



Key Stage 5 Assessment Booklet

Academic Year 2023-2024 Term 2

Contents Page

Introduction	3
Assessment	4
KEY TERMS	4
TYPES OF ASSESSEMENT	4
INTERNAL ASSESSMENT- GRADING SYSTEM AND ASSESSMENT CRITERIA	5
INTERNAL ASSESSMENT- INTEGRITY	5
REPORTING AND FEEDBACK	6
TARGET SETTING IN POST-16	6
Year 12 and 13 Yearly Overview	7
Year 12 Assessment Overview- Term 2	8
Year 13 Assessment Overview- Term 2	12
How Can I Support My Child?	15
ROUTINES	15
METHODS OF HOME REVISION	15
COLLABORATION- KAGAN STRUCTURES	16
WELLBEING RESOURCES	17
REVISION ESSENTIALS	18
Head of Department and Year Team Contact Details	19
Appendix 1- Year 12 Timetable- Term 2	21
Appendix 2- Year 11 and 13 Mock Examination Timetable- Term 2	22

Introduction



Lewis Hammill
Deputy Head of Secondary

Dear Parents and Guardians,

I am thrilled to present to you this year's Key Stage 5 Assessment Overview. I want to emphasise the profound significance of assessments in your child's educational journey, especially as they embark on the demanding and exciting years of Advanced Level (A Level) and Business and Technology Education Council (BTEC) qualifications. These assessments are pivotal not only for measuring academic progress, but also for supporting their pursuit of higher education and career aspirations, as well as building a bridge to real-world industry experiences.

Throughout the Post-16 phase, assessments serve as crucial markers in your child's academic development. They allow us to evaluate their comprehension and mastery of subject matter, providing us with valuable insights into their strengths and areas that may require further attention. More importantly, these assessments are not designed to create undue stress, but rather to serve as valuable tools that guide and empower your child towards their academic goals.

As your child advances toward their A Level and BTEC qualifications, assessments take on an even greater role. They help us determine the knowledge and skills your child has acquired, shaping their educational journey and influencing their future choices. Assessments provide the means to track progress and identify areas where additional support may be needed, enabling us to tailor our teaching methods to suit their unique needs.

Moreover, these assessments are pivotal in preparing your child for the transition to higher education and, eventually, their chosen career paths. The skills and knowledge gained during Year 12 and 13 lay a strong foundation for success at university, where they will have the opportunity to delve deeper into their chosen fields of study. Additionally, these assessments help students become critical thinkers, problem solvers and effective communicators, skills that are not only crucial for university but also for thriving in the ever-evolving job market.

Furthermore, we are committed to providing your child with industry experiences and practical knowledge that go hand in hand with their academic studies. Through partnerships with local businesses and institutions, we offer opportunities for your child to gain insights into real-world applications of their studies. These experiences not only enrich their education but also help them make informed decisions about their future career paths.

As parents and guardians, your support is invaluable in helping your child navigate this critical phase of their education. By engaging with this overview booklet, attending parent consultation events and staying informed about your child's progress, you play a vital role in their success.

We are excited about the journey ahead, as we work together to equip your child with the skills and knowledge they need for a bright future, whether it be in further education or their chosen careers. The assessments, industry experiences and university futures that we emphasise here are all integral parts of a comprehensive and enriching education.

Thank you for entrusting us with your child's educational growth.

We look forward to partnering with you to help your child reach new heights of achievement.

Assessment

KEY TERMS

Assessment: Refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students.

Attainment: A standard of academic result or outcome at a single point in time.

Progress: The difference that is measured between attainment scores over a period of time.

TYPES OF ASSESSMENT

Baseline Tests: An initial assessment conducted at the beginning of the school year, mainly for new joining Year 12 students that have enrolled from a non-British curriculum school. They are used to establish a starting point of students' knowledge and skills. Teachers use baseline assessment results to understand students' prior knowledge, identify learning gaps and inform their planning. This allows them to tailor their teaching strategies and differentiate instruction to meet the diverse needs of their students. We do not baseline all students at the beginning of each year, as the end point of the current academic year is the starting point of the next academic year for returning students.

PASS (Pupil Attitude to Self and School) Survey: An assessment used to gauge students' attitudes towards themselves and their school environment. Teachers use the information from this survey to understand students' perceptions and experiences, allowing them to create a positive and supportive classroom environment and tailor their teaching strategies to promote student engagement and wellbeing. Form Tutors and Heads of Year use this data to implement appropriate support and guidance.

Internal Assessment- Formative: Teachers use formative assessments, such as quizzes, observations and class discussions, to gather real-time feedback on students' understanding and progress, allowing them to make timely instructional adjustments, provide targeted feedback and support students in their learning journey. These formative assessments inform the 'holistic grade' that is shared in the reports.

Internal Assessment- Summative: For linear subjects, there are 3 internal assessment weeks throughout the academic year. Within this window, students sit assessments for their subjects that replicate how they will work in their A Levels at the end of Year 13. For modular subjects, students sit assessments prior to the external examination windows that replicate how they will work in their AS and A Levels throughout Year 12 and 13. Subject areas decide when these are best conducted, and will communicate this directly with students.

All internal examination papers are created and scaled to reflect the time, marks, and types of questions, assessment objectives and weightings of the final external papers. Only content and skill covered is assessed. These cycles allow students to practice regularly in external conditions, increasing their confidence, ability to manage stress and academic performance. The outcome of these summative assessments inform the 'holistic grade', but are not solely based on them.

External Assessment (AS and A Levels): The modular AS Levels are conducted throughout Year 12 and 13. The external examination windows are in October/November, January, March/April and May/June. These differ by examination board and subject area. The linear A Levels are conducted at the end of Year 13, in the May/June external examination window. All dates and materials are set by the accredited examination boards; we have no control over them.

These assessments are pivotal evaluations of students' subject knowledge and skills. They encompass written exams, practical assessments or non-examined assessment (coursework), and carry significant

weight in determining academic achievements and future higher-educational and career paths. The assessment format differs by examination board and subject. Families must pay for their child's AS and A Level entries.

External Assessment (BTEC): The International Pearson BTEC programme for Year 12 and 13 students' assessment involves a mix of assessment methods; these differ by qualification. There are no external examinations. Each course has an internal assessment plan that the students must work to, in line with Pearson policy. This can be found on Microsoft Teams for each qualification. The students' BTEC work is rigorously assessed and verified by Pearson to maintain high standards and credibility. Their team of assessors meticulously review students' work to ensure they meet the assessment criteria and objectives outlined in the BTEC qualification specifications. This verification process involves thorough quality checks, including sampling and moderation, to guarantee fairness, consistency and accuracy in grading.

INTERNAL ASSESSMENT- GRADING SYSTEM AND ASSESSMENT CRITERIA

At FPS, we use the A Level A*-E grading system for Years 12 to 13 AS and A Levels. A grade A* is the highest achievable grade, with grade E being the lowest. A U (ungraded/unclassified) grade is given when no certificate or qualification awarded.

We use the BTEC Distinction*- Pass system for BTECs. A Distinction* is the highest achievable grade, with a Pass grade being the lowest. A U (ungraded/unclassified) grade is given when no certificate or qualification awarded. BTEC grades carry an A Level equivalency, these are shown below.

BTEC Grade	A Level Equivalency
Distinction*	A*
Distinction	A
Merit	C
Pass	E

At the end of Year 13, the Department for Education in the United Kingdom considers a grade C as a secure pass and grades B and above a strong pass. In the United Arab Emirates, the Knowledge and Human Development Authority considers a grade C to be working at curriculum standards and grades B and above to be above curriculum standards. You can see how that scales to Years 12 and 13 in the table below.

Year Group	KHDA End of Year- Expected Attainment	KHDA End of Year- Above Expected Attainment
12	D	C>
13	C	B>

INTERNAL ASSESSMENT- INTEGRITY

As an examination centre, our primary responsibility is to ensure fairness and maintain the trust of our community in the examination process. During the Internal Assessment Weeks, we adhere to consistent guidelines across all year groups, aiming to educate our students and prevent malpractice in the external AS and A Levels. Malpractice, which violates The Joint Council for Qualification regulations, undermines the fairness of exams and disadvantages hardworking students. It also reflects negatively on both the individual and the school. Serious consequences are imposed by exam boards for those caught engaging in malpractice, including a zero mark, disqualification from the qualification, and potential credit loss with the examination board. Additionally, malpractice is recorded on a student's academic record and may impact their future academic and professional opportunities. Forms of malpractice include obtaining unauthorised

access to exam material, using unauthorised materials, copying or collusion, disruptive behavior, impersonation, altering results documents and any other form of cheating or unfair advantage.

REPORTING AND FEEDBACK

We share a data report each term, and a full written report at the end of each academic year through the GEMS Parent Portal. These provide a comprehensive overview of your child's academic performance.

- ✓ **Baseline:** The starting point for the academic year, based on prior attainment or baseline test data.
- ✓ **Holistic Grade:** The current working at grade from a range of assessments completed in the term.
- ✓ **Mock Examination Grade and End of Year Exam Grade:** The discrete outcome of the assessments sat.
- ✓ **Progress:** An indicator (Above Expected/Expected/Below Expected) from baseline and each term.
- ✓ **Attitude to Learning and Home Learning:** An indicator (Outstanding/Good/Requires Improvement/Inadequate) for responses to learning and independent study.
- ✓ **FPS Aspirational Target:** A challenging and personalised end of year target that has been set by each subject to motivate and inspire your child.

TARGET SETTING IN POST-16

We take a data-driven approach to ensure the academic success of our students, and one of the key tools we use for this purpose is the A Level Performance System (ALPS). ALPS plays a pivotal role in helping us set meaningful targets as our students move from Key Stage 4 in to Key Stage 5. This system also allows us to meticulously monitor the progress of our Year 12 and Year 13 students.

ALPS enables us to set challenging targets for our students, which are based on their prior GCSE performance and the UK's national benchmarks. Our teachers review each Minimum Expected Grade (MEG) and refine them to ensure that they are appropriate and highly aspirational using our knowledge of our students. These targets serve as a motivational tool and provide clear guidance for both students and teachers on what needs to be achieved throughout the academic year.

Alps Bands	GCSE score band	Min. Expt.Points	MEG aspiration
1	7.75+	124.00	A*/A
2	7.00-<7.75	109.82	A
3	6.55-<7.00	101.33	B
4	6.10-<6.55	95.00	B
5	5.65-<6.10	89.52	B/C
6	5.21-<5.65	83.75	B/C
7	4.77-<5.21	79.00	C
8	4.37-<4.77	74.89	C
9	3.79-<4.37	70.00	C/D
10	3.05-<3.79	65.71	C/D
11	0.00-<3.05	70.77	D

ALPS is a sophisticated and reliable assessment system that enables us to evaluate the performance of each student in relation to their starting point and their peers nationally. By analysing the data provided by ALPS, we can identify areas of strength and areas for improvement for individual students. This information allows us to tailor our teaching and support to meet the specific needs of each student, ensuring that they have the best possible chance of achieving their academic goals.

Year 12 and 13 Yearly Overview

The roadmap below outlines when the assessments will take place throughout the year.

Term 1

- Baseline Tests: 28th August - 8th September
- PASS: 11th September - 15th September
- External Examination Window: October and November
- Internal Assessment- Summative (Y12): 23rd October - 27th October
- Mock Examination Series 1 (Y13): 23rd October - 3rd November

Term 2

- External Examination Window: January
- Internal Assessment- Summative (Y12): 5th - 9th February
- Mock Examination Series 2 (Y13): 19th February - 22nd February
- External Examination Window: March and April

Term 3

- PASS: 22nd April - 26th April
- External Examination Window: May and June
- Internal Assessment- Summative (Y12): 13th May - 17th May

Year 12 Assessment Overview- Term 2

The table below outlines the specific assessment information by subject.

Subject	Assessment Format	Length of Time	Topics Covered	Microsoft Teams Hyperlink	Textbook or EBook	Learning Activities and Additional Resources
Arabic	اختبار شامل لمهارات اللغة العربية (قراءة - كتابة - تحدث - استماع - نحو - بلاغة - إملاء)	على مدار حصص الأسبوع 60x3	<ul style="list-style-type: none"> نثر شعر تعبير كتابي PowerPoints تحدث استماع نحو بلاغة إملاء 	Arabic	MOE Book- On Microsoft Teams	Stored on Microsoft Teams.
Art and Design	Practical And Portfolio - Evidence based	Art assessments are ongoing in class, students have a deadline and tick-list for all required works. Assessment will be marked on both practical and written content. Student Handbook: found on Microsoft Teams (PPT)				
Biology	Written	60	Questions could come from any of the following units from specification <ul style="list-style-type: none"> 3.1 Biological Molecules 3.2 Cells 3.3 Organisms exchange substances with their environment 	Biology	AQA Student Book	Stored on Microsoft Teams.
Business	Written	55	<ul style="list-style-type: none"> 2.1 - Planning a business and raising finance 2.2 Financial Planning 2.3 - Managing Finance 	Business	Specification Assessment materials	2.3.1 Planning a Business and Raising finance 2.3.2 Financial planning 2.3.3 Managing finance
Chemistry	Written	60	Questions could come from any of the following units from specification <ul style="list-style-type: none"> 3.1.1 Atomic Structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Kinetics 3.1.6 Equilibria, Le Chatelier's principle and Kc 3.2.2 Group 2, the alkaline earth metals 3.3.1 Introduction to Organic Chemistry 3.3.2 Alkanes 	Chemistry	AQA Student Book	Stored on Microsoft Teams.
Computer Science	Written	1 * 2 hours (Audit orium-WB 19 th) 1 * 1 hour (In Class)	Paper One <ul style="list-style-type: none"> 1 Information representation <ul style="list-style-type: none"> 1.1 Data Representation 1.2 Multimedia - Graphics, Sound 1.3 Compression 2 Communication <ul style="list-style-type: none"> 2.1 Networks including the internet 3 Hardware <ul style="list-style-type: none"> 3.1 Computers and their components 3.2 Logic Gates and Logic Circuits 4 Processor Fundamentals <ul style="list-style-type: none"> 4.1 Central Processing Unit (CPU) Architecture 4.2 Assembly Language 4.3 Bit manipulation 	Computer Science	Specification Course book	https://www.youtube.com/playlist?list=PL04uZ7242_M5R4J79nzuq4u7GT6_WYv1M Paper 1 Past Paper Paper 2 Past Paper

			<ul style="list-style-type: none"> ➤ 9 Algorithm Design and problem solving <ul style="list-style-type: none"> ○ 9.1 Computational thinking skills ○ 9.2 Algorithms ➤ 10 Data types and structure <ul style="list-style-type: none"> ○ Data types ○ Arrays ○ Files ○ Abstract data types ➤ 11 Programming <ul style="list-style-type: none"> ○ Basics ○ Constructs ○ Structured programming ➤ 12 Software development <ul style="list-style-type: none"> ○ Program development lifecycle ○ Program design ○ Program testing and maintenance 			
Drama	Practical & Written	120	<ul style="list-style-type: none"> ➤ C1 Devising ➤ C1 Portfolio & Evaluation ➤ Antonin Artaud 	Drama	Final Drama Handbook.pptx	Artaud Presentation (1).pptx Drama vocabulary (1).docx Comp 1 notes.docx PORTFOLIO guidance 2023.pptx
DT Product Design	Written	120-60x2	<ul style="list-style-type: none"> ➤ Hardwoods and softwoods ➤ metals ➤ Polymers ➤ Composites ➤ Papers and boards ➤ Textiles ➤ Smart and modern materials ➤ Performance characteristics ➤ Isometric/2-point-perspective/nets and the translation between them ➤ CAD/CAM ➤ Design theory – all ➤ Casting Processes ➤ Heat Treatments ➤ Polymer Moulding ➤ Processes (All of them) ➤ Specialist ➤ Measuring Tools and equipment ➤ Smart Materials 	Theory resources	Product Design revision book-merged.pdf	GCSE Design and Technology – Edexcel – BBC Bitesize Past exam papers
Economics	No assessment in February due to sitting the Unit 1 external examination in January. Internal assessments will be run at a later date.					
English Language	Written	105	<ul style="list-style-type: none"> ➤ Language analysis ➤ Composition 	English Language	Mastering Advanced English Language Available to purchase on this link	Complete at least 2 practice past papers and use the mark schemes on the website to review your responses. https://www.physicsandmathstutor.com/past-papers/a-level-english-language/edexcel-ial-unit-1/
English Literature	Written	120	<ul style="list-style-type: none"> ➤ Othello ➤ A Streetcar Named Desire 	English Literature	Copy of Othello https://folger-main-site-assets.s3.amazonaws.com/uploads/2022/11/othello_PDF_FolgerShakespeare.pdf Copy of A Streetcar Named Desire http://hampton.pbworks.com/w/file/53101025/Streetcar.pdf	Using the links below, create revision cards focusing on key themes, quotations, plot, context and theories. https://media.studylast.com/2021/06/A-Level-Lit-revision-Othello-p.pdf https://www.physicsandmathstutor.com/english-revision/a-level-aqa/othello/ https://www.physicsandmathstutor.com/english-revision/a-level-aqa/a-streetcar-named-desire/ https://www.neneparkacademy.org/wp-content/uploads/2021/07/ZigZag-Streetcar-Learner-Pack.pdf

French	Written-Reading, Translation and Speaking	60x2 15x1	<ul style="list-style-type: none"> ➤ Family ➤ Education ➤ Music ➤ Media 	French	Textbook- Hodder	Stored on Microsoft Teams.
Further Mathematics	No Assessment during this series as students have completed 3 external exams already.			Year 12 Mathematics	A Level Mathematics ActiveLearn	Stored on Microsoft Teams.
Geography	Written	45 45	<ul style="list-style-type: none"> ➤ Coasts ➤ Globalisation 	Geography	Text book link All students have text book copies	Globalisation Revision Materials
History	Written	120	<ul style="list-style-type: none"> ➤ Germany and Tudors ➤ Tudors: Henry VII ➤ Germany – 1918 End of WWI – Hitler’s Consolidation of power. 	Tudors Year 12 (Germany)	Germany Textbook Tudors Textbook	How to revise History Tudors – King-Henry-VII.pptx Germany – Attempt activities and practice questions set out in the core textbooks and the revision textbook.
Islamic A and B	Written	120	<ul style="list-style-type: none"> ➤ Surat Al-Ahzab ➤ Hadith Ahad and Mutwattar ➤ Umu Salam 	Islamic A and B	MOE Book- On Microsoft Teams	Stored on Microsoft Teams.
Mathematics	Written	60	<ul style="list-style-type: none"> ➤ Statistics 1 (Chapters 1-5) 	Year 12 Mathematics	A Level Mathematics ActiveLearn	https://www.physicsandmathstutor.com/a-level-maths-papers/S1-by-topic/
Media Studies	Written	60	<ul style="list-style-type: none"> ➤ CSPs ➤ 2 x 20 mark questions 	Media Studies	Illuminate Publishing AQA Media Studies for A Level	Using the resources on the site below, make revision resources, such as flashcards, making detailed notes of relevant content and skills for the assessment. Complete at least one past paper from the site and self-review using the answer scheme. https://media.edusites.co.uk/article/aqa-7572-a-level-media-2024
Moral, Social and Cultural Studies	Written	30	<ul style="list-style-type: none"> ➤ Universal Culture and Global Citizenship 	Moral, Social and Cultural Studies	KS5 textbooks	Complete one of the recommended revision activities: Revision Activities.docx
Physical Education	Written	75	<ul style="list-style-type: none"> ➤ The Emergence of Sport ➤ Muscular Skeletal System ➤ Cardio-Respiratory System ➤ Skill Acquisition ➤ Memory models ➤ Principles of Learning ➤ Guidance and Feedback 	A-Level PE 23-25	AQA A-level PE (Year 1 and Year 2): Hodder Education	Revision Tasks for February Assessment
Physics	Written	60	Questions could come from any of the following units from specification <ul style="list-style-type: none"> ➤ 3.1 Measurements and their errors ➤ 3.2 Particles and Radiation ➤ 3.3 Waves ➤ 3.4.1.1 Scalars and Vectors ➤ 3.4.1.2 Moments ➤ 3.4.1.3 Motion along a straight line ➤ 3.5.1.1 Basics of electricity ➤ 3.5.1.2 Current-Voltage characteristics 	Physics	AQA Student Book Physics	Stored on Microsoft Teams.
Politics	Written	90	Paper 1: <ul style="list-style-type: none"> ➤ Unit 1: Democracy and Participation ➤ Unit 2: Political parties ➤ Unit 3: Electoral systems ➤ Unit 4: Voting behaviour and the media 	FPS 23-24 Year 12 Politics	Pearson Edexcel A Level Politics: UK Government and Politics, Political Ideas and Global Politics: Hodder Education	Revision Task 1 – Retrieval Practice.docx Revision Task 2 – Essay plans.docx
Psychology	Written	90	<ul style="list-style-type: none"> ➤ All Assessment objectives will be included AO1 AO2 AO3 ➤ Research Methods 24 marks ➤ Memory 24marks ➤ Approaches 24 marks 	Psychology	YEAR 1 TEXTBOOK https://illuminate.digital/aqapsych2edy1/ Student Username: SGEMSFIRST7	Complete past paper questions for Approaches using this link. All questions and mark schemes are provided. Paper 2 Complete interactive quizzes Cognitive Approach Psychology tutor2u

					Student Password: GREEN7 YEAR 2 TEXTBOOK https://illuminate.digital/aqapsych2edy2/ Student Username: SGEMSPPOINT8 Student Password: PINK8	Watch the video relating to 'how to complete comparison essay questions' Cognitive Approach Comparison Essay: Example Answer Video (16 Marks) Psychology tutor2u
Spanish	Written-Reading, Translation and Speaking	60x2 15x1	<ul style="list-style-type: none"> ➤ Family ➤ Education ➤ Music ➤ Media ➤ Films: <i>Pan's Labyrinth</i>. 	Spanish	Textbook Spanish A-Level	Exam resource bank for A Level https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials Revise vocabulary from Quizlet (flashcards) https://quizlet.com/403052316/a-level-edexcel-spanish-flash-cards/ Helpful revision videos to improve exam speaking skills https://www.youtube.com/watch?v=10QdnrH85oA

Only content and skill covered to be assessed

Year 13 Assessment Overview- Term 2

The table below outlines the specific assessment information by linear subject.

Subject	Assessment Format	Length of Time	Topics Covered	Microsoft Teams Hyperlink	Textbook or EBook	Learning Activities and Additional Resources
Arabic	اختبار شامل لمهارات اللغة العربية (قراءة - كتابة - تحدث - استماع - نحو - بلاغة - إملاء)	على مدار حصص الأسبوع 60x3	<ul style="list-style-type: none"> نثر شعر تعبير كتابي PowerPoints تحدث استماع نحو بلاغة إملاء 	Arabic	MOE Book- On Microsoft Teams	Lessons scheduled for term 2
Drama	Written	150	<ul style="list-style-type: none"> ➤ Antigone ➤ Colder Than Here ➤ Live Theatre Review ➤ The paper focuses on the ability to recognise and understand the interrelationship between performer, designer and director 	Drama	Final Drama Handbook.pptx	C3 Past Papers & Mark Schemes Section A Section B - Colder than Here Section C- Antigone
DT Fashion and Textiles	Written	Paper 1 (Auditorium) 150 Paper 2 (In Class) 150	Year 13 Textiles Paper 1 <ul style="list-style-type: none"> ➤ Fabric construction ➤ Smart and modern materials ➤ Metallic fibres ➤ Garment manufacturing systems ➤ Inorganic fibres ➤ BSI ➤ Properties of a range of different fabrics ➤ Fabric finishes ➤ H&S at work act ➤ Environmental impact ➤ Sources of raw material ➤ Processing of fibres and fabrics ➤ Care and maintenance of fibres and fabrics ➤ Disposal of fibres and fabrics ➤ Virtual modeling ➤ Bindings ➤ Sub-assembly ➤ Fibre structures ➤ Core spinning ➤ Offshore production ➤ Polar fleece Year 13 Textiles Paper 2 (to be sat in-class) <ul style="list-style-type: none"> ➤ Fashion history – style and role of women ➤ Fabric properties ➤ Fabric construction ➤ Environmental impact ➤ Tools and equipment 	DT Fashion and Textiles	Fashion and Textiles Textbook	Past papers








			<ul style="list-style-type: none"> ➤ Anthropometric and ergonomic data ➤ Third party feedback in product development ➤ Key fashions and styles of famous designers ➤ Quality assurance ➤ E-textiles ➤ Social problems ➤ Synthetic fibres ➤ Regenerated fibres ➤ Art movements 			
DT Product Design	Written	150	<p>Year 13 Product Design</p> <ul style="list-style-type: none"> ➤ 3.2 Components ➤ 1.4 Composites ➤ 1.1 Woods ➤ 1.5 Papers and boards ➤ 3.1 Processes, techniques and specialist tools ➤ 12.2 Project management strategies ➤ 2.1 Performance characteristics ➤ 11.3 Legislation ➤ 9.1 and 9.2 Environmental impact ➤ 3.5 Finishes ➤ 1.3 Polymers ➤ 8.1 Production methods ➤ 8.2 Quality assurance and quality control ➤ 7.1 and 10.1 Health and safety ➤ 3.3 Pictorial designs ➤ 5.4 Design movements ➤ 8.3 Manufacturing systems ➤ 1.7 Smart and modern materials ➤ 5.1 and 5.3 Evaluating functionality of products 	DT Product Design	Specification and textbook	<p>Past papers</p> <p>Website links</p> <p>ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</p> <p>GCSE Design and Technology - Edexcel - BBC Bitesize</p> <p>Revision quizzes</p> <p>My Revision Notes Download - Hodder Education</p>
English Language	Written	120	<ul style="list-style-type: none"> ➤ Unit 4 Investigating Language 	English Language	Prerelease Material	<p>Revision of class notes</p> <p>Revision of Framework</p> <p>Revision of theorists linked to Power</p> <p>Revision of debate and language</p> <p>Practice analysis and evaluation of sources provided in class.</p>
English Literature	Written	Paper 1 120 Paper 2 120	<ul style="list-style-type: none"> ➤ Hamlet ➤ Romantic Poetry comparison ➤ Beloved and Wuthering Heights comparison ➤ Unseen 	English Literature	<p>Unit 3 Wuthering Heights Revision Guide</p> <p>Unit 4 Hamlet Revision Guide</p>	<p>Revision of class notes and independent wider reading</p> <p>Revision from Lit Charts</p> <p>Practice planning responses to exam questions</p> <p>Practice writing responses in timed conditions</p>
French	Written-Reading and Translation	Paper 1: 120 Paper 2: 160 Additional: 15	<ul style="list-style-type: none"> ➤ Everything covered in Year 12 and Yr13 	French	Textbook- Hodder	<p>Revising from Quizlet</p> <p>https://quizlet.com/gb/721889556/french-a-level-flash-cards/</p> <p>Resource bank</p> <p>https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.coursematerials.html#%2FfilterQuery=categoryPearson-UK:Category%2FExam-materials</p>
Geography	Written	150	<ul style="list-style-type: none"> ➤ Global systems and governance ➤ Contemporary urban environments ➤ Changing places 	Geography	<p>Text book link</p> <p>All students have text book copies.</p>	Revision

History	Written	150	<ul style="list-style-type: none"> ➤ Germany ➤ Tudors 	Lesson Resources - Germany Tudors	Germany Textbook Tudors Textbook	How to revise History Tudors: Specific Info booklet Knowledge Organisers Germany: Attempt revision activities and practice questions from the core and revision textbooks: Germany Textbook (All students have physical copies).
Islamic A and B	Written	120	<ul style="list-style-type: none"> ➤ Surat Al-Noor ➤ Fiqh ➤ Seerah ➤ Selling and paying 	Islamic A and B	MOE Book- On Microsoft Teams	Stored on Microsoft Teams.
Media Studies	Written	120	<ul style="list-style-type: none"> ➤ Full AQA Paper 2 ➤ TV ➤ Radio ➤ Online Magazines 	Media Studies	Year 13 – Illuminate Publishing AQA Media Studies for A level Year 2 (available from class teacher) CSP Booklet	AQA website for past papers, and mark schemes Practice answering past question Review sample answers and in Teams
Moral, Social and Cultural Studies	Written	30	<ul style="list-style-type: none"> ➤ Globalisation ➤ Finance ➤ Living a Moral Life ➤ General UAE knowledge. 	Moral, Social and Cultural Studies	KS5 textbooks	Attempt one of the revision tasks on this guide: Revision Activities.docx
Physical Education	Written	120	<ul style="list-style-type: none"> ➤ Neuro Muscular System ➤ Energy Systems ➤ Warm ups and Injury Prevention ➤ Arousal Theories ➤ Stages of learning ➤ Memory Models ➤ Aggression ➤ Stress management ➤ Feedback ➤ Pre industrial and industrial sport ➤ Routes to sporting excellence ➤ Barriers to participation ➤ Characteristics of Sport 	Year 13 PE Team	AQA A-level PE (Year 1 and Year 2): Hodder Education	Revision Tasks for February 2024
Psychology	Written	120	<ul style="list-style-type: none"> ➤ Attachment (24marks) ➤ Psychopathology (24marks) ➤ Relationships (24marks) ➤ Schizophrenia (24marks) 	Psychology	https://illuminate.digital/aqapsych2edy1/ Student Username: SGEMSFIRST7 Student Password: GREEN7 YEAR 2 TEXTBOOK https://illuminate.digital/aqapsych2edy2/ Student Username: SGEMSPPOINT8 Student Password: PINK8	Complete Question packs and mark schemes Review mark schemes and self assess, give longer essay questions to teachers to mark Question packs and mark schemes Complete interactive quizzes AQA A Level Psychology MCQ Revision Blasts Psychology tutor2u
Spanish	Written-Reading and Translation + Speaking	Paper 1: 120 Paper 2: 160 Additional: 15	<ul style="list-style-type: none"> ➤ Everything covered in Year 12 and Yr13 	Spanish	Textbook Spanish A-Level	https://quizlet.com/403052316/a-level-edexcel-spanish-flash-cards/ Resource bank https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials

How Can I Support My Child?




ROUTINES

By following these supportive actions, you can help your children to feel more confident, focused and prepared for their assessments.

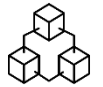
- ✓ **Provide Your Child With A Quiet And Distraction-Free Environment:** During exams, students need a calm and distraction-free environment to focus on their exams. Ensure that your child has a quiet space to study and take their exams. 
- ✓ **Offer Words Of Encouragement And Support:** Encourage your child to stay positive and confident during the exam period. Offer them words of encouragement, listen and remind them that you believe in them. Communication is key throughout this assessment period. 
- ✓ **Help Manage Their Stress Levels:** Exams can be a stressful time for students. Help your child manage their stress levels by encouraging them to take regular breaks, practice relaxation techniques such as deep breathing or meditation, and engage in physical exercise. 
- ✓ **Provide Your Child With Healthy And Nutritious Snacks:** During the exam period, it's important to eat healthily to maintain energy levels and concentration. Offer your child healthy snacks such as fruits, nuts and seeds to keep them fueled. Make sure they are hydrated and eat breakfast, lunch and dinner. 
- ✓ **Ensure They Have Enough Sleep:** A good night's sleep is essential for students to perform well in their exams. Encourage your child to get enough sleep and ensure they have a regular sleep routine during this period. 
- ✓ **Help With Time Management:** Managing time during the exam is crucial. Encourage your child to plan their exam time effectively and ensure that they have enough time to answer all the questions. Support your child with their routines by creating a revision timetable. There are also examination applications, for example ExamCountdown, that track the number of days, hours and minutes until each sitting. 
- ✓ **Celebrate Each Exam Success:** After each exam, celebrate your child's success, no matter how small it may be. Positive reinforcement can help to keep them motivated. 

METHODS OF HOME REVISION

Your child may use some of the following methods to revise at home. Encourage them to try different strategies and frequently implement what works best for them. Research suggests students should complete between 5-6 hours of independent study, per subject, per week.

- ✓ **Cue Cards:** Students can create cue cards with important concepts and key information, allowing them to review and test their knowledge efficiently. 
- ✓ **Visual Mnemonics:** By using visual mnemonics, students can associate visual images or symbols with specific information, making it easier to remember and recall during revision. 
- ✓ **Notes In Different Areas Of The House:** Students can place their revision notes strategically in different areas of the house, such as the kitchen or bedroom, to expose themselves to material in various settings. 

- ✓ **Create Models, Charts And Mind Maps:** Students can create models, charts, or mind maps to visually represent complex topics, facilitating a better understanding of relationships and connections between different ideas.
- ✓ **Teach The Family:** Students can take on the role of a teacher and explain concepts to their parents or family members, which helps reinforce their own understanding and memory retention.
- ✓ **Knowledge Organisers:** Using knowledge organisers, students can compile essential information, key terms, and concepts in an organised format, providing a quick and comprehensive reference during revision.
- ✓ **Record Notes:** Recording notes, either in written, audio or video format, enables students to review and listen to their own explanations, reinforcing learning and aiding in retention.
- ✓ **Interactive Revision Sites:** By using interactive revision sites or platforms, students can access quizzes, practice questions, and educational games that provide an engaging and interactive way to reinforce knowledge and test their understanding.



COLLABORATION-KAGAN STRUCTURES

By incorporating these Kagan structures into your child's home learning, you provide opportunities for collaboration, active engagement and shared knowledge; enhancing their overall learning journey.



- ✓ **Three-Step Interview:** Encourage your child to pair up with a family member and take turns interviewing each other about a specific topic. This structure promotes active listening, collaboration and deeper understanding through shared insights.
- ✓ **Numbered Heads Together:** Assign numbers to family members, then pose a question or problem. Have your child discuss the answer with their assigned 'head', pooling their knowledge and working together for collaborative learning.
- ✓ **Think-Pair-Share:** Encourage your child to think independently, discuss their ideas with a partner and then share their thoughts with the whole family to foster collaborative learning.
- ✓ **Find The Fib:** Have your child and family members take turns sharing three statements related to a topic, with one statement being false. Engage in a discussion to identify the fib, fostering critical thinking, collaboration and a deeper understanding of the subject.

- ✓ **Rally Robin:** Prompt your child to take turns with a sibling or family member, alternating ideas or responses, allowing them to build on each other's thoughts and engage in collaborative learning.
- ✓ **Roving Reporter:** Assign your child and family members different roles or perspectives related to a topic. Allow them to explore their assigned roles, gather information and then come together to share their findings, promoting collaboration and a well-rounded understanding.
- ✓ **Round Robin:** Encourage your child and family members to take turns sharing their thoughts, ideas or insights, promoting active participation and collaborative learning among everyone involved.
- ✓ **Pairs-Check:** Encourage your child to work in pairs with a family member to complete a task or solve a problem. Afterward, have pairs check their work with another pair, fostering collaboration and feedback, and shared learning.
- ✓ **Showdown:** Pose a question or problem to your child and family members. Each individual writes or prepares their response independently. Simultaneously, reveal the answers and have everyone compare and discuss their approaches, fostering collaboration, critical thinking and learning from different perspectives.
- ✓ **Rally Coach:** Assign your child and a family member as partners. The coach supports the learner, offering guidance and encouragement, while the learner actively engages in the task. This structure promotes collaboration, skill-building and shared success.
- ✓ **A Good Coach:** Encourage your child and family members to take turns coaching each other on a particular skill or concept. This structure fosters collaboration, mentorship and shared learning as everyone benefits from both coaching and being coached.
- ✓ **Find My Rule:** Pose a series of examples or patterns to your child and family members. Each individual tries to identify the underlying rule or pattern. Encourage collaboration and discussion to uncover the rule, promoting critical thinking and shared learning.

WELLBEING RESOURCES

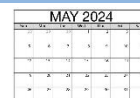
By incorporating these Kagan structures into your child's home learning, you provide opportunities for collaboration, active engagement and shared knowledge, enhancing their overall learning journey.

- ✓ [Managing Stress](#): A BBC video that explores stress and gives top tips for managing it.
- ✓ [NHS Help Your Child Beat Assessment Stress](#): An adult's guide to helping your child with exam stress.
- ✓ [Young Minds](#): A parental guide on how to support your child in the lead up to exams.
- ✓ [Student Minds](#): Top exam preparation tips, from students to students.
- ✓ [Headspace For Assessments](#): Effective when played before your child starts revising.
- ✓ [Headspace- Breathing Through Assessments](#): Helps regulate emotions and relieve stress.
- ✓ [Focus And Study Lo-Fi Music: Study Beats](#): Relaxing background music for study.
- ✓ [The 5, 4, 3, 2, 1 Method](#): A grounding exercise to manage anxiety.



REVISION ESSENTIALS

- ✓ **Calendar:** A calendar helps your child stay organised by allowing them to mark important exam dates and deadlines, ensuring they can manage their time effectively.
- ✓ **Diary:** A diary is a valuable tool for your child to jot down daily study goals, track progress and reflect on their revision journey, promoting self-discipline and time management.
- ✓ **Revision Timetable:** A revision timetable helps your child plan their study sessions systematically, ensuring they cover all subjects and topics, leading to a more comprehensive exam preparation.
- ✓ **Revision Cards:** Revision cards provide a concise way for your child to condense complex information, making it easier to review and memorise key concepts and facts.
- ✓ **Notebooks:** Notebooks are essential for your child to take detailed notes during lessons, helping them capture important information and refer back to it during revision.
- ✓ **Folders:** Folders help your child organise their study materials, worksheets and handouts, ensuring that they can easily access relevant resources when needed.
- ✓ **Plastic Wallets:** Plastic wallets are useful for storing and protecting loose papers, preventing important revision materials from getting damaged or lost.
- ✓ **Pens:** Quality pens are crucial for your child to take legible notes and make revision notes that are easy to read and understand.
- ✓ **Highlighters:** Highlighters help your child emphasise key points and essential information in their notes and textbooks, aiding in effective revision.
- ✓ **Post-It Notes:** Post-it notes are handy for jotting down quick reminders, key formulas or essential facts that your child can stick to their study materials for easy reference.
- ✓ **Sticky Notes:** Sticky notes are versatile tools for annotating textbooks and creating visual aids, making it easier for your child to grasp and remember important concepts.
- ✓ **Mini-Whiteboard and Eraser:** A mini-whiteboard and eraser are perfect for practicing problems and diagrams, allowing your child to make mistakes and correct them without wasting paper.
- ✓ **Geometry Kit:** Specialised math equipment like rulers, protractors and compasses are essential for accurate diagram drawing and problem-solving during revision.
- ✓ **Scientific Calculators:** Scientific calculators are indispensable for solving complex problems and equations, ensuring your child is well-prepared for their exams.
- ✓ **Timer:** Timers can assist your child in breaking their study time into focused intervals, enhancing productivity and preventing burnout.
- ✓ **Laptop or Tablet:** A personal computer or tablet can be a versatile tool for research, typing essays, creating digital notes and accessing online resources.
- ✓ **Headphones:** Noise-canceling headphones can create a quiet study environment.



Head of Department Contact Details

Should you have any further subject-specific queries, please do make contact with our Heads of Department. Their e-mail addresses are listed below.

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Appendix 1- Year 12 Timetable- Term 2

	Reg	P1	P2	P3	P4	P5	Lunch	P6
Monday			Maths Assessment All Y12 Maths students to complete assessment in Maths classrooms TBC	12B/Bl	12B/Bl	12C/Bu 12C/Px		12C/Px 12C/Sp 12C/Bu
Tuesday				12D/Py	12B/Ch 12B/Ms 12B/En	12B/Ch 12B/Ms 12B/En		12D/Ge 12D/PY
Wednesday		12A/Bl 12A/Co 12A/Ph	12A/Bl 12A/Co 12A/Ph	12C/Ch 12C/Ph 12C/Ph 12C/Sp	12C/Ch 12C/Ph 12C/Sp			12B/HI
Thursday	Year 12 Moral Education			12D/Ms 12D/Pd 12D/Bu	12D/Ms 12D/Pd 12D/Py 12D/Bu	12C/Li		12C/Li
Friday		12D/Co						

*Arabic assessments will be conducted Week Beginning 19th February 2024 (after the break).

*Islamic assessments will be communicated directly with the class and parents.

Appendix 2- Year 11 and 13 Mock Examination Timetable- Term 2

Week Beginning 19th February											
Year 13 Internal	Year 11 Internal										
Week 1 Monday to Thursday		Reg 07.30-07.50	P1 7.50-8.50	P2 8.50-9.50	P3 9.50-10.50	Break- 10.50-11.10	P4 11.10.12-10	P5 12.10-1.10	Lunch- 1.10-2.00	P6- 2.00-3.00	ECA- 15.15-16.15
Monday 19th February	Exams	Students to register in Registration. Form Tutors to send students to the Auditorium for 7.40.	Year 13 (Auditorium) Option A- 7.50-9.50 (27) Psychology 2hrs Spanish 2hrs Year 12 (Auditorium) Computer Science 2hrs	Extra Time.		Students to be ready in lines at 11. Extra Time-Finish Late/Start Early.	Year 11 (Auditorium)- 11.10-12.55 (125) Combined Biology 1hr 15mins Triple Biology 1hr 45mins	Extra Time.			
Tuesday 20th February	Exams		Year 13 (Auditorium) Option B- 7.50-10.20 (55) Literature 2hrs PE 2hrs Textiles 2hrs 30mins				Year 11 (Auditorium)- 11.10-1.10 (125) Combined Chemistry 1hr 15mins Triple Chemistry 1hr 45mins	Extra Time.			
Wednesday 21st February	Exams		Year 13 (Auditorium) Option C- 7.50-10.20 (50) Drama 2hrs 30mins Geography 2hrs 30mins English Language 2hrs Product Design 2hrs 30mins				Year 11 (Auditorium)- 11.10-1.10 (125) Maths Paper 1 2hrs Further Maths Paper 1 2hrs Year 10/A Maths (AG11)- 11.10-1.10 (25) Maths Paper 1 2hrs	Extra Time.			
Thursday 22nd February	Exams		Year 13 (Auditorium) Option D- 7.50-9.50 (47) French 2hrs History 2hrs 30mins Media 2hrs				Year 11 (Auditorium)- 11.10-1.10 (125) English Language 2hrs	Extra Time.			
Week 1 Friday			P1 7.30-8.20	P2 8.20-9.10	P3 9.10-10.00	Break- 10.00-10.20	P4 10.20-11.10	P5 11.10-12.00			

Friday 23rd February	Exams		Year 11 (Auditorium)- 7.50-9.50 (125) Maths Paper 2 2hrs Further Maths Paper 2 2hrs Year 10/A Maths (AG11)- 11.10-1.10 (25) Maths Paper 2 2hrs			Students to be ready in lines at 10.10. Extra Time-Finish Late/Start Early.	Year 11 (Auditorium)- 10.20-11.50 (125) Combined Physics 1hr 15mins Triple Physics 1hr 45mins- ET Start Early				
Week Beginning 26th February											
Year 13 Internal	Year 11 Internal										
Week 1 Monday to Thursday		Reg 07.30-07.50	P1 7.50-8.50	P2 8.50-9.50	P3 9.50-10.50	Break- 10.50-11.10	P4 11.10.12-10	P5 12.10-13.10	Lunch- 1.10-2.00	P6- 2.00-3.00	ECA- 15.15-16.15
Monday 26th February	Exams	Students to register in Registration. Form Tutors to send students to the Auditorium for 7.40.	Year 11 (Auditorium) Option A- 7.50-9.35 (124) Art (Go to D121 GJO) Computing 1hr DT 1hr 45mins Geography 1hr 40mins Golf (Go to Library) PE 1hr 15mins Psychology 1hr 45mins		Extra Time.	Students to be ready in lines at 11.	Year 11 (Auditorium) Option B- 11.10-13.35 (125) Business 1hr Drama 1hr 45mins Economics 1hr 30mins French 2hrs 20mins Psychology 1hr 45mins Spanish 2hrs 20mins		Extra Time.		
Tuesday 27th February	Exams		Year 11 (Auditorium) Option C- 7.50-9.50 (125) Business 1hr Computing 1hr Economics 1hr 30mins Enhanced Study (Go to P1 A201 RWA, P2 C302 LOW) Food 1hr 45mins History 1hr 30mins Music (Separate Room) 2hrs PE 1hr 15mins		Extra Time.		Year 11 (Auditorium)- 11.10-1.10 (90) English Literature 2hrs <i>*English Language only students will be in classrooms</i>				

Arabic assessments will be conducted Week Beginning 19th February 2024 (after the break).

*Islamic assessments will be communicated directly with the class and parents