



Mullion

School

Mullion School Year 11 Exam Preparation 2023

Subject	What will the examination involve?	What can a pupil do to prepare?	How can a parent/carer help a student prepare?
<p><u>ENGLISH LANGUAGE</u></p>	<p>Paper 1: Explorations in Creative Reading and Writing <u>Section A:</u> Reading • one unseen literature fiction text</p> <p><u>Section B:</u> Writing • descriptive or narrative writing</p> <p>1 hour 45 minutes • 80 marks • 50% of GCSE</p> <p>Paper 2: Writers' Viewpoints and Perspectives <u>Section A:</u> Reading • one unseen non-fiction text and one literary non-fiction text</p> <p><u>Section B:</u> Writing • writing to present a viewpoint</p> <p>1 hour 45 minutes • 80 marks • 50% of GCSE</p>	<p>Revise for Mocks in October (Paper 1) and March (Paper 2).</p> <p>Use google classroom to check understanding of the format of the exam questions. For the language papers, it is essential students know the right skills to apply to which question.</p> <p>Ensure that you know what your WWW/EBI feedback is for each question and what you need to do to improve.</p> <p>Make use of online revision sites: GCSE English Google Classroom Seneca BBC Bitesize Mr Bruff's You Tube channel</p> <p>Search these sites by paper e.g. AQA Language Paper 1.</p> <p>English Language is a subject that requires actual, physical work. One cannot simply read books and glean information, it must be done and practised. Students should look to identify the technical terms for words (adjectives, verbs, nouns etc) on things like advertising slogans and narrative that are attached to Billboards/advertisements even if they are in magazines. They should try to comment on the effect of individual words and why they may have been used specifically in that advertisement - words are not selected randomly).</p> <p>Practise creative writing - write stories for your parents using old family photographs and holiday snaps as inspiration.</p> <p>Write letters to make believe corporate bosses whereby you express your displeasure at a particular product or circumstance.</p>	<p>Students will be invited to attend intervention in small groups. Please encourage them to attend.</p> <p>Test students on key subject terminology.</p> <p>Test students' understanding of what each question is testing them on. If they are uncertain or unsure they can check on google classroom or attend a drop-in support session.</p> <p>Encourage wide reading of a range of both fiction and non-fiction texts.</p>

<p><u>ENGLISH LITERATURE</u></p>	<p>Paper 1: Shakespeare and the 19th-century novel <u>How it's assessed</u> • written exam: 1 hour 45 minutes •64 marks • 40% of GCSE <u>Section A Shakespeare:</u> students will answer one question on the play studied in lessons. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p><u>Section B The 19th-century novel:</u> students will answer one question on the novel studied in lessons. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Paper 2: Modern texts and poetry <u>How it's assessed</u> • written exam: 2 hour 15 minutes •96 marks • 60% of GCSE <u>Section A Modern text:</u> students will answer one essay question from a choice of two on their studied modern prose or drama text (An Inspector Calls).</p> <p><u>Section B Power and Conflict Poetry:</u> students will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster.</p> <p><u>Section C Unseen poetry:</u> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>Revise for Mocks in October (Paper 1) and March (Paper 2).</p> <p>Remember to apply the 'Literature hand' checklist of the 5 essential skills to demonstrate in each Literature response. Learn this so you can check your exam responses.</p> <p>Ensure that you know what your WWW/EBI feedback is for each section and what you need to do to improve.</p> <p>Make flashcards with key quotations for Shakespeare, 19th century Novel, Modern Text and Power and Conflict Poetry. All exams are closed books so students must be able to quote them by heart.</p> <p>For the Power and Conflict Poetry, buy a CGP revision guide (available for £2 on Parent Pay).</p> <p>Make use of online revision sites: GCSE Google Classroom Seneca BBC Bitesize Mr Bruff's YouTube channel Spark Notes Search these sites by text titles e.g.Ozymandias, Macbeth.</p> <p>Make mind-maps of characters and themes from the Shakespeare play, the 19th Century novel and the Modern text. Add precise quotations. Use your class notes and revision sites to make the analysis detailed. Then cover up and see what you can remember.</p> <p>Students must know the main events of each text and how the story unfolds. Use audio books to help with rereading - know the plot and how the</p>	<p>Students will be invited to attend intervention in small groups. Please encourage them to attend.</p> <p>Make sure students buy a CGP revision guide for the Power and Conflict cluster (available for £2 on Parent Pay)</p> <p>Test students on their knowledge of key quotations, characters and themes for each of the studied texts.</p> <p>Audio versions of most texts are available online and are a useful way to refresh the texts studied earlier in the course.</p>
<p><u>ENGLISH LITERATURE</u> <u>Continued</u></p>			

		<p>characters fit into it. Historical context is also a must - have a sentence or two at your disposal.</p> <p>Memorise at least 5 of the poems from the conflict cluster so that you are able to recite them from memory. Know the language, structure and context for each one of these. Practise comparing them with each other and ask your teacher to look at them. Remember that the focus is on detail - write a lot about a little - it is better to have a page and a half of precise detail than ten pages of waffle!</p>	
<p><u>MATHS</u></p>	<p>AQA GCSE Maths (9-1), link to the exam board specification is here http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300</p> <p>There are three exam papers, each one is 1.5 hours long. Paper 1 is non-calculator, and Papers 2 and 3 are calculator. Any topic can come up on any paper.</p> <p>Tiers of Entry: Higher and Foundation. Students must take all three papers at the same tier. Foundation tier targets grades 1-5, and Higher tier targets grades 4-9.</p> <p>Grades 4 and 5 are the overlap grades between Foundation and Higher tiers, so common questions targeted at these grades will appear in the respective papers for each tier.</p> <p>Each paper will have a range of question types, and any topic can come up on any paper. Some questions will be straightforward, practising a skill that has been learnt. Other questions will be less structured, and require mathematical reasoning or a problem solving approach, using a number of steps and often combining two or more topics together.</p>	<p>Focus in lessons, do all that is asked of you, and take detailed notes of examples, with your own annotations to help you remember.</p> <p>Ask for help when you get stuck in class.</p> <p>Complete your Sparx homework every week, making sure you are writing your workings down. If there are areas you are stuck on, you can ask your class teacher for help.</p> <p>Complete the “XP Boost” and “Target” tasks on Sparx as well as the “Compulsory” tasks. You can also use it for “Independent Learning” to focus on particular tasks of your choice. Research has shown that using Sparx for a minimum of an hour a week will improve your progress!</p> <p>Sign up to the Revision Google Classroom. In addition to Sparx, this will provide revision tips and point you to a wealth of extra resources, including videos, practise questions and practise papers.</p> <p>Make notes/mind maps/revision cards for facts you need to memorise (such as formulae and unit conversions) and use these regularly. Stick them on the fridge, or practise them on the bus! Also, practise your times tables!</p>	<p>Ensure your child has all the equipment they need, including a scientific calculator (Casio is recommended). All equipment can be purchased through the Maths department.</p> <p>Sparx homework will be set each week on a Wednesday. Encourage this to be completed fully, and all workings to be written down.</p> <p>Encourage regular, quiet revision time at home, in addition to regular homework. This could be spent doing extra exam papers, or looking up topics in the Revision Guide or on the internet that they are struggling with. Sparx also provides extra study opportunities with “XP Boost”, “Target” tasks and Independent Learning.</p> <p>Encourage attendance at any revision sessions that are offered.</p>
<p><u>MATHS</u> <u>Continued</u></p>			

	<p>Quantitative chemistry; Chemical changes; Energy changes.</p> <p>Chemistry Paper 2 Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.</p> <p>Physics Paper 1 Physics topics 18–21: Energy; Electricity; Particle model of matter; Atomic structure.</p> <p>Physics Paper 2 Physics topics 22–24: Forces; Waves; Magnetism and electromagnetism</p> <p>The exams will measure how students have achieved the following assessment objectives.</p> <ul style="list-style-type: none"> • AO1 (40%): Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. • AO2 (40%): Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures. • AO3 (20%): Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. 	<p>has great videos and most past papers.</p> <p>Keep doing Tassomai to practice fact recall.</p>	
<p><u>TRIPLE SCIENCE</u></p>	<p>Same as Combined science except the exams are 1hr 45 minutes long and cover a wider and deeper level of knowledge.</p>	<p>Same as Combined science</p>	<p>Same as Combined science</p>

	<p>Areas of Content:</p> <ol style="list-style-type: none"> 1. Design contexts 2. Sources, origins, properties, ecological impact of timber 3. Selection of timbers 4. Forces & stresses on timbers and reinforcement 5. Timber stock forms and sizes 6. Alternative processes for differing scales of production 7. Specialist tools, equipment and process for timbers 8. Surface treatments and finishes for timbers 	<p>Discuss (6-9 marks)</p> <p>★ Remember for the higher marks...</p> <ol style="list-style-type: none"> 1. Make a statement 2. Expand upon it 3. Justify it <p>Mathematical calculation questions: Make sure you are comfortable with percentages, ratios, volume and area.</p> <p>Material Properties: This is a huge topic area; it is likely that question one will be solely based on this. The topic is then spread across the core and specialist area within a large percentage of questions. Make sure you know your material properties terminology and how to refer to them for each of the specific core materials.</p>	<p>being used?</p> <p>Most importantly be a parent, not a teacher - Give emotional support, food, warmth, security, and down time. Just be there for them.</p>
<p><u>RELIGIOUS EDUCATION</u></p>	<p>AQA Religious Studies Spec A</p> <p>Two exam papers each 1 hour 45 mins.</p> <p>Paper 1: The study of religions (Christianity and Hinduism)</p> <p>Paper 2: Thematic Studies</p> <p>The exam will involve a mixture of knowledge based questions and a 12 mark evaluation question which will require evidence in the form of quotes.</p>	<p>To prepare students should complete the structured revision tasks which are being set as homework on ClassCharts. These are exam questions and students are expected to respond to the feedback provided.</p> <p>Students should be using their books from Year 10 to create mind maps/ revision cards of content for exam paper 1.</p> <p>Students will have the opportunity to purchase a revision guide from school (£1.50). This will include sample questions which students should complete.</p>	<p>Test their child on keywords.</p> <p>Encourage their child to complete the revision questions.</p> <p>Discuss some of the issues raised from the Thematic Units:</p> <p>Family and Relationships: Sex before marriage, divorce, homosexual relationships, contraception.</p> <p>Religion and Life: Environmental issues, when life begins, animal rights, abortion, euthanasia, hospices.</p> <p>Religion, Peace and War: Pacifism, terrorism, is war justified? refugees, Weapons of Mass Destruction</p> <p>Religion, Human Rights and Social Justice: poverty, charity, who is responsible for the poor, prejudice and discrimination.</p>
<p><u>CITIZENSHIP</u></p>	<p>OCR Citizenship 3 exam papers per student</p>	<p>Students need to use the course specifications to create mind maps/ revision cards and test</p>	<p>Encourage your son/ daughter to keep up to date with the News, either by</p>

	structure as the Factors question 16 marks		
<u>COMPUTER SCIENCE</u>	<p>OCR GCSE Computer Science (1-9)</p> <p>There are three components to the course</p> <p>Paper 1 - Computer systems</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 50% of GCSE <p>Paper 2 - Computational thinking, algorithms and programming</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 50% of GCSE • Practical Programming Practice 	<p>Revise thoroughly for the mock exams at the end of October, beginning of November. Use Tassomai and Memrise..</p> <p>Practise questions on algorithms and use the mark schemes to guide you - using the OCR approved pseudocode in your answers.</p> <p>Use the online resources available for revision in addition to past papers.</p> <p>Complete weekly Flipped homework as this will offer increased engagement, personalised pacing, and opportunities for active participation and deeper comprehension through in-class activities.</p> <p>Use your Flipped notes to keep a detailed and organised collection of revision notes and class based activities and use them to revise topics regularly.</p> <p>Create a Codecademy account and practice coding Python from the start of Year 10. Little and often is best, this can be done at CodeClub on Thursday lunchtimes in E6.</p> <p>Create a YouTube playlist of Computer Science resources, OCR even has its own Computer Science channel.</p> <p>Attend lunchtime Programming support sessions regularly in year 11</p>	<p>Help them to revise thoroughly for the mock exams. Past papers will be made available via Google Classroom.</p> <p>Make sure they use the online resources available for revision. Test them on key words and definitions.</p> <p>Encourage them to learn Python from the start of Year 10. Little and often is best.</p> <p>Encourage them to utilise YouTube; there are endless Computer Science resources out there, OCR even has its own Computer Science channel.</p> <p>Encourage them to complete all homework set. All homework is set on Google Classroom and available via the school homework calendar. They all have accounts with the following online resources</p> <ul style="list-style-type: none"> • Quizlet - Keywords • Memrise - Keywords • Tassomai - Revision • Subscribe to Craig N Dave on YouTube • Codecademy - Python • Repl.it - Online Python editor <p>Encourage them to attend after school study sessions in year 11.</p>

<p><u>CREATIVE</u> <u>IMEDIA</u></p>	<p>Cambridge National - Creative iMedia - Level 2</p> <p>There are three components to the course</p> <p>R093: Creative iMedia in the media industry</p> <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 40% of GCSE • (Mandatory) <p>R094: Visual identity and digital graphics</p> <ul style="list-style-type: none"> • Controlled Assessment • 25% of GCSE • (Mandatory) <p>R095: Characters and comics</p> <ul style="list-style-type: none"> • Controlled Assessment • 35% of GCSE • (Optional) 	<p>Revise thoroughly for the mock exams. Past papers will be made available via Google Classroom.</p> <p>Learn key words and definitions and practise using them in your answers.</p> <p>Complete weekly Flipped homework as this will offer increased engagement, personalized pacing, and opportunities for active participation and deeper comprehension through in-class activities.</p> <p>Attend lunchtime catch up sessions to improve on controlled assessment marks, or to get help with your revision.</p> <p>Practise using the software we use in school at home, follow as many tutorials as you can, as this will broaden your skill set and allow you to work more efficiently in lesson time.</p> <p>Create a YouTube playlist of Computer Science resources, OCR even has its own Computer Science channel.</p>	<p>Help them to revise thoroughly for the mock exams. Past papers will be made available via Google Classroom.</p> <p>Test them on key words and definitions.</p> <p>They all have accounts with the following online resources</p> <ul style="list-style-type: none"> • Quizlet - Keywords • Memrise - Keywords <p>Make sure they use the online resources available for revision. Encourage them to utilize YouTube, there are Tutorial videos designed for Photopea & Pixton and R093</p> <p>There are free online editions of the Creative software we use in school - they can then practice using the skills/ tools required for their controlled assessment. Photopea & Pixton</p> <p>Encourage them to complete all homework set. All homework is set on Google Classroom and available via the school homework calendar.</p>
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<p><u>HOSPITALITY & CATERING</u></p>	<p>WJEC/Eduquas Technical Award Level 1/2</p> <p>Unit 1 (Exam Unit) will cover: This is an exam it is worth 40% of your final grade (80 marks)</p> <p>1.1 Hospitality and catering provision 1.2 How hospitality and catering provisions operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering</p> <p>Unit 2 NEA (Assignment) will cover: This is your 'controlled assessment' it is worth 60% of your final grade and includes a practical exam (120 marks) (12 hours allocated)</p> <p>2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skillsets</p>	<p>Complete homework tasks set every week.</p> <p>There are exam questions online in the google classroom. You need to complete every week and then take the time to read through the correct answer. Then you should revisit each question and make improvements to their answers (DIT) completing a dedicated improvement task.</p> <p>This then becomes a revision booklet to practice how to answer questions.</p> <p>Your class book and folder will include all areas you need to cover for the exam. Use it to test your knowledge.</p> <p>Learn key terms, catering equipment names and uses.</p> <p>Use the 'CUSTARD' bookmark to help you practice questions.</p> <p>Look on google classroom for revision booklets techniques and tests to help you understand what's coming up in the exam.</p>	<p>Check that your child has completed the online weekly homework and made the improvements after seeing the answers.</p> <p>Test your child using the question and answers. Check their understanding of the key terms.</p> <p>Encourage them to revise different topics including the ones they find harder.</p> <p>They should be revising every week using giving an allocated slot roughly around 30mins-1 hour of revision and practice and more leading up to the exam</p>
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**FRENCH &
SPANISH**

Edexcel GCSE French and Spanish

All exams carry equal weighting (25% each).

Higher Tier:

Listening exam: 45 minutes

Speaking exam: 10-12 minutes (+12 minutes' preparation time)

Reading exam: 1 hour

Writing exam: 1 hr 20 minutes

Foundation tier:

Listening exam: 35 minutes

Speaking exam: 7-9 minutes (+12 minutes' preparation time)

Reading exam: 45 minutes

Writing exam: 1 hr 15 minutes

Keep up to date with homework (set regularly on Google Classroom).

Regular use of memrise (aim for 10-15 minutes a day). You have your own account but this will be monitored by your class teacher.

Learn your scripts/conversation questions. Make sure you revise these regularly; get someone to test you on these.

Use your purple revision guide and workbook to revise grammar points regularly (different tenses especially) and boost vocabulary knowledge. Use the end of unit vocab sheets.

Make lists/mind maps of topic specific vocabulary or words you find difficult to remember; ask someone to test you on them.

Try listening to French or Spanish music/radio or watching films in the target language.

Encourage attendance of lunchtime/after school revision sessions, even if they just want to drop in to check a question etc.

Monitor use of memrise and use of purple revision guide and workbook.

Test pupils on vocabulary and encourage them to revise vocabulary little and often; short, effective sessions every other day are best.

<p><u>BTEC, TECH SPORT</u></p>	<p>Edexcel</p> <p><u>Component 1:</u> Preparing participants to take part in sport and physical activity (Pearson Set Assignment - internally assessed)</p> <ul style="list-style-type: none"> ● 3 written tasks ● 1 leadership practical task - video ● (RESIT in January window) <p><u>Component 2:</u> Taking part and improving other participants' performance (Pearson Set Assignment - internally assessed)</p> <ul style="list-style-type: none"> ● 4 written tasks with leadership and performance tasks required throughout. <p><u>Component 3:</u> Developing fitness to improve other participants' performance and physical activity. (Exam - externally assessed) EXAM in MAY - JUNE (date to be confirmed) - <u>NO resit available</u></p>	<p>Support students in PSA windows (Pearson Set Assignment tasks). Ensure that they are researching and completing the task set within lessons.</p> <p>Complete the homework set supporting the PSA</p> <p>Make mind maps/ lists of the key information to support PSA tasks and exam preparation.</p> <p>Maintain the quality of the written notes</p> <p>Use the Pearson's Sport Student book to support learning of key information.</p> <p>Use Sport Plan UK to develop leadership skills and drills</p> <p>Be sure of the content of each component and the requirements within. Seek help if unsure.</p>	<p>Encourage students to meet deadlines for written assessments.</p> <p>Encourage them to attend PSA support sessions</p> <p>Help them to find opportunities to lead sports and play sports.</p> <p>Encourage them to attend revision sessions for examination content after Christmas.</p> <p>Support revision - discussions and questioning.</p>
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<p>Art</p>	<p>AQA - 'Fine Art' - Externally Set Assignment 40% of their total mark</p> <p>Unlike other subjects, Art has an externally set assignment rather than an exam. This means students are not allowed extra time or normal access arrangements.</p> <p>Starting at the beginning of term in JANUARY pupils must respond to 1 of 7 different themes on the AQA paper. These are considered as starting points to explore their own work. It is an 'independent study' where the student leads the direction of their work. They receive a new sketchbook to work in and follow the same four Assessment Objectives as they have for their previous Coursework.</p> <p>They are: AO1 - Develop AO2 - Refine AO3 - Record AO4 - Present</p> <p>There may well be a mock Art exam in February for 5 hours (one School day) in order for the students to get used to the process and to see what is achievable in that time.</p> <p>After 10-12 weeks of preparation time they sit a 10-hour timed test in examination conditions and make the piece of Artwork that they have planned for. They are not allowed internet access in the timed test. This will normally happen just before the Easter holidays. They sit for 10 hours over 2 ½ normal School days.</p>	<p>Pupils can prepare by following the guidance in the AQA paper they are given carefully.</p> <p>They should pick only ONE topic for the rest of their preparation time but should first consider all 7 topics carefully. Time is precious and flies by, so making sure they get a little done and often is far better than trying to accomplish a rushed amount at the end.</p> <p>AO1 - Develop Ideas They should pay heed to the artists mentioned in the AQA paper as suggestions for them to gain inspiration from. They may wish to look up different artists' work and present a 'critical study' about them in their sketchbooks. This might lead them to explore their own ideas, working from a range of Primary and Secondary sources.</p> <p>AO2 - Refine ideas Trying out different processes and materials helps a student to see what will work best for expressing a given idea. They can use literally any material including digital media to present their work and explore ideas. All work must be their own though. Comments about the outcomes of their experiments will help show their intentions and should be annotated in their books.</p> <p>AO3 - Record As their work progresses, they should continually be drawing, photographing or writing down their thoughts and ideas. Depending on their chosen theme, they should try to make at least one drawing per week that fits the subject. Relying on the internet for images entirely is not acceptable.</p> <p>AO4 - Present Art work is supposed to be original, exciting, personal and meaningful to the individual. Trying to build their timed test around what interests them personally is a great idea to motivate them. Essentially this assessment objective wants them to show how well they can put all of their practice into effect and express something to the viewer.</p>	<p>Encourage the student to engage with their work on a regular basis.</p> <p>We often start by making mind maps or spider diagrams of the chosen topic.</p> <p>There is no correct order to gain marks for this, but looking for inspiration from other artists would really help inspire a direction.</p> <p>Recording the world around them with sketches in any material would help gather source material for future work.</p> <p>Could they sit for half an hour and draw something in front of them?</p> <p>Encourage the student to experiment with different techniques, to take risks. Chat with them about what interests them on the AQA paper.</p> <p>Do they have access to the things they are thinking about? Can they make it personal and meaningful? Above all, try to get them engaged!</p> <p>Get them to check their Google Classroom for homework, helpful tasks, past papers and slideshows.</p> <p>Time management is one of the most important aspects of the preparation period, so encouragement would be of great benefit.</p>
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<p><u>Music</u></p>	<p>OCR GCSE Music</p> <p>-Integrated Portfolio (30%) Non- Examined Assessment Completed in the Autumn Term Solo Performance on principle instrument (15%) Candidate Set Brief Composition (15%)</p> <p>-Practical Component (30%) Non- Examined Assessment Completed in the Spring Term Ensemble Performance (15%) OCR Set Brief Composition (15%)</p> <p>-Listening & Appraising Exam (40%) Explored throughout Year 11 in preparation for the exam on 17th June 2024 AoS2: Concerto Through Time AoS3: Rhythms of the World AoS4: Film & Video Game Music AoS5: Conventions of Pop & the Musical Dimensions (MAD TSHIRT)</p>	<p><i>What can a pupil do to prepare for the practical assessments?</i></p> <p>-practise their solo/ensemble performance piece regularly - a suggested minimum of <u>10 minutes</u> each day. <i>It is highly recommended that pupils receive <u>instrumental/vocal lessons</u> on their principal instrument to ensure that instrumental technique, musical interpretation and expression are effectively portrayed to reach the requirements of the assessment criteria.</i></p> <p>-complete <u>an hour</u> a week towards their compositions - this will need to be dedicated time within the music department using the specialist music software. 1:1 support sessions are available EVERY THURSDAY & FRIDAY 3.15 - 4.15pm.</p> <p><i>What can a pupil do to prepare for the written listening examination?</i></p> <p>All resources for each AoS (Area of Study) will be uploaded onto Google Classroom. Resources will include those studied within classroom theory lessons, videos, knowledge organisers and practice questions/audio/answers. Pupils are encouraged to engage with the resources through the home learning set and to regularly listen to the suggested Spotify Playlists to familiarise themselves with different styles/genres of music.</p>	<p><i>How can the parent/carer help the pupil to prepare?</i></p> <p>-encourage your child to take instrumental lessons on their chosen instrument/voice. <i>Please do not hesitate to contact the school should you wish to discuss the options regarding peripatetic vocal & instrumental lessons</i></p> <p>-encourage your child to be practising daily with focus and purpose! <i>Ask your child to explain their practise - what sections do they find difficult? How are they practising to improve? Are they able to perform the entire piece to you/family members? Do they understand what the piece is about - how are they expressing this through the music?</i></p> <p>-encourage your child to attend the 1:1 Composition support sessions on Thursday & Fridays 3.15-4.15pm.</p> <p>-encourage your child to engage with all home learning activities and to complete to the best of their ability.</p> <p>-encourage your child to engage with the resources available on Google Classroom to support revision and familiarity of the different musical genres and features.</p>
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