



# Haydock High School

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Dear Parent/Carer

As you will already be aware, in order to fully prepare our students for the rigour and challenges of GCSE Examinations, we have three internal assessment points for each year group. These are designed to support students in developing their exam techniques and to capture current attainment data which informs teacher planning and future learning experiences.

I write to you again as we now approach Assessment Point 2 of Year 11, which will also operate as our first formal mock examination period and will run from Monday 25<sup>th</sup> November – Friday 6<sup>th</sup> December. Students should approach these assessments with a determination to do their best and, therefore, prepare thoroughly.

Enclosed with this letter is an 'Assessment Point Overview Sheet' which provides an outline of the content your child will be tested on during Assessment Point 2 and should indicate relevant revision topics. Students would be well advised to act upon the advice given to them by subject teachers in recent lessons and during the next two weeks do some revision towards these assessments.

I would like to take this opportunity to remind you that all students have the opportunity to attend numerous support/study sessions both before and after school. We have also timetabled two compulsory Lesson 6 periods per week for each student based on their individual Assessment Point 1 progress. Please support us in ensuring your child is fully prepared for these assessments by encouraging them to make the most of these opportunities.

As always, if you have any queries please do not hesitate to contact us.

Yours Sincerely,

Mr R Weaver

Head of Achievement – Upper School

English	<b>Assessment point focus:</b> Critical evaluation (discussion). Choice of two questions on characters, relationships and themes with context.	Assessment point revision	<ul style="list-style-type: none"> <li>Revision timetable covering all elements of course studied so far</li> </ul>
Math	<b>Assessment point focus:</b> Paper 1 (Non-Calculator) Paper 2 (Calculator) Paper 3 (Calculator)	Assessment point revision	<ul style="list-style-type: none"> <li>Separate maths watch list to be provided</li> </ul>
Science	<b>Assessment point focus:</b> Paper 1 mock	Assessment point revision	<ul style="list-style-type: none"> <li>Cell structure and transport</li> <li>Cell division</li> <li>Organisation and the digestive system</li> <li>Organising plants and animals</li> <li>Communicable diseases</li> <li>Preventing and treating diseases</li> <li>Non communicable diseases</li> <li>Photosynthesis</li> <li>Respiration</li> <li>Atomic structure</li> <li>Structures and bonding</li> <li>Chemical calculations</li> <li>Chemical changes</li> <li>Electrolysis</li> <li>Energy changes</li> <li>Conservation and dissipation of energy</li> <li>The periodic table</li> <li>Energy transfer by heating</li> <li>Energy resources</li> <li>Electrical circuits</li> <li>Energy in the home</li> </ul>
History	<b>Assessment point focus:</b> <b>Crime and punishment</b> Focus A03/A04 All question types	Assessment point revision	<ul style="list-style-type: none"> <li>Crime and punishment over time.</li> <li>Whitechapel, an environmental study.</li> </ul>
Geography	<b>Assessment point focus:</b> - FULL PAPER 1 and PAPER 3 exam	Assessment point revision	<ul style="list-style-type: none"> <li>Relevant topics related to the fortnightly assessment (See exam calendar)</li> </ul>

MFL	<p><b>Assessment Point 2 Focus:</b> Students will be completing a full mock examination paper across the 4 skills – Listening, Speaking, Reading and Writing. Students should be prepared to respond to both seen and unseen language.</p> <p><u>Listening:</u> students will listen and respond to what they hear and answer questions in both English and the Target Language.</p> <p><u>Speaking:</u> students will complete a Role-play, a Photo card and have a general conversation based on 2 full and a 3<sup>rd</sup> part themes.</p> <p><u>Reading:</u> students will read and respond to what they hear and answer questions in both English and the Target Language and complete a translation into English.</p> <p><u>Writing:</u> students will have to write in the Target Language at their required level. Foundation: describe a photo; write 40 words/90 words plus sentences translated into the Target Language. Higher: 90 words/150 words plus a paragraph translated into the Target Language.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>Students should be prepared to respond to both seen and unseen language. Focus on topic questions completed so far, role play and photo card structures, as well as grammar knowledge are essential.</li> </ul>
Computing	<p><b>Assessment point focus:</b> Paper 1 and Paper 2 past papers</p>	Assessment point revision	<ul style="list-style-type: none"> <li>All areas covered by the exams</li> </ul>

Music	<b>Assessment point focus: Unit 5 Introducing Music Performance AC1 – Practice Log and AC4 – 1 solo Performance</b>	Assessment point revision	<ul style="list-style-type: none"> <li>Keep practice log updated each week and to attend all instrumental lessons prior to the assessment and practice regularly at home in between lessons.</li> </ul>
Media	<b>Assessment point focus: Component 2A: Developing Digital Media Production Skills: Develop media production skills and techniques</b> Component 2B: Developing Digital Media Production Skills: Apply media production skills and techniques BTEC Level 1 / Level 2 Tech Award in Creative Media Production	Assessment point revision	<ul style="list-style-type: none"> <li>Record of activities undertaken.</li> <li>Evidence of the skills and techniques, e.g. annotated screen shots, narrated screen recordings, annotated drafts/prototypes.</li> <li>The practical work.</li> <li>Annotated visual log of pre-production, production and post-production processes.</li> <li>The finished practical work.</li> </ul>
Health & Social care	<b>Assessment point focus:</b> Component 3: Health and Well Being	Assessment point revision	<ul style="list-style-type: none"> <li>Physical and lifestyle factors – genetic inheritance, ill health, amount of exercise, substance use including alcohol, nicotine, illegal drugs and misuse of prescribed drugs; personal hygiene</li> <li>Social, emotional and cultural factors – social interactions and social isolation, stress, willingness to seek help or access services</li> <li>Economic factors – financial resources</li> <li>Environmental factors – levels of pollution, noise and housing</li> <li>The impact of life events relating to relationship changes and changes in life circumstances.</li> </ul>
Business Studies	<b>Assessment point focus:</b> * BTEC controlled assessment (FINAL) * Written assessment – BTEC style questions focusing on command words and numeracy skills	Assessment point revision	<p><b>1b assessment</b></p> <ul style="list-style-type: none"> <li>C3/A1 Elements of the promotional mix and their purposes</li> <li>C3/A2 Targeting and segmenting the market</li> <li>C3/A3 Factors influencing the choice of promotional methods</li> </ul>
Art	<b>Assessment point focus:</b> Independent Project final piece. Mock exam. Completion of coursework.	Assessment point revision	<ul style="list-style-type: none"> <li>Pupils will create a final composition that will be created as part of their mock exam.</li> <li>Pupils will complete, mount and annotate all course work for their GCSE portfolio. Course work is worth 60% of their final mark.</li> </ul>

Ethics	<p><b>Assessment point focus:</b>  <b>Christianity:</b>  Explaining the importance of Jesus' teachings and life events.  Beginning to make judgements by comparing the crucifixion and resurrection.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Jesus' parables and what they teach Christians.</li> <li>• Jesus' miracles – what is a miracle.</li> <li>• The resurrection and crucifixion of Jesus Christ.</li> </ul>
Hospitality & Catering	<p><b>Assessment point focus:</b>  Unit 2 Practice Assessment Brief</p>	Assessment point revision	<p>Students are completing Unit 2. They are working through a practice brief completing a number of tasks including:</p> <ul style="list-style-type: none"> <li>• Nutrients - functions and unsatisfactory intake</li> <li>• Special Diets</li> <li>• Cooking methods and their effects on nutritional value</li> <li>• Factors to consider when proposing dishes for a menu</li> <li>• How do dishes address environmental issues</li> <li>• How do dishes meet customer needs</li> <li>• Planning – producing a detailed time plan for 2 dishes and accompaniments</li> <li>• Practical – producing suitable dishes</li> </ul>
Engineering	<p><b>Assessment point focus:</b>  NEA Unit 2: Producing Engineering Products</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Non Exam Assessment 2: The purpose of this unit is for learners to use skills developed to produce an engineered product. Students will be manufacturing a desk lamp.</li> </ul>
PE	<p><b>Assessment point focus:</b>  Reducing the risk of sports injury</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Intrinsic Factors (type of activity, coaching, supervision, environmental, equipment, safety hazards)</li> <li>• Extrinsic Factors (Physical preparation, individual variables, psychological factors, posture, sports injuries)</li> <li>• Physical and Psychological benefits of warm ups and cool downs</li> <li>• Key components of warm up and cool down</li> <li>• Acute and chronic injuries</li> <li>• Types of Injuries (soft tissue, sprain, strain, overuse, tendonitis, tennis elbow, golfers elbow, shin splints, open/closed fractures, concussion, abrasions, contusions, blisters, cramp, injuries related to children)</li> <li>• Causes of Injuries</li> <li>• Treatment of injuries</li> <li>• Responding to Injuries</li> <li>• Emergency Action Plans</li> <li>• Symptoms of medical conditions (asthma, diabetes, epilepsy)</li> <li>• Responding to medical conditions (asthma, diabetes, epilepsy)</li> </ul>