Science Homework – Year 11

In years 10 and 11 students have separate teachers for biology, chemistry and physics. Each of these teachers will set students homework approximately three times per half term. The list below is a sample of the sorts of tasks students could be expected to complete, and the reasons why they would be set.

There are times during the year when students will not be set formal homework tasks, but instead expected to use the time for their own revision. We recommend the following resources to support this;

Seneca Learning (all students have logins)

Focus elearning (all students have logins)

Target 5 or Target 7 workbooks (available from the Science department technicians for £5)

Type of homework	Why are students being set this work?	Examples
Consolidates learning	Students are given opportunities to practice what they have learnt in lessons individually. This could be immediately after a topic is covered in lessons, or some time afterwards to check that knowledge and understanding has been retained over a longer time.	Practice applying knowledge or a skill (completing a worksheet, answering questions)
		Producing a revision resource (e.g. leaflet or poster)
		Write up an experiment or produce a graph of results
		Complete an assignment set on Seneca Learning
Deepens understanding	Allowing students the opportunity to take what they have learnt in lessons, and develop this further on their own. It allows them to be creative, develop research skills and work in applying what they have learnt in contexts that they are interested in.	Making a model
		Researching a topic studied in lesson to gain further knowledge
		Research real world applications of a topic studied in lesson
Prepares students for work to come	In order to make the best use of lesson time, sometimes it is best that students complete some prior learning ahead of the lesson. By arriving with some preliminary knowledge and understanding, more progress can then be made within the lesson. This is often known as 'flipped learning'.	Research a topic before the lesson, perhaps by watching a video or reading an article
		Do a virtual lab experiment before a practical lesson (often using Focus elearning)
		Define terms that will be used in the next lesson, and learn spellings