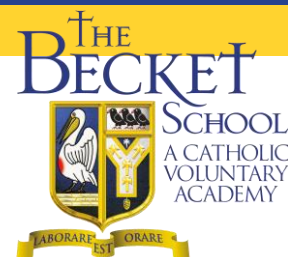
Subject Leader: Mr. Fowler

Email address: r.fowler@becketonline.co.uk



<p>What syllabus is being taught?</p>	<p>AQA A-level Design and Technology: Product Design 7552.</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Performance and processing of papers • Performance and processing of woods • Performance and processing of metals • Composite materials • Design methods and processes • Responsible design <p>Topics taught in Y12 and later in Y13 after the completion of their NEA.</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Students are assessed on Performance and processing of papers, woods and metals in Y12.</p> <p>They are assessed on their NEA (50%) of A Level. This is made up 5 sections.</p> <p>Section A Identify and investigate design possibilities – 20 marks (assessed in Y12)</p> <p>Section B Design Brief and specification – 10 marks (assessed in Y12)</p> <p>Section C Development of design proposals – 25 marks (assessed in Y12 and Y13)</p> <p>Section D Development of design prototype, make – 25 marks (assessed in Y13)</p> <p>Section E Analysing and evaluating – 20 marks (assessed in Y13)</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>Knowledge books are provided for all key topics to revise from.</p> <p>Text book: AQA A Level Design and Technology Product Design by Hodder education</p> <p>https://www.hoddereducation.com/design-and-technology/aqa-as-a-level-design-and-technology-product-design</p>

Religious Studies



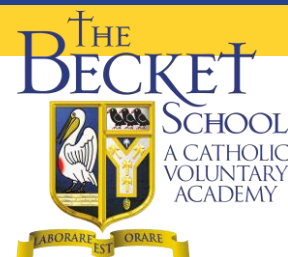
Subject Leader: Mrs L Ryder **Email address:** l.ryder@becketonline.co.uk

<p>What syllabus is being taught?</p>	<p>Edexcel A Level Religious Studies A</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Paper 1: Philosophy of Religion Paper 2: Ethics Paper 3: New Testament Studies</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>The course is assessed entirely through written exams, consisting of three separate papers. Each paper is 2 hours long and includes a range of question types, such as explore, clarify, assess, analyse, and evaluate. All exams are scheduled for the end of the course, during the Year 13 summer examination period.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>The RE department supplies all necessary materials for the course, including knowledge booklets, written exemplars, and additional resources or readings relevant to the curriculum. These materials are made available both in print and digitally via Google Classroom.</p> <p>In addition, there are some helpful websites which have been created by Becket RE staff to support students who take A Level Religious Studies:</p> <p>https://sites.google.com/becketonline.co.uk/alevelrs - a website with course information and suggested reading lists.</p> <p>https://sites.google.com/becketonline.co.uk/reflix/new-testament - suggested films and TV shows which students can watch to spark interest and debate.</p> <p>Students regularly complete learner checks for each area of the course in their designated learner check booklets. They are expected to engage with essay feedback by addressing targeted questions, fostering a constructive dialogue between themselves and their teacher.</p> <p>The knowledge booklets include a wealth of comprehension activities to support students in mastering each unit. Additionally, students are provided with the latest collection of past exam papers and sample assessment materials to aid in their revision.</p>

Psychology

Subject Leader: A Brown

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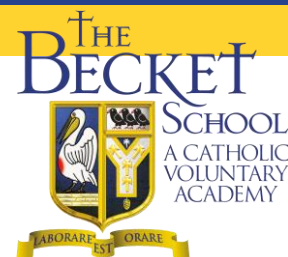


<p>What syllabus is being taught?</p>	<p>AQA</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Year 12 Paper 1 content – Social Influence, Attachment, Memory, Psychopathology Paper 2 content – Approaches, Research Methods</p>
<p>How will my child be assessed? When do these assessments take place?</p>	<p>Year 13 Paper 2 content – Biopsychology, Research Methods Paper 3 content – Relationships, Schizophrenia, Forensic Psychology, Issues and Debates</p> <p>Assessments take place for each module – a mid-module assessment essay and the end of module assessment is an exam paper section. These are both completed in timed conditions. Students will complete mock examinations at the end of Year 12, and in Year 13, together with a common assessment at the start of Year 13.</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<p>Psychology has an online google classroom in which resources are organised by module and shared with students. This includes revision material, with many useful links and activities to complete. For example, Tutor2U has a wealth of useful material including webinars.</p> <p>The Google Classroom has help sheets for how to revise and how to write effectively in psychology.</p> <p>The textbooks used are available online, with useful exemplar answers, quizzes and other revision aids available. This is an ideal resource to access from home and can be used to build on their core learning completed in class in their knowledge books. Any other resources used should be the AQA specification.</p> <p>There is a great deal of content in this A level, which students can find a challenge. Producing summaries of the topics covered is a key revision activity that students should engage in throughout the course. Being able to explain a topic to someone is also an excellent test of understanding, and this is something that can be done at home.</p> <p>Use AQA website for past papers</p> <p>The super-curricular website has further resources including podcasts for further stretch and challenge.</p>

Sociology

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<p>What syllabus is being taught?</p>	<p>AQA</p>
<p>What are the key topics and themes? When will they be taught?</p>	<p>Year 12 Education / Families and Households / Research Methods</p>
<p>How will students be assessed? When do these assessments take place?</p>	<p>Year 13 Crime & Deviance / Beliefs in Society / Theory Timed essays mid and/or end point of each topic subsection – approx. 6 subsections per topic. Mock exam during year 12 summer and year 13 January and common assessment September of year 13</p>
<p>What can my child do for revision at home? What materials are provided or available online?</p>	<ul style="list-style-type: none"> • Use provided AQA approved textbook • Any extra textbooks / revision guides which students can access from libraries / buy / second hand should be AQA approved for consistency and exam prep. • Use AQA website for past papers • Use class booklets which students use to make notes throughout the course for revision. Students should be revising all content particularly in year 13 - making sure to revisit year 12 topics as the exams test all material learned over two years. • Google classroom - online portal used to access extra articles, homework instructions, flexible space - students may post their own content / messages. • Tutor2u - website (access exam advice / webinars / course content / supportive materials) • Super-Curricular website - links to podcasts and video content to stretch and challenge.