

# PREPARING FOR YEAR 11

*2018*

*2019*





Dear Student,

Did it feel like Year 10 went quickly? Well, Year 11 will begin very soon and the final months will seem to speed by. Before you know it, you will be sitting your GCSE examinations and preparing for the next steps of your life.

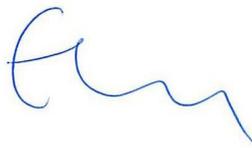
We want you to be fully prepared for the challenges of your final year and in this booklet you will find information on key dates in Year 11, advice on the choices available after your GCSEs and a series of activities to complete over the summer holidays. These will help you return in September well prepared for the busy year ahead.

All of you should be actively engaged in regular, focused study (in addition to working on the homework tasks your teachers set you). There is never 'nothing to do'. By this, we mean regular revisiting and revising of your examination topics in preparation for your final examinations. You will be tested on two and in some cases three years of learning; you really won't be able to cram that revision into a few weeks. The sooner you start, the more successful you will be.

By February, many of you will have applied for sixth form, college or apprenticeship places. Your predicted grades will be used to inform post-16 providers of what you are capable of. Make sure you are putting in 100% effort to ensure teachers are confident of you reaching your target grades. You won't get there without hard work.

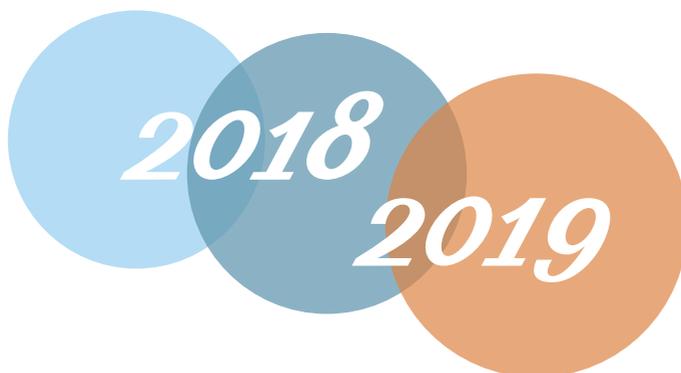
We look forward to welcoming you back in September, ready to take on the challenges of your final year of GCSEs.

College Leaders



# KEY DATES FOR YEAR 11

Return to school	Thursday 6th September
Revision support (selected students)	Tuesday 9th October
Sixth Form Open Evening	Thursday 18th October
First Review available on portal	Friday 2nd November
Subject Consultation Evenings: <i>Napier and Trenchard</i> <i>Henning and Stratford</i>	Thursday 8th November Thursday 15th November
Mock exams Taster Day	Monday 10th - Friday 14th December Monday 17th December
Mock results	Friday 11th January
Second Review available on portal	Friday 8th February
Tutor Consultation Evening & revision support	Thursday 14th February
Core Mock exams	Tuesday 12th & Wednesday 13th March
Final Predicted & Potential on portal	Friday 25th April
GCSE exams begin	Monday 13th May (provisional)
GCSE results day	Thursday 22nd August



# YOUR CHOICES AFTER YEAR 11

*You have a number of different options available to you.  
Make sure you find out as much as you can about what each choice involves.  
The earlier you start to apply, the better position you will be in.*

## STUDY FULL-TIME

Schools, colleges and training providers offer a range of subjects and courses that you can study full-time.

### SUBJECTS:

**A levels** and other subject-based qualifications like **International Baccalaureate (IB)** and **Cambridge Pre-U**. These are good if there are subjects you like and want to study further, or if you are planning to go to university. You normally need to have at least five GCSEs at grades A\* to C (or an equivalent qualification) and may need at least a grade B in any specific subjects you want to study.

### WORK AND JOB-RELATED COURSES:

**NVQs, BTECs, TechBacs** and **Cambridge Technicals** are good qualifications to take if you want to combine hands on, practical learning with studying subjects and technical skills. They are specialist courses which relate to particular jobs, sectors, or subject areas. Depending on what qualifications you take, you can go on to further education, training, or employment, or you can go to university.

## APPRENTICESHIPS, TRAINEESHIPS & SUPPORTED INTERNSHIPS

You can also choose to train while you work by taking on an apprenticeship, traineeship or supported internship.

### APPRENTICESHIP:

You work for an employer and train to do a specific job at the same time. There are over 280 types of **apprenticeship** for over 1,500 job roles – anything from engineering to boat-building, or veterinary nursing to accountancy.

### TRAINEESHIP:

A **traineeship** gets you ready for work or for doing an apprenticeship. They last from six weeks to six months and provide essential work preparation training, literacy and numeracy skills and work experience to get an apprenticeship or other job.

### SUPPORTED INTERNSHIP:

A **supported internship** is for students with learning difficulties or learning disabilities who want to get a job and need extra support to do this. They last for at least six months and are unpaid. You get work experience and an employer trains you to do a job role. You also get to study for qualifications or other courses to help you get ready to take up a job.

# YOUR CHOICES AFTER YEAR 11

## WORK OR VOLUNTEER WHILE STUDYING PART-TIME

You can combine training or studying for a qualification and work at the same time.

- It doesn't have to be a paid job, you can volunteer on a project or with a charity, or get a work experience placement in a career or job area that interests you.
- Colleges and training providers offer a wide range of training courses that are part-time, including A levels and work-related qualifications like BTECs or NVQs.
- Browse the different courses and qualifications on [UCAS Progress Search](#) and speak to the school, college or training provider to find out more.

## USEFUL WEBSITES

School [Futures](#) website via the school portal

[www.careerpilot.org.uk](http://www.careerpilot.org.uk)

[www.allaboutcareers.com](http://www.allaboutcareers.com)

[www.successatschool.org](http://www.successatschool.org)

<https://icould.com>

[www.brightknowledge.org/careers](http://www.brightknowledge.org/careers)

<https://nationalcareersservice.direct.gov.uk>

[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

download the Informed

Choices booklet

## NOTES

# GCSE GRADING STRUCTURE

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

## NOTES

# ATTENDANCE

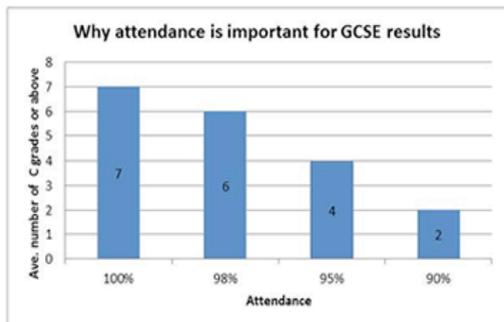


**DID YOU KNOW?**

Your son or daughter is more likely to achieve good grades at GCSE when they attend school.



The more they attend, the better the outcome.



# SUMMER ACTIVITIES

*Some straightforward activities to complete over the summer, so you return in September well-prepared and ready to learn.*

## SUBJECT

## ACTIVITY

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### English

To help your regular revision:

- Re-read your literature texts.
- Make revision posters or revision cards for characters and themes. Include key quotations and learn them.
- Use your Year 10 revision passport to plan and/or write responses to either the language or the literature questions.

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### Maths

- Complete the paper set by your class teacher.
- Use [mymaths.co.uk](http://mymaths.co.uk) (hardy, square) to do further practice and revision guides are available at school.

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### Theology & Ethics

- Read 'Private Peaceful' book by Michael Morpurgo to allow students further reflections on 'Peace & Conflict' unit.
- Keep up-to-date with current news and make notes of any articles that would be useful for the 'Peace & Conflict' unit.
- Watch 'Yours, Mine and Ours' movie to look at further issues within the 'Relationships & Families' unit.

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### French German Spanish

- Log on to Memrise and revise the topics you have covered in year 10
- Complete some grammar exercises on [languagesonline.org](http://languagesonline.org) to consolidate your grammar
- Revise the units you have covered in year 10 in your revision guide
- Try to put your language into practise if you visit a French/German/Spanish speaking country this summer
- Watch a French/German/Spanish language film with English subtitles
- Explore some French/German/Spanish music on YouTube

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### Geography

- Watch "Don't Panic – How to End Poverty in 15 Years" (available on Media Server)
  - Watch "Dangerous Earth:Volcano" (available on Media Server)
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

### Science

In Year 11 you will study these topics, in addition to others:

Biology - Evolution

Chemistry - Chemistry of the Atmosphere

Physics – Space Physics

To help prepare, make use of these resources:

- Read “A short history of nearly everything” by Bill Bryson.
- Look at [http://www.bbc.co.uk/nature/history\\_of\\_the\\_earth](http://www.bbc.co.uk/nature/history_of_the_earth)
- Watch the one hour video by David Attenborough ‘Origin of Life’  
<https://youtu.be/s20Q0jnK6IU>
- Study the history of the Earth’s atmosphere:  
<http://clasp.engin.umich.edu/research/atmospheric>
- Watch the video ‘From the Big Bang to the present day’:  
<https://www.youtube.com/watch?v=4eKljkk0NVY>

Visit these websites:

- <http://www.nhm.ac.uk/discover.html>
- <http://www.amnh.org/explore/science-topics/nature-as-innovator>
- <https://www.nasa.gov/audience/forstudents/index.html>

Have a go at these activities:

- *Making a water rocket*  
<https://www.youtube.com/watch?v=GntvBYyIXLM>
- *Making a simple motor*  
<https://www.youtube.com/watch?v=Q5YFhosQJ40>
- *Making antigravity drops*  
<https://www.youtube.com/watch?v=PFG-WWhBrlz4>  
Will need to purchase some agar powder; easily available online.

### Resistant Materials

Watch the Big Life Fix programme on the Media server: three one hour programmes highlighting how good design and engineering can change peoples’ lives.

# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

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### ICT/ Digital Literacy

- Download the Geocache app and go and find the hidden treasures around our beautiful Dorset countryside.
- Learn to fly a drone.
- Use a Go Pro and take it out cycling, horse riding, kayaking, paddle boarding, windsurfing etc. and post it to your friends via snapchat/Facebook or Instagram.
- Make a movie on your iPad or tablet.
- Use a fitness tracker or the pedometer on your phone and organise a competition amongst your friends on how many steps you can clock up in a day, week or month.

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### Art

- Make portraits in whatever media; we would recommend drawing people in action as often as possible. This could be family at home, people out and about but a really fun thing to do is coffee shop drawing. Take a small sketchbook and a few drawing tools and draw people in the café enjoying their coffee. The drawings should be really fast, probably just a few lines and suggestive. Students could look at the work of the "Urban Artists" for inspiration.
- Visit galleries as often as possible. Seeing art work first hand is so much better than in a book or online. Visit local galleries such as Sladers Yard or plan a trip to London.
- Keep a small sketchbook, A5 in size and record in it daily. It should be personal and will include drawings, photographs, articles and interesting text.

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### Drama

- Read The 39 Steps.
  - Revise The Intro to Theatre Booklet.
  - Revise Frankenstein booklet.
  - Watch Frankenstein on YouTube.
  - Final redraft of devising coursework also needs to be completed.
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

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### History

Books:

- Elizabeth I: A Study in Insecurity by Helen Castor
- 'The Time Traveller's Guide to Elizabethan England' by Ian Mortimer
- 'The Virgin's Lover' (2004) by Philippa Gregory (about Elizabeth becoming queen)
- 'The Other Queen' (2008) by Philippa Gregory (about Mary Queen of Scots)

TV/ Film:

- Watch TV comedy series 'Blackadder II' (Age rating: 15)
- Films: 'Shakespeare in Love'; 'Elizabeth' and the sequel, 'Elizabeth: The Golden Age'

Online activities:

- Rex Factor Podcasts on Elizabeth I  
<https://refactor.podbean.com/2011/11/>
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

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### Music

- Watch 'Queen: Earl's Court 1977' on YouTube
- Watch Star Wars Episode IV, V or VI
- Watch Lord of the Rings (listen to the music)
- Watch E.T., Raiders of the Lost Ark, Jaws or any other movie with a John Williams soundtrack.
- Go to see a musical.
- Go to see a Prom (tickets from £6).

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### Dance

For each of the six professional dance works that we have studied this year :

- Watch the work using the link on the T drive Performing Arts/ Dance/ GCSE/ Revision of Professional works (this has also been emailed to you)
  - Before you watch the work, read the revision booklets for each.
  - Using your own booklets and the revision booklets, create an A4 sheet for each work with pictures taken using screen shots and detailed information about movement, physical setting, lighting, aural setting, costume, and use of camera where appropriate and how these all contribute to the dance.
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

### Physical Education

PE challenging questions

- Do you know the name and location of the major muscles of the body?
- Do you know the name and location of the major bones of the body?
- Why does our Heart Rate increase when we exercise?
- Why do we get out of breath when we exercise?

Writing tasks - 75 words:

- Out of the 10 components of fitness ( Agility, Balance, Co-ordination, Power, Reaction Time, Speed, Muscular Strength, Muscular Endurance, Cardio Vascular Fitness, Flexibility) can you pick the most important 3 for your sport and write 75 words on why?
- What are you main influences of why you play the sports you do?
- Why do some athletes set themselves goals?
- How might an athlete adapt their diet to suit their sport?

Practical tasks:

- Play all three of your sport choices at some time through the summer.

Video to watch:

- Google 'Dwain Chambers talks Steroids' and watch the interview. Then answer these questions, why did he cheat? Who did he affect by cheating? Who influenced him? Who's fault was it?
- Google 'Sportsmanship, Gamesmanship, Breaking the rules' and watch the video on You tube. There are examples of each? Can you distinguish between the 3 types?

# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

### Business Studies

- Download GCSE Bitesize App.
- Watch new series of Dragons Den (on BBC now or iPlayer)
- Read business news items during the summer:  
Find a business in the news for the wrong reason (i.e. poor PR)  
Find a business in the news for the right reason (i.e. good PR)  
Or:  
• Keep a weekly diary of business news and return with 6 news stories on different themes, e.g. marketing; recruitment; equal opportunities; H&S; pricing; location.
- Read Richard Branson's "Screw it, let's do it".

### Health & Social Care

#### RO22 – Communicating & Working With Individuals

- TASK: You need to produce a plan for your one-to-one and a plan for your group interaction. This will be your first draft of a plan for yourself and the other participants and any skills & materials you want to use during the practical assessment to support the communication. It should include the introduction, the main content and how you will wind down the communication. What skills will you need to show during the interaction. You would need to think about using appropriate methods of communication/ body language and adapted language to meet the needs of people who use the services in the case study.
- There are 3 case studies to choose from: you can either choose just one case study and complete the communication practical based on the same client for the one-to-one and group interaction or choose a one-to-one from one case study, and a group interaction from another case study.
- The one-to-one and the group interaction should last for a minimum of 5 minutes and should take no more than 45 minutes.
- This will be best typed so that it can be altered and improved before the assessment. Be aware if hand written you are likely to need to improve it.
- Your plan should take into consideration the criteria for LO3 (given out before the summer).
- Also consider factors that can influence communication and how barriers could be minimised, for example, seating arrangements, lighting, ventilation, to include a plan showing the seating arrangements and explaining these.
- Assessment dates & practice lessons will be set in the Autumn term.

# SUMMER ACTIVITIES

## ACTIVITY

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### Case Study 1: Trevor

- Trevor is 55 years of age. He has very high blood pressure and has to visit the GP each month to have this checked. He also visits the local hospital once each month for physiotherapy, as he had a lymph gland removed from his leg and this has caused his leg to swell. Trevor will need to give and obtain information about himself and his conditions with the care professionals. There will also be occasions when he will need to exchange ideas and opinions. You have been asked to talk with Trevor about the amount of exercise he is doing and to suggest how he could do more to help himself to become more mobile.
- Have a one-to-one interaction with Trevor to discuss what exercises he could do and how he could become more mobile.
- Have a discussion with a small group of individuals who attend physiotherapy for a variety of injuries to their limbs to discuss what they could do and how exercise would help them.

### Case Study 2: Surinder

- Surinder is 70 years of age. He still lives in his own home but he has severe mobility problems and is very overweight. He attends the local day care centre three times each week. When he first visits the day care centre a key worker will want to obtain information from Surinder about his personal and medical conditions. Surinder will also want to find out what happens at the day care centre so that he can decide which activities he would like to take part in. The day care centre will provide Surinder with the opportunity to exchange views and opinions with others of the same age as himself, there is always time for getting to know other people. You are working at the local day care centre with Surinder.
- Have a one-to-one interaction with Surinder to find out about his eating habits when he is at home, or about ways in which improvements could be made to this area of his care plan.
- Have a conversation with a small group of individuals about eating healthily, or about the activities they would like to do while at the day care centre.

### Case Study 3: Skye

- Skye is four years of age. She attends 'Parrots Playgroup' for three mornings each week. While at the playgroup Skye likes to join in some of the creative activities that are taking place. She enjoys making things. While she is at the playgroup she will talk to the nursery nurse about the activities she is doing and ask questions. Children always want to know 'why' when they are asked to do things. The nursery nurse may on some occasions ask Skye some questions when she needs some information, for example, if she is upset or pleased about something or when she finds an activity that interests her. Skye has arrived at the playgroup and has decided to join in the creative activities session using card, materials and paints.
  - Have a one-to-one interaction with Skye while she is involved in the activity.
  - Have a group conversation with a small group of children about what they would like to make for a special event that the nursery is holding.
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

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### Food and Nutrition

- Watch a food related programme on TV catch up, either Eat Well for Less on BBC1 or Food Unwrapped on Channel 4. Any episode of either of these will be worthwhile.
- Research a cultural cuisine of your choice (Chinese, Indian, Mexican, Thai, Japanese, Italian).
- Find out about traditional ingredients, herbs and spices used, religious festivals, cooking methods and staple foods (bread, rice, pasta etc.). Present your work on an A4 document including colour and images.

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### Textiles

- Look at the following website for a range of activities: <http://www.julieboyd.co.uk/>
- Students can follow the textiles hot line link to complete the following activities:
- Techdoodle
- Enter the 2017 Product In A Tin competition
- Look under free resources for textile technique instructions. Complete some of these to add to your skills folder.
- Try one of the sewing project ideas or create a sketch book using the help sheet.
- Go to a library and look for books on fashion illustration. Use these to trace fashion poses onto plain paper and practice designing your own clothing range. Use a range of media such as crayons, felt tips, fine liners and water colours to create different effects

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### Systems & Control

- Download a copy of Circuit Wizard
  - l. Build and test a circuit that will provide a visual indication if the temperature exceeds 25°C. Should only work during the day (light).
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# SUMMER ACTIVITIES

## SUBJECT

## ACTIVITY

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### Computing Code Academy (Python)

- This course is a great introduction to both fundamental programming concepts and the Python programming language. By the end, you'll be familiar with Python syntax and you'll be able to put into practice what you'll have learned.

<https://www.codecademy.com/learn/python>

### W3Schools (SQL)

- SQL is a standard language for storing, manipulating and retrieving data in databases. This SQL tutorial will teach you how to use SQL in: MySQL, SQL Server, MS Access, Oracle, Sybase, Informix, Postgres, and other database systems.

<https://www.w3schools.com/SQL/default.asp>

### OCR Coding Challenges

- Using Python as a programming language try to complete some of the coding challenges from the following booklets.

<http://www.ocr.org.uk/Images/202838-20-code-challenges.pdf>

<http://www.ocr.org.uk/Images/260930-coding-challenges-booklet.pdf>

### Visit Bletchley Park & National Computer Museum

- Bletchley Park is the home of British code breaking and a birthplace of modern information technology. It played a major role in World War Two, producing secret intelligence which had a direct and profound influence on the outcome of the conflict.

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

- The National Museum of Computing, located on Bletchley Park, is an independent charity housing the world's largest collection of functional historic computers, including the rebuilt Colossus, the world's first electronic computer, and the WITCH, the world's oldest working digital computer.

<http://www.tnmoc.org/>

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