

Year 11 Results

Monday 19th July 2021

Introduction

Dear Future Year 11,

We understand you have had a very challenging time this year. You will notice we have maintained high expectations of you at school, and this is because we know you are capable of overcoming this stressful time and making the most of your remaining GCSE learning. You took on the challenge of mocks and did so in an exemplary manner. You now have the opportunity to reflect, regardless of your results, on what went well and what your next steps should be,

This booklet has been designed to help you have the best possible chance of achieving positive outcomes when you leave next year. Your teachers have put together some information about what you can do to improve your grades. Remember to aim high - your expected grades are not a cap on what you are capable of - we would love to see you achieve even higher!

In the next couple of days: look over this booklet and ask your teachers if you have any questions.

Over the summer holiday: try to do some work for each subject so you come back in September prepared and ready to learn, having not forgotten what you studied this year. It is best to do revision little and often for the best chance of success. Focus on subjects or topics you are less confident with.

Finally, have a rest, enjoy your holiday and stay safe.



English



What I need to do... in one place!

Where can I find out online information about exam dates, exam questions, past papers and everything I need to do?

Whitstone English Online: <https://padlet.com/whitstoneenglish/year11>

How can I start learning and revising NOW for English Lang and English Lit?

☐ See **this page** for tasks for ALL YOUR TEXTS AND EXAMS

Even quicker than that? OK... write down THREE quotes from R&J/AIC/Poetry and mindmap them for techniques, themes, messages

What do I have to do to be successful, in a nutshell?

Study with dedication for your two English GCSEs (English Language and English Literature) by completing all classwork, all homework and **independently learning and revising every single week.**

What will help get me ready for success?

- **Revising *effectively*** – see the ‘Best Revision Methods?’ guide in this pack! Using **Seneca Online** and your Jotter book, every week, is a great way to start.
- **Talking to others** – regularly presenting your ideas and revision knowledge to family and friends is one of the best ways of retaining knowledge
- **Self-quizzing** – testing yourself on the quotes and vocab you know is another one of the best ways of retaining knowledge
- **Reading for pleasure** – it is **vital to read fiction and non-fiction as part of a personal habit.** See the ace reading list in your full course guide for tips and research. (Young people who read go on to earn more in later life – fact!)

Revision videos – join the millions of students online who view and comment on the best YouTube revision videos around. These three English YouTubers are the best!

Mr Bruff: <https://www.youtube.com/user/mrbruff/playlists>

Mr Salles: <https://www.youtube.com/user/dominicsalles>

Stacey Reay: [youtube.com/channel/UCJhuqpyhE8NzYZFkwTzi_7g](https://www.youtube.com/channel/UCJhuqpyhE8NzYZFkwTzi_7g)

BBC Bitesize English Lit: <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>

Bitesize English Lang: <https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

How can I start learning and revising NOW for English Language?

- Grab stacks of Past Papers online – Padlet:
<https://padlet.com/whitstoneenglish/year11>
- See Mr Bruff, Mr Salles, Stacey Reay on Youtube – view ‘English Language’ playlists
- Use my previous assessments and work in my school folder
- Use a CGP revision guide and workbook (ask your English teacher)
- The ultimate revision test: find ANY story book, pick a great page, and create your own question eg Language Paper 1, Q2: how has the writer used language in this extract to create tension?

How can I start learning and revising NOW for English Literature?

Poetry + Unseen poetry

- Use my **blue poetry revision booklet**. There are past questions, tasks, tips galore, and all 15 poems included!
- Unseen poetry – see my blue poetry revision booklet and practise responses
- Use my **Jotter**, create revision cards and PRACTISE PERFORMING... **Quotes. Context facts. Key vocab. Signature introduction phrases.**
- **Seneca Learning / Whitstone Padlet / Mr Bruff / Mr Salles / CGP Guide**

Romeo and Juliet

- Use my **green key scenes revision booklet**. There are past questions, tasks, tips galore, and all key scenes included!
- Use my **Jotter**, create revision cards and PRACTISE PERFORMING... **Quotes. Context facts. Key vocab. Signature introduction phrases.**
- **No Fear Shakespeare** – the whole play, explained!
<https://www.sparknotes.com/nofear/shakespeare/romeojuliet/>
- **Seneca Learning / Whitstone Padlet / Mr Bruff / Mr Salles / CGP Guide**

An Inspector Calls

- Use my **pink text and revision booklet**. There are past questions, tasks, tips galore, and the whole play included!
- **Re-read the text.** Yep. All of it! Enjoy! Annotate the top of each page with the major events.
- Use my **Jotter**, create revision cards and PRACTISE PERFORMING... **Quotes. Context facts. Key vocab. Signature introduction phrases.**
- **Seneca Learning / Whitstone Padlet / Mr Bruff / Mr Salles / CGP Guide**

A Christmas Carol / Frankenstein

We will WAIT to find out if the government requires us to teach the 19th C novel text. More on this in September.

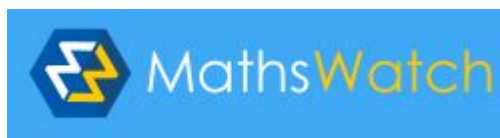
Mathematics

Your Mathematics teacher will give you a pack of worksheets which relate directly to the two examination papers you took on 5th and 6th July.

In class they will guide you through which sheets you should work on over the summer.

All of the sheets provided are from MathsWatch, for which you have your own login.

MathsWatch Login:



Student Name: Alan Smith

MathsWatch username: ASmith@whitstone

MathsWatch Password: whitstone

Here is a list of really useful websites you could look at for additional help
www.mathsrevision.net

www.subtangent.com

www.flashymaths.com (revision games)

www.cimt.plymouth.ac.uk

GCSE Answers www.gcse.com/

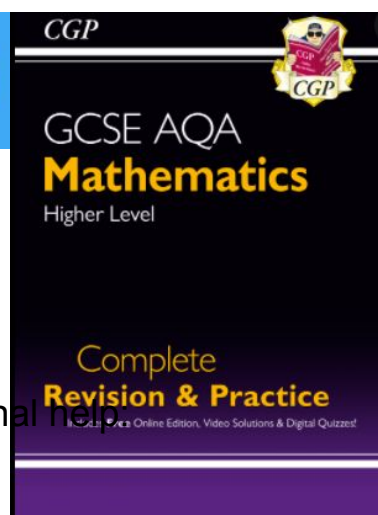
Award winning site offering useful advice to students in the form of tutorials, exam techniques and handy tips.

GCSE Guide www.gcseguide.co.uk

Straightforward site with clear diagrams and sample exam questions which are great for revision.

Gcsewise www.gcsewise.com

Detailed summary of the knowledge requirements for Maths at Key Stage 4. Good for revision purposes but you have to pay to become a member to access further material.



www.ex.ac.uk/cimt/general/mathquid.htm

Aimed more at teachers than students, but it could provide some useful links to study aspects of maths in more depth or from a different perspective.

www.mathslessons.co.uk

As with other sites designed by practising teachers, this is an excellent resource in addition to interactive tutorials and tests, there are fun games to learn without really trying.

Model answers Maths www.gcsemathspastpapers.com

Access to over 300 questions from recent past papers and therefore over 300 model answers. Each question appears as it would on an exam paper, but includes notes and arrows around it to show exactly what is going on and why. Whilst the questions are free to download, there is a charge to download the answers. www.mathsnetgcse.com

www.ex.ac.uk/cimt/general/mathquid.htm

Aimed more at teachers than students, but it could provide some useful links to study aspects of maths in more depth or from a different perspective.


Learn the below formulas for next summer:

GCSE Maths

Formulae you'll need to know

Pythagoras' theorem

In any right-angled triangle where a , b and c are the length of the sides and c is the hypotenuse:


$$a^2 + b^2 = c^2$$

Trigonometry formulae

In any right-angled triangle ABC where a , b and c are the length of the sides and c is the hypotenuse:


$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle ABC where a , b and c are the length of the sides:

sine rule:
$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

cosine rule:
$$a^2 = b^2 + c^2 - 2bc \cos A$$

Area =
$$\frac{1}{2} ab \sin C$$




Circumference and area of a circle

Where r is the radius and d is the diameter:

Circumference of a circle = $2\pi r = \pi d$

Area of a circle = πr^2

Perimeter, area, surface area and volume formulae



Where a and b are the lengths of the parallel sides and h is their perpendicular separation:

Area of a trapezium =
$$\frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section x length

Compound interest

Where P is the principal amount, r is the interest rate over a given period and n is the number of times that the interest is compounded:

$$\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$$

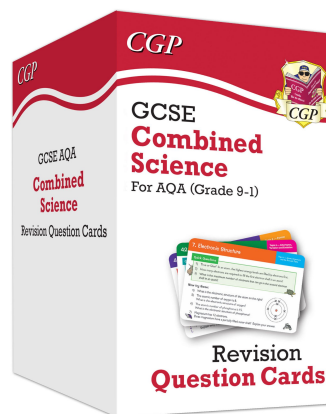
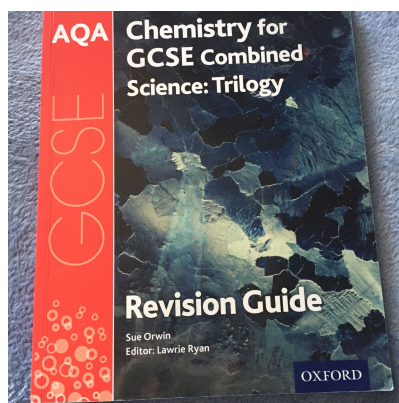
SCIENCE

Now you have your current science grade, what can you do to work smarter and improve it? The science team have put together some simple ideas for you to try over the summer to make sure you are prepared for year 11.

Get yourself a revision guide. They contain all the content you need for both your paper 1 and paper 2 exams, including the material needed for the higher papers. The information is broken down into small chunks to help you learn it more easily and contains lots of questions (with the answers!) for you to practice.

You need the AQA, combined science, trilogy books (1 biology, 1 chemistry, 1 physics).

If you like trying questions, why not buy the flashcards that also cover the content. There are cards that cover biology, chemistry, and physics. You can also make your own using the information from your revision guide!



As you have completed the paper 1 material only at the moment, focus on the following chapters for each subject:

Biology 1-9

Chemistry 1-7

Physics 1-7

Science

Use resources online to help you revise - these can be accessed by your phone, tablet or computer.

Resources the science team recommend are:

Seneca learning

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

BBC Bitesize

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

You tube - contains various videos talking through key content of the course. Just type in the area you want to look at. Great for the required practicals too!

Try practice exam papers. These are available using the link below. Using practice exam papers is the best way to test your knowledge and identify any gaps. It also shows you the format the questions will be in for your final exams in year 11. The site will give you access to all the papers available, including the 2019 paper that you sat for chemistry. The answer papers are available too so that you can see what is expected for an answer.

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Once on the site, click “science” for the subject; “GCSE” for the qualification; “combined science: trilogy” for the specification; and “all available series”.

Look out for revision sessions with your science teacher after school. They will let you know when they will start. Remember: Don't be afraid to ask for help!

French

In French you have covered over half of the content of the GCSE course already. Lots of grammatical structures have been taught and a wide range of vocabulary which will help you with your Listening and Reading exams in year 11. Next year, as you know, you will also have a speaking exam worth 25% of your overall GCSE grade and for that, and your writing exam, it is essential you know your speaking booklet answers. Therefore, as a way of refreshing your knowledge and revising I would like you to do the following over the summer.

Task 1 - Memrise - 30 mins a week

<https://app.memrise.com/course/1137583/aqa-new-gcse-french-from-2016/>

Topics to revise

Me, family and friends

Technology

Freetime

Festivals

Health

Home and region

Environment



N.B. If you have them, you can also use your revision guides for each of the above topics

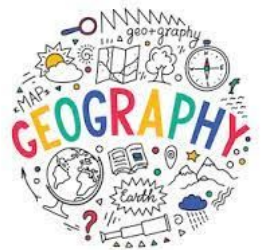
Task 2 - Speaking questions

As you have just been assessed on theme 2 questions, I would like you to now revise theme 1 questions. These include questions about yourself and family, what you did to celebrate your last birthday, whether you want to get married and have children, freetime including TV

Task 3 - revision of grammar using languages online

<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar>

Geography



In Year 11 we will be finishing topics from Paper 2 (Human Geography: Urban issues and challenges, The changing economic world and The challenge of resource management), we will be revising Paper 1 (Physical geography) and preparing for Paper 3 (Fieldwork and Issue evaluation).

Task 1. As a way to prepare for Paper 3 (Issue evaluation) you need to use the resource booklet (uploaded onto Google Classroom) to answer the questions (Google Classroom). The booklet consists of 3 parts (Figure 1, Figure 2 and Figure 3) and the questions will relate to those figures. Please make sure you read the booklet carefully, study the graphs, tables etc. as the questions can refer to any part of the booklet.

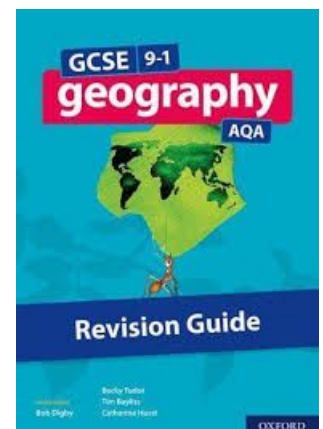
Task 2. Case studies - revision. Use the case study list (Google Classroom) to identify the case study/example which you can't remember well and create revision cards/mind maps/flashcards or any other revision materials that you think you may need.

Resources: Use your revision guides and the following websites:

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

<https://www.internetgeography.net/aqa-gcse-geography/>

https://timeforgeography.co.uk/videos_list/ (videos)



History



In Year 11 we will be continuing the work on Elizabeth I before moving on to Germany 1918-1938. You will need to ensure when you come back in September that you can recall all the work we have done on the Elizabeth unit so far.

You will find everything you need in the revision guides.

<https://www.bbc.co.uk/bitesize/topics/z29rbk7>

Task 1. You need to be able to recall:

- What was England like in 1558? (Government and society)
- What problems did Elizabeth face when she came to power?
- How did she (try to) solve these problems?
- What was the Religious Settlement of 1559? What did it say, what were its aims and how well did it succeed in meeting those aims?

You can use mind maps, flashcards, bullet points etc. to revise this. It will be tested through knowledge tests and exam questions upon your return.

Task 2. Previous units

It would be good for you to keep up your knowledge of the previous units (Medicine through Time and The American West).

Use the revision guides to make mind maps and timelines or flash cards for some of the topics found in each unit. There are also exam questions you can test yourself on.

BTEC Art & Design

Over the summer please make sure you have completed all work for **Unit 3 Natural Forms** and written an evaluation and any health and safety considerations. There are checklists, examples and resources found on **google classroom** under assignment titled **Summer Work**.

To improve your current working at grade it is important to finish all tasks and outcomes as outlined on the brief. You must make sure you are showing evidence against each of the learning aims. For example; a Level 2 Pass is achieved for learning aim B if 4 Artists are researched and presented with images, Artist biography, artwork analysis and your own experiments with annotation.

Learning aim A: Explore 2D visual language and working practices.

Learning aim B: Investigate how artists, craftspeople and designers communicate in 2D.

Learning aim C: Communicate ideas using knowledge and skills in response to a brief.

Extension Task for those who have finished Unit 3, please start researching for Unit 6 'In Search of Self' You will start this unit of work when you return in September and this will run through until December.

All work is on google classroom for you to access.

Websites and Resources

<http://www.pinterest.co.uk>

<http://www.google.com/culturalinstitute/project/art-project?hl=en>

A great website for researching different artists - includes some great videos on how to develop your projects

<https://www.tate.org.uk/art>

A great website for discovering new Artists and looking into the context of their work

<https://www.studentartguide.com/>

A fantastic website to give you further inspiration on your Art projects and how to layout your sketchbook

BTEC Performing Arts (acting)



In Year 11 we will be continuing to develop your acting skills. This will be done through several small performances and a final showcase performance. After each performance you will be expected to evaluate your progress and set attainable targets to demonstrate improvement throughout the component.

We will then be working toward C3, This is the externally assessed component in which you will have to develop a devised piece based upon a stimulus provided by the exam board.

Task One: You will need to go to Google Classroom and open the assignment **Vocal Workshop** this has a video taking you through different vocal exercises. Each week I want you to take one of these exercises and practice it three times. This should help you understand which skills you wish to develop and set as your first target.

Additional exercises: If you are able to get to some live theatre over the summer that will be amazing. We learn so much by watching performances (both good and bad) on how to do things, and sometimes not to do things on stage. There are loads of shows going on within Somerset over the summer so try to get to see something. This is an additional exercise as I am very aware all shows have a cost to them so understand if you are not able to complete this one.

BTEC Health & Social Care

Life Events Assignment

- **Introduce your individual, and introduce the topic of life events**
 - You'll need to talk about two adults who have experienced the same life event, in this case becoming a parent. This includes pregnancy, birth, and the early stages of parenting. You should all be able to use your teacher, parent or case study Amy.
- **Explain how the life event of parenthood has affected the individual's PIES, Write a paragraph for each heading.** Remember to explain how / why they are affected.
- **Explain how they have adapted - How** have they had to change their lives before, during and after the life event?
- **Explain who has supported them, and how this support has helped the individual to adapt -** Remember to distinguish between the different types of support (voluntary, formal, informal)
- **Then you can suggest what other sources of support could help the individual, and what effect this support would have on her/him.**

The work will be submitted via google classroom for the first lesson back.



BTEC Health & Social Care

Case Study

Case study 1

Parenthood, Amy's story

Amy is 26 years old. Her children Lucas and Eva are now 4 and 2 years old. This case study looks at how Amy's life was changed by the birth of her first child, Lucas.

When Amy discovered she was pregnant she was 21. The pregnancy was unplanned, and she had only been with her boyfriend James for a few months. They were both working long hours in a pub and outside of work she was drinking heavily and taking recreational drugs at parties with her friends. These were affecting her negatively as she would often feel hung over and depressed afterwards. Amy was also feeling low in herself as she did not really enjoy her job and wanted to do something more fulfilling. When she discovered she was pregnant she felt scared as she did not feel ready, but also excited as she had always wanted to have a child.

Amy decided to keep the baby, and stopped drinking and taking drugs when she realized she was pregnant. She also used to smoke, which she again gave up. Since having her children, she has started to drink again occasionally, but did not return to smoking or drug-taking. James was supportive of her decision and they moved into a flat together. He carried on going out partying sometimes without Amy, and this made her feel low as she missed her friends, however, she felt healthier and happier in herself since leading a healthier lifestyle. James' family was very supportive of the couple and helped them prepare for the birth, buying items for the baby such as a cot and pram, and also giving Amy lifts to appointments with the GP and midwife as the couple did not have a car. During her pregnancy Amy became friends with James' sister Leah, who has children of her own and was able to answer questions Amy had about parenthood. She also reassured Amy when Amy was worried about how things would turn out between herself and James with the pressure of a child to look after. Leah was able to give Amy a lot of emotional support as she understood how Amy was feeling, having gone through pregnancy herself.

Amy also continued to work in the pub until near the end of her pregnancy, however she did not feel they were supportive of her, as her manager would often ask her to work long shifts on her feet or move heavy objects around, which Amy felt was unsafe. She left her job a few weeks before the baby was born and felt angry at the way she had been treated.

During pregnancy Amy found that she felt more emotional than usual, which the GP explained was a result of the hormones her body produced. She also found that she did not see a lot of her friends, as they were still going out and she was too tired, and did not want to be around drunk people. However, she found that her relationship with her mother improved – they had not been speaking for some years, but when she was pregnant she felt she should tell her mum. Amy was surprised when her mum was really happy for her and offered to help.

When Amy discovered she was pregnant she went to the GP. She was feeling upset as she was worried she had harmed the baby, but the GP was able to talk to her about her drug use and alcohol and was able to reassure her that, because she had stopped early in the pregnancy the likelihood of harm to the baby was low. The GP passed her details on to the midwife who visited her shortly after. The midwife told Amy what she could expect during pregnancy and birth and talked through her birthing options with her. At 12 weeks Amy had her first scan in hospital, followed by another at 20 weeks. These showed that the baby was developing normally.

Amy chose to have her baby at home, and when contractions started James called the midwife. He had taken time off work so that he could be there during and after the birth. James filled the bath with hot water as Amy found it comfortable while she was in labour. He also made sure she had drinks, and made sure the flat was warm, clean and comfortable. The midwife supported Amy throughout her labour by monitoring her progress, encouraging her and by giving her a small amount of pain killers. She made sure Amy and the baby were safe, and when the baby was born she showed Amy how to feed him.

Both Amy and James said that the experience had made them feel closer to each other, they were both very happy and relieved that mother and baby were ok. In the weeks after the baby was born, James left his job and started managing a café where he did shorter hours and so was able to be at home in the evenings with Amy. He stopped going out and tried to support Amy by doing housework, shopping and other jobs so that she could rest. Amy's mum also popped in once a week and helped out. Amy was feeling isolated in her flat, as most of her friends were working during the day, however, the midwife gave her information about toddler groups in the area. Amy joined two of these, and met other new mums and dads. Some of these friendships she still has, and some of these toddlers are still friends with Lucas.

After a few months Amy felt she had got the hang of looking after Lucas – there had been a lot to learn, and sometimes she had felt stressed because she didn't know how to judge for instance, if he was eating enough or which weaning foods she should get. However, she found talking to other parents in the toddler group was very helpful and also Amy always felt she could ask Leah, who would often pop in after work.

Recently, Amy started to think about going back to work and decided that when she was able she would like to train as a child minder. She read and researched as much as she could to make sure she was prepared when she started at college last year. The course is part-time and there is a crèche at the college where Lucas and Eva play. Lucas will start school in September. Amy feels that she understands her mum better now that she has her own children, and they have a better relationship. She feels positive about the future. James has been supportive and loves being a dad, although sometimes money is very tight which means he has to work very long hours. They hope that when Amy is qualified they will be in a better position financially.

BTEC Digital Information Technology

In Year 11 we will be completing Component 2 and preparing for the Component 3 exam. To get yourself ready for this, there are a few things you need to do:

Check that you have finished Component 1.

Use the checklists and instructions on Google Classroom to check that you have completed all of the work that you need to do for both Learning Aims B (project planning and design) and C (make and evaluate your User Interface).

Make sure that you respond to any comments that appear on your work.

Practise your spreadsheet skills for Component 2.B

In preparation for actually making your dashboard, take a look back over your notes and practise using Google Sheets. You will also find links to some really helpful YouTube video tutorials on Google Classroom.

We will be starting 2.B and creating your dashboards when we return to school in September during the double lessons and covering the exam content in the single lessons.

Revise for Component 3

Use your revision guides and Know It All Ninja to go through some of the exam content. <https://www.knowitallninja.com/courses/effective-digital-working-practices/>

Music



Over the summer....

If you are already 'established' on an instrument, select two pieces and begin regular practice on these pieces in preparation for your performance in January.

Regular practice means 3 practice sessions per week of at least 15 minutes.

If you **do not** already play an instrument. Please do the following:

- Select an instrument and make sure you have access to this instrument over the summer. PLEASE SEE ME BEFORE THE HOLIDAY IF THIS IS GOING TO BE A PROBLEM.
- There are numerous beginner tutorials on YouTube. Follow these regularly (once per week) and practice at least twice for 15 minutes in between each tutorial.
- Focus on making progress! I will then help you to select your pieces early on in September.

Requirements for Unit 5 (Performance):

To perform TWO pieces to an audience on voice/an instrument.

Between September and January, there must be clear evidence of progress made.

Tips:

- **Don't select pieces that are too difficult.**
- You should select pieces that you are able to make a reasonable attempt at now, but will contain mistakes at this stage.
- You should be confident that you will be able to perform the pieces WITHOUT mistakes by Christmas.

To achieve a Distinction, you need to give a **fluent performance - no mistakes**. To achieve a Level 2 Pass, the performance may contain a few minor errors, but there should be **no 'stop-start' moments**.

BTEC Performing Arts (acting)



Task Two: Using the following links I want you to explore some of the different historical style of drama through the ages. This will really help you understand stylistic qualities in performance, which will give you more options when developing your C3 performances.

<https://www.youtube.com/watch?v=VeTeK9kvxyo&list=PLH2I6uzC4UEURvyg7tCSEW8ft7hldbvgp&index=3>

<https://www.youtube.com/watch?v=snJpYLV7bYA&list=PLH2I6uzC4UEURvyg7tCSEW8ft7hldbvgp&index=14>

<https://www.youtube.com/watch?v=FS2ndY5WJXA&list=PLH2I6uzC4UEURvyg7tCSEW8ft7hldbvgp&index=15>

https://www.youtube.com/watch?v=wxzz31ww4M4&list=PLTVWR_IUv1MuKPcs_yOrJ0gGXy0uOgdPI&index=28&t=93s

https://www.youtube.com/watch?v=sDIvfEJ59XY&list=PLTVWR_IUv1MuKPcs_yOrJ0gGXy0uOgdPI&index=31

https://www.youtube.com/watch?v=c7fqMPDcKXM&list=PLTVWR_IUv1MuKPcs_yOrJ0gGXy0uOgdPI&index=43&t=19s

BTEC Performing Arts (Dance Pathway)



Component 2 'Developing Skills and Techniques in the Performing Arts'

Physical and Interpretive Skills

'In this component, you will develop performance skills and techniques. You will have the opportunity to specialise in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.'

Learning aims

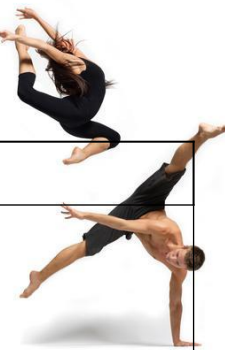
- **A** Develop skills and techniques for performance
- **B** Apply skills and techniques in rehearsal and performance
- **C** Review own development and performance.

Physical skills are linked to your technical ability as a dancer and **Expressive skills** are linked to your performance as a dancer.

TASK ONE: Below fill in the right hand column finding a **dance definition** for each skill word and provide a **dance exercise of how to improve** this skill; providing an **example** of where this skill may be used practically in class.

Interpretive skills	Definition
Accurate interpretation and reproduction of style, steps and movements	
Emphasis	
Energy	
Facial expressions	
Focus	
Musicality	
Projection	

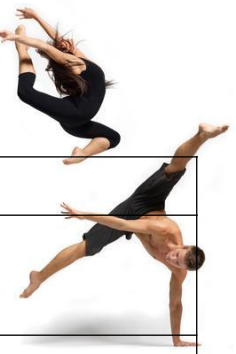
BTEC Performing Arts (Dance Pathway)



Interpretive skills	Definition
Stage Presence	
Timing	
Use of space	

Physical Skills	Definition
Actions – jump, turn, rolls, travel, gestures and stillness	
Alignment	
Application of dynamic range	
Balance	
Characterisation	
Contraction	
Control	
Coordination	
Extension	
Flexibility	

BTEC Performing Arts (Dance Pathway)



Physical Skills	Definition
Isolation	
Movement Memory	
Posture	
Reaction/interaction with others	
Reproduce movement accurately	
Spatial awareness	
Stamina	
Strength	
Use of breath	

TASK TWO:

- Think about what is your preferred style of dance, one that going to help you achieve the best possible grade and once decided let me know via E-praise so I can approve.
- Research and select a piece of professional repertoire in that style of dance that you want to learn. This repertoire needs to be at least a minimum of 2 minutes long. It also needs to be achievable in the time given for this assignment and needs to cover the majority of physical and interpretive skills you are focusing on during C2. Once you have selected your repertoire send me through the YouTube link of it so I can approve.
- Once approved – Start learning it! You need to have it ready for September for when we come back as this will be filmed as continuous evidence for this component.

Make sure you do your research and know about the piece of repertoire you are reproducing, including:

1. The key features of the dance style of the movement
2. Any stylistic features included in the section of repertoire, and actions that demonstrate these features
3. The meaning of the movement



There are 2 tasks to be done over the summer break in preparation for September. All work is on google classroom for students to access.

Task 1. Rules and regulation presentation/handout for rounders.

Please complete the rules, regulations and officials presentation/handout for rounders. Use the internet, your own knowledge and the powerpoint attached in google classroom.

Task 2. Revision for Unit 1 resit

All students will get the opportunity to resit their Unit 1 exam in Year 11. Your best result will stand, however it is important that we keep revisiting the Unit 1 content so we are prepared for the resit.

Please use the powerpoint on google classroom to revise.

*Any outstanding **Unit 3** coursework must also be completed by September