



Hinchingsbrooke School

Inspiring excellence Fulfilling potential



Academic Review Days
Year 11 Study at Home Tasks

March 2019



Instructions for Students

During the Academic Review Day (ARD), you will spend some time in school speaking with your form tutor about academic targets to work at over the next few weeks. For the remainder of the day, you will undertake tasks at home to prepare you for future assessments or learning.

What will I have to do?

1. Complete work equating to four hours work.
2. There will be a 'menu' to choose from and **you only need to complete one task** but may choose to do a variety of tasks.
3. Produce the work in a format that your tutor can access for checking.

Your study at home tasks can be found on the school website here:
<http://www.hinchingsbrookeschool.net/ard>

Why are these tasks important to me?

Your Study at Home Tasks have been developed to reinforce important skills that are required for future employment, education and training. These skills include:

- Independent Learning
- Organisation
- Effective Planning
- Time Management
- Resilience

Each of the tasks will be split into one of three categories:

- 🌐 **Research** – finding out something new, linked to a topic you have studied
- 📖 **Reinforcement** – practising skills that you have been learning in lessons
- 🔍 **Revision** – looking back over previous work and presenting it in a new, reusable format

How will my work be checked?

Your form tutor will check this work following the ARD for:

1. **Quality** - is your work of a high standard, is it your own work and not copied?
2. **Quantity** - does your work represent 4 hours of work, does it fully answer the task(s)?
3. **Challenge** - have you selected tasks that will stretch you, have you pushed yourself?

What if I get stuck?

Your 'menu' offers a range of tasks specific to your year group that you can complete at different difficulty levels. You are welcome to complete more than one task and should always aim to challenge yourself with the work you select (remember your tutor will be checking for this).

There are three help sheets for each of the three categories: research, reinforcement and revision. These will give you an idea on how to complete each of the three tasks.

Finally, good preparation will help you. Have a look at the tasks ahead of time and speak to teachers of the subjects you want to focus on before the ARD so you are comfortable with what is expected of you.



Researching

When you are looking into something for the first time, it is important to remember what you are hoping to find out first. To do this, plan the areas that you want to research beforehand. When you are clear on what you are aiming to achieve think about where you are going to get your information from. Inevitably this may involve the use of Google as an internet searching tool so make sure you are careful with the websites that you choose to use. As a guide, use the below tips when looking at sources of information online.

1. **Bias:** is the website biased in any way? This means that it will present one side of an opinion or favour a particular view. When researching, make sure you balance out biased views with opinions from 'the other side'.
2. **Relevance:** is the website going to help your research? Websites are created for a range of reasons and this may not help you find the answer you are looking for. Refer back to your plan to see if the information is useful to you or irrelevant.
3. **Reliability:** is the website going to give you accurate information? Because anybody can create a website, information you look at should always be treated with caution. Always check the validity of the source: can you trust the author or not? Wikipedia is not a reliable source of information as it is open source (anyone can edit it) – click on the links at the bottom of the article to check sources.

Plagiarism of Work

When producing your final piece of work it is important to make sure it is a true representation of **your work**. This means you haven't just copied and pasted information. If you do this then you have **plagiarised** someone else's work which may be protected by **copyright law**. If you are quoting information directly, you should always **acknowledge the source** in your work. To do this, add a note to say where the information was taken from – use a bibliography or apply footnotes.

To help you avoid this, try to add some extra information to the text:

- **Point** – this will be your perspective or opinion about something
- **Evidence** – this can be a quote from your researched work
- **Explain** – answer the questions 'so what' and 'what does this mean'
- **Explore** – develop ideas further link to other points or opinions



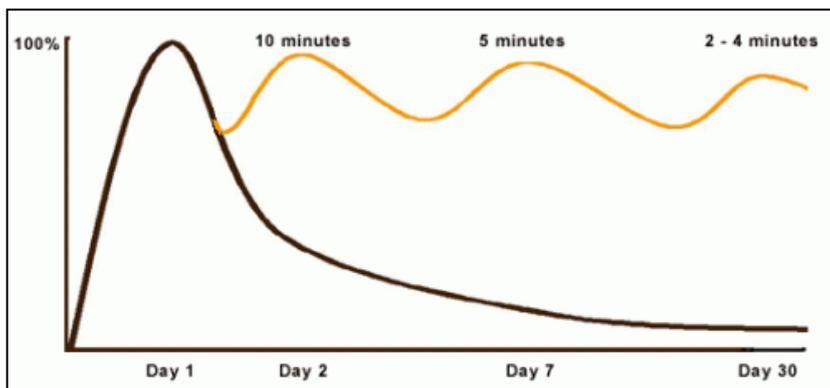


Reinforcement

When you are learning new information and skills, it is important to remember that 'practise makes perfect'. Often your teachers will set you homework which is needed to help you remember key information and skills.

Why is Reinforcement Important?

Your brain works by making neural connections between different brain cells holding information. This 'bridge' starts off with a very delicate connection that is easily broken which can be seen when you forget something. To ensure that you don't forget that vital information, you need to keep thinking about it. Each time to practise a skill or recall information, the stronger the neural connection becomes. If you recall information or repeat a skill six times, you are likely to remember it for life. It is important to use **reinforcement** over set time periods or increasing duration: go back to something a few hours later, then a few days, weeks, months etc to ensure it stays 'stuck in your brain'.



Another way of looking at this is with the 'Curve of Forgetting'. As you can see, coming back to information periodically, keeps it fresh in your mind and enables you to remember it better. The good news is that each time you repeat this, less time is needed. This is important to remember when you are preparing for assessments as well as examinations so it is good to get into the right habits from

Year 7.

Your teachers will offer a range of different ways in which you can reinforce knowledge and skills. Some will work for you and others may not. Some may work for a given task or subject and some may not. The trick is to work out which reinforcement skills suit you for a given subject.

Reinforcement Techniques

- **Exam questions:** often teachers will give you examination practise questions to help with this. This is useful for two reasons: to help you recall information and to improve your examination skills.
- **Vocab practise:** this helps you to remember what key words look like and what they mean so you can apply them later. Your brain remembers words as pictures so physically looking at them helps. Saying them aloud also triggers other parts of your brain, improving recall. This is used for English and Languages.
- **Problem solving:** in subjects such as Maths and Science, your teachers may give you problem solving. This enables learners to apply a particular skill to different scenarios for example expanding brackets or determining chemical equations and reactions.





Revising / Reviewing

When you are creating your revision resources, there are a range of different ways you can do this. Your teacher may have suggested some to you already but below are some examples of what you can create at home.

- 4. Summary Document:** try to get the information on to a small number of PowerPoint slides and enhance this with images/graphs/maps/research. Alternatively, you could create a 'one page summary' on Word in a similar way.
- 5. Flashcards:** On small cards, summarise a case study/important event/definitions into one (or both) sides of the cards and refer to it regularly. Make sure that you include key facts and number as you condense the case study to fit the card.
- 6. Colour coding:** Colour code large pieces of text into sections. For example, it could be positives/negatives, point/evidence.
- 7. Concept Maps (mind maps):** Write a key theme in the centre of an A3 piece of paper. Write the sub-themes around it with important ideas evidence to back them up. Stick your finished spider diagram somewhere visible where you will be able to refer to it often (e.g. fridge door, bedroom wall).
- 8. Summarising:** Condense a section of text into a set number of bullet points, a table or create an image.
- 9. Personal podcasts:** For subjects where you need to remember a lot of detail, why not record it onto your phone in small, 1 minute podcasts. These are very versatile as you can share them with your friends. Your brain likes to hear its own voice so this technique will serve to increase your recall of information from 10% to 40%. They are good for on the go – you can play them back on the bus ride to school (no one will know you're not listening to music!).

There are many more techniques for revision/reviewing. This is an ideal opportunity for you to try out new ideas and approaches to see what works for you. Depending on the style of learning you have, you may prefer one technique over another. Typically, students learn in one of three ways:

- **Visual** – learners who prefer images/pictorial ways of looking at information. You may like to have information presented in graphs or using colours to help you remember information.
- **Auditory** – learners who prefer sounds to help them remember information. Our brains particularly like the sound of our own voice which is why podcasts are a great way to learn for auditory learners.
- **Kinaesthetic** – learners who like to learn through movement or actions. This is particularly used when revising physical skills for subject such as PE but can also be used in other revision tasks.



Year 11 Menu



Extra Hot



<p>Fine Art</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas. Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This should include: Photographs to work from. Composition of the painting/s you are going to complete in the 10 hours are decided. Techniques, colours, trialled and sampled.</p> <p>Have you used your artists to inform the above?</p>	<p>Revision</p>
<p>Business</p>	<p>Cambridge National Students : Use the feedback on your coursework to ensure that any amendments are carried out to the best of your ability.</p>	<p>Reinforcement</p>
<p>Business GCSE Students</p>	<p>Complete pages 16-20 AND 44-50 of your white revision workbook.</p>	<p>Revision</p>
<p>Computing</p>	<p>Complete and review a past paper or work through the Computer Science Booster pack from the computing 30 Teams site on office 365. Review your progress with the use of the mark scheme. Focus on topics that you have identified you are weak on from our Computing 30 lessons.</p>	<p>Revision</p>
<p>Creative Textiles</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas. Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists. Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p>Have you used your artists to inform the above?</p>	<p>Reinforcement</p>
<p>Dance</p>	<p>Keep going over the choreographies you are dancing in. Rehearse them all. If you still have your choreography to deliver, then be sure to plan that. Make sure your dance folder is up to date.</p>	<p>Reinforcement</p>
<p>Drama</p>	<p>Individual tasks set on Doodle</p>	<p>Reinforcement</p>
<p>DT - RM</p>	<p>'Cheat sheets' for a design question Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam. DON'T FORGET: The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are! Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas. Remember: you only get marks if they are DIFFERENT DESIGN IDEAS! Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a jar 	<p>Reinforcement</p>

Extra Hot

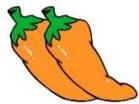


	<ul style="list-style-type: none"> • Ways to carry things • Ways to hold something with a hole in the middle (e.g. a toilet roll) • Stable bases • Ways to stop things falling over/ out <p>You should have 5 pages of sketches/ photos, one for each of the categories above. These are things that come up quite often. Now annotate each of these with materials and processes available in the workshop that you could use to make them. These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p>	
DT - GP	<p>'Cheat sheets' for a design question</p> <p>Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam.</p> <p>DON'T FORGET: The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are!</p> <p>Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas.</p> <p><i>Remember:</i> you only get marks if they are DIFFERENT DESIGN IDEAS!</p> <p>Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a fragile item • Ways to carry things • Ways to display products- Point of Sales (POS) • Stable bases • Ways to stop things falling over/ out <p>You should have 5 pages of sketches/ photos, one for each of the categories above. These are things that come up quite often. Now annotate each of these with materials and processes that you could use to make them. These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p>	Reinforcement
English	Choose two poems from the poetry anthology. Write a comparative essay answering the following: 'How do the poets present the themes of power and conflict in their poems?'	Reinforcement
Food	Eating around the eatwell plate project - Details and support at http://www.hinchingsbrookeschool.co.uk/food_textiles/foodandtextiles_home.html	Reinforcement
French	Personalised Doodle tasks to be assigned.	Revision
Geography	Revise for Year 10 exams or Geographical Skills work set on Doodle	Revision
German	Personalised exam practice tasks to be assigned.	Revision
ICT	In preparation for your exam, investigate how legislation applies to creative imedia production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Produce a page of revision notes.	Revision
Maths	You have been set a past paper to complete, mark and correct. The paper can in the Homework section of doodle listed as ARD Study at home task.	Revision
Mixed Media	Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas. Key areas could be: <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists.	

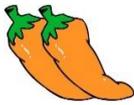
<p style="font-size: 2em; font-weight: bold; text-align: center;">Extra Hot</p> 		<p>Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p style="text-align: center;">Have you used your artists to inform the above?</p>	
	Music	<p>Focus on all 12 set works. Create revision cards for each element of music (<i>melody, rhythm, texture, instrumentation, genre, harmony, tonality, structure</i>) within each of the three pieces. Aim for three points on each card. Listen to the set works as you work!</p>	Revision
	Science	<p>Biology – Past exam paper work on Doodle. Chemistry – Past exam paper work on Doodle. Physics – Past exam paper work on Doodle.</p>	Revision
	Spanish	<p>Personalised task set on Active Learn and Doodle/Active Learn.</p>	Revision
	3D Design	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas.</p> <p>Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists’ work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists. Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p style="text-align: center;">Have you used your artists to inform the above?</p>	

<h1 style="font-size: 2em;">Hot</h1> 	<p>Fine Art</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas.</p> <p>Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This should include: Photographs to work from. Composition of the painting/s you are going to complete in the 10 hours are decided. Techniques, colours, trialed and sampled.</p> <p>Have you used your artists to inform the above?.</p>	<p>Revision</p>
	<p>Business</p>	<p>Details and support will be found on the Business studies website http://www.hinchingsbrookeschool.co.uk/businessstudies/businessstudie.htm</p>	<p>Revision</p>
	<p>Computing</p>	<p>Complete and review a past paper or work through the Computer Science Booster pack from the computing 30 Teams site on office 365. Review your progress with the use of the mark scheme. Focus on topics that you have identified you are weak on from our Computing 30 lessons.</p>	<p>Revision</p>
	<p>Creative Textiles</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas.</p> <p>Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists. Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p>Have you used your artists to inform the above?</p>	<p>Reinforcement</p>
	<p>Drama</p>	<p>Individual tasks set on Doodle</p>	<p>Reinforcement</p>
	<p>DT - RM</p>	<p>'Cheat sheets' for a design question</p> <p>Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam.</p> <p>DON'T FORGET: The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are!</p> <p>Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas.</p> <p>Remember: you only get marks if they are DIFFERENT DESIGN IDEAS!</p> <p>Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a jar • Ways to carry things • Ways to stop things falling over/ out <p>You should have 3 pages of sketches/ images, one for each of the categories above. These are things that come up quite often.</p> <p>Now annotate each of these with materials and processes available in the workshop that you could use to make them.</p>	<p>Revision</p>

Hot



<p>DT - GP</p>	<p>These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p> <p>'Cheat sheets' for a design question</p> <p>Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam.</p> <p><i>DON'T FORGET:</i> The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are!</p> <p>Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas.</p> <p><i>Remember:</i> you only get marks if they are DIFFERENT DESIGN IDEAS!</p> <p>Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a fragile item • Ways to carry things • Ways to display products- Point of Sales (POS) <p>You should have 3 pages of sketches/ photos, one for each of the categories above. These are things that come up quite often.</p> <p>Now annotate each of these with materials and processes that you could use to make them.</p> <p>These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p>	<p>Revision</p>
<p>English</p>	<p>To create a series of flashcards of quotations for one of the Literature texts studied, 'Macbeth,' or 'Romeo and Juliet,'; 'Jekyll and Hyde,' or 'A Christmas Carol,' and 'An Inspector Calls.'</p>	<p>Revision</p>
<p>Food</p>	<p>Eating around the eatwell plate project - Details and support at http://www.hinchingsbrookeschool.co.uk/food_textiles/foodandtextiles_home.html</p>	<p>Reinforcement</p>
<p>French</p>	<p>Personalised Doodle tasks to be assigned.</p>	<p>Revision</p>
<p>Geography</p>	<p>Revise for Year 10 exams or Geographical Skills work set on Doodle.</p>	<p>Revision</p>
<p>German</p>	<p>Personalised exam practice tasks to be assigned.</p>	<p>Revision</p>
<p>History</p>	<p>This is a good opportunity to ensure you have created revision materials to help you revise for your Year 11 mock exam and final exam in Year 11. 'A stitch in time saves nine...' i.e. this is a good chance to make sure you get ahead and have less to do nearer the exams. It is also a good chance to review any areas you did not fully get the first time around.</p> <p>A range of review and revision resources are available at our department web page https://hbkportal.co.uk/history/year1011history.htm</p> <p>Suggested steps...</p> <p>Use the PLC checklists to identify the areas you most need to revise then ...</p> <p>Know it - Use your book and the materials on the website to go over these areas by making revision cards and notes.</p> <p>Grasp it - Test yourself on the cards/notes you create.</p> <p>Think it - Attempt the review tasks above. Alternatively have a go at the quizzes or practice questions.</p>	<p>Revision</p>
<p>ICT</p>	<p>In preparation for your exam, investigate how legislation applies to creative media production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Find an example film DVD case or poster and highlight the examples of where they have had to meet legislation in its production (e.g. film classification code...)</p>	<p>Revision</p>
<p>Maths</p>	<p>You have been set a past paper to complete, mark and correct. The paper can in the Homework section of doodle listed as ARD Study at home task.</p>	<p>Revision</p>

<h1>Hot</h1> 	<p>Mixed Media</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas.</p> <p>Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists. Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p style="text-align: center;">Have you used your artists to inform the above?</p>	
	<p>Music</p>	<p>Focus on Area of Study 1 and 2. Create revision cards for each element of music (<i>melody, rhythm, texture, instrumentation, genre, harmony, tonality, structure</i>) within each of the three pieces (<i>Handel, Mozart, Chopin, Schoenberg, Bernstein, Reich</i>). Aim for three points on each card.</p>	<p>Revision</p>
	<p>Science</p>	<p>GCSE Astronomy - Prepare for the exams. Complete several worksheets on your weak areas and self-assess your work. Complete a past paper. Biology – Past exam paper work on Doodle. Chemistry – Past exam paper work on Doodle. Physics – Past exam paper work on Doodle.</p>	<p>Reinforcement</p>
	<p>Spanish</p>	<p>Personalised task set on Active Learn and Doodle/Active Learn.</p>	<p>Revision</p>
	<p>3D Design</p>	<p>Use your exam project schedule (a copy is on Doodle as well as the hard copy you have) to pinpoint areas of your exam project that are incomplete or unresolved and use this time to work on these areas.</p> <p>Key areas could be:</p> <ul style="list-style-type: none"> - Annotation of Primary Sources. - Annotation of other artists' work. - Annotation/ Evaluation of your own work, experiments and drawings. - Planning your final piece/s for your mock exam (between 28 March – 3 April) <p>This could include: Drafting out final designs, clearly labelled, with references to previous samples and artists. Making templates. A plan for the order of work to take place in the 10 hours, considering drying time.</p> <p style="text-align: center;">Have you used your artists to inform the above?</p>	



Mild



	Art	<p>Your Exam starts in between 6 and 10 days. Continue to work on planning and preparing for this, including a time schedule for the 10+ hours, if needed. See separate resource on Doodle. Ensure Primary sources are printed, and materials prepared. Ensure your sketchbook is up-to-date.</p> <p>Fine Art: Ensure work is in order, labelled and annotated and you have shown a clear project journey. Must have are: · Primary Sources · Relevant Artists Images · Paint and drawing tests · Composition sketches and experiments. · 2-3 completed paintings – an evaluation of each and what you have done to progress your project. · Primary Source, Composition ideas and plan for your final piece, explaining why it is going to be your concluding piece.</p> <p>Mixed Media: Ensure work is in order, labelled and annotated and you have shown a clear project journey. Must have are: · Primary Sources · Relevant Designers/ Artists Images · Samples and experiments, with evaluations and what you have done to progress your project. Photographs if they are 3D. · Sketches and design ideas · Primary Source, design and plan for your final piece, explaining why it is going to be your concluding piece and how it brings your project together.</p> <p>Creative Textiles: Ensure work is in order, labelled and annotated and you have shown a clear project journey. Must have are: · Primary Sources · Relevant Designers/ Artists Images · Samples and experiments, with evaluations and what you have done to progress your project. Photos of 3D pieces. · Sketches and design ideas · Design and plan for your final piece, explaining why it is going to be your concluding piece and how it brings your project together.</p>	Revision
	Business	Details and support will be found on the Business studies website http://www.hinchingsbrookeschool.co.uk/businessstudies/businessstudie.htm	Revision
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	Drama	Individual tasks set on Doodle	Reinforcement
	DT - RM	<p>'Cheat sheets' for a design question</p> <p>Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam.</p> <p>DON'T FORGET: The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are!</p> <p>Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas.</p> <p>Remember: you only get marks if they are DIFFERENT DESIGN IDEAS!</p> <p>Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a jar • Ways to carry things • Ways to stop things falling over/ out <p>You should have 3 pages of sketches/ pictures, one for each of the categories above. These are things that come up quite often.</p> <hr/> <p>Now produce a separate page with materials and processes available in the workshop that you could use to make them. If it helps, draw a plan of your DT room and label the tools and machines in there to help you remember what tools and processes are available.</p> <p>These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p>	Reinforcement
DT - GP	<p>'Cheat sheets' for a design question</p> <p>Produce a range of 'cheat sheets' you can use before the exam. These sheets will help you with the design question in the exam.</p> <p>DON'T FORGET: The design questions are worth 16 Marks and should be the easiest question on the paper as they tell you what the answers are!</p>	Reinforcement	

<p>Mild</p> 		<p>Your 'cheat sheets' will be based around different tasks and what they could ask for. By looking at these sheets before you go into the exam you should remember lots of different design solutions to help you produce 2 DIFFERENT ideas. Remember: you only get marks if they are DIFFERENT DESIGN IDEAS! Produce 1 page of images for each of the following things-</p> <ul style="list-style-type: none"> • Ways to hold a fragile item • Ways to carry things • Ways to display products- Point of Sales (POS) <p>You should have 3 pages of sketches/ pictures, one for each of the categories above. These are things that come up quite often. Now produce a separate page with materials and processes that you could use to make them. If it helps, separate the page into sections, for example printing processes, forming processes... These sheets could also be made using inspiration from things around you or on the internet. Remember they are not asking you to come up with a new design- just TWO DIFFERENT ONES THAT MEET THE CRITERIA!</p>	
	English	To create a mind map of one of characters from each of the Literature texts you have studied, 'Macbeth,' or 'Romeo and Juliet,'; 'Jekyll and Hyde,' or 'A Christmas Carol,' and 'An Inspector Calls.'	Revision
	Food	Eating around the eatwell plate project - Details and support at http://www.hinchingsbrookeschool.co.uk/food_textiles/foodandtextiles_home.html	Reinforcement
	French	Personalised Doodle tasks to be assigned.	Revision
	Geography	Revise for Year 10 exams or Geographical Skills work set on Doodle	Revision
	German	Personalised exam practice tasks to be assigned.	Revision
	ICT	In preparation for your exam, investigate how legislation applies to creative imedia production. (data protection, privacy, defamation, certification and classification, use of copyright material and intellectual property.) Produce a poster to highlight the key features of each item of legislation.	Research
	Maths	You have been set a past paper to complete, mark and correct. The paper can in the Homework section of doodle listed as ARD Study at home task.	Revision
	Music	Focus on Area of Study 1. Create revision cards for each element of music (<i>melody, rhythm, texture, instrumentation, genre, harmony, tonality, structure</i>) within each of the three pieces (<i>Handel, Mozart, Chopin</i>). Aim for three points on each card.	Revision
	Science	Biology – Past exam paper work on Doodle. Chemistry – Past exam paper work on Doodle. Physics – Past exam paper work on Doodle.	Revision
Spanish	Personalised task set on Active Learn and Doodle/Active Learn.	Revision	