

Subject	What students have been studying	What students will be studying next	What students can do to improve their progress	Useful resources
<b>English</b>	<ul style="list-style-type: none"> <li>→ Reading Non-fiction texts</li> <li>→ Analysing language and structure in preparation for English Language Paper 2 Section A.</li> <li>→ Comparing texts.</li> <li>→ Analysing modern texts.</li> <li>→ Analysing Pre-1900 non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>→ A full text study of either <i>Frankenstein</i> by Mary Shelley or <i>The Sign of the Four</i> by Arthur Conan Doyle.</li> <li>→ This will include detailed analysis of plot, characters and the accompanying context of these pre-1900 classics.</li> </ul>	<ul style="list-style-type: none"> <li>→ Memorise key quotations from the novel to be studied to support ideas.</li> <li>→ Build up a working knowledge of plot, character and timeline.</li> <li>→ Create a glossary of effective vocabulary and techniques.</li> <li>→ Research historical context and background to the novel.</li> <li>→ Revise RAMPS and DAHFOREST to support writing..</li> </ul>	<p><u><a href="#">Grammar Monster</a></u> Students can revise the grammar skills they have learned</p> <p>Frankenstein <a href="https://www.sparknotes.com/lit/frankenstein/">https://www.sparknotes.com/lit/frankenstein/</a></p> <p>The Sign of the Four <a href="https://www.enotes.com/topics/sign-four/in-depth">https://www.enotes.com/topics/sign-four/in-depth</a></p>
<b>Maths</b>	<p><b>Number 1</b></p> <ul style="list-style-type: none"> <li>→ Place Value</li> <li>→ Negatives</li> <li>→ Decimals</li> </ul> <p><b>Number 2</b></p> <ul style="list-style-type: none"> <li>→ Fractions</li> <li>→ Decimals</li> <li>→ Percentages</li> </ul> <p><b>Number 3</b></p> <ul style="list-style-type: none"> <li>→ Factors</li> <li>→ Multiples</li> <li>→ Primes</li> <li>→ Powers</li> <li>→ Sequences</li> </ul>	<p><b>Geometry 1</b></p> <ul style="list-style-type: none"> <li>→ Lines</li> <li>→ Angles</li> <li>→ Shape</li> </ul> <p><b>Geometry 2</b></p> <ul style="list-style-type: none"> <li>→ Perimeter</li> <li>→ Area</li> <li>→ Volume</li> </ul> <p><b>Algebra 1</b></p> <ul style="list-style-type: none"> <li>→ Equations</li> <li>→ Formulae</li> <li>→ Identities</li> </ul>	<ul style="list-style-type: none"> <li>→ Use the online resources to revise key skills and boost subject knowledge</li> </ul>	<p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> Login details have been given to each student by their class teacher</p> <p><u><a href="#">Mathswatch</a></u> <b>Username:</b> Mymaths Number followed by @kelvinhall (e.g. 1234@kelvinhall) <b>Password:</b> isosceles</p> <p><u><a href="#">PiXL Maths App</a></u> School Code: KH1119 Username: surnameinitial (e.g. smitha) Password: first name</p>
<b>Science</b>	<p>Key Concepts in Biology</p> <ul style="list-style-type: none"> <li>→ Types of cells</li> <li>→ Enzymes</li> </ul> <p>Motion and Forces</p> <ul style="list-style-type: none"> <li>→ Graphs</li> <li>→ Equations of Motion</li> <li>→ Momentum</li> </ul>	<p><b>Conservation of Energy</b></p> <p><b>Cells and Control</b></p> <p><b>Key Concepts of Chemistry</b></p>	<ul style="list-style-type: none"> <li>→ Revise the topic and do the online tests on the BBC Bitesize links</li> <li>→ Review the lessons on Doddle</li> <li>→ Complete the Doddle quizzes</li> <li>→ Complete the exam questions</li> </ul>	<p>BBC Bitesize</p> <p><u><a href="#">Doddle Lessons</a></u> - enter temporary code BD89</p> <p><u><a href="#">Doddle quizzes</a></u> - enter temporary code YSZ8</p>
Subject	What students have been studying	What students will be studying next	What students can do to improve their progress	Useful resources
<b>Geography</b>	<p><b>All year 9</b></p> <p><b><u>AQA GEOGRAPHY</u></b></p> <p>Paper 1- Living with the physical environment</p> <p><b>Tectonics</b></p> <ul style="list-style-type: none"> <li>→ What is a natural hazard?</li> <li>→ Distribution of earthquakes and volcanoes</li> </ul>	<p><b>All year 9</b></p> <p><b><u>AQA GEOGRAPHY</u></b></p> <p>Paper 1- Living with the physical environment</p> <p><b>Extreme Weather</b></p> <ul style="list-style-type: none"> <li>→ Global atmospheric circulation</li> <li>→ Tropical storm formation</li> <li>→ The structure of a tropical storm</li> </ul>	<p>Revise the topic and do the online tests on the BBC Bitesize links</p> <p>Practice explaining geographical theory to other family members</p> <p>Create your own learning resources to explain what you have learnt</p>	<p><u><a href="#">BBC Bitesize - Geography</a></u></p> <p><a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a></p> <p><a href="http://www.bbc.co.uk/newsround">www.bbc.co.uk/newsround</a></p> <p><a href="https://www.s-cool.co.uk/qcse/geography">https://www.s-cool.co.uk/qcse/geography</a></p> <p><a href="https://www.doddlelearn.co.uk">https://www.doddlelearn.co.uk</a></p>

	<ul style="list-style-type: none"> <li>→ Plate margins</li> <li>→ New Zealand and Nepal examples</li> <li>→ Reducing the risk</li> </ul> <p><b>9N1 -BAS</b> Paper 1- Living with the physical environment <b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>→ Food chains and food webs</li> <li>→ Biomes</li> <li>→ Locations of biomes/ecosystems</li> <li>→ Tropical rainforest introduction</li> </ul>	<ul style="list-style-type: none"> <li>→ Typhoon Haiyan example/case study</li> <li>→ Reducing the effects of tropical storm</li> <li>→ Weather hazards in the UK</li> <li>→ The Somerset Levels floods example/case study</li> <li>→ Climate change</li> </ul> <p><b>9N1 -BAS</b> Paper 1- Living with the physical environment <b>Ecosystems</b></p> <ul style="list-style-type: none"> <li>→ Using tropical rainforests</li> <li>→ Malaysia example/case study</li> <li>→ Deforestation</li> <li>→ Managing tropical rainforests</li> <li>→ Hot deserts Introduction</li> <li>→ Thar desert example</li> </ul>	<p>Complete weekly exam homeworks provided by class teacher.</p> <p>Watch the news and keep up with current affairs on a regular basis.</p> <p>Use the Geography PiXL App to develop your knowledge.</p>	<p><a href="#">PiXL Geography App</a></p> <p>All students have been provided with a log on and should be completing activities weekly either on their mobile phone or computer. If log on information has been lost please contact Mr Ash</p>
<b>History</b>	<p><b>AQA Paper 1- Health and the people</b></p> <ul style="list-style-type: none"> <li>→ Medieval Medicine focusing on disease and what people believed caused illnesses</li> <li>→ Renaissance focussing on disease, key individuals and what they did to help medicine move on</li> <li>→ 19th Century focussing on disease and key individuals</li> </ul>	<p><b>Paper 1- Health and the people</b></p> <ul style="list-style-type: none"> <li>→ Focussing on how surgery has changed from the Middle Ages up until now</li> <li>→ Focussing on public health from the Middle Ages up until now</li> </ul>	<ul style="list-style-type: none"> <li>→ Revise the topic and do the online tests on the BBC Bitesize links</li> <li>→ Create your own learning resources to explain what you have learnt</li> <li>→ Complete weekly exam homeworks provided by class teacher.</li> <li>→ Use the History PiXL App to develop your knowledge.</li> </ul>	<p>BBC Bitesize- History</p> <p>PiXL History App</p> <p>Ben Newmark channel on youtube</p>
<b>RE</b>	<p><b>Area of study 1 Religion and Ethics through Christianity</b></p> <ul style="list-style-type: none"> <li>→ Christian Beliefs</li> <li>→ Marriage and the Family</li> <li>→ Living the Christian life</li> <li>→ Matters of Life and Death</li> </ul>	<ul style="list-style-type: none"> <li>→ Students will be studying all 4 topics throughout the year to ensure that they retain knowledge and understanding in Religion and Ethics through Christianity</li> <li>→ They will be frequently practicing exam questions to improve their confidence of the 4 topics, in order to feel ready for their exam at the end of Year 11.</li> <li>→ The first half term they will be studying and revising <i>Christian Beliefs</i> for the first paper.</li> </ul>	<ul style="list-style-type: none"> <li>→ Develop independent learning skills through revising the topics that they have highlighted as their weak areas, in detail.</li> <li>→ Complete weekly exam question or tasks set as homework by classroom teacher.</li> <li>→ Use a range of revision materials to develop knowledge of key words and religious views and key concepts and examples to use in exam practice questions. E.g. Revision clocks, flashcards, revision notes. Resources for this will be provided by their classroom teacher.</li> </ul>	<p><a href="#">BBC - Religions</a></p> <p><a href="#">MrMcMillanREvis - Youtube</a></p> <p>BBC Learn <a href="https://www.bbc.com/education/subjects/zb48q6f">https://www.bbc.com/education/subjects/zb48q6f</a></p> <p>TrueTube <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p> <p>All students have access to Beliefs in Action Book to photocopy at school and other RE textbooks as shown below:</p>

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<p><b>French</b></p>	<p><b>Qui suis-je?</b>                  → Where I live                  → Friends and Family relationships</p> <p><b>Grammar</b>                  → Indefinite &amp; definite article                  → Near future tense                  → avoir and etre + perfect tense                  → Reflexive verbs                  → Comparative                  → Superlative</p>	<p><b>Qui suis-je?</b>                  → Making plans                  → Talking about recent events</p> <p><b>Grammar</b>                  → avoir and etre + perfect tense                  → Sentence structures                  → Past tense time expressions</p>	<p>Use quizlet for key learning of vocabulary</p> <p>Complete verb conjugation and tenses using - <a href="http://www.language-gym.com">www.language-gym.com</a></p> <p>Revise listening by using news in slow french</p> <p>Watch Extra on YouTube to listen to authentic French</p> <p>Use Memrise for unit specific phrases and verb conjugation</p>	<p><a href="http://www.quizlet.com">www.quizlet.com</a></p> <p><a href="http://www.memrise.com">www.memrise.com</a></p> <p><a href="http://www.language-gym.com">www.language-gym.com</a></p> <p><a href="http://www.newsinslowfrench.com">www.newsinslowfrench.com</a></p> <p><a href="#">Youtube - Extra episode</a></p> <p><a href="http://www.agreenmouse.com">www.agreenmouse.com</a> (stories in French)</p> <p><a href="#">BBC Bitesize - French</a></p> <p>Google Classroom- All students have class code</p>
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Art	Tapestries			Websites and videos linked to The vanity of

	<b>Grayson Perry</b> AO1: Artist study and information page on tapestries	AO2: Exploring weaving techniques using square and round looms. Exploring various media; threads and fabric	Complete any outstanding work as homework Ensure purple pen is completed and peer/teacher feedback has a response	small differences: <a href="http://visualarts.britishcouncil.org/exhibitions/touring/grayson-perry-the-vanity-of-small-differences">http://visualarts.britishcouncil.org/exhibitions/touring/grayson-perry-the-vanity-of-small-differences</a>
<b>Drama</b>	Study set work from professional practitioners and enhancing performance skills.	<ul style="list-style-type: none"> <li>→ Learn and perform selections of chosen repertoire.</li> <li>→ Look at the individual creative process of each piece.</li> </ul>	<ul style="list-style-type: none"> <li>→ Revise key terminology, dynamic, levels, posture, pitch and pace.</li> </ul>	<a href="https://www.bbc.com/bitesize/subjects/zbckjxs">https://www.bbc.com/bitesize/subjects/zbckjxs</a>
<b>Music</b>	<b>Songwriting</b> <ul style="list-style-type: none"> <li>→ Chord progressions</li> <li>→ Rhythmic variations</li> <li>→ Creating riffs</li> <li>→ Instrumental techniques</li> <li>→ Exploring genres of music and applying the characteristics to your own work.</li> </ul>	<b>Sequencing skills</b> <ul style="list-style-type: none"> <li>→ Cutting audio</li> <li>→ Quantize audi</li> <li>→ Inputting Midi</li> <li>→ Beat Mapping and midi editing</li> </ul>	<b>songwriting /Sequencing skills</b> <ul style="list-style-type: none"> <li>→ Revise genres of music Improve drawing skills (spider diagram mini image doodles, storyboards, visualisation diagrams)</li> <li>→ Revise camera angles (Year 8 movie unit)</li> </ul>	Music theory <a href="https://www.musictheory.net">https://www.musictheory.net</a>  Guitar playing basics <a href="https://www.justinguitar.com">https://www.justinguitar.com</a>  Keyboard Playing basics <a href="http://www.zebrakeys.com/lessons/preparation/">http://www.zebrakeys.com/lessons/preparation/</a>
<b>Dance</b>	Development of dance skills and Techniques <ul style="list-style-type: none"> <li>→ Practical Dance Skills and Techniques</li> <li>→ SDP</li> <li>→ Exploring different dance genre</li> <li>→ And applying into own choreography</li> <li>→ Exploring different choreographers and their repertoire of work</li> </ul>	<ul style="list-style-type: none"> <li>→ Exploring the Performing Arts</li> <li>→ Researching Stimuli</li> <li>→ Discussing set repertoire of chosen choreographers</li> <li>→ Study and performance of set pieces from chosen repertoire</li> <li>→ Lesson Logs</li> <li>→ Recording of personal development and targets</li> </ul>	<ul style="list-style-type: none"> <li>→ Self, peer and teacher evaluations</li> <li>→ Produce Scrapbook, blog or study file.</li> <li>→ Look at dance techniques from different genre and practise.</li> <li>→ Practical improvements on flexibility and core strength</li> <li>→ Watch live and recorded dance performances</li> </ul>	BBC. Bitesize Dance  Mathew Bournes 'The Nutcracker' Youtube Youtube dance clips Parris Goebel 'the Royal Family' Gene Kelly 'An American in Paris'
<b>Business Enterprise &amp; Marketing</b>	<ul style="list-style-type: none"> <li>→ Sectors of industry; primary, secondary, tertiary</li> <li>→ Business ownership; sole traders, partnerships, private and public limited companies, franchising and non profit organisations</li> </ul>	<ul style="list-style-type: none"> <li>→ Methods of communication</li> <li>→ Recruitment and selection of staff including; job descriptions, person specifications, job adverts and non discrimination laws, shortlisting and interview techniques</li> <li>→ Training and development</li> </ul>	<ul style="list-style-type: none"> <li>→ Complete weekly homeworks</li> <li>→ <a href="http://www.businessed.co.uk">www.businessed.co.uk</a></li> <li>→ Go to Business Ed &gt; Activities &gt; GCSE &gt; By Topic and do the activities in the Business Basics sections.</li> </ul>	<ul style="list-style-type: none"> <li>→ <a href="http://www.businessed.co.uk">www.businessed.co.uk</a></li> <li>→ <a href="http://www.bbc.co.uk">www.bbc.co.uk</a> BBC Bitesize - Business</li> </ul>
<b>ICT (Creative Media)</b>	<b>Cambridge Nationals Imedia RO81 Pre Production skills</b> <ul style="list-style-type: none"> <li>→ Understand and create a range of mood boards</li> <li>→ Understand and create a range of</li> </ul>	<b>Cambridge Nationals Imedia RO81 Pre Production skills</b> <ul style="list-style-type: none"> <li>→ Understand and create a range of work plans</li> <li>→ Primary and Secondary research skills</li> </ul>	<ul style="list-style-type: none"> <li>→ Improve drawing skills (spider diagram mini image doodles, storyboards, visualisation diagrams)</li> <li>→ Revise camera angles (Year 8 movie unit)</li> </ul>	<ul style="list-style-type: none"> <li>→ Revise key words</li> <li>→ Develop written answer strategies using IDEAL to enable detailed written answers in relation to the pre production skills boost</li> </ul>

	<ul style="list-style-type: none"> <li>mind maps</li> <li>→ Understand and create a range of visualisation diagrams</li> <li>→ Understand and create a range of scripts</li> <li>→ Understand and create a range of storyboards</li> </ul>	<ul style="list-style-type: none"> <li>→ Legislation (copyright and Data Protection)</li> <li>→ File Formats</li> <li>→ Analyse pre productions documents</li> </ul>	<ul style="list-style-type: none"> <li>→ Revise legislation (Copyright/Data Protection) (Year 7 &amp; 8)</li> <li>→ Graphics unit (preparation)</li> <li>→ Improve confidence within Fireworks, Photoshop, Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>→ Complete further storyboards, mind maps, visualisation diagrams (increase skills and speed of completion)</li> </ul>
<b>Computer Science</b>	<p><b>AQA GCSE Computer Science (8520)</b></p> <ul style="list-style-type: none"> <li>→ Representing algorithms</li> <li>→ Searching algorithms <ul style="list-style-type: none"> <li>◆ Linear search</li> <li>◆ Binary search</li> </ul> </li> <li>→ Sorting algorithms <ul style="list-style-type: none"> <li>◆ Bubble sort</li> <li>◆ Merge sort</li> </ul> </li> <li>→ Data types <ul style="list-style-type: none"> <li>◆ Integer</li> <li>◆ Real</li> <li>◆ String</li> <li>◆ Boolean</li> </ul> </li> <li>→ Programming concepts <ul style="list-style-type: none"> <li>◆ Variables</li> <li>◆ Iteration</li> <li>◆ Selection</li> </ul> </li> <li>→ Binary <ul style="list-style-type: none"> <li>◆ Decimal to 8 bit binary</li> <li>◆ 8 bit binary to decimal</li> </ul> </li> <li>→ Hexadecimal <ul style="list-style-type: none"> <li>◆ Decimal to hexadecimal</li> <li>◆ Hexadecimal to decimal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>→ Bitmap encoding <ul style="list-style-type: none"> <li>◆ Understanding how bitmaps are constructed digitally</li> <li>◆ Calculating bitmap file sizes</li> <li>◆ Calculating colour depths from 1 bit to 24 bit</li> <li>◆ Editing bitmaps using hexadecimal/binary</li> </ul> </li> <li>→ Audio encoding <ul style="list-style-type: none"> <li>◆ Understanding how sound is digitised</li> <li>◆ Calculating audio file sizes using sample rate, sample resolution and audio length</li> </ul> </li> <li>→ Data compression <ul style="list-style-type: none"> <li>◆ Huffman encoding</li> <li>◆ Run length encoding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>→ Use categorised resources posted on Google Classroom</li> <li>→ Use Quizlet to use flash cards already created and to consolidate understanding of technical terms</li> <li>→ Where possible use the same software tools we have used in class (Small Basic, Flowgorithm) and Visual Studio (for using Visual Basic) to practice core algorithm development</li> <li>→ Use YouTube to review demonstrations and explanations of some abstract concepts such as bitmap encoding, audio encoding, binary, hexadecimal and algorithms</li> </ul>	<p>Google Classroom:  <a href="https://classroom.google.com/c/MjlyNjA3NzQzMVpa">https://classroom.google.com/c/MjlyNjA3NzQzMVpa</a></p> <p>YouTube GCSE Computer Science videos:  <a href="https://www.youtube.com/thetechtrain/videos">https://www.youtube.com/thetechtrain/videos</a></p>
<b>Sport Studies</b>	<p><u>Unit RO52: Developing Sports Skills:</u></p> <ul style="list-style-type: none"> <li>→ Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</li> <li>→ Learning Outcome 2: Be able to use skills, techniques and tactics/ strategies/ compositional ideas as a team performer in a sporting activity</li> <li>→ Learning outcome 3:Be able to officiate in a sporting activity</li> </ul> <p>Completed Rugby, football and netball practical.</p>	<p><u>Unit RO52: Developing Sports Skills:</u></p> <ul style="list-style-type: none"> <li>→ Learning outcome 4: Be able to apply practice methods to support improvement in a sporting activity.</li> <li>→ Pupils will write up their coursework for their chosen practical sport, this includes information on the following; strengths, weaknesses, action plans and measuring improvement.</li> </ul>	<ul style="list-style-type: none"> <li>→ Improve practical sports by attending sports clubs; Tuesday nights for rugby, Wednesday nights for football and Thursday nights for netball.</li> <li>→ Attend Tuesday nights after school in room 128 to complete or improve any homework .</li> </ul>	<p>Google classroom (towards the end of the half term)</p> <p>Exam board website <a href="http://www.ocr.org.uk/">http://www.ocr.org.uk/</a></p> <p>Specification:  <a href="https://www.ocr.org.uk/Images/82412-specification.pdf">https://www.ocr.org.uk/Images/82412-specification.pdf</a></p> <p>Doddle</p>

<b>Textiles</b>	Art Textiles skill building: <ul style="list-style-type: none"> <li>→ Use of equipment,</li> <li>→ Embellishment techniques</li> <li>→ Designing</li> <li>→ Simple pattern cutting</li> <li>→ Making a small product</li> </ul>	<ul style="list-style-type: none"> <li>→ Build a portfolio of techniques that can be applied to making products.</li> <li>→ Practical tasks - design and make a flower or bug wall display</li> <li>→ Research into designers and textiles artists</li> <li>→ Sketching, Annotation and Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>→ Practise drawing everyday objects</li> <li>→ Research a range of designers and textile artists</li> <li>→ Gather interesting images to help with design</li> <li>→ Complete homework tasks</li> <li>→ Keep sketchbook skills up to date and annotating new skills learnt for future reference</li> </ul>	<ul style="list-style-type: none"> <li>→ BBC Bitesize- Art and Design</li> <li>→ Youtube -making techniques</li> <li>→ Pinterest for gathering relevant and interesting images</li> <li>→ Edexcel Art &amp; Design Specification (Fashion &amp; Textiles)</li> </ul>
<b>Child Care</b>	<u><b>Unit 1: an introduction to working with children</b></u> <ul style="list-style-type: none"> <li>❖ Types of settings and local provisions</li> <li>❖ Completion D1 table of provisions and completion of C1 Factfile</li> </ul>	<u><b>Unit 1: an introduction to working with children</b></u> <ul style="list-style-type: none"> <li>• Pupils will use previous knowledge to write a letter to inform a child care placement worker of the local settings and provisions.</li> </ul>	<ul style="list-style-type: none"> <li>→ Unit 1 work can be improved using the feedback from Miss Griffiths</li> <li>→ Google Classroom</li> <li>→ Help sheets</li> <li>→ Tuesday night in room 128 with M Griffiths to improve coursework.</li> </ul>	Specification: <u>CACHE for Child Care Specification</u>  Google classroom
<b>Hospitality and Catering</b>	<u><b>Unit 2 Coursework Practical Skills:</b></u> <ul style="list-style-type: none"> <li>→ Knife skills</li> <li>→ Pastry making</li> <li>→ Shortcrust pastry; jam tarts, quiche, lemon meringue pie</li> <li>→ Flaky pastry; apple turnovers, croissants, savoury pastries</li> <li>→ Choux pastry; profiteroles</li> </ul>	<ul style="list-style-type: none"> <li>→ Bread making; rolls, ciabatta, naan, pizza</li> <li>→ Theory; nutrients, special diets</li> </ul>	<ul style="list-style-type: none"> <li>→ Watch topical food making TV shows such as Great British Bake Off or Masterchef</li> <li>→ Complete homework tasks</li> <li>→ Help cook meals at home</li> <li>→ Gather images of well presented food to create a range of mood boards e.g. main meal garnishes and decoration of desserts</li> </ul>	<a href="https://www.edugas.co.uk/qualifications/hospitality-and-catering/">https://www.edugas.co.uk/qualifications/hospitality-and-catering/</a>  Youtube videos on any practical skills including presentation of food
<b>Health and Social Care</b>	<ul style="list-style-type: none"> <li>→ Communicating and working with individuals in health, social care and early years settings</li> <li>→ LO1- Understand how to communicate effectively, this is the first piece of coursework and is worth 19 marks in two parts.</li> </ul>	<ul style="list-style-type: none"> <li>→ Communicating and working with individuals in health, social care and early years settings</li> <li>→ LO2- 'Understand the personal qualities that contribute to effective care', this next piece of coursework is worth 16 marks.</li> </ul>	<ul style="list-style-type: none"> <li>→ Improve coursework using the feedback from staff.</li> <li>→ Attend Tuesday nights after school in room 128 to complete or improve any coursework.</li> </ul>	Exam board website <a href="http://www.ocr.org.uk/">http://www.ocr.org.uk/</a>  Specification: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811-j821/">https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811-j821/</a>