

XP.



Y11 GCSE Revision Support

26th January 2023



Recommended Revision



Presently we are recommending about **10 hours of revision a week.**

As the GCSE exams get closer the revision time needs to increase.

Students will really benefit from doing the little extra now, especially if they have not made substantial notes already.

Subject staff are always on the end of an email, if you need any advice or want to ask any clarifying questions please do not hesitate to get in touch with us.


Our current in-school revision timetable is on the next slide...



Day	Time	Subject
Monday	12:30-1:15pm	Citizenship
	3:15-4:30pm	Science Spanish English 7+ Art
Tuesday	12:30-1:15pm	Maths Drop In
	3:15-4:30pm	Maths (all)
Wednesday	12:30-1:15pm	Geography
	3:15-4:30pm	English 4+ Art
Thursday	12:30-1:15pm	Maths Drop In
	3:15-4:30pm	History (all) BTEC Sport
Saturday	9.30-12 noon	D6 - revision support from Student Coaches



SATURD6Y



LEAD YOUR OWN LEARNING

D6 is our voluntary sixth 'day of school' which takes place each Saturday during term time, 9.30am-12pm.

During D6, students are able to access additional support with learning - or just have a relaxed space for focused self study away from potential distractions away from home.

D6 is led by Student Coaches - ex-students of XP & XPE - who have returned to provide our current students with peer to peer academic study support.

There is additional support from some of our school staff and members of the Leadership Team.

GCSE Revision Support Website

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xpeast.org

Good morning,

As part of 'You Give Me Fever' students have been learning about different microscopes including the electron microscopes which can cost hundreds of thousands of pounds! Sadly we don't have one!

This week X27 students have looked at onion cells through a light microscope, magnifying up to 400x and making a labeled biological sketch. Here's an image of what they were looking at!



Next Wednesday students are able to join a free webinar held by Oxford Brookes University. They will be using their electron microscope and explaining how it works, showing images of up to 10,000,000x magnification!

To register for the event, scan the QR code or follow the link below: https://brookes.zoom.us/webinar/register/WN_w0zVUJD-Tbe9XynxibjmbA

WEBSITES



GCSE
Revision

parents

<https://xpeast.org/autism-support-for-parents/>



Our Schools



OXFORD
BROOKES

How to prepare for:

Citizenship	Miss Burrows
Spanish	Mrs Sprakes
English	Mrs Desborough
Maths	Mr Nixon
Science	Mr Voltaire
History	Mrs Hannam
BTEC Sport	Miss O'Grady
Art, Craft and Design	Miss Taylor

GCSE Citizenship



pburrows2@xpschool.org



Exam components

Two exams with AQA

1h 45min each

Paper 1 - Politics and participation and Active citizenship.

Paper 2 - Life in modern Britain and Rights and Responsibilities.

Revision - Monday lunchtimes.

Revision resources:

All pupils have been added to a folder that contains a variety of revision materials for all topics and have had sessions on how to navigate this.

All pupils have been given a workbook and a revision guide.



Currently...

In session

Active citizenship

Moving into revision

Revision - Monday lunchtimes.

Human rights

Worldwide agencies

Types of questions

Paper 1 - Active citizenship and politics and participation.

Politics and participation

Answer all questions.

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD WRONG METHODS

If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

0 3 . 1 Shade in the **one** correct answer. [1 mark]

In the First Past the Post voting system the...

A result of the election is proportionate.

B winner is found by using a quota.

C winner is the one with the most votes.

D winner needs over 50% of the votes.

0 2 **Your Active Citizenship Investigation**

State what your investigation is about:

0 2 . 1 Explain whether your chosen issue was mainly a local issue, a national issue or a global issue. [2 marks]

0 2 . 2 Discuss why you decided upon the type of action you carried out. [4 marks]

Section A

Active citizenship

Answer all questions in this section.

0 1 **Investigating the action of others**

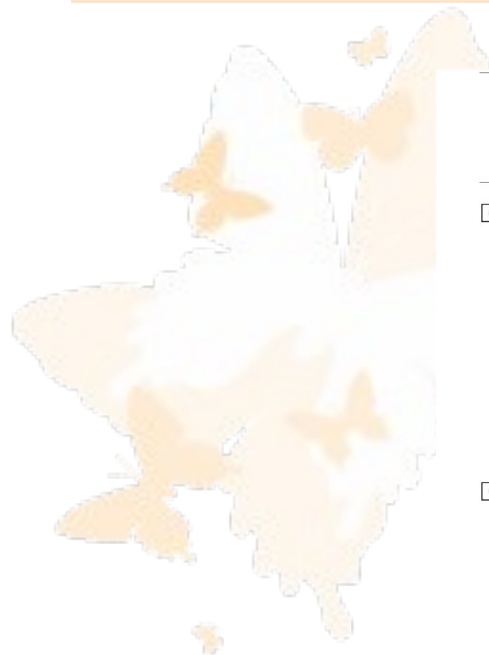
0 1 . 1 Identify **one** role of a councillor. [1 mark]

0 1 . 2 Identify **one** way councillors can be held accountable for their actions. [1 mark]

0 1 . 3 Identify **one** advantage and **one** disadvantage of joining a political party. [2 marks]

Types of questions

Paper 2 - Life in modern Britain and Rights and Responsibilities.



Section A

Life in modern Britain

Answer **all** questions in this section.

0 1 . **1** Identify which one of the following statements relates to immigration.

Shade in the **one** correct answer.

[1 mark]

- A People who leave the UK to live in other countries
- B People who move to live elsewhere in the United Kingdom
- C People who come from other countries to live in the United Kingdom
- D People who come and leave the United Kingdom on holiday

0 1 . **2** Identify **two** of the nations that make up the United Kingdom.

[2 marks]

1

2

0 4 . **2** The concept of a 'free press' is very important within any society.

Considering a range of views, justify this statement.

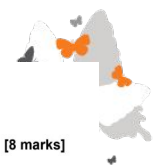
[8 marks]

In 2015 there were 5.4 million non-UK citizens in the UK workforce out of a total of 31.6 million; this represents 17% of the total workforce. In 2000 it was 8%. In some sectors of the economy they make up a large proportion of those employed; for example, in food processing, clothing, manufacturing and cleaning. Overseas workers make up 10% of all UK construction workers. Within the National Health Service (NHS) 21% of nurses and 30% of doctors come from overseas.

Between June 2011 and June 2015, 2 234 000 National Insurance numbers were issued to EU citizens in the UK. Statistics show that overseas workers are less likely to claim state benefits than UK citizens.

Discuss how **Source A** supports the case that immigration is beneficial to the UK economy.

[4 marks]



GCSE Spanish



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dpearson@xpschool.org [XPE]

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Students ask what is the most important thing to **know**?

Difficult answer - verbs and tenses... but sentences only occur if you know vocab and phrases too! Basic vocab should already been there if you've been learning throughout.

The slides and notes should help with this.

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Students ask what is the most important thing to **do**?

BE PRESENT in sessions, not just physically: take part, interact, be on it and use each other as experts. Revise as you go along, little and often, to commit to long - term memory.

Sessions missed? Spanish website has ALL the sessions and resources on it.



List of websites (logins are in the booklet) Espanol Extra, Linguascope, BBC Bitesize, apps - Babel, Duolingo, Spanish dictionary app / Word Reference

Revision guide has topic and grammar pages, tasks will be marked if students bring them in. The AQA GCSE Spanish website has past papers and examples of tasks for the Speaking Exam.

Websites are NOT a replacement to self study and revision, but rather a back up, somewhere to go once you've revised a topic / verb / tense, where you can test yourself or have a go at an exam question.

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There are 4 papers - Speaking and Writing can really be worked towards before they happen, many of the General Conversation topics reappear in the writing paper, but may be reworded, so if the speaking revision stays in your long term memory, this should help eg What do you like and dislike at school and why? (S) eg Talk about your preferences at school (W). The **Speaking Exam** will be the **first GCSE exam, w/b 24th April**.

Learn and revise **little** and **often**, revisit what you already know / have learnt first. Chunk up your time. Ask someone else to help!



There are support sessions every Monday night in both schools until 4.15.

Also, in-school support continues this year with Mrs Collinson, for one session per week per school. This support is vital and has been extremely well received, and will continue until the final exams.

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GCSE English Language and English Literature

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English Language



**P1 - Mon 5th
June
P2 - Mon
12th June**

Exam board - Eduqas - website link [Language GCSE](#)

Comp 1 - 40% of their overall grade
1 hr 45 mins

Reading Section - First hour

One fiction text to read. Five questions to answer. Total marks 40.

Writing Section - Final 45 minutes

Narrative writing. Four titles to choose from. Total marks 40. Up to 24 marks for the content of the narrative. Up to 16 marks for spelling, punctuation, sentence structure.

Comp 2 - 60% of their overall grade approx
1.5 marks per mark
2 hrs

Reading Section - First hour

Two non fiction texts to read. Six questions to answer. Total marks 40.

Writing Section - Final hour

Two pieces of transactional writing. Either: report, article, speech, guide, letter, review. 20 marks available for each piece of writing. Overall total of 40. Up to 12 marks for the content. Up to 8 marks for spelling, punctuation and sentence structure.

English Literature



**P1 - Weds
17th May
P2 - Weds
24th May**

Exam board - Eduqas - website link [English Literature Link](#)

Comp 1 - **2 hours**

Shakespeare: Macbeth - One 15 mark extract question plus a 25 mark essay question.

Anthology Poetry - One 15 mark analysis of the printed poem plus one 25 mark comparison question.

Comp 2 - **2 hours and 30 minutes**

Post 1914 Prose/Drama- An Inspector Calls
- One 40 mark exploding extract question. 45 minutes.

19th Century Prose: A Christmas Carol -
One 40 mark exploding extract question. 45 minutes.

Unseen Poetry - One 15 mark question focused on just one poem. One 25 mark question comparing the two poems. One hour.

English Revision



In Lessons:

Every English lesson is currently focused on improving exam technique and check knowledge of the set texts. Students are being offered fully modelled exam questions and essays to use as good examples to help them craft their own answers.

English Revision:

Offered on Monday and Wednesday after school. Specific students are invited to attend. If students would like to attend they need to speak to their teacher to find out if the sessions will be beneficial and which day would be most appropriate.

English Revision



LOOL:

As part of Leaders of our own Learning specific students are given additional lessons focusing on technique and improving the quality of their responses and completing additional revision tasks.

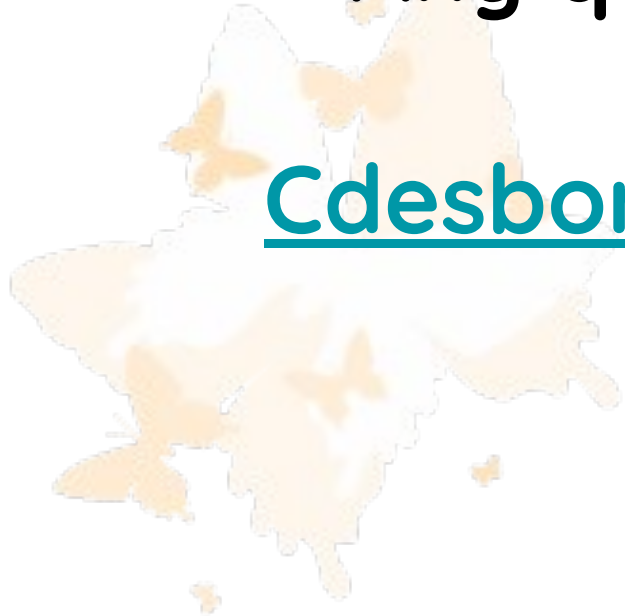
Outside of School:

Students should use the exam board website for past papers, use the revision Google Classroom and resources on the revision website, attend D6 and use BBC Bitesize plus the recommended videos for independent revision.



Any questions email me!

Cdesborough@xpschool.org



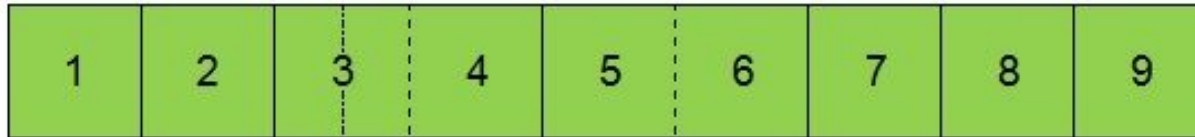
Overview



Two Tiers:

Foundation - Grades 1 - 5

Higher - Grades 3 - 9



overlap

3 Papers



Paper 1 - **Non Calculator** - 90 Minutes
80 Marks

Paper 2 - **Calculator** - 90 Minutes
80 Marks

Paper 3 - **Calculator** - 90 Minutes
80 Marks

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____
I declare this is my own work.

GCSE
MATHEMATICS

Foundation Tier Paper 1 Non-Calculator

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- mathematical instruments
- the Formulae Sheet (enclosed).

You must **not** use a calculator.

Instructions

- Use black ink or black ball-point pen. Draw diagrams in pencil.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

Advice



In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Pages	Mark
2-3	
4-5	
6-7	
8-9	
10-11	
12-13	
14-15	
16-17	
18-19	
20-21	
22-23	
24-25	
26	
TOTAL	




8300/1F

JUN2283001F01

MAY 2023

SUN	MON	TUE	WED	THU	FRI	SAT
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14		16	17	18		20
21	22	23	24	25	26	27

JUNE 2023

SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	31	1	2	3
4	5	6		8	9	10
11	12	13		15	16	17
18	19	20		22	23	24
25	26	27	28	29	30	1



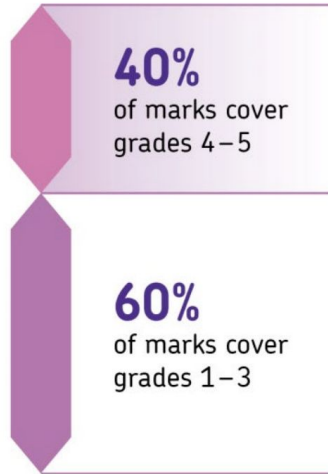
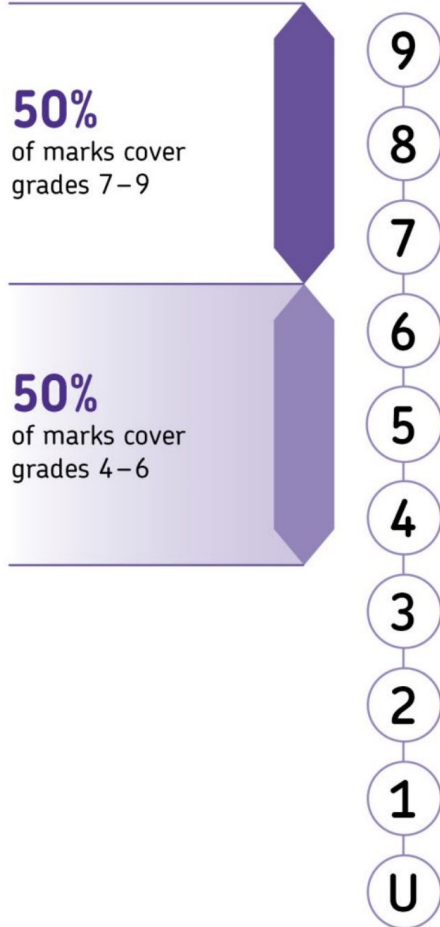
Friday 19th May - Paper 1

Wednesday 7th June - Paper 2

Wednesday 14th June - Paper 3

HIGHER TIER

FOUNDATION TIER



How are marks allocated across the grades within each paper?

Formula Sheets

Foundation

Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

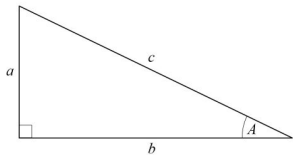
Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

Higher

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Perimeter, area and volume

Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2}(a + b)h$$

Volume of a prism = area of cross section \times length

Where r is the radius and d is the diameter:

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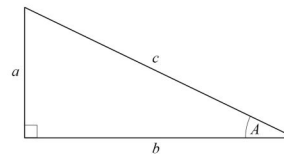
$$\text{Area of a circle} = \pi r^2$$

Quadratic formula

The solution of $ax^2 + bx + c = 0$ where $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Pythagoras' Theorem and Trigonometry



In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:

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In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} ab \sin C$$

Compound Interest

Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

Probability

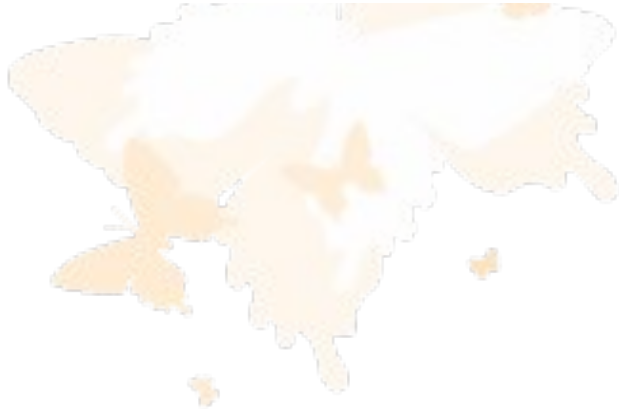
Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$



Common questions from students



Common questions from students:

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**What will be on
each paper???**

Paper 1: non-calculator

What's assessed

Content from any part of the specification may be assessed

Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Paper 2: calculator

What's assessed

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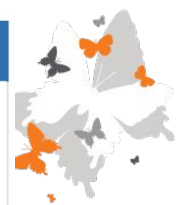
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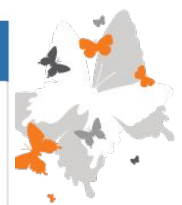
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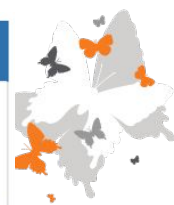
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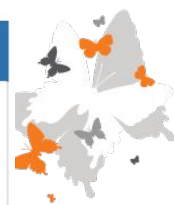
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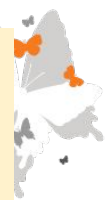
Common questions from students:



**So what can you tell me
about the content on
the papers???**

Topic Area	Foundation (%)	Higher (%)
Number	25	15
Algebra	20	30
Ratio & Proportion	25	20
Geometry	15	20
Probability & Statistics	15	15

These are ***approximate weightings*** of the topic areas for the ***overall tier*** of assessment, **not** for each individual question paper.



Topic Area	Foundation (%)	Higher (%)
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Common questions from students:

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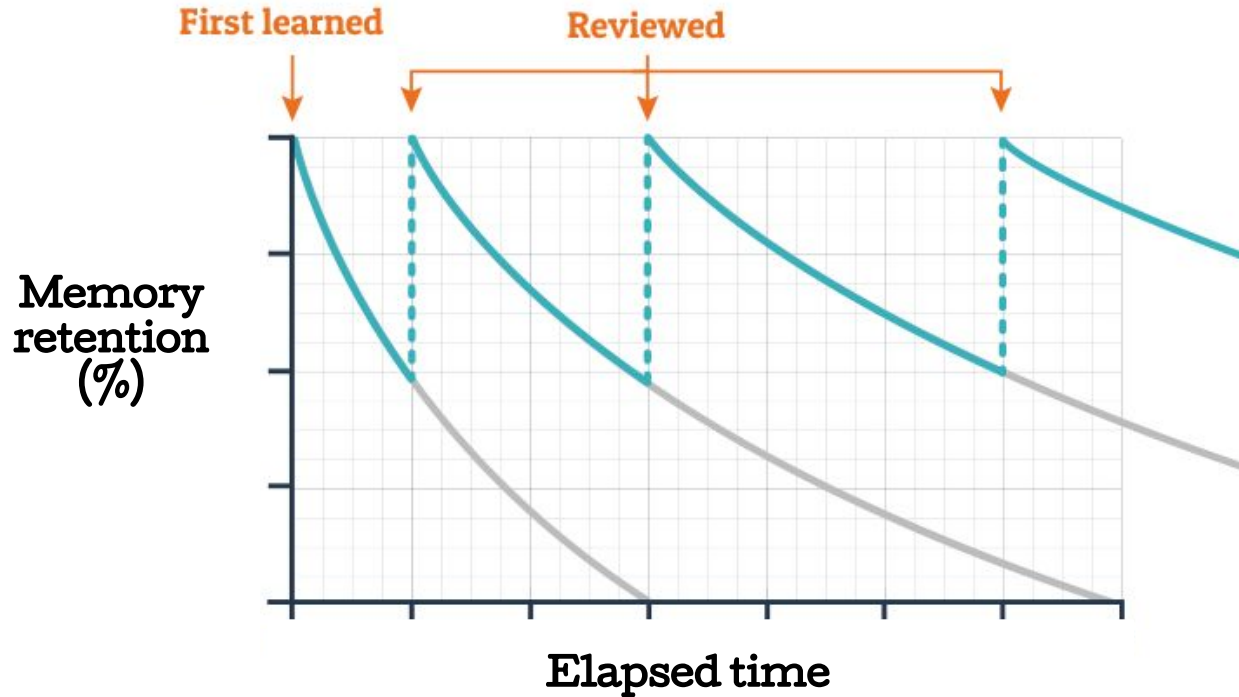


**What can I do to
prepare for the exams?**

Practice: Use it or lose it!



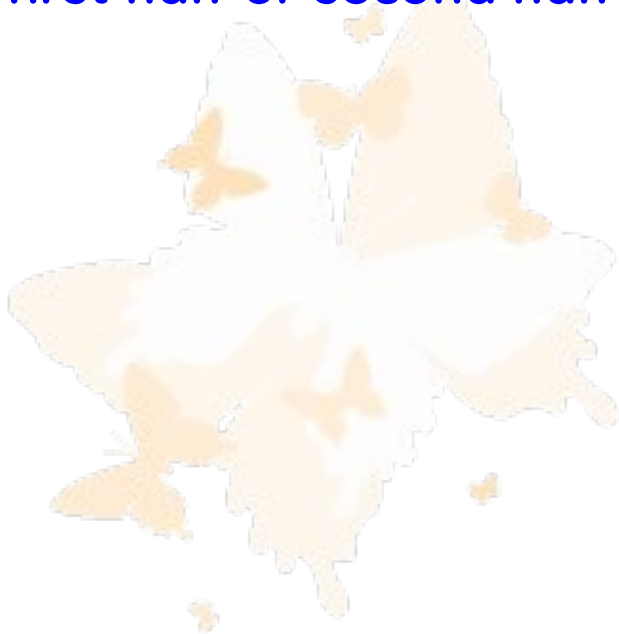
Typical Forgetting Curve for Newly Learned Information



Resources for practice:



AO1 Booklets for Extended Study (covering the first half or second half of each paper)

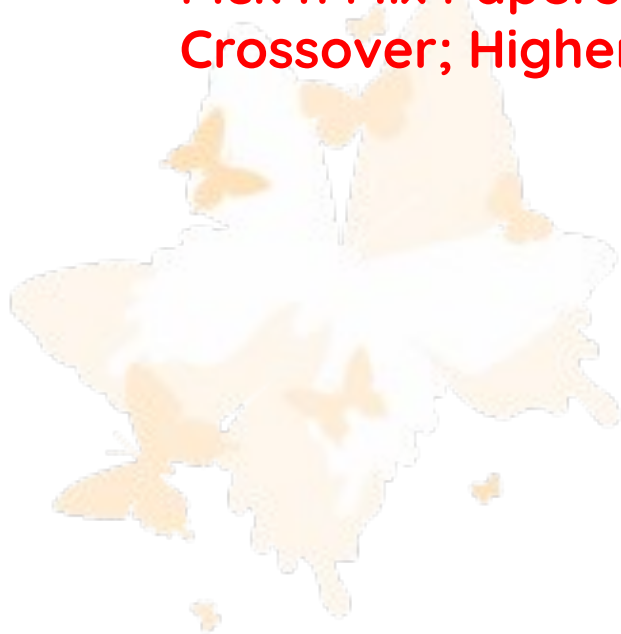


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Pin Point Learning - Identifies gaps from their mocks and produces a booklet of questions to target these. Hegarty clips matched to each topic for support.

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Past Papers - Get used to the mark schemes to see exactly where marks are picked up

Resources for practice:



All of these can be completed during **drop-in sessions**:

Tuesday and **Thursday lunch-time**

Tuesday after school (as well as D6)

AO1 Booklets for Extended Study (covering the first half or second half of each paper)

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How else you can support at home:



Maths produces an emotional response in everybody....

Whether you love maths or it makes you feel terrible.

Your attitude towards maths can affect others.

Whilst supporting your child at home with their maths:

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Always be encouraging and never tell kids they are wrong when they are working on maths problems. Instead find the logic in their thinking – there is always some logic to what they say.

Never associate maths with speed. It is not important to work quickly, and we now know that forcing kids to work quickly on maths is the best way to start maths anxiety for children, especially girls.

Never share with your children the idea that you were bad at maths at school or you dislike it – especially if you are a mother. Researchers found that as soon as mothers shared that idea with their daughters, their daughter's achievement went down.

Perhaps most important of all – encourage a “growth mindset” let students know that they have unlimited maths potential and that being good at maths is all about working hard. When children have a growth mindset, they do well with challenges and do better in school overall.

Science Trilogy GCSE



Exam Board: AQA
2 GCSEs

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mvoltaire@xpschool.org



All papers are 75 mins

Triple Papers Are 105 mins

Biology Paper 1
16 May 2023

Biology Units 1-4

Biology Paper 2
9 June 2023

Biology Units 5-7

Chemistry Paper 1
22 May 2023

Chemistry Units 1-4

Chemistry Paper 2
13 June 2023

Chemistry Units 5-10

Physics Paper 1
25 May 2023

Physics Units 1-4

Physics Paper 2
16 June 2023

Physics Units 5-7



Biology Paper 1		Chemistry Paper 1		Physics Paper 1	
Topics in the Paper: <input type="checkbox"/>		Topics in the Paper:		Topics in the Paper:	
B1	Cell Structure and Transport	C1	Atomic Structure	P1	Conservation and Dissipation of Energy
B2	Cell Division	C2	The Periodic Table	P2	Energy Transfer by Heating
B3	Organisation and the Digestive System	C3	Structure and Bonding	P3	Energy Resources
B4	Organising Animals and Plants	C4	Chemical Calculations	P4	Electric Circuits
B5	Communicable Disease	C5	Chemical Changes	P5	Electricity in the Home
B6	Preventing and Treating Disease	C6	Electrolysis	P6	Molecules and Matter
B7	Non-Communicable Disease	C7	Energy Changes	P7	Radioactivity
B8	Photosynthesis				



Biology Paper 2		Chemistry Paper 2		Physics Paper 2	
Topics in the Paper:		Topics in the Paper:		Topics in the Paper:	
B10	Human Nervous System	C8	Rates and Equilibrium	P8	Forces in Balance
B11	Hormonal Coordination	C9	Crude Oil and Fuels	P9	Motion
B13	Reproduction	C12	Chemical Analysis	P10	Force and Motion
B14	Variation and Evolution	C13	Earth's Atmosphere	P12	Wave Properties
B15	Genetics and Evolution	C14	Earth's Resources	P13	Electromagnetic Waves
B16	Interdependence and Competition			P15	Electromagnetism
B17	Organising an Ecosystem				
B18	Biodiversity and Ecosystems				



Exam content



Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Combined Science: Trilogy specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives.

- AO1: **Demonstrate knowledge and understanding** of: scientific ideas; scientific techniques and procedures. (40% of the total marks)
- AO2: **Apply knowledge and understanding** of: scientific ideas; scientific enquiry, techniques and procedures. (40% of the total marks)
- AO3: **Analyse information and ideas to:** interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.(20% of the total marks)

Revision

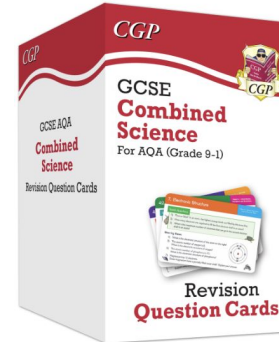
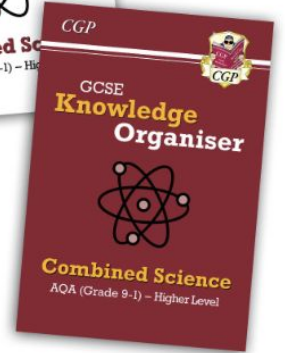
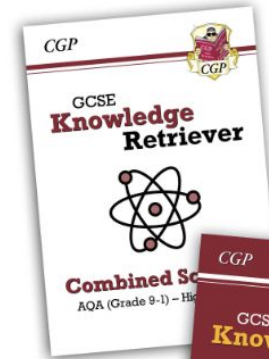
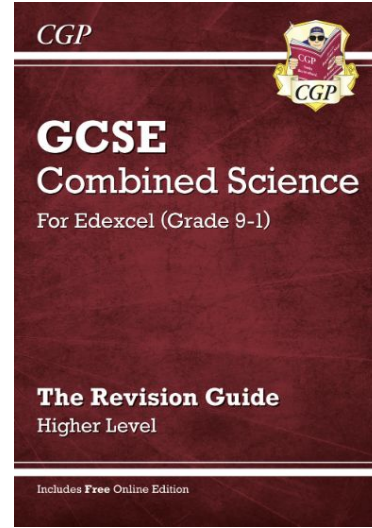


Website

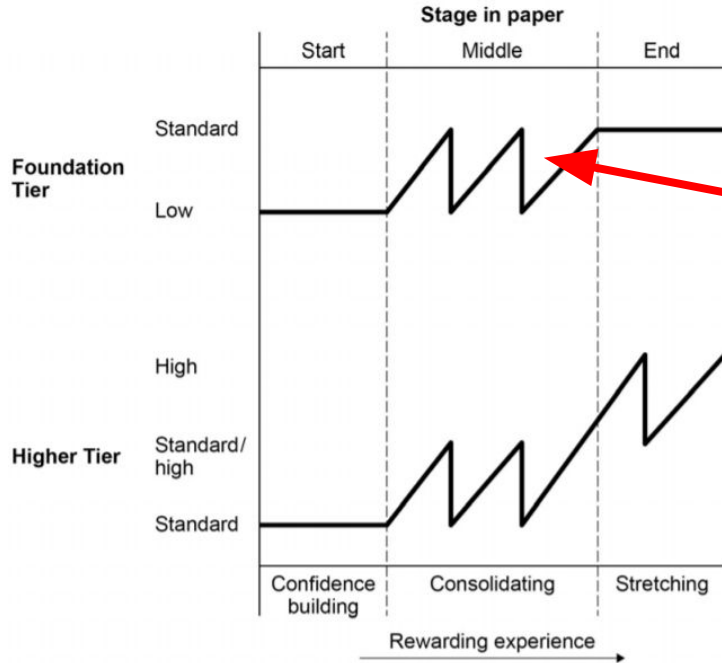
- How to revise in Science
- Link to the syllabus
- Supportive videos
- Knowledge organisers

Seneca

- Clear, broken down guide through the content
- Lots of practice.



Science papers are ramped with confidence building questions to start and then the middle questions start to ramp up in difficulty.



If struggling do the first 2 parts of the middle questions and come back.

4a easy

4b easy

4c medium

4d medium

4e challenge

4f challenge

Key indicators for sciences



- How comfortable are students with maths questions in a scientific context?
- How confident are students at fully understanding the required practicals, the science behind them, and the 'working scientifically' elements?
- Can students deal with questions where the science is in an unfamiliar context?
- How resilient are students when tackling challenging questions from the start of the paper?
- Have students got a good understanding of all the basic scientific concepts and phenomena?
- Are their graphing skills good and can they interpret data well?
- Words and terms: do they have a good understanding of them, and can they use precise scientific language?
- Can your students write a coherent, logical and structured extended answer?

GCSE History

Exam Board: OCR History B (SHP)

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The history GCSE consists of three exams.
Students will be assessed on five topics

XP.



- 1) **History around us** 1 h Thursday 18th May AM: **Plant Works site study - 50 marks**
- 2) **British history** – thematic study and depth study 1 h 45 min
Wednesday 7th June PM: **The People’s Health and The Elizabethans 1580-1603 - 80 marks**
- 3) **World history** - period study and depth study 1 h 45 min
Thursday 15th June AM: **Viking Expansion and Living Under Nazi Rule - 80 marks**

How the exam is assessed...



AO1 Demonstrate **knowledge** and understanding of the key features and characteristics of the periods studied.

AO2 Explain and analyse historical events and periods studied using second-order historical concepts (cause and consequence, significance, change and continuity, similarity and difference)

AO3 Analyse, **evaluate and use sources** (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4 Analyse, evaluate and **make substantiated judgements about interpretations** (including how and why interpretations may differ) in the context of historical events studied.

Types of questions - examples



“Give one example of . . .”

“Write a clear and organised summary that analyses. . .”

Explanation task. Typical stems include: “Why . . .?”, “Why did . . .?”, “What was the impact of . . .?”, “What caused . . .?”

A choice from two questions. This is a judgement task in response to a question asking “How far” the learner agrees with a given statement.

“What can source A tell us about..”

“How useful are Sources B and C and Interpretation D for a historian studying...”

“If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand ...”

“Interpretations B and C both focus on _____. How far do they differ and what might explain any differences?”

Revision

History Revision sessions:

After school every Thursday.

Well done to those who have been attending regularly since September

Students attending these sessions tended to do better in the mocks than those who do not attend.

Students should be aiming to revise for at least 2 hours per week. There is A LOT of content students need to be able to recall.

Youtube channels / revision videos on Google Classroom

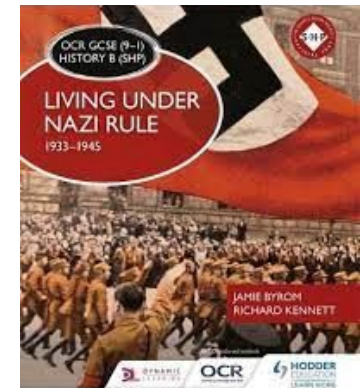
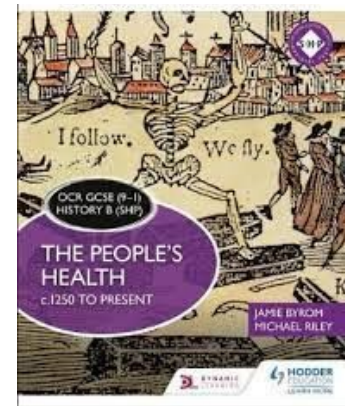
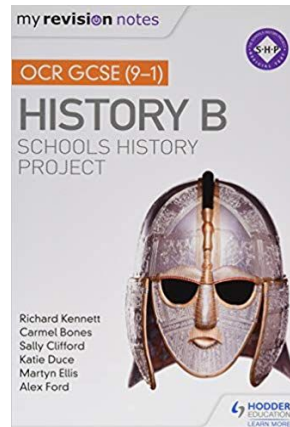
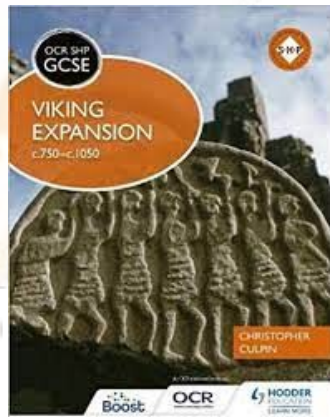
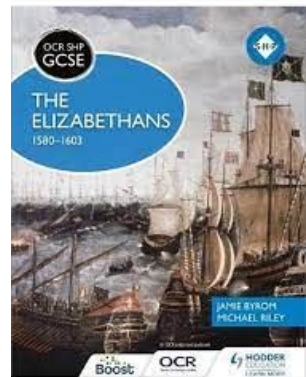
Mrs Elliot

Mrs Hannam

Mr Portman

OCR B past papers and mark schemes.

Quizlet and Kahoots that have been created by your teachers at XP.





BTEC Level 2 Sport

cogrady@xpschool.org





BTEC Sport Level 2

Students are studying for the BTEC Level 2 First award in Sport. This specification consists of 4 units.

Unit 1 - Fitness for Sport and Exercise (external unit)

Unit 2 - Practical performance in Sport (internal unit)

Unit 3 - Applying the principles of training (internal unit)

Unit 4 - Leading sports activities (internal unit)

The grading system used with the equivalent GCSE score is:

Level 2 Distinction* - 8.5 points

Level 2 Distinction - 7 points

Level 2 Merit - 5.5 points

Level 2 Pass - 4 points

Level 1 Pass - 1.75 points



BTEC Sport Level 2



Unit 1 - Re sit end of March for number of students

Unit 3- Applying the principles of training (internal unit) current piece of coursework.

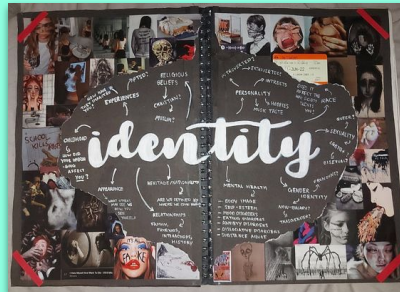
BTEC coursework on a thursday 3.30-4.30

From Feb I will run revision which will revisit the exam unit. 3.30-4.30. Students who are not re sitting and want to complete their coursework can work on that in the session.

All revision materials and coursework support is available on the BTEC google classroom



GCSE Art, Craft and Design





The course is made up of:

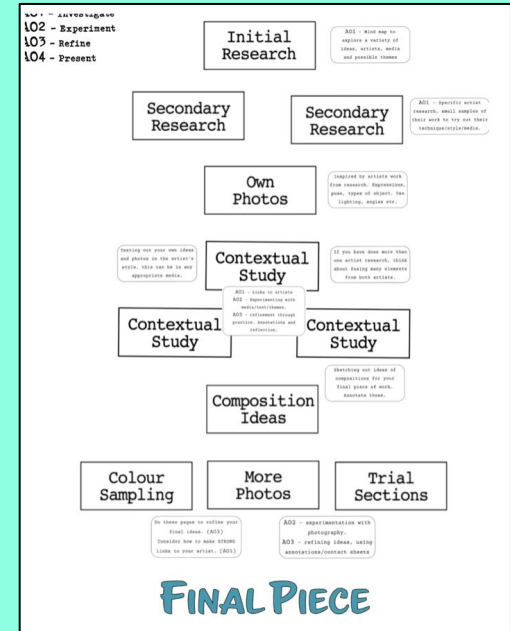
Component 1: 60% coursework (completed in lesson, April-Jan)

Component 2: 40% coursework (prep work in lessons and then a 10 hour exam, Jan-April)

Edexcel

What each component consists of:

- The **coursework** unit ran from April 2022 until January 2023. In the time students developed a project around their **identity**.
- This unit should consist of
 - 3x Artist Research and copy pages
 - 2x Contact sheets
 - 3x Contextual Studies
 - 1 Composition development
 - 1 Mock up
 - 3x Developments
 - A Final Piece



What each component consists of:

- The **exam** unit structure is exactly the same but over a shorter time. From January until they sit their Exam in April. The theme for this is set by the exam board, it is **'Lock'**.
- This unit should consist of
 - 3x Artist Research and copy pages
 - 1 Contact sheet
 - 3x Contextual Studies
 - 1 Composition development
 - 1 Mock up
 - 3x Developments
 - A Final Piece

1st Jan	Mind Mapping/ Ideas generation
9th Jan	Artist 1- Research and copy
16th Jan	Artist 2- Research and copy
23rd Jan	Artist 3- Research and copy
30th Jan	Contact sheet/ Primary sourced images
6th Feb	Contextual study 1
13th Feb	HALF TERM
20th Feb	Contextual Study 2
27th Feb	Contextual Study 3
6th March	Composition Sketches / Final Piece Ideas
13th March	Mock up
20th March	Developments
27th March	Developments
3rd-10th April	Easter Holiday
17th-24th April	Exam



The Exam

The exam will take place straight after the Easter break.

This is NOT a written exam, in this time students will be expected to complete their final piece, all the time building up to this is prep work.

This will be a **10 hour exam** over two school days.

They will get their breaks and lunchtimes as usual on these days.

What is expected:

To work hard in lessons, fully completing and displaying 1 artist each week


Extended study: 1 - 1.5 hours a week, this is where displaying and annotation will be finished up.

Extra support is available:

Monday - lunch and after school (X05)

Wednesday - lunch and after school (X05)

Thursday - lunchtime (X05)



The image shows a slide titled 'Year 11 Art' with a background of abstract art. Below the title is a table with a header row and several data rows. To the left of the table is a block of text providing instructions for the exam schedule.

Year 11 Art	
1st Jan	Mind Mapping/ Ideas generation
9th Jan	Artist 1- Research and copy
16th Jan	Artist 2- Research and copy
23rd Jan	Artist 3- Research and copy
30th Jan	Contact sheet/ Primary sourced images
6th Feb	Contextual study 1
13th Feb	HALF TERM

This is the schedule for your Art exam...

Please make sure that you are keeping up with this and attending any extra sessions (lunch / after school) if you are falling behind.

Help Provided:

Along with the extra curriculum help offered for student to uptake at break and after school the following support is in place for students to access:

- Writing guides on classroom
- Inspiration slides on walls and classroom
- Weekly tasks set on classroom
- 1-2-1 tutorials recorded in sketchbooks
- Work checklist calendar provided in classroom
- Exemplar portfolios grading from 2-9



Any questions email us!

jdoyle@xpschool.org
ktaylor@xpschool.org



**For all other Y11 queries please contact your
child's Phase Lead:**

Angella Parker (XP East)
aparker@xpschool.org

Mel Cocliff (XP)
mcocliff@xpschool.org