

# RS4 INFORMATION BOOKLET

# CONTENTS

<b>PAGE</b>	3	- Introduction
	4	- Being A KS4 Student
	5	- English
	6 & 7	- Science
	8	- Mathematics
	9	- Art & Design/Fine Art
	10	- Business
	11	- Child Development
	12	- Computer Science
	13	- Dance
	14	- Design & Technology
	15	- Drama
	16	- Faith & Ethics
	17	- French & Spanish
	18	- Geography
	19	- Graphic Communication
	20	- History
	21	- Hospitality & Catering
	22	- Information Technology
	23	- Media
	24	- Music
	25	- Physical Education
	26	- Photography
	27	- Revision Guides available to purchase from School Essentials (located in Reprographics)

Our Y10 students have now begun their GCSE studies. Whilst their KS3 journey flows seamlessly into KS4, many students need clarification on exactly what is demanded of them during their GCSE studies and where to go for support if this is required. This KS4 information booklet will give yourself and your son/ daughter information on:

**THE EXAM BOARDS FOR EACH SUBJECT**  
**WHAT EACH SUBJECT EXPECTS FROM ITS STUDENTS**  
**HOW PARENTS CAN SUPPORT THEIR SON/DAUGHTER**  
**WHAT TO DO IF YOUR SON/DAUGHTER REQUIRES SUPPORT**

Communication is vital between school and home so please find below some useful email addresses:

**PASTORAL CONCERNS/QUERIES:** foyr@turton.uk.com

**HOW TO REVIEW/REVISE:** rossf@turton.uk.com and your Form Tutor

**REVISION MATERIALS/SCHOOL ESSENTIALS SHOP:** lomaxn@turton.uk.com

**CAREERS:** allcockb@turton.uk.com, seddonc@turton.uk.com

**SIXTH FORM:** kollerp@turton.uk.com

**EXAMS:** bailyc@turton.uk.com, edgej@turton.uk.com

**SEND:** bachj@turton.uk.com

**FORM TUTORS:**

**10S1: MRS LAMB** - lambs@turton.uk.com

**10S2: MRS CRAWFORD** - crawfordf@turton.uk.com

**10S3: MRS MURPHY-HUGHES** - murphyl@turton.uk.com

**10S4: MRS THOMPSON** - thompsonr@turton.uk.com

**10P1: MISS MOLYNEUX** - molyneuxk@turton.uk.com

**10T1: MR LITTLE** - littlea@turton.uk.com

**10T2: MR LIU** - liuw@turton.uk.com

**10T3: MRS REYNOLDS / MRS CLARE** -

reynoldsr@turton.uk.com clarer@turton.uk.com

**10T4: MR GILROY** - gilroyt@turton.uk.com

## WHAT WE EXPECT FROM A KS4 PUPIL:

- Pupils with attendance of 97% plus achieve, on average, better GCSE grades and it also improves employability. We expect that the vast majority of our pupils to maintain excellent attendance as it is always difficult to catch up on missed work as well.
- During Key Stage 4 we expect all our pupils to complete work to the best of their ability. This not only includes in the classroom but with any homework that is set. GCSEs are more rigorous now and homework is integral to completing the course as well as aiding review and revision.
- Resilience – GCSEs are rigorous and demanding. They will be difficult at times but it is about ensuring that pupils keep up to date with all work and not be afraid to speak to their teachers if they are struggling.

## PARENTS ARE ADVISED TO:

- Facilitate and maintain good routines where your child is at school on time and with equipment. All pupils should attend school with a school planner, 2 pens, pencil, ruler and a calculator. We also expect all pupils to have a school bag so that they can take their equipment and school books home.
- Communicate with subject teachers directly.
- Encourage self-discipline and good organisation with regards to homework. Please support your child at home and take an active role in checking that homework is being completed to the standard that your child is capable of. We will assist by ensuring that Group Tutors and classroom teachers encourage pupils to add homework to their school planners.
- Ensure that your child is making time for self-care. We have a wide variety of support on our website that will give advice and guidance.

**Useful link - <https://www.turton.uk.com/pastoral/>**

## IF SUPPORT IS REQUIRED THEN:

- Use the in-school Pastoral support network: GT / Mentors / HOY  
Head of Year 11 - [smithl@turton.uk.com](mailto:smithl@turton.uk.com)  
Head of Year 10 - [foyr@turton.uk.com](mailto:foyr@turton.uk.com)
- Communicate well with subject teachers for any academic needs. This can be done via email or through Teams.

## STUDENTS SHOULD:

- Practise past exam papers regularly to help with exam technique, analysis, and timing
- Regularly review key knowledge and quotations so that they become embedded in long-term memory

## PARENTS ARE ADVISED TO:

- Support students in completing their weekly homework to ensure that they are making the best of their independent study time
- Help students prepare for exams by getting involved in quote-learning and timed exam practices, and encouraging students to re-read their copies of the set texts

## IF SUPPORT IS REQUIRED THEN:

- Contact the teacher by email to request specific resources or support to help students target areas for improvement.

## **STUDENTS SHOULD:**

- Regularly review classwork to ensure that you understand everything and ask if you don't. There is a lot of new grammar in Science that you need to keep on top of.
- Use your My GCSE Science login to keep up to date and practice exam questions.
- Revise properly for end of topic tests – it's a perfect chance to find out what you really know.

## **PARENTS ARE ADVISED TO:**

- Check on your child's homework and encourage them to complete it.
- Get them a revision guide if they will use it – the CGP ones are a good place to start.
- Encourage them to use the My GCSE Science resource online to support their learning.

## **IF SUPPORT IS REQUIRED THEN:**

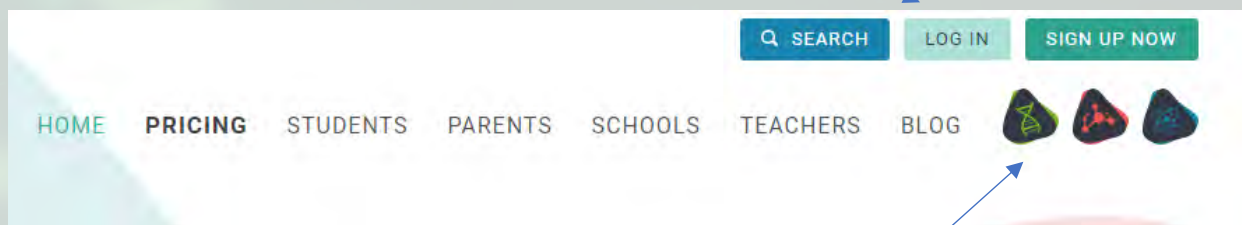
- Ask for help from your class teacher – all the Science teachers are very approachable and will gladly offer help to any student who is struggling.
- The Head of Science (Mr Smith) is always available for advice as well.

- Keep on top of what you are missing using the myGCSEScience website: <https://www.my-gcsescience.com>

To login Username – your school email ie. [012345@turton.uk.com](mailto:012345@turton.uk.com)

Password – Turton

Use a capital T



When you login use the icons to choose Biology, Chemistry or Physics

**You can use any device to login, even your phone.**

This has short revision videos, summary notes, self-marking multiple choice questions and structured questions with answer schemes. If used regularly, this will boost your Science grades.

**HERE ARE SOME OTHER LINKS TO USEFUL SITES TO SUPPORT YOUR REVISION:**

**AQA website – for past papers and exam mark schemes**

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>

**Oak Academy - produced during the lockdowns, this is a collection of lessons covering the whole of the GCSE content. Use in conjunction with your revision guide as it is not AQA specific**

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/combined-science>

**Free Science Lessons - a bit of an odd bloke but has some really good explanations of key concepts. Again not AQA specific**

[https://www.youtube.com/channel/UCqbOeHaAUXw9lI7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9lI7sBVG3_bw)

**Seneca – useful for all subjects, not just Science**

<https://senecalearning.com/en-GB/>

**Malmesbury Education - videos covering all of the required practicals**

[https://www.youtube.com/channel/UC-TM-z1-tmX1iK\\_H4SxVhww](https://www.youtube.com/channel/UC-TM-z1-tmX1iK_H4SxVhww)

**BBC Bitesize - good old faithful**

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Just get in touch if you have any problems logging on to the website, or if you need any other help.

## STUDENTS SHOULD:

- Always bring correct equipment to all lessons, including items specific to the study of mathematics such as a pair of compasses, protractor and most importantly a calculator.
- Set their work out in a clear and logical manner and show all working.

## PARENTS ARE ADVISED TO:

- Ensure pupils are regularly using Hegarty Maths to revise and consolidate the work completed in lessons.
- Access the knowledge organisers on the school website as these provide the key formulae required for the course.
- Access revision guides to aid pupils' independent work.

## IF SUPPORT IS REQUIRED THEN:

- Students and parents should seek out the guidance of the class teacher in the first instance.
- If support is required: students should attend the after-school sessions put on by the department.

## **STUDENTS SHOULD:**

- Take their own photographs to use as resources for their artwork. Be prepared by having all resources printed and ready to work from prior to the lesson.
- Dedicate at least 3 hours per week minimum outside of lessons developing and extending artwork. This can be in the art room after school and/or at home.
- Conduct additional research into artists independently to support the development and personalisation of ideas.

## **PARENTS ARE ADVISED TO:**

- Ask students to show you their sketchbook once a fortnight to ensure adequate time is being spent on completing and extending artwork. Praise students on their achievements, students do well when they feel like they are doing well. You should see a journey emerging, not static incomplete pages.
- Provide students with space to work. Usually work completed at home will be small scale drawings, research, photography or annotation. Larger work or work requiring more specialised materials can be completed in school.
- Encourage students to stay after school to develop their artwork, making use of the facilities and additional guidance from staff.

## **IF SUPPORT IS REQUIRED THEN:**

- Students are invited to work after school with staff where they can receive additional support and guidance to get them up to speed. Don't be afraid to ask for help, that is what we are here for.
- Familiarise themselves with the 4 GCSE assessment objectives and ensure these are being addressed equally through the portfolio.
- There are some useful tips and examples on the art and design section of GCSE bitesize and on: <https://www.studentartguide.com>.

## **STUDENTS SHOULD:**

- Students should use the knowledge organisers that are on the school website to constantly review their knowledge of past units.
- Students should be generating mind maps and revision aids for all of the past units.
- Students should be using BBC bitesize Business, Eduqas exam board for further reading in to the subject.

## **PARENTS ARE ADVISED TO:**

- Make sure that Students are using their previous Business Studies class work books to develop their knowledge.
- Making sure that students are using the Eduqas knowledge organisers and the subject specific knowledge organisers in order to develop their revision aids and mind maps.

## **IF SUPPORT IS REQUIRED THEN:**

- Make sure that you have all of your past Business classwork books in order to help your revision.
- Consult your teachers via teams if you need some support.
- Consult the school website for the knowledge organisers that you need in order to develop your revision aids and mind maps.

### **STUDENTS SHOULD:**

- Create detailed notes/flash cards in preparation for the written internal assessment in February.
- Complete homework tasks thoroughly to support learning in the classroom.

### **PARENTS ARE ADVISED TO:**

- Test the students' knowledge and recall.
- Support the students with homework tasks and purchase a hard back copy of the revision book if required.

### **IF SUPPORT IS REQUIRED THEN:**

- Students can attend a catch up on Wednesday after school 3pm – 4pm in DT3.
- Teachers are easily contactable via Teams for any questions.

## **STUDENTS SHOULD:**

- Spend time gaining and reviewing practical programming skills needed to be successful on the course.
- Apply computational thinking in lessons and regularly use the fundamental constructs of sequence, selection and iteration.

## **PARENTS ARE ADVISED TO:**

- Allow students time to practice programming independently on a laptop or home computer.
- Consistently check the standard of work within exercise books.

## **IF SUPPORT IS REQUIRED THEN:**

- Use YouTube tutorials to recap key programming topics.
- Contact any teacher of computing, they will be happy to help!

### **STUDENTS SHOULD:**

- Rehearse all practical work regularly. Ensure they can confidently recall all performance skills and their definitions as well as placing them in the correct category.
- Complete regular revision of the professional works studied and their corresponding production features.

### **PARENTS ARE ADVISED TO:**

- Support revision by using the flashcards provided to practice recall of key information.
- Watch and discuss the professional works with students ask them what the works are about and what the choreographers were inspired by to create the works. Ask them to explain how those ideas are shown in the choice of costume, lighting, music, staging and movement. Discuss how the works make you feel and the impact they have on you as the audience as you watch them (links to works are on teams).
- Ask them to perform the practical dances they are learning/creating for the practical exam. The more students are able to perform their work for an audience the better it will be!

### **IF SUPPORT IS REQUIRED THEN:**

- For support with practical work arrange a tutorial with Mrs Atkinson.
- For support with theory work attend review/practice session on a Friday after school 3-4pm.

## **STUDENTS SHOULD:**

- Attend regular after school sessions for coursework help.
- Complete action points for coursework given via regular feedback from the teacher.
- Complete exam style questions given for homework.

## **PARENTS ARE ADVISED TO:**

- Check feedback given from members of staff to students and ensure these are being worked on at home.
- Encourage students to use retrieval practice when revising.
- Quiz students on their knowledge to help with retrieval and revision.

## **IF SUPPORT IS REQUIRED THEN:**

- Attend catch up sessions offered after school.
- Ask for help with examination questions.
- Attend revision sessions after coursework has been completed.

## **STUDENTS SHOULD:**

- Learn the information given for Section A - Roles and Responsibilities, plus information on stage configurations.
- Learn their quotes and performance notes for Section C - Live Theatre Review (Billy Elliot).
- Attend all rehearsals for the examination pieces, devised and scripted.

## **PARENTS ARE ADVISED TO:**

- Help students to learn lines by rehearsing with them.
- Support students in attending after school rehearsals.
- Discuss acting performances that they see together on stage or screen - ask the student what made it effective.

## **IF SUPPORT IS REQUIRED THEN:**

- Come and speak to your teacher, we can offer one to one support.
- Read back over the exemplar written work that you have been given to show you what a top band piece of work looks like.
- Watch Billy Elliot and Blood Brothers again - they are both available on our Teams page

## STUDENTS SHOULD:

- Revise for end of unit assessments using the revision guides given to them by their class teachers.
- Complete weekly homework exam questions and hand in on time.
- Get involved in the debates and discussions in Faith and Ethics lessons.

## PARENTS ARE ADVISED TO:

- Do their weekly homework with a timer on to recreate the pace of the exam.
- Memorise the key words and concepts from the knowledge organisers.

## IF SUPPORT IS REQUIRED THEN:

- Students can ask for additional resources from their class teacher or any member of the department.
- Students can attend our weekly GCSE revision sessions on Thursdays.

## **STUDENTS SHOULD:**

- Review vocabulary covered in lesson on the relevant learning platform specified by teacher e.g QUIZLET/Memrise. This should be done a minimum of three times a week for at least 10 minutes at a time.
- Create revision resources for each theme e.g mind map/flash cards, listing key terms, main ideas and complex structures in Spanish/French with the English translation.

## **PARENTS ARE ADVISED TO:**

- Quiz pupils based on the revision resources they create e.g asking pupils to what certain key terms or complex structures are.
- Ensure that your child is practising the language at home by encouraging them to speak out loud to develop their pronunciation.

## **IF SUPPORT IS REQUIRED THEN:**

- Ask the teacher for specific activities/tasks to complete e.g on Language Gym/Seneca which could plug the identified gaps in knowledge.
- Attend after-school revision sessions on a weekly basis or when scheduled by class teacher.

## STUDENTS SHOULD:

- Use the text books Living in the UK today and The World About Us as the basis of revision. Read a page and then do something with the information – make flash cards, redraw diagrams, answer a question. **Don't just read the page and think that will do.**
- Get ahead of your lessons. Read the relevant pages of the text book the week before your lessons. That way the lessons is the first revision session and you can ask questions about anything you are unsure of.
- When you get a UPC back marked by your teacher, think about where you could have gained an easy extra mark. Whether you are aiming for Grade 4 or grade 9, everyone can find an extra mark somewhere.

## PARENTS ARE ADVISED TO:

- Help your child use the text books Living in the UK today and The World About Us as a revision tool. Ask them questions from different sections of the books. If time is limited focus on the 'case studies' as these often have the highest marks allocated in the exams.
- Watch and discuss geographical programmes. Students study ecosystems in Year 11. Discuss items in the news which may relate to UK energy policy, trade, migration and government policies.
- When your child is revising, suggest they remove other distractions. Perhaps they can leave their phone downstairs or not have the music blasting out.

## IF SUPPORT IS REQUIRED THEN:

- If you have any questions or concerns about your GCSE Geography talk to your teacher or come to the Geography homework club in BU1 every Wednesday after school.
- If you want to practice exam technique, ask for copies of the UPCs.
- Visit the OCR website ( GCSE - Geography A (Geographical Themes) (9-1) - J383 (from 2016) - OCR ) for examples of past papers.  
Remember there are three different papers covering the UK, the world and geographical skills.

### **STUDENTS SHOULD:**

- Be consistent and use lesson time effectively to meet coursework deadlines. They can invest additional time to develop their ideas further using resources (Photoshop software) in the classroom after school.
- Homework- support coursework by completing weekly tasks set in Office 365-Teams (currently taking their own photographs for specific themes).

### **PARENTS ARE ADVISED TO:**

- Check that students are completing weekly homework tasks- these can be checked online in Office- Teams.
- Encouraging students to attend after school coursework sessions for students to add/improve work or catch up with missing elements of their coursework due to absence.

### **IF SUPPORT IS REQUIRED THEN:**

- Students are invited to work after school with staff where they can receive additional support and guidance to get them up to speed. Don't be afraid to ask for help, that is what we are here for.
- Familiarise themselves with the 4 GCSE assessment objectives and ensure these are being addressed equally through the portfolio.
- There are some useful tips and examples about good design practice High School Graphic Design Projects ([studentartguide.com](http://studentartguide.com)).



## **STUDENTS SHOULD:**

- Re-visit your History notes on a weekly basis.
- Use your guru sheets to help you remember exam structure.
- Start your revision early.

## **PARENTS ARE ADVISED TO:**

- Test your child on the learning from that week.
- Speak to you child about the topics they are currently studying in History.

## **IF SUPPORT IS REQUIRED THEN:**

- Please speak to your class teacher.
- You can also speak to Mr Tither, Head of Department.
- If you would like to buy a revision guide, you could purchase: My Revision Notes: AQA GCSE (9-1) History, Second edition: Target success with our proven formula for revision, by Tim Jenner, available from our School Essentials shop.

### **STUDENTS SHOULD:**

- Make sure they have detailed hand written notes on all the coursework sections that they can take into a computer room to type up in the allocated restricted time.
- Use the PowerPoints on teams along with their personal theory notes to revise for the online exam.
- Practice their 2 selected practical dishes during lesson time and at home so that the dove tailing of the methods works in the allocated practical exam time.

### **PARENTS ARE ADVISED TO:**

- Help create, map out and follow a revision timetable.
- Test through revision cards or discussing mind maps, bullet point or specific topics.

### **IF SUPPORT IS REQUIRED THEN:**

- Book some time after school to go through weak areas.
- Request more old exam papers to complete.

## **STUDENTS SHOULD:**

- Spend time gaining and reviewing key theory and practical components using KnowItAllNinja.
- Aim to pass the assignment first time with all criteria met to a high standard.

## **PARENTS ARE ADVISED TO:**

- Allow students time to practise skills independently on a laptop or home computer.
- Ensure the student is keeping on top of deadlines for the assignments.

## **IF SUPPORT IS REQUIRED THEN:**

- Use KnowItAllNinja website to recap and review lessons, watch videos on the practical elements and complete quizzes to embed knowledge.
- Contact any teacher of computing, they will be happy to help!

## **STUDENTS SHOULD:**

- Consistently revise all new media knowledge and put this into practice.
- Become familiar with a variety of media products.
- Complete wider reading around media.

## **PARENTS ARE ADVISED TO:**

- Check homework has been done to the best of their child's ability.
- Question students about their learning in lesson time.
- Test students on their understanding of media terminology.

## **IF SUPPORT IS REQUIRED THEN:**

- Refer to their books and KOs. KO's can be found at the front of students books or in File on TEAMS.
- Ask a peer.
- Contact the teacher on TEAMS.

## **STUDENTS SHOULD:**

- Choose a final solo and group performance piece now (so 2 pieces) and rehearse these properly in their own time every week. Speak to their instrumental/vocal teacher about this and attend lessons each week.
- Work on coursework outside of the classroom by listening to connected repertoire and setting aside regular time slots.
- Have a revision plan and system for ensuring that all the music terminology is learnt gradually over time, rather than suddenly in the last few weeks.

## **PARENTS ARE ADVISED TO:**

- Check that your child is practising both a solo and an ensemble (group) piece regularly at home. Asking them to play the pieces to you at home.
- Encourage pupils to have a regular time slot for work on music composition. Again listening to their pieces develop will reveal how quickly or slowly they are moving forward.
- Ensure that pupils are listening to a wide range of musical styles and not just their favourite bands. This will aid preparation for the listening paper and for composition work.

## **IF SUPPORT IS REQUIRED THEN:**

- Contact the teacher by email to request specific resources or support to help students target areas for improvement.

## STUDENTS SHOULD:

- PE students should continually revisit theoretical knowledge. Fitness and Body Systems in Year 10 and Health and Performance from Year 11. This is to develop a deep understanding of the concepts and content delivered, giving students the ability to link the content to performance.
- In a practical sense, students should attempt to participate in a variety of different sports in order to help improve skills which will also be assessed for the practical element of their grade throughout KS4. This will include attending extra-curricular clubs.
- In addition to this, students will begin to complete the written coursework element of the course by analysing their own performance in sport. Throughout the year students are expected to work to the best of their ability, work independently and participate in physical activity.

## PARENTS ARE ADVISED TO:

- Encourage students to participate in lessons and extra-curricular activities. This could be by ensuring that students have correct PE kit.
- Students learn about the impact of exercise on the body. Discuss with your child the impact and the long-term benefits this has on the body. Also, we look at the impact exercise has on our social and mental well-being. Discuss how this may impact us in our day to day lives.
- We offer a heavily discounted price on revision guides. These help students to remember facts, figures, topics and methodologies that they have covered some time ago. Revision guides are available to purchase from the School Essentials Shop.

## IF SUPPORT IS REQUIRED THEN:

- If a student is struggling, we offer a wide variety of support. We carry out catch up sessions on a Friday after school for any student who would like to discuss areas of content they are struggling with.
- If students require practical support, our extra-curricular programme is fully inclusive and open to all students who would like to attend.
- Our PE staff are very experienced. We are always available and approachable. Please speak with a member of staff if you require any support and we will make time to support your needs.

## STUDENTS SHOULD:

- Undertake regular photoshoots outside of school to get a diverse range of images.
- Dedicate at least 3 hours per week minimum outside of lessons developing and extending photography work. This can be in the art room after school and at home.
- Conduct additional research into artists and photographers independently to support the development and personalisation of ideas.

## PARENTS ARE ADVISED TO:

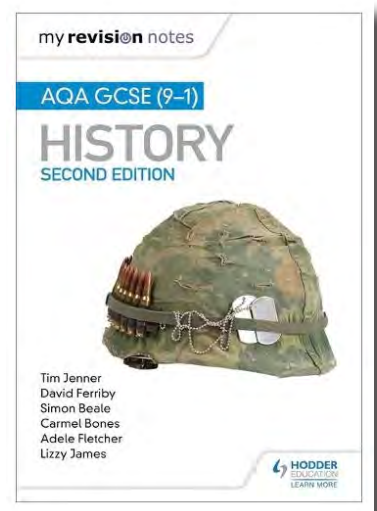
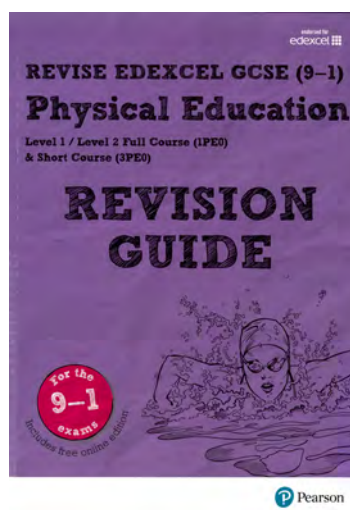
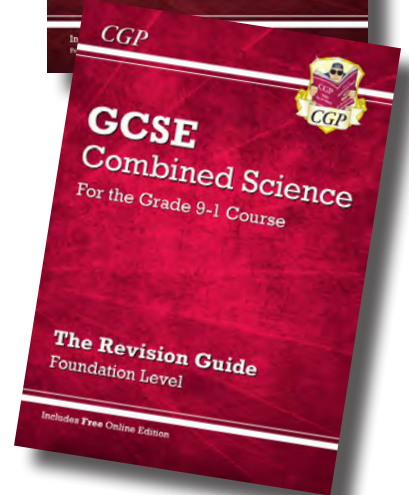
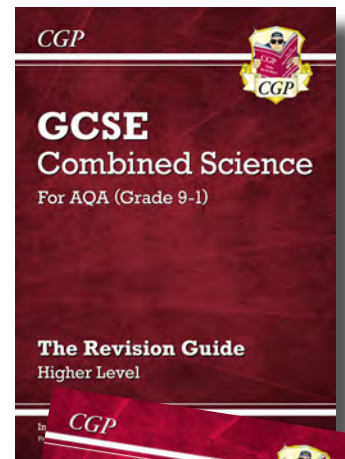
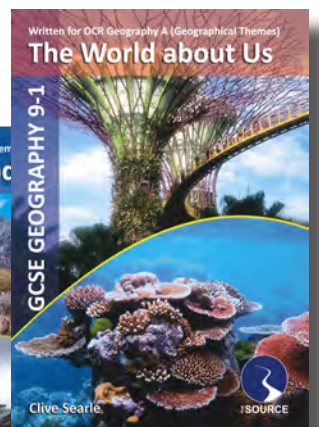
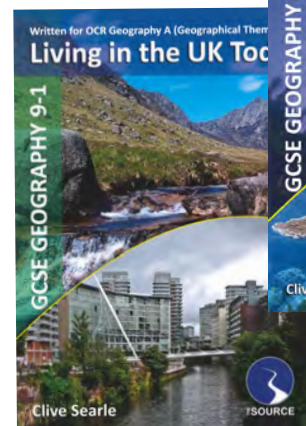
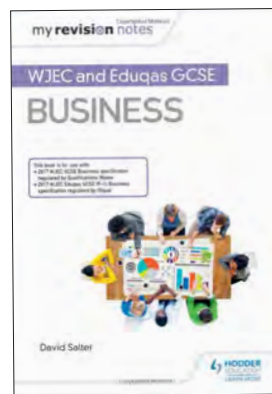
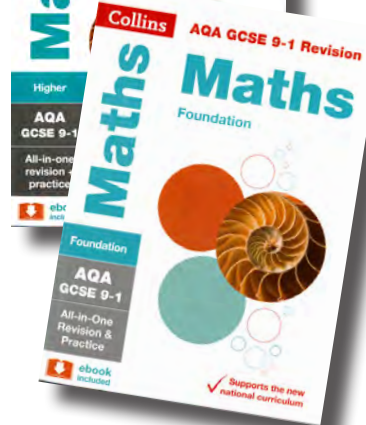
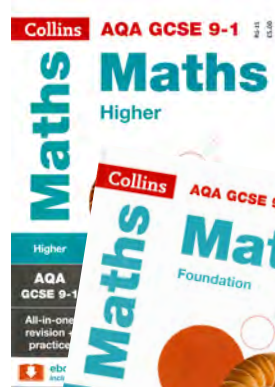
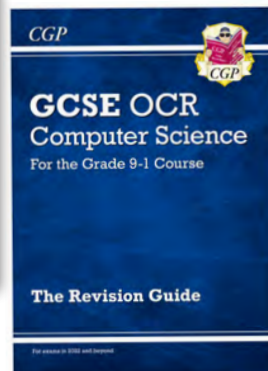
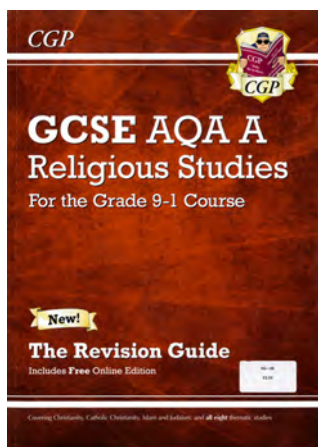
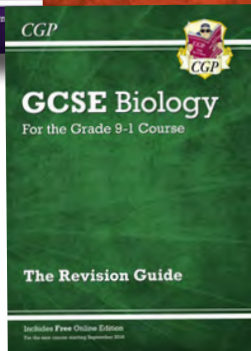
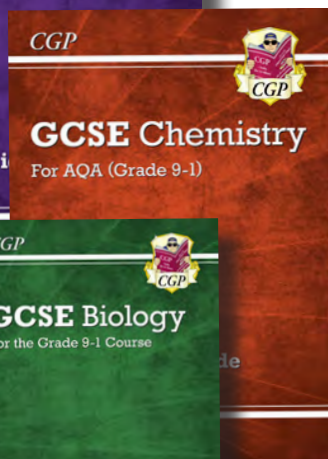
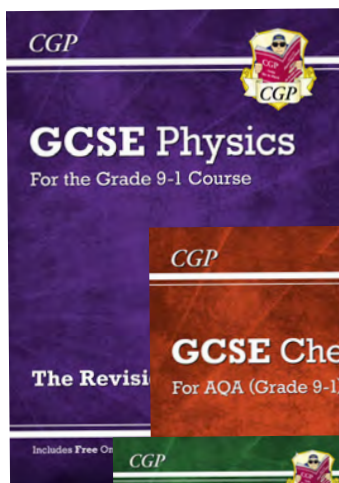
- Ask students to show you their sketchbook once a fortnight to ensure adequate time is being spent on completing and extending photography work. Praise students on their achievements, students do well when they feel like they are doing well. You should see a journey emerging, not static incomplete pages.
- Encourage and assist in the facilitation of taking photographs outside of lessons by allowing students space to work within the home or helping them get to a suitable location.
- Encourage students to stay after school to develop their artwork, making use of the facilities and additional guidance from staff.

## IF SUPPORT IS REQUIRED THEN:

- Students are invited to work after school with staff where they can receive additional support and guidance to get them up to speed. Don't be afraid to ask for help, that is what we are here for.
- Familiarise themselves with the 4 GCSE assessment objectives and ensure these are being addressed equally through the portfolio.
- There are some useful tips and examples on the photography section of GCSE bitesize.

# REVISION GUIDES

AVAILABLE TO PURCHASE FROM THE SCHOOL ESSENTIALS SHOP





**Bromley Cross Rd | Bromley Cross | Bolton | BL7 9LT**



**[www.turton.uk.com](http://www.turton.uk.com)**



**[info@turton.uk.com](mailto:info@turton.uk.com)**



**01204 333233**

