

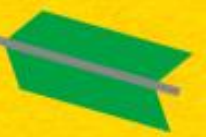
WWW.HUISHAC.CO
huish
30

**FUTURE
SUCCESS**

3 HOURS

12 HOURS

15 HOURS



**TUTORIAL
& EnRICH**



**INDEPENDENT
STUDY**



LESSONS

HUISH 30 GUIDE

BRIDGING THE GAP BETWEEN
SCHOOL, COLLEGE & BEYOND

LEVEL 3

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Introduction

WHAT IS HUISH 30?

Huish 30 is the term used to describe a student's study programme to ensure their future success. Most students have 15 hours in lessons, 3 hours in tutorial/EnRICH and 12 hours allocated to independent study. Studying post-GCSE requires a greater emphasis on independent learning, which helps build self-regulating habits for the future. From the beginning of their learning programme, students will be set a variety of tasks across their subjects to ensure they are adequately prepared for their final assessments.



Tutorial & EnRICH

All students will have a compulsory tutorial. During this time, they will receive key messages, support from their progress tutor & a pastoral curriculum. Read more about this on the Tutorial page.

EnRICH is used to describe extra-curricular activities. We offer a huge range of activities throughout the year (e.g. sports, theatre, music & debating) as well as on college EnRICH days.

Independent study

This describes educational activity undertaken by a student during non-contact hours. Typically, students will be required to complete 4 hours per subject each week. We recommend that students treat college like a full-time job and use the periods they are not in lessons for independent study.

Lessons

This is contact time with a teacher. There is a strong correlation between attendance and achievement. For this reason, attendance to lessons is compulsory. We recommend students book appointments outside of usual lesson time. If a student is absent for any reason, it is their responsibility to contact their teacher for work to catch up during their independent study time.

HOW TO USE THIS GUIDE

Due to the variety of courses on offer at Richard Huish College, we are unable provide 'one-size fits all' approach to Huish 30. For this reason, each subject team has produced a specialised guide to help students and parents/carers. Use the contents page to find the relevant subjects. In each section you will find details on the exam board, Huish 30 (independent study) expectations, resources supplied, recommendations of further resources to support student progress & ideas on how parents/carers can support students.

STARTING COLLEGE: HUISH HEADSTART

Expectations regarding independent learning are set at the beginning of the Huish learning journey. Huish Headstart is designed to support students to prepare for their study programme. It is important that students feel confident that they have chosen the right subjects. Students will be required to read the information within the Huish Headstart booklet, complete the relevant activities for their subject(s) and bring the completed tasks to their first lesson for each subject.

COLLEGE WIDE

A student's lessons & tutorials will be based on the times in the college timetable (below). We recommend students to complete independent study during periods of time where they do not have lessons using a college study space such as the Learning Centre or the Bridge. The timetable below can be used to plan the integration of lessons, tutorials & independent study to ensure a student is reaching their 30 hours.

Students will be set their independent learning on Microsoft Teams which will allow them to manage their deadlines effectively.

Timings*	Monday	Tuesday	Wednesday	Thursday	Friday
09.00-10.55	1	6	3	4	5
10.55-11.10	Break				
11.10-12.40	2	5	1	2	4
12.40-13.35	LUNCH				
	Briefing Slot 13:15				
13.35-15.05	6	3	2 Lesson finishes 15.30	1	3 Lesson finishes 15.05
15.05-15.10	Transition	Transition		Transition	
15.10-16.40	5	4	Meeting slot 15.40-16.40	6	Team or meeting time 15.20 -16.20

ADVICE FROM THE STUDENT EXECUTIVE

The Student Executive team help to shape the college by sharing student perspectives of life at Huish. They meet regularly to discuss ways to improve the college and share students' point of view. To find out more about the Student Executive, follow this link: [Huish Student Executive](#)

The Student Executive provided the following 5 tips in response to the question: 'What advice would you give a new college student regarding Huish 30?'

1. Get into a habit of doing assignments early Ideally, as soon as possible after the work is set – The information is likely to be fresh in your mind which makes it easier.	2. Utilise the 4-hours per subject revision Sometimes the set homework will not take the full 4 hours. Set yourself additional tasks such as making summary notes, exam questions and looking over previous topics.
3. Test yourself Low stakes testing like flashcards can be a good way of focussing your independent study time onto areas that need it.	4. Little & often It is beneficial to separate your independent study periods into smaller chunks based on subjects & tasks rather than cramming for hours on end.
5. Recommended Apps • Seneca – Learning & testing • Anki – Flashcards • Flora/Forest – Motivation/Time management • Adapt – Time management • Gizmo – Flashcards & testing • YouTube – Topic videos to reinforce learning • Physics & Maths Tutor – For past papers covering many topic areas (not just Physics & Maths)	

EFFECTIVE STUDY TECHNIQUES

Many of the subject guides recommend a quality over quantity approach to independent learning. Some students find that whilst studying independently, they are not entirely confident in their technique.

Tutor2U have reviewed the latest research on student organisation and learning to produce a practical, free, online step-by-step guide to making independent learning more effective. The course is self-paced and covers a variety of topics including: An effective revision environment, the revision mindset, revision myths, planning revision and what 'good' revision looks like. This course has been designed to apply to all students revising for assessments and exams.

For more information or to enrol, visit: [Skills Booster | tutor2u](#)

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ADDITIONAL SUPPORT: ACADEMIC

All students are encouraged to develop independent study skills whilst at Huish. However, sometimes, students need some additional support to help them achieve their goals. If a student is struggling across their subjects, our learning support team can arrange group or 1:1 study support outside of lesson. A student can discuss a referral for learning support with their progress tutor or email learningsupport@richuish.ac.uk.

In addition to this, all subject teams run academic tutorial sessions on a weekly basis. These sessions are designed to provide students with subject specialist support. The 30-minute sessions are used differently depending on the department's students' needs and priorities. As an example, they may consist of exam question reviews, extension work, catching up on Huish 30 work and 1 to 1 progress discussions.

ADDITIONAL SUPPORT: WELLBEING

If a student young person requires additional wellbeing support to help them prepare for exams, they can self-refer by emailing: wellbeing@richuish.ac.uk or having a chat with a trusted member of staff. There is also a parent/carer health and wellbeing Padlet page for more information: [Parent/Carer Padlet](#)

COMMUNICATION

This guide has been designed to supplement the existing support that is on offer to your young person. If you have any queries or require additional guidance, please do not hesitate to contact your young person's teacher or progress tutor.

The next page of this booklet contains the contact information for each progress tutor.

Contacts: Progress Tutor Team

Name	Email Address
Abi Brickell	abigailbr@richuish.ac.uk
Abi Kershaw	abigailk@richuish.ac.uk
Adam Turner	adamt@richuish.ac.uk
Alison Court	alisonc@richuish.ac.uk
Becky Flower	beckyf@richuish.ac.uk
Claire Bowey	claireb@richuish.ac.uk
Claire Hill	claireh@richuish.ac.uk
Dave Parvin	davidp@richuish.ac.uk
Ellen O'Sullivan	ellenos@richuish.ac.uk
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Julia Timmins	juliat@richuish.ac.uk
Justin Knox	justink@richuish.ac.uk
Kim Pritchard	kimp@richuish.ac.uk
Laura Daniels	laurad@richuish.ac.uk
Liz Robertson	lizr@richuish.ac.uk
Lisa Semple	lisase@richuish.ac.uk
Victoria Hyland	victoriah@richuish.ac.uk

Huish 30 expectations:

Tutorials are split between delivery of our pastoral curriculum (approx. 30 minutes) and an opportunity for students to develop their independent study skills and work on their Huish 30 (approx. 60 minutes). Topics delivered relate to one of four areas – Health and Wellbeing, Study Skills, Progression and Monitoring and Reflection. Whilst students are studying, tutors will use the opportunity to have focused 1:1 conversations with their tutees.

Topics covered:

- Getting organised and managing time
 - Where and when to study – how to use their time between lessons
 - Study and revision planners
 - Using physical folders and notebooks
 - Using Office 365 – emails, folders
- Studying
 - Understanding their own study habits – What helps them learn and what distracts them
 - Procrastination and prioritisation
 - Study skills and revision methods e.g.,
 - Spaced practice / distributed practice
 - Testing yourself / teaching others
 - Cornell notes
 - Flashcards
 - Blurting / mind maps
 - Folding Frenzy (using dual coding to revise a topic)
 - Power Hour (focused on exam questions and checking answers)
 - Study Apps

Resources supplied:

- Study planners
- Prioritisation worksheet
- Revision timetable

Recommendations: Resources to support student progress:

Use of the Careers and Wellbeing Padlet via the Hub for support with progression and wellbeing.

How parent/carer can help:

- Encourage your young person to plan what work they will bring with them to complete in tutorial
- Encourage and support good routines related to sleep, eating, and exercise, and check they have helpful coping strategies to manage how they might feel
- Check in with your young person about their study and revision plans and when deadlines/ assignments/exams are
- Remind and reassure them that nerves and anxiety around deadlines and exams are normal

Qualification/Subject: BTEC Applied Science Extended certificate	Exam Board: Pearson
Huish 30 expectations: • Extended certificate: 4 hours per week on average. • This will involve a range of different tasks and activities depending on whether the current unit being taught is assessed via exam or via coursework. • For examined units Huish 30 will take the form of content summaries (mind maps/summary sheets etc.), topic-based worksheets, exam question practice and revision. For coursework assessed units, Huish 30 will primarily involve the writing of coursework, however, will also include research tasks and smaller write ups of practical work where appropriate. • Huish 30 work will be set on Microsoft teams weekly and submissions will be either digital or physical depending on the work set. • Huish 30 work will be monitored throughout the year with clear deadlines, especially surrounding coursework submissions and students will need to take ownership of the completion of their work within the timescales given.	
Resources supplied: Students have access to the PowerPoints used for all of their lessons available on Microsoft Teams alongside digital copies of the textbooks and revision guides used also available through Teams. Students also have access to digital copies of past papers for examined units. For coursework units students are supplied with assignment briefs that are used as a guide for the completion of their coursework submission	
Recommendations: Resources to support student progress: Students are not expected to buy their own textbooks; however, some students may choose to do so to have access to a physical copy. Students can purchase both new and second-hand copies online from a variety of online stores including Amazon and eBay. As a lot of the content in the textbook is not relevant due to being aimed at students on the diploma course instead I would not encourage buying a paper copy. The textbook available is: BTEC National Applied Science Student Handbook 1. Students can also purchase a revision guide if they would prefer a physical copy. Again this available through a variety of online retailers with some also being available through the Huish online shop. This will cover the examined units 1 and 3 but also has content relevant to 2 examined units not completed as part of the extended certificate (units 5 and 7). The guide available is: Revise BTEC National Applied Science Revision Guide.	
How parent/carer can help: Encourage them to ask us for help if they are struggling and help them stay on top of their coursework deadlines would be the most important 2 things, other than that they will need to have frequent access to Microsoft teams and email and set up notifications so that they are informed about what is going on. Some students may appreciate help with testing them in the run up to exams.	

Qualification/Subject: BTEC Applied Science Extended diploma	Exam Board: Pearson
Huish 30 expectations: • Extended diploma: 12 hours per week on average. • This will involve a range of different tasks and activities depending on whether the current unit being taught is assessed via exam or via coursework. • For examined units Huish 30 will take the form of content summaries (mind maps/summary sheets etc.), topic-based worksheets, exam question practice and revision. For coursework assessed units, Huish 30 will primarily involve the writing of coursework, however, will also include research tasks and smaller write ups of practical work where appropriate. • Huish 30 work will be set on Microsoft teams weekly and submissions will be either digital or physical depending on the work set. • Huish 30 work will be monitored throughout the year with clear deadlines, especially surrounding coursework submissions and students will need to take ownership of the completion of their work within the timescales given.	
Resources supplied: • Students have access to the PowerPoints used for all of their lessons available on Microsoft Teams alongside digital copies of the textbooks and revision guides used also available through Teams. Students also have access to digital copies of past papers for examined units. • For coursework units students are supplied with assignment briefs that are used as a guide for the completion of their coursework submission • Some units also have booklets containing a range of notes on the unit content and sometimes incorporating aspects of coursework tasks. •	
Recommendations: Resources to support student progress: Students are not expected to buy their own textbooks; however, some students may choose to do so to have access to a physical copy. Students can purchase both new and second-hand copies online from a variety of online stores including Amazon and eBay. These will not cover all of the units we complete and also have some units in that we don't do as part of the qualification. The 2 available textbooks are: BTEC National Applied Science Student Handbook 1, and BTEC National Applied Science Student Handbook 2. We do request that all students buy a copy of the Applied Science revision guide – These are sold through our college online shop for around £12 and cover the contents in the examined units – 1,3,5 and 7. There will also be an optional Applied science revision workbook that has some practice papers for each of the examined units available to purchase on the college online shop. Students in receipt of the college bursary will be able to access both using bursary money.	
How parent/carer can help: Encourage them to ask us for help if they are struggling and help them stay on top of their coursework deadlines would be the most important 2 things, other than that they will need to have frequent access to Microsoft teams and email and set up notifications so that they are informed about what is going on. Some students may appreciate help with testing them in the run up to exams.	

Apprenticeships – Accountancy

Qualification/Subject: Diploma in accounting (AAT level 3)
Exam Board: Association of Accounting Technicians (AAT)
Huish 30 expectations: Learners are expected to study 4 – 6 hours per week in addition to college attendance
Resources supplied: Study Text; Exam Kit, Pocket notes; Supplementary practice questions; assessment preparation test, mock practice assessments; Two AAT online mock assessments
Recommendations: Resources to support student progress: • Publisher has extra resources online available from the inside cover of your study text. • AAT has extra resources using your log in and going to the lifelong learning portal

Qualification/Subject: Diploma in professional accounting (AAT level 4)
Exam Board: Association of Accounting Technicians (AAT)
Huish 30 expectations: Learners are expected to study 8 – 10 hours per week in addition to college attendance
Resources supplied: Study Text; Exam Kit, Pocket notes; Supplementary practice questions; assessment preparation test, mock practice assessments; Two AAT online mock assessments
Recommendations: Resources to support student progress: • Publisher has extra resources online available from the inside cover of your study text. • AAT has extra resources using your log in and going to the lifelong learning portal

Apprenticeships - Education

Qualification/Subject: Education Apprenticeships (Early Years and Teaching Assistant)	Exam Board: NCFE
Huish 30 expectations: Apprentices spend 30 hours a week in training on a fortnightly rotation. This involves 30 hours at work one week and then 24 hours at work plus 6 hours at college on the alternate week. Training in the workplace is directed by their Line Manager and/or Workplace Mentor with support from their College Assessor. Training in college is in the form of a lesson plus time to complete assessment tasks and prepare for collecting evidence in the workplace. Assessment tasks take a variety of forms to assess their on-going learning and the Apprentice's progress against the standards they must achieve. They may be asked to complete written tasks, verbal assessments, collect evidence of working with children in the workplace and will be observed in the workplace at least every 12 weeks. The majority of independent study will take place during the college day once a fortnight and during working hours. These tasks may involve creating revision tools to prepare for their End Point Assessment or research/reading to better understand a topic. Support with creating revision tools is provided and suggested websites and books are provided by College Assessors each lesson.	
Resources supplied: • Microsoft Teams • Links to relevant research and YouTube • Examples of revision tools	
Recommendations: Resources to support student progress: There is no requirement to purchase a textbook but we suggest Apprentices read the following documents to prepare for working in education: • Keeping Children in Safe in Education (gov.uk) • Workplace policy and procedures available on employer's websites • SEND Code of Practice (gov.uk) • The appropriate curriculum for the age group they are working with: • Early Years Educator – Early Years Foundation Stage • Teaching Assistant – National Curriculum On our Microsoft Teams site we have a range of resources (including lesson resources to recap topics) so as to support Apprentices to study independently.	
How parent/carer can help: We recommend Apprentices download the Microsoft Team app so resources are accessible. We recommend Apprentices attend all college days and regularly reflect on their progress and learning (with support from their Workplace Mentor and College Assessor).	

Qualification/Subject: A Level Biology	Exam Board: OCR
Huish 30 expectations: Each week students will be set 4-5 hours of independent work on Microsoft Teams by their Biology teacher. It is the student's responsibility to check what has been set and to complete this by the deadline to the best of their ability. Completion of this work will be monitored by their teacher. The tasks will vary each week, but are likely to include activities such as: completion of specific past paper questions, making and using revision resources, completing activities or answering questions using their text book, completing sections of Seneca, completing activities relating to their practical work, revising for topic tests.	
Resources supplied: • Loan of an OCR specific Biology A level text book each year. • A lab book to keep a record of all their practical work. • Module booklets which the student will complete to support their study of the course. • Copies of past paper questions and ongoing topic tests.	
Recommendations: Resources to support student progress: • Students should come to lessons prepared with a file, paper, pens and pencil, ruler and a scientific calculator. • Past paper and revision OCR A-level Biology (A) Revision - Physics & Maths Tutor (physicsandmathstutor.com) • If they wish they can purchase additional discounted resources from the Huish helpdesk, such as: Flashcards for OCR A Level Biology, or additional books such as the CGP Exam Practise Workbook, The Complete Revision and Practise book and the Essential Maths Skills for A level Biology.	
How parent/carers can help: • Help them develop a routine/system to complete the 4-5 hours a week of their independent study (Huish 30) – where and when do they work most effectively? How can they avoid distractions and make the most of this time? • Knowledge testing at home to help with retrieval practice. Encourage them to teach you - explaining knowledge to someone else is the most effective way to learn. • Get in touch with their Biology teacher if you are concerned – we can help to reassure you and your son / daughter and we are there to help keep them on track.	

Qualification/Subject: A Level Business	Exam Board: AQA
Huish 30 expectations: Students will have 4 hours of independent study per week set on teams as assignments • Huish30 will be set on the same day of the week and there will be a set hand in date, when work will be checked/assessed by the teacher • There will be a variety of activities set e.g. independent research, essay planning and writing, videos, quizzes, Seneca, revision activities, pre-reading (flipped learning), knowledge check questions, completion of past exam questions, calculations • There will be some elements of self-directed activities and students will be expected to show evidence of this	
Resources supplied: • Microsoft Teams - various PowerPoint and resources uploaded • Business A Level Textbook • Business Numeracy activity books • Model and formula sheets • Student workbooks • Links to websites and video resources • Revision checklists and resources	
Recommendations: Resources to support student progress: • Adequate resources are supplied on teams e.g. PowerPoint, exam questions, links to websites, resources to support students to build knowledge and understanding. Business A Level AQA Text book can be loaned from the learning centre (or purchased if preferred). • Other resources such as textbooks - Essential Maths Skills for AS/A Level Business and Aiming for an A in business can be loaned from the learning centre (or purchase if preferred). • Revision packs are supplied in class, model cards and Blue Numeracy books can be purchased from the IT Helpdesk. • CGP AQA Revision Guide	
Helpful websites for Huish30: • www.tutor2U.net • www.takingthebiz.com • Teaching and Learning Resources Two Teachers Business United Kingdom	
How parent/carers can help: • Support according to the needs of your young person. • Support and guide your young person to manage time effectively e.g. achieving a balance between academic work, leisure time, paid work, personal commitments and balancing time between different subjects	

Business (Vocational)

Qualification/Subject: Vocational Business - Extended Certificate	Exam Board: Pearson
Huish 30 expectations: • This course is assessed through a combination of assignment-based units and exams. It is expected students complete 4 hours of independent study per week. • For assignment-based units, there are multiple assignment submission dates across the year that will be internally moderated and then externally by the exam board. • For exam-based units there will be a variety of huish 30 activities set e.g. independent research, videos, quizzes, revision activities, knowledge check questions, completion of past exam questions, calculations.	
Resources supplied: • Microsoft Teams - various PowerPoint and resources uploaded • Text book 1 & 2 Pearson BTEC National Business (held in classrooms and on teams) • Business Calculation Practice book • Model and formula sheets • Links to websites and video resources • Revision checklists and resources • Exam scripts (samples) • All submission deadlines will be entered into each student's outlook calendar	
Recommendations: Resources to support student progress: • Adequate resources are supplied on teams e.g. PowerPoint, exam questions, links to websites, resources to support students to build knowledge and understanding. • Pearson BTEC National Business textbooks can be loaned from the learning centre as well as being available in the classrooms and on teams. • Unit revision packs are supplied in class.	
Helpful websites for Huish30: • WWW.tutor2U.net/business • WWW.twoteachers.co.uk	
How parent/carer can help: • Ensure your young person is completing the Huish 30 business independent work and attending all lessons. • Support and guide your young person to manage time effectively e.g. achieving a balance between academic work, leisure time, paid work and other personal commitments. • Support according to the needs of your young person. • Communication is important: encourage your young person to monitor and respond to college communication, emails and teams.	

Business (Vocational)

Qualification/Subject: Vocational Business - Extended Diploma	Exam Board: Pearson
Huish 30 expectations: • This course is assessed through a combination of assignment-based units and exams. Students will complete 3 units at the same time and for each unit it is expected students complete 4 hours of independent study per week for each unit (12 hours in total) • For assignment-based units, there are multiple assignment submission dates across the year that will be internally moderated and then externally by the exam board. • For exam-based units there will be a variety of Huish 30 activities set e.g. independent research, videos, quizzes, revision activities, knowledge check questions, completion of past exam questions, calculations.	
Resources supplied: • Microsoft Teams - various PowerPoint and resources uploaded • Textbook 1 & 2 Pearson BTEC National Business (held in classrooms and on teams) • Business Calculation Practice book • Model and formula sheets • Links to websites and video resources • Revision checklists and resources • Exam scripts (samples) • All submission deadlines will be entered into each student's outlook calendar	
Recommendations: Resources to support student progress: • Adequate resources are supplied on teams e.g. PowerPoint, exam questions, links to websites, resources to support students to build knowledge and understanding • Pearson BTEC National Business textbooks can be loaned from the learning centre as well as being available in the classrooms and on teams. • Unit revision packs supplied in class	
Helpful websites for Huish30: • WWW.tutor2U.net/business • WWW.twoteachers.co.uk	
How parent/carer can help: • Ensure your young person is completing the Huish 30 business independent work and attending all lessons. • Support and guide your young person to manage time effectively e.g. achieving a balance between academic work, leisure time, paid work and other personal commitments. • Support according to the needs of your young person. • Communication is important: encourage your young person to monitor and respond to college communication, emails and teams.	

Classical Civilisation

Qualification/Subject: A Level Classical Civilisation	Exam Board: OCR
Huish 30 expectations: • The college requirement of 4 hours a week. • This will include set work including booklet work, reading, essays and research. • However, it should also include things that are not always set but that students should be completing as often as possible. These types of activities include: revision material making, revision, additional essay practice, reading around the subject (this can be reading watching YouTube videos, podcasts etc.)	
Resources supplied: We provide all booklets that contain all the resources necessary and have a well-stocked library full of textbooks and books for further reading. Anything a student needs to do well in this subject is provided for.	
Recommendations: Resources to support student progress: ALL students need to have the basic stationary and for Classical Civilisation we recommend multiple highlighters, pencils and rulers, as we do study art (although don't worry it's not drawing!) If students would like to buy additional materials than buying copies of The Iliad and The Aeneid (Penguin Classics editions; the Iliad translated by E. V. Rieu and the Aeneid by David West) are good introductions and help with pre-reading before we start this topic. There are OCR approved textbooks that can be bought to support studying. You would need World of the Hero component 11, components 23 & 24 and components 31 & 34. These are expensive and are NOT necessary but can be useful for students who need extra support. Any reading of any myth related books is good and books like Percy Jackson, books by Stephen Fry, Pat Barker, Natalie Haynes and Jennifer Saint are great introductions through fiction to the ancient world. Again, these are just recommendations and if students want to try these books and not buy them, we do have them in the library. Podcasts on Spotify, YouTube clips from Khan academy and Edith Hall are also great places to start looking at the ancient world!	
How parent/carer can help: This is a subject for bookworms, so any encouragement for further reading is always helpful. Any trips to local sites of ancient history including free museums (including the Museum of Somerset in Taunton for example) is always good. Being interested in the weird and wonderful world of Ancient Greece and Rome can help students feel supported. Being quizmasters for quizzes and flashcards, and providing a quiet, relaxed space for work will also help students who choose to study Classical Civilisation at A-level. To support your student in A-level Classical Civilisation, we encourage them to download the Microsoft Teams app to keep track of tasks and deadlines. Remind them to check the app before each lesson to stay informed about what they need to do. We also encourage students to keep an eye on their emails especially if lessons are missed Classical Civilisation is a vibrant, growing subject but at times can be quite niche and we encourage parents to talk to their young people about what we do in class, although I warn you, parents aren't allowed on our residentials, sorry!	

Qualification/Subject: A-level Chemistry	Exam Board: OCR A
Huish 30 expectations: • 4-5 hours of tasks to be completed a week • Tasks to include pre-learning, consolidation and assignment work • Support given in lessons to develop independent learning skills • Huish 30 set on Teams weekly by teachers.	
Resources supplied: • Teams / One Note access to lesson resources • CGP textbook available to buy through Huish Shop • Assignments / booklets provided in class on paper • Revisions guides / past paper packs available to buy through Huish shop • Focussed revision resources e.g. organic synthesis maps	
Recommendations & Resources to support student progress: • Past paper and revision OCR (A) A-level Chemistry Revision - PMT (physicsandmathstutor.com) • Revision videos and walk-throughs MaChemGuy - YouTube • The Flora app can help with mobile phone distractions Flora - Green Focus (appfinca.com)	
How parent/carer can help: • Chemistry can be challenging, and students gain resilience during the course. At points, students find the subject frustrating so providing positive encouragement will help them to overcome hurdles. • Get in touch with their chemistry teacher if you are concerned – we can help to reassure you and your son / daughter and we are there to help keep them on track. • Remind them that they are expected to do 4/5 hours outside of lessons a week – the activities they should be engaging with are on Teams but if you think they are struggling to do this then please get in touch as we can provide one-to-one support to help them work out what to do.	

Computer Science

Qualification/Subject: A Level Computer Science	Exam Board: AQA
Huish 30 expectations: • 1 – 2 hours note taking each week (prior to lessons, videos and/or textbook; both is best). • 2 hours creating programs or completing coding challenges. • 1 – 2 hours revising previous topics and/or completing unfinished class work.	
Resources supplied: • Online textbook available, physical copy available on request. • Exercise books for note taking.	
Recommendations & Resources to support student progress: • AQA AS/A-level Computer Science Workbooks 1 & 2 available on Amazon, or via the college online shop for better than half price (limited number): store.huish.ac.uk/products/for-students/computer-science • Memrise for terminology: app.memrise.com/community/course/1243673/aqa-a-level-computer-science-theory/ • SmartRevise: smartrevise.online/ • Physics and Maths Tutor: www.physicsandmathstutor.com/computer-science-revision/a-level-aqa/ • Isaac Computer Science: isaacomputerscience.org/login • JustALevel: www.youtube.com/@justalevel5639 • Specification: www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517/subject-content-a-level	
How parent/carer can help: • Develop a rewards system e.g. 1 hour Huish 30 = 30 mins gaming • Encourage students to follow an independent learning plan/timetable. • Regular revision covering previous topics. • Student should be reminded to check that they understand all the points from the specification, use this as a 'checklist'. • Closer to the exam, past paper practice is essential.	

Core Maths

Qualification/Subject: Core Maths	Exam Board: OCR
Huish 30 expectations: Students taking Core Maths have good GCSE knowledge - revision of some GCSE content/prior learning may be required. If classwork is not completed during a lesson, students are expected to complete it in their own time. Students are expected to use mark schemes to check their own work and make corrections. At the end of each topic there are online Section Tests which may need to be completed as part of Huish 30. Complete assignments set on Teams by the due date.	
Resources supplied: • Printed handout for each topic (15 packs). • https://integralmaths.org/ has learning activities, quizzes and Section Tests. • The handouts and all other learning materials are in the Documents area on the Core Maths SharePoint side. There you will find the lesson PowerPoints, Spreadsheets, web links, videos, exam papers, mark schemes and solutions.	
Recommendations & Resources to support student progress: OCR Textbook for Core Maths available to borrow from the Huish LC. We are studying Core Maths A (only the first two of the three parts in this textbook).	
How parent/carers can help: • Monitor completion of assignments on Teams. • Direct learner towards available resources (Core Maths SharePoint site). • Help learner to schedule time in their week to work on Core Maths revision/assignments. Encourage learner to communicate with teacher via Teams chat/email when needed: andrews@richuish.ac.uk	

Qualification/Subject: Applied Diploma in Criminology	Exam Board: WJEC
Huish 30 expectations: Four hours per week: The tasks will differ according to the unit. Assignments will all be posted in Microsoft Teams. • Units 1 & 3 – High quality grid sheets will be produced independently by students; these must be completed in the student's own words as rules on plagiarism are very strict. They will be expected to complete additional research to strengthen their subject knowledge and add detail to the grid sheets. All grid sheets must be printed to be handed in on deadline days. Good time management will be crucial. • Units 2 & 4 – Students will use their independent study time to prepare for the exams in these units. This will include preparing revision materials and engaging with regular active revision strategies as well as writing answers to exam style questions. Regular class assessments will take place to check knowledge gained from revision.	
Resources supplied: Lesson materials, assignments and additional resources will be available in the year group files in Microsoft Teams. • Additional resources include revision activities and past paper questions for the examined units and advice for structuring answers in the controlled assessments. • Criminology textbooks are available in the Learning Centre.	
Recommendations & Resources to support student progress: • I Think Therefore I Teach (youtube.com) – Short lesson videos for all units. • Criminology tutor2u – Revision materials are available to purchase from Tutor2U. • Reference Library Criminology tutor2u – Topic videos, quizzes and other free resources are also available from Tutor2U. • Level 3 Criminology (wjec.co.uk) The exam board website contains information about the course as well as past papers and mark schemes.	
How parent/carer can help: Please discuss time-management and the importance of independent study with your young person, consider how they may use their non-contact time in college to best effect. In Criminology, students sit their first assessment (worth 25% of the overall qualification) in December of the first year. For this reason, it will be imperative for students to manage their time/deadlines effectively from the beginning of the course. As all grid sheets must be typed and printed, computer access and a home printer would be helpful. Otherwise students can use our IT facilities and will need printer credits at college, these may be purchased from the IT Helpdesk or online at the College Shop - Richard Huish College Online Store. If your young person is eligible for the bursary, we will support with printing credits. For the exam units, encourage your young person to teach you the content, you could also quiz them about their knowledge. Finally, to broaden their understanding and knowledge of cases and the processes of the Criminal Justice System, there are a huge range of books, documentaries and podcasts that you could enjoy together – these will spark excellent discussion and help to maintain interest in the subject.	

Drama

Qualification/Subject: Cambridge Technical Extended Certificate Drama	Exam Board: OCR
Huish 30 expectations: For drama their HW may vary from research written task and/or rehearsals in their free periods. All of this is included under the Huish 30 umbrella for drama. This means that learners need to understand that their free periods need to be available to complete set tasks or rehearsals. • Completing set research tasks and coursework for given units • Rehearsals in free periods • Reading around the subject including visiting the theatre or watching theatre on-line. • 4-5 hours of tasks to be completed a week • Tasks to include pre-learning, consolidation and assignment work • Support given in lessons to develop independent learning skills • Huish 30 set on Teams weekly	
Resources supplied: Most resources are supplied by the college via print outs or texts from the LC. We also give learners the option to purchase a Huish Drama T shirt or Hoodie at the start of the year as they all need to wear rehearsal blacks to lessons. The branded tops are not compulsory but are offered at the start of the term for a fee. • HW tasks set will be on work sheets or articles provided to aid research • Drama online access to allow you to read plays and watch theatre • Access to the drama studios for rehearsals • Assignments / booklets provided in class on paper • Teams / One Note access to lesson resources	
Recommendations & Resources to support student progress: • OCR website which underlines units and requirements • OCR student guide Cambridge Technicals - Performing Arts - OCR • Drama Online which can be accessed via college computers only Drama Online - Home (dramaonlinelibrary.com) • Notebooks, pens, and access to the drama studio for rehearsals	
How parent/carer can help: We have a pre-release window at set times of the year with an assessment window given by the exam board. It would be helpful for you to be aware of these time period (January and May) to ensure learners are utilising their Huish 30 work. Remind them that they are expected to do 4/5 hours outside of lessons a week – the activities they should be engaging with are on Teams but if you think they are struggling to do this then please get in touch as we can provide one-to-one support to help them work out what to do. This is a subject that involves a great deal of group work, this means that an absence can have an impact of others in their group. Attendance is vital for this subject.	

Qualification/Subject: A level Economics	Exam Board: AQA
Huish 30 expectations: • Students will have 4 hours of independent study per week • Huish30 will be set on Teams (assignments) every week and is due in on the same day of the week. • Students will be expected to bring their homework to the lesson for submission. • There will be a variety of activities set e.g. essay planning and writing, Seneca, independent research, revision resources, completion of past exam questions, multiple choice questions, watching revision videos.	
Resources supplied: • Microsoft Teams (class PowerPoints available) • A Level Economics textbook (on-line and copies available from the LRC) • Student workbooks and skills booklets • Revision checklists and resources • Students will be given past paper packs for use during lessons and for independent study.	
Recommendations & Resources to support student progress: • Students have access to past papers using websites such as www.physicsandmathstutor.com or www.aqa.org.uk • Students should make use of websites such as www.tutor2u.net www.economicshelp.org https://www.youtube.com/@EconplusDal • Students can access revision checklists from Tutor2u. For example: https://www.tutor2u.net/economics/reference/aqa-a-level-economics-topic-revision-checklist • Students can access Knowledge Organisers on each part of the course from Tutor2u. For example: https://www.tutor2u.net/economics/reference/aqa-a-level-economics-year-1-microeconomics-knowledge-organiser • Students should have an awareness of the UK economy. This can be enhanced through regular reading of https://www.bbc.co.uk/news/business/economy and https://www.tutor2u.net/economics/blog • The CGP AQA Economics Revision Guide can be purchased at the beginning of year 2.	
How parents/carers can help: Please encourage your young person to take an interest in the UK economy. Students will benefit from discussing the impact of changes in interest rates / taxation / inflation etc on households. It will help students to develop their skills if they are encouraged to talk about what they have learnt, and to explain what is happening and why. Please support your young person in planning their time effectively, to ensure they complete and submit their Huish 30 on time.	

Education & Early Years

Qualification/Subject: T Level in Education and Early Years	Exam Board: NCFE
Huish 30 expectations: • Complete all tasks set for Huish30 ahead of the deadline given and arrive in college with the finished work. The work set for Huish30 will be foundation learning to be built upon in subsequent lessons, therefore it is crucial that the work is completed. • In addition to set tasks, students are expected to maintain their notes in an accessible manner, create revision materials and keep themselves up to date with current affairs in Education and Early Years provision, locally and nationally.	
Resources supplied: • Textbook • Revision workbook • Revision guide • Workbooks • Instagram page • Handouts • Lessons available on Teams • Past papers available on Teams • Resources on Teams	
Recommendations & Resources to support student progress: • Basic stationery – including highlighters The following documents will be of particular use: • Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk) • Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk) • Early years and childcare: guidance for providers - GOV.UK (www.gov.uk) • Keeping children safe in education - GOV.UK (www.gov.uk) • National curriculum in England: primary curriculum - GOV.UK (www.gov.uk) • SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)	
How parents/carers can help: • Motivation • Prompting • Testing • Communication with college if concerned • Support good daily routines. E.g. sleeping, eating, drinking water, taking regular breaks	

Qualification/Subject: A-level English & Linguistics Language	Exam Board: OCR
Huish 30 expectations: • Year 1 Term 1 directed research & small annotation exercises moving into timed writing in Term 2 • Students will be set up to 4 hours per week of independent work including (but not limited to) research and writing tasks; reading of course booklets and textbook; collaborative working with mentors	
Resources supplied: • Course booklet for each assessed section of the course • Approved textbook in LC and students requested to purchase a copy independently • Range of online resources on Moodle/Teams • Guidance on podcasts, websites and other published resources to support linguistic study	
Recommendations & Resources to support student progress: • The OCR textbook is the only 'approved' Oxford & Cambridge Board resource for this course and is ISBN 9780198352778. While we have around 10 copies in the Learning Centre and a set for use in the classroom, we encourage students to buy their own copy. • Any linguistics books written by David Crystal or Susie Dent are worth reading to get you started.	
How parents/carers can help: • Watch / discuss student doing annotation of unseen data under timed conditions • Ask about the 'Language Levels' which are used in annotation • Discuss timed writing with student and especially listen to them talk through and apply the mark schemes – they should be practiced self-markers by Easter • Ask / discuss theories and concepts from the course – students are told they only really know an idea if they can explain it to someone outside the course.	

English Literature

Qualification/Subject: A-level English Literature	Exam Board: Eduqas (WJEC)
Huish 30 expectations: We expect students to complete four hours of individual study outside of the classroom. Tasks are directed by the teacher and communicated via Microsoft Teams and sometimes with follow-up email. Activities include directed reading and pre-reading of course texts, making notes on set texts and doing focused question related tasks, regular essay writing (once every one to two weeks) and planning answers to questions. Students will also undertake background reading and research. In addition, students are expected to manage their own revision throughout the two years with guidance from their teacher.	
Resources supplied: • Students will need to purchase their own drama and poetry texts for annotation and revision (they will be provided with clean poetry texts in the exam.) • Test-focused information and analysis sheets. • Directed study question sheets and Power-Points. • Exam text-related booklets. • Coursework text guides. • Revision schedules.	
Recommendations: Resources to support student progress: There is no requirement to purchase a textbook, but students sometimes find it useful to buy their own copies of AS/A level revision and support books (we use several from time to time to be found in the Learning Centre). Huish 30 can be completed without purchasing extra texts –students need their own copy of the set texts for annotation and all the study resources are supplied.	
How parent/carer can help: To support your young person, encourage them to keep track of tasks and deadlines. Regular essays, questions and note completion are central to the Literature course and organisation is crucial for success. Discuss the work set and the texts (get your young person to explain them to you!) Help create a conducive study environment at home, free from distractions, and encourage them to use the study areas available on campus.	

Environmental Science

Qualification/Subject: A Level Environmental Science	Exam Board: AQA
Huish 30 expectations: Students have 4 hours of independent study a week, tasks are mostly directed by the teacher in lessons or communicated using e-mail or Microsoft Teams. This independent work may be specific activities such as to prepare for the next lesson, revise for a test, practise writing extended mark questions etc, but students are also expected to manage their own learning outside of the classroom too such as revision of prior content (the class teacher will be able to suggest effective activities to support with this). In Environmental Science we require students to revise each week's lesson content in preparation for a test at the beginning of the week. This takes up about an hour of the students 4 hour Huish 30. Alongside this there will be a range of Huish 30 work which involves past paper questions, independent study work, research etc.	
Resources supplied: • Moodle • Microsoft Teams • Module Booklets • Class notes for each topic • Revision schedules	
Recommendations: Resources to support student progress: There is an excellent AQA endorsed textbook which is issued to every student – this should be central to student revision. On our Moodle site we have a range of resources to support students to study independently including all the lesson PowerPoints, useful articles and videos as well as all of the past papers and mark schemes. Some students find a paper diary useful or to use the reminders and calendar on their phones.	
How parent/carers can help: • Recommend your young person download the Microsoft Team app so tasks and deadlines are accessible and ensure that they know how to find the subject Moodle site. • Ask your young person to check emails from college regularly and to have this on their phone as an App (Outlook) • Help your young person to study in a productive environment free from distractions or encourage to work at college in the study areas around the campus. Encourage your young person to treat college as a job rather than cutting up their day and 'losing time'. We find that arriving at 9 – leaving at 4.40pm and ensuring spare time is spent working more than socialising is far more productive than beginning work at 9pm in the evening. • Ensure your young person does not take on too much paid part time work – we would recommend no more than 8 hours per week as a max.	

Extended Project Qualification

Qualification/Subject: EPQ	Exam Board: AQA
Huish 30 expectations: Regular assignments set on Teams with deadlines to help manage the completion of the self-evaluation logbook, 5000-word report and creation of the presentation. Feedback comments will be given that the students need to action.	
Resources supplied: PowerPoints: Modelling and explaining report writing skills and self-evaluation skills for Logbook • Using a project timeline, bibliography, and mind maps for planning. • Modelling and explaining how to write a source evaluation to check source credibility. • Modelling and explaining how to create and deliver a presentation. Handouts: All saved on EPQ teams files including logbook and report structure guides and ex-students full project examples.	
Recommendations & Resources to support student progress: AQA EPQ textbook and student EPQ guide available on Amazon. Future Learn Bath University EPQ starter overview course: How to do an EPQ - Online Course (futurelearn.com)	
How parents/carers can help: Deadlines are set on EPQ Teams assignments for completing sections of the logbook and sections of the report, as well as the final deadline for the complete project. It would be helpful if support was given in managing these deadlines. In addition, help with proof reading and editing work would also be very useful.	

Film Studies

Qualification/Subject: A-Level Film Studies	Exam Board: Eduqas
Huish 30 expectations: The course is primarily exam based, with the exams taking place at the end of Year 2. The key aim for Huish 30 is to help develop a more academic writing style. Students could be set research tasks, exam style questions or full exam papers. In the summer term of Year 1, students will choose a practical coursework option (30% of the final grade). As each student is creating their own short film or scripting/storyboarding, some weeks will result in doing a lot of hours outside of the normal timetable. For example, filming a short film may take one-to-two days during a weekend. For the coursework elements, staff will give regular verbal feedback to students individually to make sure that progress is being maintained and what specific bespoke tasks need to be completed as part of Huish 30.	
Resources supplied: Students have access to OneDrive, so are able to work on Word/PowerPoint etc across different media devices from home. For the coursework, students also have access Adobe Creative Cloud for video editing, visual effects and sound design. Past papers will be provided which will be crucial to the final exams.	
Recommendations & Resources to support student progress: A PC/Mac/Laptop at home to utilise OneDrive is useful. For coursework, depending on the specifications of devices at home, it would be desirable (but not strictly necessary) to also run some Adobe software, for example Adobe Premier, so video editing can take place at home. We have college computers which can be used in the LC if this is not possible. Useful sites and magazines to help with general film knowledge: • An introduction to film theory: What is Film Theory — How to Study Film (And Why) (studiobinder.com) • Excellent video resources: StudioBinder - YouTube • Empire Magazine www.empireonline.com/ • BFI: Sight and Sound www.bfi.org.uk/news-opinion/sight-sound-magazine • Student Filmmakers www.studentfilmmakers.com/ It's also useful to find film related podcasts – this is a good example: No Film School Podcast https://play.acast.com/s/the-no-film-school-podcast	
How parent/carer can help: Communication is really helpful – asking what films are being studied and the sort of questions the students will be asked in the exam. Watching the same films is also a great way to engage as a parent/carer with the subject. Plus, the work students create should be celebrated – ask to look at their coursework and the short films/scripts they are making from May onwards in Year 1.	

Qualification/Subject: French AS level/A level	Exam Board: AQA*
Huish 30 expectations: - At least 4 hours per week outside classroom teaching. - This can include a mixture of reviewing weekly lessons, preparing for FLA speaking sessions, preparing for grammar learning, practising skills using Kerboodle, course booklets, writing essays, learning for vocabulary and grammar tests etc. - At the beginning of Year 1 all students will be shown how to use Teams effectively and Huish 30 tasks in the first few weeks will encourage your young person to use Teams.	
Resources supplied: - Kerboodle online – immense resource for practising Listening, reading, translation and grammar. Your young person has a personal log-in and can use this for Huish 30 at any time. - PowerPoints on Teams for students to look back over lessons and grammar points. - One to one weekly speaking sessions with a Foreign Language Assistant. - Students have course booklets covering all assessed topics and grammar. - Speaking booklet and A-level revision booklet (after Year 2 and AS mocks in February/March).	
Recommendations: Resources to support student progress: - Wordreference.com – online dictionary - Conjuguemos.com – grammar learning and practice website - Seneca learning – grammar and topic knowledge and questions - Languagsonline.com - free grammar practice - Lingolia Learn French with Lingolia grammar, vocabulary, listening and reading practice - Lawless French – A-level oriented grammar learning website - Le Nouvelobs – practise French grammar at your level - Listen to French songs on Spotify, watching French TV series and films on Netflix, Amazon Prime etc - TV5 du monde – free access to French videos, news and TV programmes from around the world.	
How parent/carer can help: - Check in with your young person by asking about their Huish 30 – develop a routine/system of accountability & praise - Ask them what they have learnt in French during the week. - Encourage your young person to practise speaking French with a fellow student. - Knowledge testing of the topics at home to help your young person with retrieval practice, it can be in English. Asking questions in English about their Individual Research Project (Year 2 only). - Support good daily routines, e.g. sleep, eating etc.	

*The A-level specification and past papers are available on the AQA website [AQA | Languages | AS and A-level | French](#)

Qualification/Subject: GCSE English Language	Exam Board: AQA
Huish 30 expectations: • 2-4 hours a week. • Activities will include: • Reading extracts • Revising language techniques • Writing fiction and non-fiction tasks • Completing past papers	
Resources supplied: • Revision booklet • Short story booklet • Past Papers on Teams	
Recommendations: Resources to support student progress: • Seneca Learning • CGP revision booklets • AQA Spotlight on GCSE Language YouTube Series	
How parent/carer can help: • Encourage wider reading: novels, short stories, newspapers, magazines. • Monitor Seneca Learning progress. • Read through past paper attempts and encourage students to develop their responses.	

Qualification/Subject: GCSE Mathematics	Exam Board: Pearson Edexcel
Huish 30 expectations: All students will be sitting the June exam series. All students will be expected to: • Complete online questions set each week, reviewing the weekly topic and past topics. This will be set on Dr Frost. It is important students know how to log in to Dr Frost as this will be used every week. • Create revision cards from the topic of the week. These need to be organised and looked after, so they can be used leading up to exams. Most students will be sitting the November exam series. In addition to the above work, these students will need to complete: • One exam paper per week online on Dr Frost	
Resources supplied: • Students will have printed exam question booklets to complete in lessons, for the weeks leading up until their exams. • All booklets and solutions are available on Teams. • All class questions and notes are available on Class Notebook which can be accessed via Teams. • Revision guides are available on request. • Online resources: we encourage the use of Dr Frost, Maths Genie, and My Maths.	
Recommendations: Resources to support student progress: • Work on identified weaknesses rather than strengths. • Revise for 20-minute blocks. • Test yourself on exam style questions. • DO NOT just read notes, watch videos on topics or read exam solutions. • Exam style questions listed by grade: www.mathsgenie.co.uk/gcse.html • Exam papers with video solutions: www.mathsgenie.co.uk/papers.html • Practise paper covering every topic once: A Bit of Everything Edexcel Foundation (corbettmaths.com)	
How parent/carer can help: • Check in with your young person by asking about their revision plan – develop a routine/system of accountability & praise. • Knowledge testing at home to help your young person with retrieval practice. • Support good daily routines, e.g. sleep, eating, etc.	

Qualification/Subject: German AS level/A level	Exam Board: AQA*
Huish 30 expectations: - At least 4 hours per week outside classroom teaching. - This can include a mixture of reviewing weekly lessons, preparing for FLA speaking sessions, preparing for grammar learning, practising skills using Kerboodle, course booklets, writing essays, learning for vocabulary and grammar tests etc. - At the beginning of Year 1 all students will be shown how to use Teams effectively and Huish 30 tasks in the first few weeks will encourage your young person to use Teams.	
Resources supplied: - Kerboodle online – immense resource for practising Listening, reading, translation and grammar. Your young person has a personal log-in and can use this for Huish 30 at any time - PowerPoints on Teams for students to look back over lessons and grammar points. - One to one weekly speaking sessions with a Foreign Language Assistant. - Students have course booklets covering all assessed topics and grammar. - Speaking booklet and A-level revision booklet (after Year 2 and AS mocks in February/March)	
Recommendations: Resources to support student progress: - Wordreference.com – online dictionary - Conjuguemos.com – grammar learning and practice website - Languagesonline.com - free grammar practice - Toms Deutschseite – detailed explanation of grammar with loads of practice. - Lingolia Learn and practise German with Lingolia Grammar, vocabulary , listening and reading - Listen to German songs on Spotify, watching German TV series and films on Netflix, Amazon Prime etc - German.net – online grammar and vocabulary practice - DW.de – provides a huge range of articles, audio and visual resources for improving German and informing the students on a wide range of topics.	
How parent/carer can help: - Check in with your young person by asking about their Huish 30 – develop a routine/system of accountability & praise - Ask them what they have learnt in German during the week. - Encourage your young person to practise speaking German with a fellow student. - Knowledge testing of the topics at home to help your young person with retrieval practice, it can be in English. Asking questions in English about their Individual Research Project (Year 2 only). - Support good daily routines, e.g. sleep, eating etc.	

* The A-level specification and past papers are available on the AQA website [AQA | Languages | AS and A-level | German](#)

Qualification/Subject: A level Geography	Exam Board: EDUQAS
Huish 30 expectations: 4 hours per week, as with all subjects. Most of this time will be teacher directed, especially at the start of the course and will include producing weekly summaries of what they have learned, exam question practice, revision, working on case studies and fieldwork write ups. As they get used to our expectations, we will encourage more ownership and individuality within the time as students will have different areas that require more focus and work.	
Resources supplied: Booklets (induction, 1 per module, 1 per fieldtrip and coursework) PowerPoints and other resources on Microsoft teams, Revision resources, past exam papers. Access to teachers outside of lessons via the chat function on Microsoft teams, lunchtime and evening revision sessions in the run up to final exams.	
Recommendations & Resources to support student progress: Nikki Geog YouTube channel Nikki Geog - YouTube We don't have a specific textbook but there are various options that we do advertise to students: • ISBN 978-1510447684. • ISBN 978-1471864056 • ISBN 978-1471864063 • ISBN 978-1471864162 • ISBN 978-1471864155 • ISBN 978-1510449213 • ISBN 978-1510472150 These are available in various places and sometimes second-hand copies are available on websites like World of Books.	
How parent/carer can help: Encourage them to ask us for help if they are struggling would be the most important thing, other than that they will need to have frequent access to Microsoft teams and email and set up notifications so that they are informed about what is going on. Some students may appreciate help with testing them in the run up to exams, and encouraging a general interest in world affairs by keeping up to date with news stories would be useful.	

Qualification/Subject: A Level Geology	Exam Board: Eduqas
Huish 30 expectations: Students have 4 hours of independent study a week, tasks are mostly directed by the teacher and communicated using Microsoft Teams, this may be specific activities such as prepare for the next lesson, revise for a test, practise writing extended 9 mark questions etc, but students are also expected to manage their own learning outside of the classroom too such as revision of prior content (the class teacher will be able to suggest effective activities to support with this). In Geology we require students to summarise each weeks lesson content in their 'blue (exercise) book' to help consolidate the learning. This takes up between 1 – 2 hours of the students 4 hour Huish 30. Alongside this there will be a range of Huish 30 work which involves past questions, independent study work, revision etc.	
Resources supplied: • Microsoft Teams • Booklets / classnotes for each topic • Revision schedules • Quizlet	
Recommendations: Resources to support student progress: • Whilst there is no Eduqas textbook we highly recommend you purchase the OCR Geology textbook available on the college shop. Link here. • On our Microsoft Teams site we have a range of resources to support students to study independently including A3 summary sheets, support booklets and revision guides and cards. • Some students find a paper diary useful or to use the reminders and calendar on their phones. • Cowbridge Geology is a you tube channel is an excellent resource – specifically for A level Geology and a film on EVERYTHING.	
How parent/carer can help: • Recommend your young person download the Microsoft Team app so tasks and deadlines are accessible, encourage students to check before every lesson what is required. Turn on Teams notifications! • Ask your young person to check emails from college regularly and to have this on their phone as an App (Outlook) • Help your young person to study in a productive environment free from distractions or encourage to work at college in the study areas around the campus. Encourage your young person to treat college as a job rather than cutting up their day and 'losing time'. We find that arriving at 9 – leaving at 4.40pm and ensuring spare time is spent working more than socialising is far more productive than beginning work at 9pm in the evening.	

Health & Social Care

Qualification/Subject: Extended Certificate Health and Social Care	Exam Board: Pearson
Huish 30 expectations: Complete all tasks set for Huish 30 ahead of the deadline given and arrive in college with the finished work. The work set for Huish 30 will be foundation learning to be built upon in subsequent lessons, therefore it is crucial that the work is completed. In addition to set tasks, students are expected to maintain their notes in an accessible manner, create revision materials and keep themselves up to date with current affairs in Health and Social Care provision, locally and nationally.	
Resources supplied: • Workbooks • Instagram page • Handouts • Lessons available on Teams • Past papers available on Teams • Online access to textbook	
Recommendations & Resources to support student progress: Basic stationery – including highlighters • Use of a computer at home (computer access is also available at college in the Learning Centre). Revision guides, workbooks and question cards are available to purchase online and are helpful in preparation for the examined units: • Pearson REVISE BTEC National Health and Social Care Revision Guide inc online edition - 2023 and 2024 exams and assessments: for home learning, 2022 ... BTEC Nationals in Health and Social Care) : Baker, Brenda, O'Leary, James, Whitehouse, Marie, Shaw, Georgina: Amazon.co.uk: Books • BTEC National Health and Social Care Revision Workbook: Second edition (REVISE BTEC Nationals in Health and Social Care) : Shaw, Georgina: Amazon.co.uk: Books • BTEC NATIONAL (LEVEL3) Health & Social Care UNIT 1 Revision Question Cards: for the 2024 and 2025 external assessments for Unit 1 (tutor2u BTEC National Health & Social Care): Amazon.co.uk: tutor2u Health & Social Care: 9781915478474: Books • BTEC NATIONAL (LEVEL3) Health & Social Care UNIT 2 Revision Question Cards: for the 2024 and 2025 external assessments for Unit 2 (tutor2u BTEC National Health & Social Care): Amazon.co.uk: tutor2u Health & Social Care: 9781915478481: Books	
How parent/carers can help: • Motivation • Prompting • Testing • Communication with college if concerned • Support good daily routines eg sleeping, eating, drinking water, taking regular breaks	

History (Early & Late)

Qualification/Subject: A-level History	Exam Board: AQA
Huish 30 expectations: We expect students to complete four hours of individual study outside of the classroom. Tasks are directed by the teacher and communicated via Microsoft Teams. Activities include directed reading with evaluative questions, making notes on recorded lectures, the creation of revision materials and planning answers to past exam questions. In addition to this, students are expected to manage their own revision throughout the two years in response to advice and guidance from their teacher.	
Resources supplied: • Microsoft Teams: All history students are enrolled in the Year 1 History Teams site, which serves as the central hub for resources, announcements, and assignments. Students can access topic companions, lesson resources, and additional revision materials here. • Topic Booklets: Each student receives comprehensive course booklets that cover all assessed topics. These booklets include essential content, key themes, and important dates. The booklets are designed to guide students through the syllabus, ensuring they have a clear understanding of each historical period and event. • Revision Schedules: Structured revision schedules are provided to help students manage their study time effectively. These schedules outline weekly goals and suggest specific tasks to complete. The revision schedules are tailored to align with upcoming assessments and exams, ensuring students are consistently prepared. • Huish 30 Tasks for History A-level: Students are expected to dedicate 4 hours per week to Huish 30 tasks, which are a blend of various activities designed to reinforce and expand their understanding of current topics. Content: ○ Current Topics Questions: Assignments include detailed questions on the current topics being studied in class, encouraging students to apply their knowledge and think critically. ○ Revision Tasks: Regular revision activities help students to consolidate their learning and revisit key concepts from earlier in the course. ○ Exam Question Practice: Practice with past exam questions and model answers is provided to help students familiarize themselves with the exam format and develop effective strategies for answering questions. ○ Supplementary Videos: Curated video content provides additional context and engages different learning styles, enhancing students' grasp of complex historical events and themes.	
Recommendations: Resources to support student progress: There is no requirement to purchase a textbook, but students sometimes find it useful to buy their own copies of the Oxford textbooks we use in the classroom. Huish 30 can be completed without purchasing the book though. Useful general study guide: Aiming for an A in A-level History https://amzn.eu/d/083AaOzY Useful books for Late Modern History: • Oxford AQA History A-level British Empire https://amzn.eu/d/04QiaY42 • Oxford AQA History A-level Cold War https://amzn.eu/d/01E8yJM9 • Oxford AQA History for A Level: The Cold War 1945-1991 Revision Guide https://amzn.eu/d/0cz7mXTz Useful books for Early Modern History: • The Tudors: England 1485-1603 (Oxford A Level History for AQA) https://amzn.eu/d/04Cz8jD7 • Oxford AQA History for A Level: The Tudors: England 1485-1603 Revision Guide https://amzn.eu/d/00tjG6F8 • France in Revolution 1774-1815 (Oxford A Level History for AQA) https://amzn.eu/d/0c5S8vth • My Revision Notes: AQA AS/A-level History: France in Revolution, 1774–1815 https://amzn.eu/d/0c49iYoC	
How parent/carers can help: To support your student in A-level History, encourage them to download the Microsoft Teams app to keep track of tasks and deadlines. Remind them to check the app before each lesson to stay informed about what they need to do. Help create a conducive study environment at home, free from distractions, or suggest they use the designated study areas available on campus for a more focused study session.	

Qualification/Subject: Extended Certificate: Vocational IT	Exam Board: Pearson
Huish 30 expectations: This course is assessed through a combination of assignment-based units and exams. Students will typically be completing 2 units per year, 1 after another. It is expected that students should be completing 4 hours of independent study per week for the unit currently being studied. For the assignment-based units, there are multiple assignment submission dates across the year that will be internally verified and then a sample of the work will be externally verified by the exam board. This is to ensure consistency and accuracy of marking and adherence to the course standards. This may affect your young person as the verification process may identify some changes which need to be completed again. This is, however, a rare occurrence. Internal assessments will be uploaded to a Virtual Learning Environment where deadlines and cut-off times are clearly labelled for the students to understand. For exam-based units there will be a variety of Huish 30 activities set on Teams which the young person will see under the heading of Directed Study. This will comprise things such as watching videos, completing quizzes, using revision activities, knowledge check questions, completion of past exam questions.	
Resources supplied: • Microsoft Teams - various worksheets and other media resources, all labelled – one Team per Unit. • A plan of work – updated as a live document so the young person needs to refer to this regularly. • The specification showing the content and marking criteria. • Electronic Text book. • Links to websites and video resources • Revision checklists and resources • For external exams – past papers, examiner reports, mark schemes. • All submission deadlines will be entered into each student's Teams calendar	
Recommendations & Resources to support student progress: All resources are supplied on Teams under appropriate folders in sequence for students to follow. Helpful websites for Huish30: W3Schools (HTML, CSS, C#), ProQuest Ebook Central - Reader	
How parent/carers can help: • Ensure your young person is completing the Huish 30 business independent work and attending all lessons. • Support and guide your young person to manage time effectively e.g. achieving a balance between academic work, leisure time, paid work and other personal commitments. • Support according to the needs of your young person. • Communication is important: encourage your young person to monitor and respond to college communication, emails and teams.	

Qualification/Subject: Extended Diploma: Vocational IT	Exam Board: Pearson
Huish 30 expectations: This course is assessed through a combination of assignment-based units and exams. Students will typically be completing 3 units at the same time and for each unit it is expected students complete 4 hours of independent study per week for each unit (12 hours in total) For assignment-based units, there are multiple assignment submission dates across the year that will be internally verified and then a sample of the work will be externally verified by the exam board. This is to ensure consistency and accuracy of marking and adherence to the course standards. This may affect your young person as the verification process may identify some changes which need to be completed again. This is, however, a rare occurrence. Internal assessments will be uploaded to a Virtual Learning Environment where deadlines and cut-off times are clearly labelled for the students to understand. For exam-based units there will be a variety of huish 30 activities set on Teams which the young person will see under the heading of Directed Study, which is independent research. This will comprise things such as watching videos, completing quizzes, using revision activities, knowledge check questions, completion of past exam questions.	
Resources supplied: • Microsoft Teams - various worksheets and other media resources, all labelled – one Team per Unit. • A plan of work – updated as a live document so the young person needs to refer to this regularly. • The specification showing the content and marking criteria. • Electronic textbook for the first 4 units. • Links to websites and video resources • Revision checklists and resources • For external exams – past papers, examiner reports, mark schemes. • All submission deadlines will be entered into each student's Teams calendar	
Recommendations: Resources to support student progress: All resources are supplied on Teams. Helpful websites for Huish30: W3Schools (HTML, CSS, C#) <u>ProQuest Ebook Central - Reader</u>	
How parent/carer can help: • Ensure your young person is completing the Huish 30 directed Study tasks and attending all lessons. • Support and guide your young person to manage time effectively e.g. achieving a balance between academic work, leisure time, paid work and other personal commitments. • Support according to the needs of your young person. • Communication is important: encourage your young person to monitor and respond to college communication, emails and teams.	

Huish 30 expectations:

Huish 30 in law is set at the start of the topic. The template for all groups will be the same however the due date, and tasks will be set by your child's class teacher – the platform used for Huish 30 and all resources will be teams.

- All students will complete law Huish 30.
- A clear due date with work set should represent 4 hours for each week set (if 2 weeks = 8 hours)
- Stretch and challenge page for students to choose additional tasks.
- Range of tasks linked to the assessment criteria A01 (content), A02 (application) & A03 (analysis)
- Work will be scanned & submitted as **1 PDF** to teams by the due date. Students will be shown how to do this & video guidance is available on teams. They can also use the many photocopiers in college to scan work. **We will not be taking in physical copies of work set.**
- An individual mark of 0-4 will be used to grade student Huish 30. Rubrics are available in the Huish 30 guidance with details of the descriptors for each grade. Some teachers may provide generic feedback on the topic. Mark schemes/answers for tasks set made available via teams. There is no requirement for law teachers to provide in depth feedback for the Huish 30 as this is independent study.
- Students can ask question via their teacher in person, in academic tutoring or via teams.
- We HIGHLY rate the development of student's legal skills through the quality of the Huish 30 and therefore this is a key feature of this programme.

Resources supplied:

- Topic booklets with legal content, worksheets for content reinforcement and application practise with Content PPTs for each topic which contain exam tips and hints.
- Note packs for each topic – a summary of topics to help understanding & used as a basis for Huish 30
- Structure packages for each paper incorporating the SEA (state, explain, apply) model used in class
- Q9 model answer booklet – students just need to learn these for the exam.
- Revision booklets for law 1,2,3 (issued at end of content)
- Practise timed assessment for each topic with peer assessment 'you be the examiner'.
- Mock exam practise, Feedback to identify next steps with mark scheme and examiner reports
- Sample answers from previous Huish students (recalled from previous exam series)
- Free access to Flipped Law & the online AQA approved year 1 & 2 textbook and AQA revision guide
- Free access to tutor2u A Level Law and historic copies of the A Level Law review magazine
- Physical copies of law textbooks in LRC including AQA textbooks and LNAT support

Recommendations: Resources to support student progress:

- A4 Lever arch folders, dividers, pens, highlighters and access to internet

How parent/carer can help:

- Ensure your child is completing the Huish 30 law independent work and attending their lessons.
- Case test with your child. Students should have flashcards or a case sheet – test them on the case names and the legal principles. Ask your child to explain the law to you on a given topic.
- Test your child on the structures for each legal topic.
- Help your child learn the Q9 model answers.
- Time your child when doing timed questions (1 mark per minute for Q1-9 then 40 mins for Q10 & Q11)
- Purchase a cheap whiteboard to allow your child to quickly recall the law!
- Help your child stick to a revision timetable & ensure your child is free from distractions such as phones.
- With your child ask them to highlight the key messages from the examiner in exam reports – then get them to explain this to you in one sentence.
- Parents are encouraged to check their child's teams to check work is being completed and the Huish hub as learning comments will be recorded here when work is not submitted.
- Ensure your child is equipment ready for exams! Black pens, highlighters and water are essential on the day!
- Most importantly! Reassure your child! If they have done the Huish 30, practised and learnt the law they will be fine in the exam. Your reassurance of this is vital!

Maths & Further Maths

Qualification/Subject: A Level Mathematics and A Level Further Mathematics	Exam Board: AQA
Huish 30 expectations: Students will be set at least 4 hours of work each week (which means 8 hours a week if you are also studying Further Maths). This will include exercises based on material covered in class, revision of previous topics in the form of past paper questions and preparation for topic tests. From January of Year 1, students will also be set a past exam paper every week. In addition to this, students may need to do some independent work consolidating notes and developing their understanding.	
Resources supplied by college: • The students will have access to online textbooks: ◦ www.kerboodle.com ◦ Cambridge GO • Students will have a log in for: www.mymaths.co.uk • Lessons and other resources will also be available on the class OneNote and Teams.	
Recommendations: Other free online resources to support student progress: For online tutorials: • www.examsolutions.net • www.tlmaths.com For past papers and exam questions with model answers: • www.physicsandmathstutor.com	
How parent/carer can help: • Monitor the Parent Huish Hub for messages regarding student progress • Encourage students to follow a regular independent work timetable. If students are spending too long on a question or topic, encourage them to ask their teacher for help.	

Qualification/Subject: Extended Certificate: Media	Exam Board: OCR
Huish 30 expectations: The course is a combination of exams (January) and coursework, so working independently, working within groups and working consistently are really important. In preparation for the exam, Huish 30 tasks are set to directly benefit students' preparedness for the exam. These could be research tasks, exam style questions or full exam papers. After the exam, there are unit submission dates for the coursework that will be internally moderated and then externally verified by the exam board. As each student is creating their own media products, some weeks will result in doing a lot of hours outside of the normal timetable. For example, filming a short film may take one-to-two days during a weekend. Staff will give regular verbal feedback to students individually to make sure that progress is being maintained and what specific bespoke tasks need to be completed as part of Huish 30.	
Resources supplied: Students have access to OneDrive, so are able to work on their PowerPoint portfolios across different media devices from home. Students also have access Adobe Creative Cloud which they will use for most of their practical work. Past papers will be provided which will be crucial to the exam component.	
Recommendations & Resources to support student progress: A PC/Mac/Laptop at home to utilise OneDrive is useful. For coursework, depending on the specifications of devices at home, it would be desirable (but not strictly necessary) to also run some Adobe software, for example Adobe Premier, so video editing can take place at home.	
How parent/carers can help: Communication is really helpful – knowing when the individual deadlines are and discussing what tasks are left. Plus, the work students create should be celebrated – ask to look at their portfolios and the media products they are making from February onwards.	

Qualification/Subject: Extended Diploma: Media	Exam Board: Pearson/Edexcel
Huish 30 expectations: The course is 100% coursework, so working independently, working within groups and working consistently are really important. There are multiple unit submission dates across the year that will be internally moderated and then externally verified by the exam board. As each student is creating their own media products (e.g. a website, a music video etc), some weeks will result in doing a lot of hours outside of the normal timetable. For example, filming a documentary may take one-to-two days during a weekend. Students can access all their work at home via OneDrive, so the key Huish 30 tasks are to maintain progress within the PowerPoint portfolios to make sure that each hand-in date is achieved. Staff will give regular verbal feedback to students individually to make sure that progress is being maintained and what specific tasks need to be completed as part of Huish 30.	
Resources supplied: Students have access to OneDrive, so are able to work on their PowerPoint portfolios across different media devices from home. Students also have access Adobe Creative Cloud which they will use for most of their practical work.	
Recommendations & Resources to support student progress: A PC/Mac/Laptop at home to utilise OneDrive is useful. Depending on the specifications of devices at home, it would be desirable (but not strictly necessary) to also run some Adobe software, for example Adobe Premier, so video editing can take place at home.	
How parent/carers can help: Communication is really helpful – knowing when the individual deadlines are and discussing what tasks are left. Plus, the work students create should be celebrated – ask to look at their portfolios and media products they are making.	

Qualification/Subject: AS/A Level Music	Exam Board: Eduqas
Huish 30 expectations: Music students will complete a range of different tasks and activities adding up to 5 hours per week, towards the three units of the AS or A level course: • Performing; individual practice, technical studies, listening to interpretation • Composing; studying scores on IMSLP/YouTube, listening to other works, sketching plans/ideas • Appraising; consolidating Areas of Study through textbook reading, wider listening (using playlists), practice questions, creating knowledge organisers/mind maps. Developing listening using Auralia (icloud log-in) to improve aural skills of intervals, cadences, chords, rhythmic and melodic dictation. Huish 30 work will be set on Microsoft teams weekly and submissions will be either digital or physical depending on the work set. It will be monitored throughout the year with clear deadlines, especially surrounding coursework submissions and students will need to take ownership of the completion of their work within the timescales given.	
Resources supplied: Students have access to the PowerPoints and documents used for all of their lessons on Microsoft Teams, alongside a hard-copy textbook (collected from the LC at the start of the course). Some units also have booklets containing a range of notes on the unit content, which can also be accessed digitally. Each music student is provided with an Auralia login (for use at college or home) for individual listening skills development.	
Recommendations: Resources to support student progress: We recommend that all AS/A Level Music students have <u>individual instrumental/vocal lessons</u>; these can be privately arranged or provided at college (information about this is provided to all students at the start of the academic year). Students in receipt of the college bursary will be able to use bursary money towards these lessons. We also encourage all students to get involved with <u>Music Enrichment groups</u>, to widen their experience of music and develop social skills working with other musicians.	
How parent/carer can help: Encourage your young person to set up and check Teams and college email regularly (as these are the methods of communicating and submitting work at college). Also encourage them to work on all parts of the Music course, especially weaker areas (usually more theory and exam work), and not just their favourite activities (usually performing and composing – the creative aspects!). Finally, some students might appreciate help with testing in the run up to the final Appraising exam.	

Music (Vocational)

Qualification/Subject: Vocational Music (Foundation Diploma in Popular Music, Music Production, and Extended Diploma)	Exam Board: Pearson
Huish 30 expectations: Students should be doing at least 45 mins per day Individual practise on instruments for Pop Music and Time developing skills in the Mac suite/Recording studio for Music Production students (and both for Extended Diploma!). Throughout the year, tasks will be set on Teams to help with assessments which will form another part of their Huish 30.	
Resources supplied: New production techniques will shown in class, and we expect students to spend study time working on these skills. In Pop music, we will be creating a rehearsal/practise diary for them to fill out weekly. The Huish Music Instagram page documents lots of the things that are happening in the department and is a good way of watching back performances etc.	
Recommendations & Resources to support student progress: Individual instrumental lessons are really beneficial for all students – if there is a financial issue with having lessons, please talk to us about the bursary. We have a list of recommended teachers that we use for lots of different instruments. For Music Production students, access to a Mac and Logic would be incredible if finances allow so students can work at home, but students do have access to the Mac suite and recording studios here until 6.30pm. Helpful websites: Logic Sound On Sound All assessments are set on teams, so access to a computer at home would be really beneficial.	
How parent/carer can help: Communication is really helpful – knowing when the individual deadlines are and discussing what tasks are left. Plus, the work students create should be celebrated – ask to look at their portfolios and music products they are making/creating. Pop music Students will be performing throughout the year at venues in the area – whatever they say, you are invited! Finally, hopefully they don't need it, but general encouragement to practise or working on their production skills will be greatly appreciated.	

Philosophy, Religion & Ethics

Qualification/Subject: A level Philosophy, Religion and Ethics (Religious Studies)	Exam Board: OCR
Huish 30 expectations: • 'The usual way Huish 30 will be set is every week with the aim that it will take around four hours per week. There will be a variety of different tasks covering the three parts of the course as students progress through the two years. Some tasks consolidate past learning, some are pre learning, some are extension tasks (e.g. further reading and podcasts), some tasks are planning or writing exam questions, and some tasks give freedom for students to focus on an aspect of the course they want to spend more time on. • When it is approaching exam time (including mocks) the Huish 30 tasks will be focussed on revision with freedom given to students so they can revise in the way that suits them best, but also suggests of revision activities. • All Huish 30 tasks are set on Teams and submissions need to be uploaded on to Teams e.g. by scanning on a phone or college photocopier and then uploading to the assignment.	
Resources supplied: • There is a very well stocked Learning Centre – both physical and online resources are available. We have a number of copies of published revision guides for Philosophy and Ethics to lend students, and we provide our own Buddhism revision guides students can keep. • Students are given booklets for Year 1 and Year 2 philosophy, Buddhism and ethics. These have detailed notes on all the topics. • Every lesson is uploaded on to Teams for students to be able to review at home, but also to follow along in lessons if needed. • Teams files contain all past exam questions, mark schemes and sample answers. • Students are given a personal learning checklist covering the whole course. This will help with organisation and revision planning. • There is a folder in class materials on Teams with revision materials. This has a lot of different approaches to revision	
Recommendations & Resources to support student progress: • There are enough resources supplied by college to help students, but if students would prefer to have physical copies of the published revision guides (rather than the free online version or borrowing from the library) this can be purchased quite easily online – search for 'my revision notes OCR Religious Studies A level'. We study Philosophy, Ethics and Buddhism. • Blank flashcards to help with key word learning	
How parent/carer can help: • Reminding students to check Teams for Huish 30 tasks and turn on notifications for the Teams app on their phones so they receive messages • Encourage students to read around the subject! There an enormous number of books about Religion and Philosophy - any further reading (or podcast listening such as the panpsycast which goes through the whole specification) will be helpful!	

Qualification/Subject: A Level Physical Education		Exam Board: OCR
Huish 30 expectations: 4 hours of Independent Learning, spent approximately as follows: 3x 1 hour 'lesson preparation' work: - Using the OCR specification and 'The Ever Learner' online learning platform, students arrive to each lesson having developed some knowledge and understanding of the lesson topic/theme. This includes an attempted, full set of notes, created after watching a short video or two on the specific topics (to try to understand the topics), and then the specification and textbook used to create a set of lesson notes on those topics (so all the key information is documented). 1 hour PPQ RAM work: - Each week, an assignment will be set in Teams for 30 marks of past paper questions (PPQs) to be uploaded, that have been read, attempted and marked (self-marked) (RAM). There will also be times during the year where this work will change for short periods of time, to allow focus to shift towards the 2 coursework elements or mock exam feedback/amendments/improvements.		
Resources supplied: - The Ever Learner online learning platform - E-textbook (in Teams)/hard copies in LC	- Hard copies of all past papers (in classrooms) - Electronic copies of all past papers and mark schemes (Teams/OCR) - All lesson PPTs (Teams)	3x Theory Specifications with RAG rating lists included (given at start of year and in H204) - Topic on a Page Posters (in Teams) - OCR PowerPoints (Teams)
Recommendations: Resources to support student progress: - It is recommended that if a student would prefer a hard copy of the course textbook (rather than the free, online/electronic version we provide), that a copy is purchased. Some copies are available for loan and reference in the LC and also at times in classrooms, but these are limited in number. - We will at times do practical lessons (indoor and outdoor), so appropriate footwear and clothing for this is preferable. - A full pencil case, consisting of pens, pencil, highlighters, ruler, rubber, calculator. - YouTube – James Morris – like The Ever Learner, just from another online PE teacher - OCR Website – specifications, glossary of terms, past papers, etc. - Access to lunchtime mentor support sessions – run 1 – 1:30pm every day except Wednesdays (due to playing sport) - Access to Year 1 lessons to revise Year 1 topics – this is on an invite only/individual discussion basis, as space is limited and priority given to those we feel most in need.		
How parent/carer can help: - There will always be an expectation that a minimum of 4 hours of independent A Level PE work is completed each week. Fundamentally, it will be the same tasks, due in for the same times, to complete each week – just topic areas will change every lesson/week/block. - Most weeks this will be the 4 hours of tasks outlined above. Please ask to see this each day/week. - If it is taking a student significantly longer than suggested times above, they should speak with their teacher to try and explore why and if we need to consider adapting this (they have 2 other subjects and several other aspects of their life to manage alongside this work!). - If it is taking significantly less time, they are probably not completing the work fully, and are cutting corners, e.g. not watching the video to try to understand and simply just going and copying work out of the textbook. This will be exposed in lessons and especially when mock exams are completed. - An effective method of learning and revising is for students to talk to you about what they have been learning. Ultimately, if they can teach you what they have been learning about, then they really do understand the work. In addition, this really helps with preparation for the analysis of performance coursework, which is an oral exam. - The key to success is for students to apply what they learn on the course, to themselves as sports performers – so again, please encourage conversation around this.		

Qualification/Subject: A Level Physics	Exam Board: AQA
Huish 30 expectations: 4 hours a week spent completing tasks set and individual independent study, including answering questions, processing experimental work, regular review of work completed to date leading up to unit assessments and mock exams. There is a weekly homework assignment set by your student's teacher via Teams which combines all set tasks for easy reference in order to successfully meet deadlines.	
Resources supplied: • Loan of course text book, Lab book, work books for each unit, past paper questions • Logins to websites used to submit questions and do consolidation work including isaacphysics.org, alevelphysicsonline.com, senecalearning.com and Kerboodle.com. • SharePoint and Teams contain lesson powerpoints, resources and past papers. Also online copies of text books.	
Recommendations & Resources to support student progress: • Scientific Calculator required for every lesson. • Laptop or tablet device capable of connecting to internet. • Website for past papers and revision: AQA Physics Revision - Physics & Maths Tutor (physicsandmathstutor.com) Book suggestions: • CGP A Level Physics (AQA) Complete course or Y1 guide – available to buy in College from IT Helpdesk. • CGP A Level Revision Question Cards (AQA) • AQA A Level Physics by England, Davenport, Pollard and Thomas. Published by Hodder (available online) • CGP A Level Physics Exam Practice Workbook (includes answers)	
How parent/carer can help: • Ensure they have access to Microsoft Teams app, to daily check for messages and know how to access SharePoint. • Encourage your young person to complete weekly tasks and develop a routine of working outside of lessons on their academic work. • Encourage them to prepare effectively for tests. • Knowledge testing at home to help your young person with retrieval practice. • Support good daily routines, e.g. sleep, eating etc • Contact your student's teacher with any concerns about their working habits or progress.	

Qualification/Subject: A Level Politics	Exam Board: AQA
Huish 30 expectations: Huish 30 will be set consistently every week to be handed in the following week. In the 1st year it will be predominantly watching explainer videos using the learning platform www.prechewedpolitics.co.uk , alongside this at the end of each topic students will undertake a range of consolidation tasks. As independent study skills increase the range of activities will expand to include making notes on wider reading texts.	
Resources supplied: • https://www.prechewedpolitics.co.uk/ (subscription learning platform/ topic videos) • Course/ Huish 30 content booklets/ exercise books for each topic • Electronic Textbooks (Hodder and My Revision Notes) accessed via the class TEAMS site.	
Recommendations & Resources to support student progress: Textbooks: Physical copies of the textbooks are widely available to purchase. Websites: • Politics Politics tutor2u (good for topic summaries/ do not use for exam technique as affiliated to different exam board) • A Level Politics: Unlock your A* potential - Study Politics (individual subscription required) • HOME Simple Politics Clear, accurate and impartial breakdown of what is happening in politics and why Podcasts: There are many podcasts available that deal with both UK and US Politics, listening regularly is an excellent way to develop a more in depth understanding of current politics. Here are just a few to explore: Newscast / Americast (from the BBC), The Newsagents (award-winning daily news analysis), The Rest is Politics (Alastair Campbell and Rory Stewart)	
How parent/carer can help: • Please encourage your young person to keep up to date with the news and make a note of any relevant stories. Discuss (or get them to explain to you) current affairs and how it relates to what they are learning. • Encourage them to download the Microsoft Teams app to keep track of tasks and deadlines and turn on notifications so they keep up to date with assignments and deadlines. Remind them to check their email regularly. • If needed, sit down with them within the first few weeks and help them plan out a study schedule, to ensure they are organised and can keep on top of the Huish 30 work being set.	

Qualification/Subject: A Level Psychology	Exam Board: AQA
Huish 30 expectations: Students have 4 hours of independent study a week, tasks are mostly directed by the teacher and communicated using Microsoft Teams, this may be specific activities such as prepare for the next lesson, revise for a test, write an essay etc but students are also expected to manage their own learning outside of the classroom too such as revision of prior content (the class teacher will be able to suggest effective activities to support with this). In Psychology we require students to prepare for the next lesson by completing 'Directed Study', students are provided with a link to an online video, article etc and a sheet to help make notes (however preparation of notes can be in any format). All lessons are planned with the expectation that students arrive to class with prior knowledge so completion of Directed Study is a significant Huish 30 task.	
Resources supplied: • Microsoft Teams • Directed Study Sheets • Booklets for each topic • Revision schedules	
Recommendations: Resources to support student progress: There is no requirement to purchase a textbook, on our Microsoft Teams site we have a range of resources to support students to study independently including A3 summary sheets, support booklets and revision guides. Some students find a paper diary useful or to use the reminders and calendar on their phones. • Psych Boost - YouTube • Psychology tutor2u • Bear it in MIND - YouTube	
How parent/carers can help: Recommend students download the Microsoft Team app so tasks and deadlines are accessible, encourage students to check before every lesson what is required. Help your young person to study in a productive environment free from distractions or encourage to work at college in the study areas around the campus.	

Qualification/Subject: A Level Sociology	Exam Board: AQA
Huish 30 expectations: 4 hours of independent study – In Sociology, we split this into 2 hours of flipped learning tasks <u>before</u> the lesson & 2 hours of independent learning <u>after</u> the lesson per week. - Before – For flipped learning tasks, students will be set some pre-reading for the lesson. This will typically be based on the topic companion (available on the Sociology Teams site) or Tutor2U topic videos. You will take notes in your Huish 30 booklet supplied by your teacher and will be quizzed on the content during the lesson to check your understanding. - After – For independent learning, students will be asked to review notes, create revision resources, engage with the social world (e.g. read news articles, watch documentaries, listen to podcasts) and complete exam preparation tasks. - Daily checking of Teams to read any updates from the teacher/course manager and check assignment deadlines. - Activities are set on a regular basis followed by assessments. This is monitored closely, and any concerns will be communicated. - Good time management skills in meeting deadlines	
Resources supplied: - Students have course booklets covering all assessed topics. - Students have access to topic companions, lesson resources and revision materials on the Sociology Teams site. - Topic companions (mini-textbooks) from Tutor2U for all topics (available on Teams) - Learners will be provided with a weekly revision schedule prior to mock assessments and external exams which contains a topic for revision, revision tasks and at least one exam question to complete which will be due during their academic tutorial session. During this session, students will receive feedback and review model answers to guide their own technique.	
Recommendations: Resources to support student progress: - Past paper questions: AQA AS and A-level Sociology Assessment resources - Tutor2U sell revision cards & exam skills workbooks which are highly recommended by previous students and staff. Shop Sociology tutor2u - Tutor2U also offer free revision videos: Topic Videos Reference Library Sociology tutor2u - News websites: UK Latest News & Updates BBC News - Sociology Review Sociology Review Magazine: Hodder Education	
How parent/carer can help: - Check in with your young person by asking about their studies/forthcoming deadlines and assessments. - Discuss contemporary issues. - Develop a routine/system of accountability & praise. - Knowledge testing at home to help your young person with retrieval practice. - Support good daily routines, e.g. Sleep, eating etc.	

Qualification/Subject: AS level/A level Spanish	Exam Board: AQA*
Huish 30 expectations: • At least 4 hours per week outside classroom teaching. • This can include a mixture of reviewing weekly lessons, preparing for FLA speaking sessions, preparing for grammar learning, practising skills using Kerboodle, course booklets, writing essays, learning for vocabulary and grammar tests etc. • At the beginning of Year 1 all students will be shown how to use Teams effectively and Huish 30 tasks in the first few weeks will encourage your young person to use Teams.	
Resources supplied: • Kerboodle online – immense resource for practising Listening, reading, translation and grammar. Your young person has a personal log-in and can use this for Huish 30 at any time • Powerpoints on Teams for students to look back over lessons and grammar points. • One to one weekly speaking sessions with a Foreign Language Assistant. • Students have course booklets covering all assessed topics and grammar. • Ebook access for the film Laberinto del Fauno and the book La casa de Bernarda Alba. • Knowledge organiser booklet and A-level revision booklet (after Year 2 and AS mocks in February/March) •	
Recommendations & Resources to support student progress: • Wordreference.com – online dictionary • Conjugue.com – grammar learning and practice website • Seneca learning – grammar and topic knowledge and questions • Languagesonline.com - free grammar practice • SpanishDict SpanishDictionary.com English to Spanish Translation, Dictionary, Translator – detailed explanation of grammar with loads of practice. • Lingolia Aprende y practica español con Lingolia Grammar, vocabulary , listening and reading • Listen to Spanish songs on Spotify, watching Spanish TV series and films on Netflix, Amazon Prime etc.	
How parent/carer can help: • Check in with your young person by asking about their Huish 30 – develop a routine/system of accountability & praise • Ask them what they have learnt in Spanish during the week. • Encourage your young person to practise speaking Spanish with a fellow student. • Knowledge testing of the topics at home to help your young person with retrieval practice, it can be in English. Asking questions in English about their Individual Research Project (Year 2 only). • Support good daily routines, e.g. sleep, eating etc.	

*The A-level specification and past papers are available on the AQA website [AQA | Languages | AS and A-level | Spanish](https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish)

Qualification/Subject: Extended Diploma in Sport	Exam Board: Pearson
Huish 30 expectations: Huish 30 will be set weekly and will aim to explore topics related to both the examined and coursework-based units. Tasks set could be revision activities, past paper questions or smaller 'bite-sized' chunks of work which will feed into the larger project-based assignment topics. All Huish 30 tasks allow for further exploration of the Sport and Active Leisure Sector and ensure all learners are fully prepared for the exams and timely completion of coursework. Each group will have 3 lots of Huish 30 tasks set each week, one from each member of staff. The tasks will have a clear deadline and will either be submitted on Teams or paper copy.	
Resources supplied: • Past papers, mark schemes, examiner reports and other resources are available on Teams • The electronic textbook: ProQuest Ebook Central - Reader	
Recommendations & Resources to support student progress: Students will have some access to computers in College. However, a suitable device with an internet connection to support working from home is very useful. Once enrolled students will have online access to Microsoft 365. There are two revision guides that cover the four examined units available on Amazon: • Year 1: Pearson REVISE BTEC National Sport Units 1 & 2 Revision Guide. Sue Hartigan, Kelly Sharp • Year 2: Pearson REVISE BTEC National Sport Units 19 & 22 Revision Guide. Sonia Lal, Layla Hall et al. There is also a revision workbook available Revise BTEC National Sport Units 1 and 2: Revision Workbook	
How parent/carer can help: • Check in with your young person by asking about their revision, current coursework deadlines and Huish 30 tasks for the week – develop a routine/system of accountability & praise • Knowledge testing at home to help your young person with retrieval practice • Support good daily routines, e.g. sleep, eating etc.	

Uniformed Protective Services

Qualification/Subject: Extended Diploma in Uniformed Protective Services	Exam Board: Pearson
Huish 30 expectations:	
- Huish 30 will be set weekly and will aim to explore topics related to the examined units in the first term. Following the completion of the exams in January the Huish 30 will shift focus towards the coursework units. Setting smaller ‘bite-sized’ chunks of work which will feed into the larger project-based assignment topics. - All Huish 30 task allows for further exploration of the work of the Uniformed Protective Services, and ensures all learners are fully prepared for the exams and timely completion of coursework.	
Resources supplied:	
Past papers, mark schemes, examiner reports and other resources are available on Microsoft Teams.	
Recommendations: Resources to support student progress:	
- Currently there are no Pearson endorsed textbooks for the current specification. Information will be given to all learners when these become available. - Combined Cadet Force (Darlington) has produced an interactive presentation with a useful self-assessment: CCF Darlington - Public Services (google.com) - British Army Supporting Education (BASE) has developed a useful collection of lessons and information resources for understanding topics within the Uniformed Protective Services field: Lessons Library BASE (mod.uk)	
How parent/carer can help:	
- Check in with your young person by asking about their revision plan – develop a routine/system of accountability & praise. - Knowledge testing at home to help your young person with retrieval practice. - Support good daily routines, e.g. sleep, eating etc.	

Qualification/Subject: A Level Fine Art/Graphic Communication/Photography	Exam Board: OCR
Huish 30 expectations: 4 hours per week, made up of: • Independent research, written and practical. • Completing tasks started in lessons. • Independent practical tasks, drawing, photoshoots, design work.	
Resources supplied: • The studios/IT resources/Art resources can be used during the college week to complete these tasks. • All students are provided with an Adobe Licence to access any required software at home. • All classrooms have a wide selection of visual source material, books, professional journals etc. • Task and technical guides are continually updated and provided on MS Teams	
Recommendations & Resources to support student progress: • All essential resources are supplied in the department or LC collections. • Access to a computer at home (computer access is also available at college in the Learning Centre).	
How parent/carer can help: • Visits to local/national galleries for inspiration. • Visits to interesting locations for research and recording ideas. • Ask to see their artwork/designs/photographs regularly, as it is important for students to get another person's response to their creative output.	