

**COUNTDOWN**

**to SUCCESS!**

*> making the most of Y11*

**Revision and Support Guide  
for Parents and Students**



## How parents and carers can help

The good news is that you don't need to be an expert in any of the subjects your child studies to make a difference.

One of the hardest demands on students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun in the interest of long-term benefits (not easy, even for adults).

Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam period.

**1. Attendance:** 90% in an exam is a great result but in terms of attendance it means that the student has missed 1 of every 10 teaching **Please help your child to attend school and all lessons (including any remote learning where applicable). Our target is 96% attendance.**

**2. Get them to self-test:** Regular testing in order to recall content is the best way of getting us to think hard. Thinking about and getting the answer is much better than re-reading notes. Encourage them to quiz themselves often.

**3. Encourage them to do any past exam questions:** The best way to revise is through past exam papers; it is the closest thing they will get to the real exam and the best way of checking for any gaps in understanding. Get hold of the mark schemes too so that they can self-mark (see our subject pages for information)

**4. Distribute their practice of different subjects or areas of a subject:** Space out the time they revise. Cramming is fine for the short term, but it is not the most effective way of revising. Little and often is better, revisiting content after a few days, and then a few weeks. A revision timetable will help with this. There are some examples in this booklet.

**5. Get your child to tell you what they have learnt or are revising:** Quiz them at random times; at breakfast, in the car or during dinner. Their exercise book should be a good place to start and a good source of quizzing information for you. Get them to explain their answer, this will help them to remember it.

**6. Read around the subject:** Even if the content is not on the exam, reading around the subject helps to build deeper understanding. See our subject pages for ideas.

**7. Learn keywords and definitions by heart:** Learning definitions of key words will help students to gain a few extra marks and will help them to understand the exam questions. Produce memory cards or sticky notes with the key word and correct definition.

**8. Rhymes and mnemonics:** Rhymes and mnemonics can be a fun way of revising and can be effective when helping to store larger amounts of information. Get your child to write them on posters and stick them around their bedroom.

**9. Make sure they sleep, eat and stay hydrated:** Exercise is good for the body and mind and can help students to cope with stressful situations. The brain and body also need plenty of rest and plenty of fuel.

**10. Ensure they have a balance of rest:** Remove any distractions such as computers and phones and encourage your child to study for small but focused amounts of time. They should revise for about 30 minutes to an hour at a time, with a good break in between sessions.

**11. Subject specific is best:** Revision varies from subject to subject. They will be examined on what we have taught them in class and the most important thing is that they remember the content we have taught. See our subject pages for specific advice.

**12. Start now!** The sooner they start to revise, the more confident they will feel going into the exam.

# QEGS “How to Revise” Guide for students

## The basics:

- ✓ Find a quiet and tidy space where you can work
- ✓ Switch off/hide your phone and other electronic devices so that you are not distracted – better still hand them to your parents/carers!
- ✓ Make sure you have the equipment you will need, for example, your exercise books for the subjects you are revising/preparing for, textbooks, revision guides, paper, pens, pencils, highlighters etc.
- ✓ Are you hungry? Get something to eat – you learn best when you are not hungry
- ✓ Are you thirsty? Make sure you have some water nearby

## How often do I revise?

The timetables you have been provided in this booklet are guides. You might need to revise some subjects more often than others because it is a subject that you find more challenging. As a general rule, little and often is the best way.

- ✓ The revision timetable template provided means that you will revise each subject you study at least twice a week. Revise actively for 30-60 minutes for each subject scheduled for that day. If there are two subjects to revise, then you will revise for a maximum of two hours.
- ✓ Take a break after each subject. Do something completely different to the task you have been doing. A form of exercise is a really good way to switch off and have an effective break. Perhaps go for a walk, kick a football around outside, talk with someone at home.
- ✓ Split your subjects into smaller, topic based chunks. Your teachers can help you with this.

**Important note:** Revision is in **addition** to the home work set for you by your subject teachers.

## Other advice:

- ✓ **Eat well.** Try to eat a balanced diet with plenty of brain food, like oily fish such as salmon and tuna, lots of fruit and vegetables. Drink water and try to avoid drinks with caffeine and sugar in them – you won't be able to sleep well if you have lots of sugar and caffeine in your system.
- ✓ **Get plenty of sleep.** Do not be tempted to stay up late revising, this will only make you more tired for the next day and you will not be able to concentrate and take in information.
- ✓ **Revise effectively.** Don't just sit and read through your notes made in lesson. You retain more information by revising actively. On the next few pages there are some suggestions from your teachers of the best ways to revise for their subject area.

- ✓ **Begin revising earlier than you think you need to.** This will reduce any feelings of anxiety as you get closer to exams and you will have more time to check your knowledge and understanding with your teachers. The sooner you start revising, the better.
- ✓ **Do not be influenced by friends.** Get your head down – your results don't matter to your friends – but they are crucial to your future. Tell yourself it's not for long and think about that long summer holiday.

### **Things to do on the day of the exam:**

- ✓ Make sure you know your exam timetable
- ✓ Get there early
- ✓ Allow time for your brain to wake up – have a shower, eat breakfast or take some food with you
- ✓ Do a final check of the subjects you will be doing that day
- ✓ Know the structure of the exam and how many sections there are
- ✓ Make sure you have EVERYTHING you need and take spares – do not get into the habit of asking teachers for things you should have brought
- ✓ Take a pen you enjoy writing with – take 2 just in case

### **During the exam:**

- ✓ Don't forget that it is natural to be nervous. It actually gives your brain the extra adrenalin it needs to make the final effort
- ✓ If your mind goes blank, don't worry. Look at the question again, write down some notes – it'll get your brain ticking over again
- ✓ Listen to and read the instructions on the exam paper carefully. Ask an invigilator if you are not sure about the instructions
- ✓ Make and keep to a time scale for each question depending on the number of marks (you will have done this in revision classes). Keep a close eye on the time
- ✓ Allow a little bit of time at the end to check through your work to see if any changes need making. Examiners have said that this can make the difference between a higher and lower grade
- ✓ Don't compare yourself to others in the exam, they might have asked for extra paper, but that doesn't mean that they have done better than you.

# Art and Design

**Exam board:** AQA

**Specification details/code:** GCSE Art and Design (8201)

**Exam board website:** [www.aqa.org.uk](http://www.aqa.org.uk)

**Assessment:**

## **40% Externally set task:**

Question papers are issued to students from the beginning of January. The centre decides the preparation time and work starts in February to build up a project of work, which is assessed along with a practical outcome, which is realised in 10 hours of supervised time in April. Your work is assessed by the centre and moderated by the exam board.

## **60% Portfolio of work- controlled assessment:**

The portfolio of work, which is started in Year 10, continues part way into Year 11, when the externally set task commences. The portfolio of work is handed in for final assessment at the beginning of February. Your work is assessed by the centre and moderated by the exam board.

**Revision tips:**

- Download the course specification and mark scheme from the AQA website <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200>. There are past externally set task question papers here too.
- There are no written exams as part of the course to revise for but there is plenty of preparation you need to put in before you complete your practical outcome in the 10 hours of supervised time for the externally set task as your preparation is part of your grade too;
- Use the exam preparation guidance booklets your teacher will provide you with (once the question papers are released) to keep track of your progress and ensure you are fully meeting all of the course criteria.
- Make sure you stay up-to-date with the tasks required each week, use the checklists in your guidance booklet to help you do this.
- Continue to work on your preparation work outside of lessons, including at home or use the department facilities when we are open at lunch or after school.
- Follow the advice and guidance of your art teacher fully.
- Source any specific materials or equipment that you need for your preparation or supervised time well in advance.
- Apply the skills and experience you have gained throughout the course, you will have learnt a lot that you can bring to your externally set task.

Visit our website at [www.qegs.link/art](http://www.qegs.link/art) for additional information about courses, careers, see examples of student work, read interviews with previous students, links to useful websites, and other exciting stuff.

**What art and design jobs can I do?**

Here are some of the job roles that people with a background in art and/or design can pursue:

- Artists: Create work to sell to buyers. They work in a variety of media, including painters, print-making, photography and pencil drawing. Sometimes people commission artists to make specific pieces for them. Some organisations, like universities and museums, employ 'artists in residence' to create work for them or share ideas.
- Graphic designers: Create visuals using type, image and graphic forms in order to communicate a specific message to audiences. In a graphic design career, you can use image-making software and code. Graphic designers work with books, magazines, posters, exhibitions, advertising, apps and websites.
- Craft designers: Include silversmiths, instrument makers, potters, and weavers who have been perfecting their skills over many centuries and tend to make their products using traditional techniques.
- Product designers: Use artistic and technical skills to create products that look good but also perform a practical function. They often have an interest in tech and how things work.
- User experience designers (UX): Focus on user satisfaction by improving the usability and accessibility of a particular product, such as an app or website.
- Motion graphic designers: Use graphic design, animation and live action filming to create short sequences, for instance on TV, music videos and games.
- Fashion designers: Create new clothing and accessories for brands and design houses. They working with materials and technology, using their artistic skills to bring new trends to customers..
- Interior designers: Design inside spaces such as shops, offices, museums and hotels.
- Animation: There is a wide range of roles available within animation. You could work in the film, games or TV industry, using different techniques, including 3D computer graphics, 2D drawn and stop frame to bring ideas to life.
- Illustrators : Use their skills to tell stories and create different styles and moods, from bringing a character in a children's storybook to life, to creating seasonal greetings cards. Illustrators can also specialise in technical and scientific drawing for reference books.
- Art auctioneers: Sell art, on behalf of someone, to competitive bidders. They also use their specialist knowledge of art and antiques to put a date and value on things and occasionally check for fakes. Buyers and collectors track-down and snap up valuable and up-and-coming art work to build up public or private collections.
- Gallery and museum curators: Put together collections of art or artefacts to inspire and educate people. Curators also manage staff, write press releases and raise funds to keep their work going.
- Front end designers: Use code to design websites, apps and games.

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# Art: Textiles Design

**Exam board:** AQA

**Specification details/code:** GCSE Textiles Design(8204)

**Exam board website:** [www.aqa.org.uk](http://www.aqa.org.uk)

**Assessment:**

## **40% Externally set task:**

Question papers are issued to students from the beginning of January. The centre decides the preparation time and work starts in February to build up a project of work, which is assessed along with a practical outcome which is realised in 10 hours of supervised time in April. Your work is assessed by the centre and moderated by the exam board.

## **60% Portfolio of work- controlled assessment:**

The portfolio of work, which is started in Year 10, continues part way into Year 11, when the externally set task commences. The portfolio of work is handed in for final assessment at the beginning of February. Your work is assessed by the centre and moderated by the exam board.

**Revision tips:**

- Download the course specification and mark scheme from the AQA website <http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-4200>. There are past externally set task question papers here too.
- There are no written exams as part of the course to revise for but there is plenty of preparation you need to put in before you complete your practical outcome in the 10 hours of supervised time for the externally set task as your preparation is part of your grade too;
- Use the exam preparation guidance booklets your teacher will provide you with (once the question papers are released) to keep track of your progress and ensure you are fully meeting all of the course criteria.
- Make sure you stay up-to-date with the tasks required each week, use the checklists in your guidance booklet to help you do this.
- Continue to work on your preparation work outside of lessons, including at home or use the department facilities when we are open at lunch or after school.
- Follow the advice and guidance of your art teacher fully.
- Source any specific materials or equipment that you need for your preparation or supervised time well in advance.
- Apply the skills and experience you have gained throughout the course, you will have learnt a lot that you can bring to your externally set task.

Visit our website at [www.qegs.link/art](http://www.qegs.link/art) for additional information about courses, careers, see examples of student work, read interviews with previous students, links to useful websites and other exciting stuff.

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- Artists: Create work to sell to buyers. They work in a variety of media, including painters, print-making, photography and pencil drawing. Sometimes people commission artists to make specific pieces for them. Some organisations, like universities and museums, employ 'artists in residence' to create work for them or share ideas.
- Graphic designers: Create visuals using type, image and graphic forms in order to communicate a specific message to audiences. In a graphic design career, you can use image-making software and code. Graphic designers work with books, magazines, posters, exhibitions, advertising, apps and websites.
- Craft designers: Include silversmiths, instrument makers, potters, and weavers who have been perfecting their skills over many centuries and tend to make their products using traditional techniques.
- Product designers: Use artistic and technical skills to create products that look good but also perform a practical function. They often have an interest in tech and how things work.
- User experience designers (UX): Focus on user satisfaction by improving the usability and accessibility of a particular product, such as an app or website.
- Motion graphic designers: Use graphic design, animation and live action filming to create short sequences, for instance on TV, music videos and games.
- Fashion designers: Create new clothing and accessories for brands and design houses. They working with materials and technology, using their artistic skills to bring new trends to customers..
- Interior designers: Design inside spaces such as shops, offices, museums and hotels.
- Animation: There is a wide range of roles available within animation. You could work in the film, games or TV industry, using different techniques, including 3D computer graphics, 2D drawn and stop frame to bring ideas to life.
- Illustrators: Use their skills to tell stories and create different styles and moods, from bringing a character in a children's storybook to life, to creating seasonal greetings cards. Illustrators can also specialise in technical and scientific drawing for reference books.
- Art auctioneers: Sell art, on behalf of someone, to competitive bidders. They also use their specialist knowledge of art and antiques to put a date and value on things and occasionally check for fakes. Buyers and collectors track-down and snap up valuable and up-and-coming artwork to build up public or private collections.
- Gallery and museum curators: Put together collections of art or artefacts to inspire and educate people. Curators also manage staff, write press releases and raise funds to keep their work going.
- Front-end designers: Use code to design websites, apps and games.

Updated July 2021

# Business Studies

**Exam board:** Edexcel

**Specification details/code:** GCSE Business (9-1) 1BS0

**Exam board website:** <http://qualifications.pearson.com/>

**Assessment:**

**100% examination:**

- Theme 1: Investigating small business is examined via a paper lasting 90 minutes and consists of calculations, multiple-choice, short-answer and extended-writing questions with context based questions. This paper is worth 50% of the total GCSE. This covers topics mainly from the 1st year of the course, topics 1.1 – 1.5
- Theme 2: Building a business is also examined via a paper lasting 90 minutes and consists of calculations, multiple-choice, short-answer and extended-writing questions with context based questions. This paper is worth 50% of the total GCSE. This covers topics from the 2nd year of the course, topics 2.1 – 2.5

**Revision tips:**

- Create posters or mind maps for each topic area e.g. Business ownership types and important financial formula.
- Use the Homework and assessment booklets provided to you to practise using the knowledge checks and extended writing questions.
- Answer past exam questions, even from the old specification (ask you teacher to mark them too) you can get these from your teacher or you can download them from the Edexcel website <https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html/student> There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it. You learn more by checking your own answers.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Create key terms post its for each topic
- Purchase the accredited revision guide - [https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Guide/dp/129219071X/ref=sr\\_1\\_2?ie=UTF8&qid=1532079554&sr=8-2&keywords=edexcel+business+gcse+9-1](https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Guide/dp/129219071X/ref=sr_1_2?ie=UTF8&qid=1532079554&sr=8-2&keywords=edexcel+business+gcse+9-1)
- Create a list of feedback your teacher has given you to improve exam skills such as application, analysis and evaluation
- Condense your notes into bullet points
- Visit <http://www.businessed.co.uk/>

Purchase the accredited revision guide - [https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Guide/dp/129219071X/ref=sr\\_1\\_2?ie=UTF8&qid=1532079554&sr=8-2&keywords=edexcel+business+gcse+9-1](https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Guide/dp/129219071X/ref=sr_1_2?ie=UTF8&qid=1532079554&sr=8-2&keywords=edexcel+business+gcse+9-1)

And/or workbook - [https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Workbook/dp/1292190701/ref=sr\\_1\\_2?keywords=edexcel+business+gcse+9-1+workbook&qid=1559558461&s=gateway&sr=8-2](https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Workbook/dp/1292190701/ref=sr_1_2?keywords=edexcel+business+gcse+9-1+workbook&qid=1559558461&s=gateway&sr=8-2)

**Where can this subject take you?**

Business looks great to any employers as it shows you have a background information into how a business works, so you can be more considered for higher positions. There are a number of career and university options your studying business will offer you.

Possible career choices with a qualification in business include management, marketing, finance, accounting, banking, retailing, manufacturing and local government. Many universities will accept business as a A-level when applying for courses such as economics, business studies and many other options. In addition having an understanding of how businesses operate could give you the vital skills required to become an entrepreneur and start up your own business. Ultimately the options that studying business gives you are extremely varied and allows you to pursue several career choices.

Updated July 2020

# Creative Digital Media

**Exam board:** Pearson

**Specification details/code:** Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production – QN 603/1238/5

**Exam board website:** <http://qualifications.pearson.com/>

**Assessment:**

## **60% Internally Assessed tasks:**

Students will have completed Component 1 and Component 2 (each worth 30% of the overall grade) in Year 10:

- Component 1: A research-based project into an area of Digital Media of the student's choice in response to a brief.
- Component 2: A series of practical workshops and the delivery of a piece of film in response to a brief.

## **40% Externally Assessed Task:**

Component 3 (worth 40% of the overall grade) taken between February and May of Year 11. Students have to plan and create a media product in response to a brief set by the exam board. The exact schedule is not finalised, but the brief is usually released in February each year with final submission at the start of May. There are 3 activities in the assessment:

- Activity 1 (Ideas Log) – 2 hours
- Activity 2 (Planning Material) – 3 hours
- Activity 3 (Final Media Product) – 4 hours

Students are required to carry out detailed preparation for each of these activities. They are not allowed to take anything into the sessions, so must ensure they thoroughly understand the brief and the requirements of the task.

**Revision tips:**

- Follow the advice and guidance of your teacher fully.
- Work hard on the practice assessments you will do in Year 11 – your teacher cannot help you on the real assessment.
- Regularly visit the class shared document at [www.gegs.link/cdm](http://www.gegs.link/cdm) and make use of all the resources that are shared on there.
- Ensure you fully understand what you need to do – ask questions as often as possible.
- Source any specific materials or equipment that you need for your preparation or supervised time well in advance.
- Apply the skills and experience you have gained throughout the course. You will have learnt a lot that you can use in your externally assessed task.
- Download and read the course specification from the Pearson website <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/creative-media-production.html>

- At the start of the live assessment you will receive a week-by-week guide of what you need to do. Make sure you stay up to date with the tasks required each week, use the checklists in the guidance to help you do this.
- Work on your preparation work outside of lessons, including at home or use the Digital Media room facilities when we are open at lunch.

Updated July 2021

# Childcare and Development

**Exam board:** CACHE

**Specification details/code:** CACHE Level 2 Technical Award in child development and care

**Exam board website:** [www.cache.org.uk](http://www.cache.org.uk)

**Assessment:**

**50% External Exam (1h 15min):**

Scenario based short answer questions based on the theory learnt in units 1 and 2.

**50% Portfolio of work- controlled assessment:**

Unit 1 – An introduction to working with children aged 0-5 years

Unit 2 – Development and well-being of 0-5 years

**Revision tips:**

- Use the documents your teacher has saved in the shared area – this will identify all of the sections you need to be familiar with when revising.
- Answer past exam questions (ask your teacher to mark them too) you can get these from your teacher or you can download them from the CACHE website.
- There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Condense your notes into bullet points

**Where can this subject take me?**

Learners can progress onto the Level 3 qualification at either Buxton or Derby College. In the past, learners have been successful in gaining apprenticeships within the childcare sector. This qualification can lead you into Childcare, Teaching, Social care or Nursing at further education.

Updated July 2020

# Computer Science

**Exam board:** OCR

**Specification details/code:** GCSE Computing (J276)

**Exam board website:** <http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

**Assessment:**

Examination 01: Computer Systems (50%) 1hr 30mins:

The first exam is more concerned with the theory around computing in which students will explore:

- how computer systems are built and some of the common components that can improve the performance of any computer system;
- how networks are constructed including how to secure them from hackers and other attacks;
- systems security and how malware, cyber terrorism and hackers are impacting on the world today;
- software engineering components as well as a look at some of the legislation governing how many different industries are incorporating computing technology today.

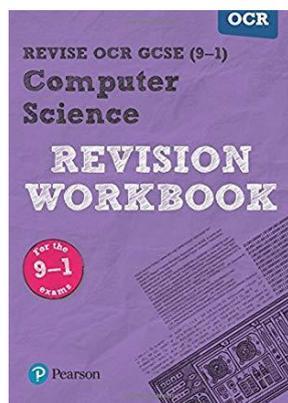
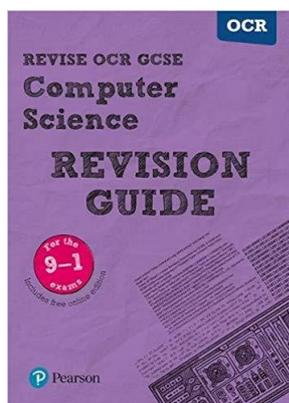
Examination 02: Computational Thinking, Algorithms & Programming (50%):

The second exam is more concerned with the practical skills seen in computing in which students will explore:

- algorithms and problem solving concepts;
- programming techniques and how to construct programs to solve complex problems;
- computational logic concepts (which incorporates more of the mathematical components) as well as machine learning.

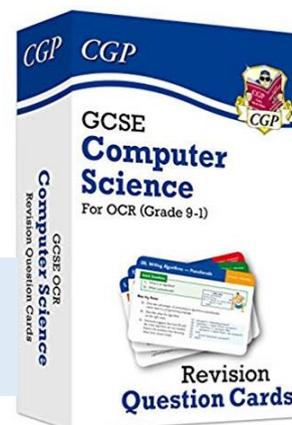
**Revision tips:**

- Use the revision notes available from Moodle under 'GCSE Computer Science' and complete accompanying tasks.
- Pitch your knowledge against past exam questions. Past papers from the last 3 years are available to download from the OCR website: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/assessment/>. These are accompanied by the mark schemes so you can check the accuracy of your answers and find out what the examiners look for in a model answer.
- Purchase the OCR Computer Science for GCSE Student Book and revision cards:



Revise OCR GCSE (9-1)  
Computer Science  
Revision Guide & Workbook  
Free Online Edition  
£5.99 each

CGP OCR GCSE (9-1)  
Computer Science  
Question Cards  
£8.63



- Access a range of online video tutorials from: <https://www.youtube.com/playlist?list=PLCiOXwirraUAvkTPDWeeSqAKty3LAG37> that cover each part of the OCR specification in detail.

## **Where can this subject take me?**

The possibilities for a trained computer scientist in today's world are limitless. The demands on the economy, environment, education and healthcare mean that computer scientists are going to be high demand in all industries. Automation and artificial intelligence, software engineering, hardware architecture and even ethical hacking are just some of the careers available to a computer scientist.

*Today, the gaming industry alone is worth more than both the music and film industries combined. A good games developer will always be in high demand.*

There are ample opportunities to study computer science past GCSE, through A-Level at our QEGS sixth form, or other local colleges; and beyond that there is opportunities to study computer science as a degree at any top university. Alternatively, there are constantly new apprenticeships being offered around many different career paths associated with computer science (speak to our careers department to learn the latest opportunities around apprenticeships).

Updated July 2020

# Construction & The Built Environment

Exam board: WJEC / EDUQAS

Specification details/code: Level 1/2 Vocational Qualification : Constructing the Built Environment  
603/3068/5

Assessment:

WJEC Level 1/2 Vocational Award in Constructing the Built Environment			
Unit Number	Unit Title	Assessment	GLH
1	Safety and security in construction	External	30
2	Developing construction projects	Internal	60
3	Planning construction projects	External	30

**Unit 1: Safety and security in construction** is externally assessed.

Details of the external assessment are as follows:

- 60 minute examination
- total of 60 marks
- online assessment
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem solving scenario
- Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.
- Here you cover law and how it affects the construction industry, signage, fire safety and site security

**Unit 2 Developing Construction Projects** tips: When planning and evaluating each skill area your work you MUST ensure that the following sub headings are used:

**Task** name ie Joinery Skills - explain what you must do. AC1.1 Identify your sources of information – teacher demo and instruction, drawing to show the job, you tube videos etc Sketch to show the task  
**Preparation and planning** – step by step how you will do the job, also include dust sheets, masking, checking materials, etc AC1.2AC3.1 AC2.4

**Resources required** – tools, PPE and materials included sizesAC2.2 you require to complete the job – add photos. Tools – justify why they are needed AC2.1

**Success criteria** – what a good job should be like – give 3 clear bullet points describe it AC2.3

**Application of health and safety** – Identify possible risks and what you will do to minimise these risks – include PPE AC3.2

**Application of skills** – photos of your work AC3.1 If possible, include yourself in some of the pictures.

**Evaluation** –evaluate the quality of your practical work against your success criteria. What went well, even better if etc AC3.3

**Costings for the job** – show individual prices and total cost, show quantities and unit cost plus totals  
Follow and act upon all of the SWANS you teacher has identified.

Make sure that you start making as early as possible so that you give yourself sufficient time to finish it to a high standard. Take photos of your work as it progresses. Ensure your practical work is completed by the deadline set so that you can test and evaluate it effectively.

**Unit 3: Planning construction projects** is externally assessed.

- 120 minute examination
- Total of 60 marks
- online assessment
- a series of tasks, based on stimulus material and applied contexts
- each task will have an applied problem solving scenario
- Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Here you gain knowledge of the roles in the construction industry, what can affect the progress of a construction project and how to plan and calculate quantities required to complete a construction project

**Revision tips:**

- Use the PowerPoint document your teacher has saved in the shared area and the notes you have created in Year 1 &2 – this will identify all of the sections you need to be familiar with when revising.
- Use the Construction booklet for unit 1 and past papers
- Answer past exam questions (ask you teacher to mark them too) you can get these from your teacher or you can download them from the EDUQAS website at
- There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Condense your notes into bullet points
- Use flashcards to record important parts of each question
- Use flashcards to record features of production for staging the set text
- Create a key terms poster for each unit to help revise for each exam

Course book are available but revision texts at this time are not available.



**WJEC Vocational Award Constructing the Built Environment Level 1/2 Paperback – 23 Oct. 2019**

**ISBN-10:** 1912820161

**ISBN-13:** 978-1912820160

**Where can this subject take you?**

There are many opportunities in the construction industry with a variety of specific job functions and careers giving employment to 1.9 million people. About 65% are directly employed and 35% being self-employed. These roles range from ground works through to general builders, architects, plumbers, scaffolders, logistics, roofers, project managers to name a few.

**Speak to your Construction teacher if you are unsure**

Updated July 2021

# Dance

**Exam board:** Edexcel

**Specification details/code:** BTEC Tech Award Performing Arts: Dance approach

**Exam board website:** <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html>

**Assessment:** 60% internally assessed, 30% externally examined

- **Component One: Exploring the Performing Arts (30%)**

Research of three practitioners analysing professional works and the choreographic process for each choreographer. For this unit it is best to explain and analyse the works and how the choreographers work with other professionals, comparing the processes used by the choreographers. Provide more detail to explain your research and present it all in a portfolio.

- **Component Two: Developing Skills and Techniques for Performance (30%)**

Development of practical skills in two dance styles analysing how you have developed your technique. Participating in practical workshops to learn professional repertoire from one of the practitioners in component one. The practical marks are gained through 'development' of skills and techniques and these are assessed weekly in lessons, so you must always be prepared for a quick check. Then through 'application' of skills and techniques for performance. Finally, you will have documented your journey and development of technique through workshops and rehearsals and these will be written up as logs and must provide excellent detail on what you have done and how you have improved. The key is the detail to succeed and evaluate your progress every time! You will present your written work and research on the role of the dancer in your portfolio.

*These components are marked internally and will be verified by the exam board*

- **Component Three: Responding to a Brief (40%)**

- Written controlled assessments (42 marks)
- Workshop Performance (18 marks)

Group choreography in response to a brief provided by the exam board. Written controlled assessments documents your ideas for the development of your choreography (800 words), then how you have developed your piece and your within the choreography (800 words), finally evaluating the choreographic process and the performance outcome (800 words). The key is to meet the points set out in the brief to maximise the marks, but you are limited to a word count! The workshop performance is a 10-12 minute performance of lots of mini dances put together to meet the requirements in the brief. You are not required to dance the whole time but need to be in at least 6 minutes of the work.

*Externally examined by the exam board*

**Resources to help you with component three:**



Breakdown of the tasks for component three with helpful tips and hints.

Using videos on YouTube for contemporary dance to help improve your technique will help. Rambert and Trinity Laban have uploaded several videos to help dancers maintain their technique.

#### **Top Tips:**

- Provide as much detail as you can in both of your portfolio's and written work. The key is to **explain** and **analyse**. Present your work for the reader who does not know anything about the practitioner or their work
- Read your work back to make sure it makes sense as typing it up does not always pick up grammatical errors
- Keep notes during and after workshops to remember what you did, how you did and the improvements you made. But also remember, what would you do differently next time? Setting short term targets to improve your technique for component two will help you reach those higher bands
- It is important that you attend all rehearsals for component two and three as it will be difficult to pick up the new material and harder for those to rehearse without you
- It will also help to film your practical work as you go to remember what you did and what you have learnt

#### **What could Dance lead to?**

BTEC Dance could lead you on to further training as a dancer, choreographer or dance teacher at college or university. Many trained dancers have also gone on to do many other roles within the Creative Arts Industry such as, animators, theatre staff, designers, therapists even events organisers and many more. The skills it provides you with are transferable to any role in any industry. As a dancer you work hard to establish and maintain good technique and this takes diligence, patience and commitment which are vital for any job role. My old dance teacher is a financial advisor and teaches still in our local dance school.

**Dance support sessions: TBC or email staff**

Updated July 2021

# Drama

**Exam board:** OCR

**Specification details/code:** GCSE Drama J316

**Exam board website:** <http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/>

**Assessment:** 60% practical, 40% theory

- **Devising Drama (60 marks, 30%)**
  - Response to a stimulus (20 marks, 10%)
  - Portfolio (40 marks, 20%)

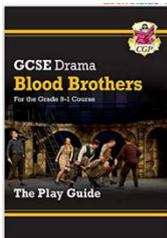
*Internally assessed*

- **Presenting and Performing Texts (60 marks, 30%)**
  - Perform two extracts (40 marks, 20%)
  - Concept pro-forma (20 marks, 10%)

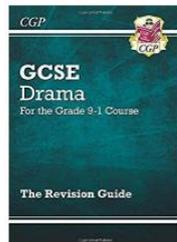
*Marked by visiting examiner*

- **Drama: Performance and Response (80 marks, 40%)**
  - Written paper 1 hour 30 minutes

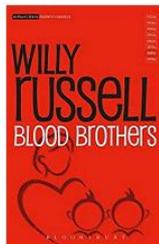
**Revision guides: Resources to help you succeed in year 11 in preparation for the written exam**



Prepares you for section one of the written paper



Supports you in your study of GCSE Drama



The set text for the written paper

**Top tips:**

- Use revision guides for each section of the written paper to help structure your answers
- Read the set text several times so you know it thoroughly
- Complete past papers and read mark schemes
- BBC bite size is good for terminology and drama revision
- Use flashcards to record important parts of each question
- Use flashcards to record features of production for staging the set text
- Watch versions of live performance for review question on the work we have seen
- Create a key terms poster for each component to help revise for each section
- Attend rehearsals during school time and arrange to get together after school to rehearse practical work
- Research and develop characterisation to create a convincing character

### **What could GCSE Drama lead to?**

GCSE Drama would lead to further training as an actor, writer, director or even production at college or university. Many people who have taken Drama leave to work in the Creative Arts Industries, and not always as a performer. There are many more roles in the Arts Industry and other industries where the skills are transferable. Roles in architecture, engineering, marketing and publishing all have people who have taken GCSE Drama. You do not need to just work on stage with GCSE Drama you may choose later to transfer to production and work with set, lighting, sound, costume or make up design. The benefit is it gives you the confidence to perform, to present or even just speak out and these will help with job interviews and presentations later in your career.

**Drama support session: TBC or email staff**

Updated July 2021

# D&T GCSE Food Preparation & Nutrition

Exam board: WJEC Eduqas

Specification details/code: 601/8093/6

Exam board website: <http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>

GCSE Grades: 9 - 1

The course comprises two components:

- **Component 1:** Principles of Food Preparation and Nutrition written examination: 1 hour 45 minutes 50% of qualification. This component will consist of two sections both containing compulsory questions and will assess six areas of content.
- **Section A:** questions based on stimulus material.
- **Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.
- **Areas of Content 1.** Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation
- **Component 2:** Food Preparation and Nutrition in Action Non-examination Assessment (NEA): internally assessed, externally moderated. 50% of qualification.
- **Assessment 1 (8hrs) :** The Food Investigation Assessment. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- **Assessment 2 (12hrs) :** The Food Preparation Assessment. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by WJEC annually.

**About assessment 1 & 2 NEA:** Learners will be able to select from a choice of two tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal (recommended) for completion of the assessment.

## The Assessments

### **Assessment 1: The Food Investigation Assessment 15% of total qualification.**

- A Food Investigation will be set that will require each learner to:
- research and plan the task
- investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result
- analyse and evaluate the task
- produce a report which evidences all of the above and includes photographs and/or visual recordings to support the investigation

WJEC Eduqas recommends: 8 assessment hours for this assessment, to cover all aspects of the assessment. WJEC expects the total length of the report to be between 1,500 – 2,000 words.

## **Assessment 2: The Food Preparation Assessment 35% of total qualification.**

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. This assessment will require learners to: Plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

### **This assessment will require the learners to:**

- investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)
- Prepare, cook and present a menu of three dishes within a single session.
- evaluate the selection, preparation, cooking and presentation of the three dishes
- Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes.

WJEC recommends: A maximum of 12 assessment hours for this assessment to include a 3 hour practical session to prepare, cook and present the dishes. This allows 9 hours for the completion of the research, planning, testing and trialling and evaluation to be taken in sessions at the discretion of the centre. The practical session must not be undertaken more than once by each learner. The folio of evidence should consist of a maximum of 15 pages 30 sides of A4 (or A3 equivalent) and include all photographs, charts and graphs.

### **Controlled Assessment tips:**

- We are currently completing a practise assignment. Ensure all elements of this are completed so that you can use it to look back at when completing your final assignment.
- Assessment 1 will start in November.
- Assessment 2 will commence in January.
- Pupils will find all task two resources located in the following place: [O:\technology\FOOD PREP & NUTRITION](#)
- Please note that this course is heavily practical based and ingredients for participation in practical activities will be required in order to develop skills.
- Follow and act upon all of the SWANS your teacher has identified. This will be easier if the deadlines are met.
- Ensure your written work is completed by the deadline set by your teacher.

### **Revision tips:**

- PPT and resources will be added to: [O:\technology\FOOD PREP & NUTRITION](#)
- Past question from other food courses will be available for students to use for revision.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Highly recommended for pupils to purchase the WJEC Eduqas Food Preparation and Nutrition revision guide as this covers all areas – complete the activities and highlight key facts.
- Condense your notes into bullet points.
- Create mind maps.

*Speak to your catering teacher if you are unsure*

### **Recommended revision guides are as follows**

- CGP GCSE Food Preparation and Nutrition - For WJEC Eduqas (Grade 9-1) - The revision Guide
- CGP Food Preparation and Nutrition - For WJEC Eduqas (Grade 9-1) - Exam Practice workbook

## Where can Food Preparation and Nutrition take you?



The agri-food sector (these are all the areas linking to food) contributes around £121.0bn to the UK economy. Around 4.1million people are employed in the agri-food sector

The food and drink industry is the UK's largest manufacturing sector, contributing £28.2bn to the economy annually and employing 400,000 people. This industry is critical to national security and the prosperity of our wider economy.

The Food Preparation and Nutrition GCSE combines the principles of food science, nutrition and healthy eating.

It helps you develop cooking techniques, as well as knowledge of food traditions and kitchen safety.

The course gives you a range of skills, like planning and organising, working independently, understanding and applying science and even creative skills.

It can lead to a wide range of careers. For example you could be designing new ice cream flavours, or working in a hotel, restaurant or tourist attraction.

You could also be working in distribution or retail for a supermarket or advising people about healthy eating as a nutritionist. Food technology combines well with biology, chemistry and business studies.

Food based careers include:

Agricultural engineer, Baker, Catering manager, Chef, Food Manufacturing inspector, Hotel inspector, Packaging technologist, Nutritionist – to name but a few.

There are various routes to these careers paths including:

- Apprenticeships e.g. Food Technologist, Food and Drink engineers, Professional Cookery/
- Vocational courses at college e.g. Hospitality and Catering
- Food related degree courses including:

BSc (Hons) Food and Nutrition

BSc (Hons) Food Production and Supply Management

BSc (Hons) Dietetics

Updated July 2021

# Design & Technology

**Exam board:** AQA

**Specification details/code:** 8552

**Exam board website:** [www.aqa.org.uk/](http://www.aqa.org.uk/)

**Assessment:**

50% Examination

- Unit 1: Written Paper [2 hours-100 marks – 50%]

**Section A – Core technical principles (20 marks)**

- A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B – Specialist technical principles (30 marks)**

- Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

**Section C – Designing and making principles (50 marks)**

- A mixture of short answer and extended response questions.

**Section B - 50% Non-Exam Assessment (NEA):**

- Non-exam assessment (NEA): 30–35 hours approx. 100 marks (50% of GCSE)

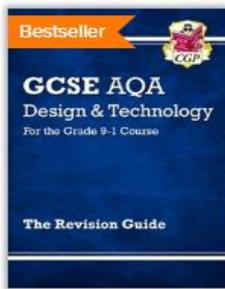
**CAU tips:**

- Follow and act upon all of the SWANS you teacher has identified.
- Ensure that you follow the iterative design process. DO NOT just have one idea and make it without exploring alternatives. Record all changes and ideas. Explain why these changes have been made. Get regular feedback from your client.
- Make sure that you start making as early as possible so that you give yourself sufficient time to finish it to a high standard. Ensure your practical work is completed by the deadline set so that you can test and evaluate it effectively.
- When you make decisions about joints materials etc. give a reason to validate it.
- Check that the finish of the materials is to a high standard.
- Use your learning frame to ensure that all section of the project are completed.

**Revision tips:**

- Use the PowerPoint document your teacher has saved in the shared area – this will identify all of the sections you need to be familiar with when revising.

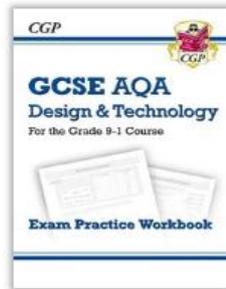
- Use the DT revision booklets and exam practice workbook to help you with your revision – complete the activities and highlight key facts.



Q Quick View

**New Grade 9-1 GCSE Design & Technology AQA Revision Guide**

TAR41



Q Quick View

**New Grade 9-1 GCSE Design & Technology AQA Exam Practice Workbook**

TAQ41

- Answer past exam questions (ask your teacher to mark them too) you can get these from your teacher or you can download them from the AQA website at <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-resistant-materials-4560/past-papers-and-mark-schemes/>
- There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Condense your notes into bullet points
- Visit BBC bite size DT section and [technologystudent.com](http://technologystudent.com) to help with your core knowledge.
- Practice design questions but change the theme to suit this year's pre-release materials, remember to draw in 3D and add notes to explain your ideas.

### **Where can this subject take you?**

DT develops skills employers want, as it helps develop rounded, employable individuals. Careers can be very diverse as everything man-made has been designed. Careers can include furniture maker, builder, car designer, computer games developer, vet, product designer and many, many more

***Speak to your DT teacher if you are unsure***

Updated July 2021

# **Engineering (B-TEC Level 1/2 AWARD)**

**Exam board:** Pearson

**Specification details/code:** QN:603/0829/1

**Exam board website:** [www.pearson.com](http://www.pearson.com)

**Assessment:**

## **YEAR 1**

- 2 Units of learning. Internally assessed (40%)
- Unit 1: Exploring Engineering Sectors and Design Applications (36 GLH)
- Unit 2: Investigating an Engineering Project (36 GLH)

## **YEAR 2**

- 1 Unit of learning. Synoptic assessment – External assessment of 2 papers each carrying 30% of total marks. (60%)
- Unit 3: Responding to an Engineering Brief ( 48 GLH)

## **CAU tips:**

- Follow and act upon all of the feedback offered to you by your teacher.
- Ensure you meet timeline deadline for the work set. Failure to meet a deadline can result in a U grade (Fail) being awarded to your work.
- You only have one opportunity to improve your work acting upon feedback before a grade level is awarded. Once that mark is awarded it cannot be modified at a later date.
- Ensure that your work is correctly titled with the name of the Unit and assessment criteria you are answering.

## **Revision tips:**

- Ensure that you keep all your work organised within a folder. You should have both a paper folder and electronic folder. Keep a 'log book' or 'build diary' of work undertaken in the workshop during practical.
- The use of recording evidence pictorially of the work you have produced in the workshop when on task is strongly recommended so as to provide supportive evidence to your work.
- Attempt the past assessment papers that will be given out in a serious and effective manner.

## **Where can this subject take you?**

In the UK, engineers are in high demand, creating a wide range of employment opportunities. The course aims to provide students with the relevant skills and knowledge that employers value, as well as the confidence to progress into a fulfilling, exciting career.

***Speak to your Engineering teacher if you are unsure about any aspects of the course and its composition.***

Updated July 2020

# English Language

**Exam board:** AQA

**Specification details/code:** English Language 8700

**Exam board website:** <http://www.aqa.org.uk/>

**Assessment:** This course is 100 % external examination:

- Paper 1: Explorations in Creative Reading and Writing (Time allowed: 1 hour 45 minutes)
  - Section A assesses the quality of reading and consists 4 questions totalling 40 marks.
  - Section B assess the quality of writing and consists of a choice of 2 questions and the completion of this one question totals 40 marks, 24 marks for content and 16 marks for technical accuracy (SPaG)
- Paper 2: Writers' Viewpoints and Perspectives (Time allowed: 1 hour 45 minutes)
  - Section A assesses the quality of reading and consists of 4 questions totalling 40 marks.
  - Section B assess the quality of writing and the completion of this one question totals 40 marks: 24 marks for content and 16 marks for technical accuracy (SPaG).

**Speaking and Listening** is not an examined assessment; students will receive a certificate for this element but it **does not count towards their English Language GCSE**. It assesses students' skills in presenting, responding to questions and feedback, and their use of standard English. It is assessed through teacher set tasks and marked by the teacher. It receives a separate endorsement.

**Revision tips for the examination:**

- Use the resources on TEAMS
- Use any AQA Revision booklets and complete the suggested activities and questions
- Answer sample exam questions. You can find these in your revision pack or you can download them from the AQA website:  
<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>  
There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it?
- Answer exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Read a range of non-fiction and media texts to familiarise yourself with their features (autobiographies, newspapers, adverts, travelogues, letters)
- Read fiction novels from a range of genres and time periods – familiarising yourself with 19<sup>th</sup> and 20<sup>th</sup> century language will help greatly.
- Watch Mr Bruff's revision videos on YouTube. These are brilliant! If you search for Mr Bruff New English Language you will find lots of these. Here are a few examples to get you started:  
<https://www.youtube.com/watch?v=Ch-XgnluOf4> <https://www.youtube.com/watch?v=h0gDzLhfxRI>  
<https://www.youtube.com/watch?v=TsNblIz2zgg> <https://www.youtube.com/watch?v=GeLS4hgflzY>  
<https://www.youtube.com/watch?v=iaEJ-HVpl9g>

**Resources to purchase:**

- New GCSE English Language AQA Revision Guide - for the Grade 9-1 Course
- New GCSE English Language AQA Workbook - for the Grade 9-1 Course (includes Answers)
- New GCSE English Language AQA Complete Revision & Practice - Grade 9-1 Course (with Online Edition)

**Where can English take you? Anywhere!**

The array of opportunities an English A Level and/or degree can take you is as broad and varied as you can imagine. From jobs such as a social media manager, web designer, art curator to the legal profession, to the teaching profession and even on to careers in recruitment and marketing. Any job that requires communication can be a job an English A Level or degree can equip you for.

Not only that, but English qualifications carry a degree of respect; an English graduate is a graduate companies and businesses want to hire. But even if you're not sure whether you want to go on to get a career linked to English, an English A level can equip you with a breadth of knowledge and understanding of people that can benefit you throughout life and give you an appreciation of the human spirit like no other subject. Come and see...

Updated July 2021

# English Literature

**Exam board:** AQA

**Specification details/code:** GCSE Specification English Literature 8702

**Exam board website:** <http://www.aqa.org.uk/>

**Assessment:** This course is 100 % external examination:

- Paper 1: Shakespeare and the 19th-Century Novel (Time allowed: 1 hour 45 minutes)
  - Section A assesses the students' understanding of their reading of a Shakespeare play. They are given one question with an extract with the marks totalling 34: 30 for the response itself and an additional 4 for SPaG.
  - Section B assesses the students' understanding of their reading of the 19th-century novel. They are given a one question with the marks being awarded out of 30.
  
- Paper 2: Modern Texts and Poetry (Time allowed: 2 hours 15 minutes)
  - Section A assesses the students' understanding of the modern drama text. They are given a choice of 2 questions but must only answer one. This one question is worth a total of 34 marks, 30 for the response itself and an additional 4 for SPaG.
  - Section B assesses the students' understanding of the poetry anthology. They are given one of the poems from the AQA Power and Conflict Anthology and must compare it with one other that they have studied from the same cluster (from memory). This question is worth 30 marks.
  - Section C assesses the students' ability to explore unseen poetry. The students are given an unseen poem and asked to complete a question worth 24 marks based upon this poem. They then have a second question which asks them to compare that poem with another unseen poem and this question is worth 8 marks.

*All exams are closed book. Students will, for some questions be given extracts or poems printed on the question paper. No texts or anthologies are permitted in the exam.*

## **Revision tips:**

- Use the resources on TEAMS
- Create posters or mind maps for each topic area e.g. 19<sup>th</sup>-century England, literary techniques, Shakespeare's tragedies
- Use the revision booklets available (any which are for AQA and the text being studied)
- Answer sample exam questions; you can get these from your teacher or you can download them from the AQA website: <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources> There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it?
- Answer (and/or plan) exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Create post-it notes or flashcards on key characters, themes, quotes etc.
- Make character profiles
- Condense your notes into bullet points
- Visit [http://www.bbc.co.uk/schools/gcsebitesize/english\\_literature/](http://www.bbc.co.uk/schools/gcsebitesize/english_literature/)

Access on line resources such as Mr Bruff:

<https://www.youtube.com/watch?v=ASErrHOJg0&list=PLqGFsWf-P-cDvuiSH8SycEDh1Ugke9tmb>

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Updated July 2021

# Geography

**Exam board:** Edexcel (Pearson)

**Specification:** GCSE Geography B

**Exam board website:** [www.edexcel.org.uk](http://www.edexcel.org.uk)

**Assessment:** 100% examination

## Geography B: Investigating Geographical Issues

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	<p><b>Hazardous Earth</b></p> <ul style="list-style-type: none"> <li>Studies of tropical storms and tectonic hazards</li> </ul> <p><b>Development dynamics</b></p> <ul style="list-style-type: none"> <li>A study of an emerging country</li> </ul> <p><b>Challenges of an urbanising world</b></p> <ul style="list-style-type: none"> <li>A study of a mega city in a developing or emerging country</li> </ul>	<p><b>The UK's evolving physical landscape</b></p> <ul style="list-style-type: none"> <li>2 studies of coastal and river landscapes and issues</li> <li>Fieldwork investigation: physical</li> </ul> <p><b>The UK's evolving human landscape</b></p> <ul style="list-style-type: none"> <li>Case study of a dynamic UK city</li> <li>Fieldwork investigation: human</li> </ul>	<p><b>People and the biosphere</b></p> <p><b>Forests under threat</b></p> <p><b>Consuming energy resources</b></p> <ul style="list-style-type: none"> <li>All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course.</li> </ul>
Assessment overview	<ul style="list-style-type: none"> <li>✓ 37.5%</li> <li>⚖️ 94 marks</li> <li>🕒 1 hour 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>✓ 37.5%</li> <li>⚖️ 94 marks</li> <li>🕒 1 hour 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>✓ 25%</li> <li>⚖️ 64 marks</li> <li>🕒 1 hour 30 minutes</li> </ul>



### Component 1 – Global Geographical Issues

You will sit a 1hr 30min exam, with **3** sections; you must answer **all** the questions in each section. The total marks for this paper are **94**.

Your assessment:

- **Section A** – Hazardous Earth
- **Section B** – Development Dynamics
- **Section C** – Challenges of an Urbanising World

Each section of the paper is worth **30 mark**; in addition, up to **4 marks** will be awarded for spelling, punctuation, grammar and use of geographical language (SPAG). There will be a variety of different question types, including multiple choice, calculations and open questions. 8 mark questions are where you get marks for SPAG.

### Component 2 – UK Geographical Issues

You will sit a 1hr 30min exam, with **3** sections. The total marks for this paper are **94**.

Your assessment:

- **Section A** – The UK's Evolving **Physical** Landscape (Answer all the questions)
- **Section B** – The UK's Evolving **Human** Landscape (Answer all the questions)

- **Section C1** – Physical fieldwork questions – River processes and pressures.
- **Section C2** – Human fieldwork questions - Dynamic urban areas.

You may be assessed on geographical skills in any section, and can use a calculator. Up to **4 marks** will be awarded for spelling, punctuation, grammar and use of geographical language (SPAG). There will be a variety of different question types, including multiple choice, calculations and open questions. 8 mark questions are where you get marks for SPAG.

### **Component 3 – People and Environment Issues – Making Geographical Decisions**

You will sit a 1hr 30min exam, with questions based on a resource booklet, leading up to a decision making exercise. You will be examined on Topics 7, 8 and 9, as well as using your knowledge of physical and human geography from Components 1 and 2. The total marks for this paper are **64**.

Your assessment:

- **Section A** – People and the Biosphere
- **Section B** – Forests under Threat
- **Section C** – Consuming Energy Resources (Including 8 Mark questions)
- **Section D** – Making a Geographical Decision – You will choose 1 out of three decisions. (12 Mark questions with an extra 4 Marks for SPAG)

You may be assessed on geographical skills in any section, and can use a calculator. Up to **4 marks** will be awarded for spelling, punctuation, grammar and use of geographical language (SPAG).

You will be assessed against 4 objectives. In brief these include:

#### **AO1: Knowledge** (20-30% of GCSE)

Recall, select and demonstrate knowledge of:

- Locations
- Scale

#### **AO2: Understanding** (20-30% of GCSE)

Show understanding of:

- Changes over time in places and processes
- Interrelationships between people and environment
- Interconnections between places and different contexts

#### **AO3: Skills** (20-30% of GCSE)

Know about, select, adapt and use a variety of skills, techniques and technologies:

- Observe, collect, organise, and present data
- Investigate, analyse, and interpret data
- Explain and communicate geographical evidence, ideas and questions

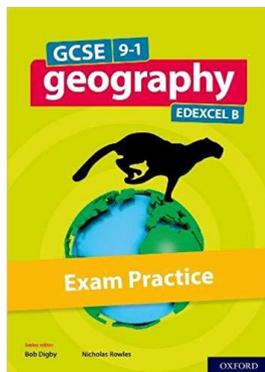
#### **AO4: Application** (30-40% of GCSE)

Apply geographical knowledge, understanding and skills in relation to:

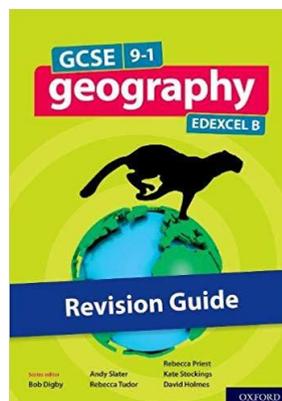
- Questions and issues about familiar places (e.g. places studied within the GCSE course)
- Questions and issues about unfamiliar places (e.g. places not specified in the GCSE course)
- Questions and issues arising directly from real fieldwork contexts

## Revision tips:

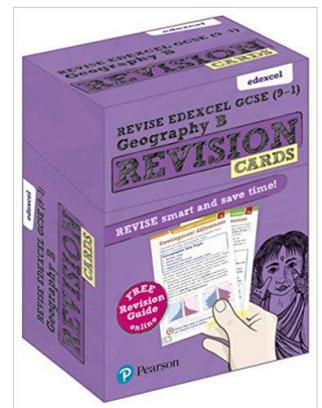
- Create posters or mind maps for each topic.
- Learn named examples and specific facts and figures. Create cards with this information on.
- Stick key facts for your case studies on post-it-notes and put them somewhere prominent, such as the fridge or around your mirror!
- Download a copy of the specification (see the Edexcel website) and make sure that you can answer the key questions for each topic.
- Answer past exam questions (ask your teacher to mark them too) you can get these from your teacher or you can download them from the Edexcel website.
- Use mark schemes to mark some answers – this is really helpful in getting you to understand what the examiner is looking for. Ask your teacher to check the marks for you. Mark schemes can also be found on the Edexcel website.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam. Download sample exam questions from the school shared area.
- Use the revision guides, work books and revision cards.



**GCSE 9-1 Geography Edexcel B;  
GCSE Geography Edexcel B  
Exam Practice**  
ISBN-13: 978-0198436171  
Publisher: OUP Oxford  
Price: £7.99



**GCSE 9-1 Geography Edexcel B; GCSE  
Geography Edexcel B Revision Guide**  
ISBN-13: 978-0198436232  
Publisher: OUP Oxford  
Price: £8.99



**REVISE Edexcel GCSE (9-1)  
Geography B Revision Cards:  
With Free Online Revision  
Guides (Revise Edexcel GCSE  
Geography 16)**  
ISBN-13: 978-1292182414  
Publisher: Pearson Education  
Price: £10.67

- Complete the revision audit for the topics you have studied so far (these can be collected from the Geography department). This will help you to identify any gaps in your knowledge and understanding.
- Use your lunchtimes to get extra help from your class teacher.

## Where can Geography take you?

Geography is a fascinating subject because it looks at both the physical structure of the planet and the social structure (i.e. how we affect our environment and how it affects us) in the past, present and future. Because Geographers deal with the natural world and how we behave in it, their jobs can take them everywhere, from taking soil samples on the edge of a volcano to mapping a new town, charting the changes to a glacier in the Arctic, or even teaching you in a comfortable classroom.

Geographers have done some important things for the human race, including charting new territory, developing maps (cartography) and measuring distances to help us get from A to B long before we could simply take a picture of an area from space. We wouldn't have Google maps without Geographers! Through studying Geography, you will develop communication and teamwork skills, as you'll often work on group projects. You'll also develop your research and analysis skills including in IT, lab and fieldwork, which means you will be able to collect and look for patterns in data. Employers love the mix of technical and social skills people get from studying Geography, which they see as very transferable, i.e. useful for a whole range of jobs. According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment and are amongst the best paid. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with Geography qualifications include agriculture, town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, members of parliament and weather forecasting.

**[Don't forget to access the wealth of revision resources on the Year 10 Geography TEAMS to help you succeed at home!](#)**

Updated July 2021

# History

**Exam board:** Edexcel

**Exam board website:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

**Assessment-** There are three exams. They are the following:

**Paper 1:** Thematic study and historic environment 1 hour 15 minutes:

- Medicine in Britain c1250-present. - 20%
- The British sector of the Western Front, 1914-18: injuries, treatment and the trenches.- 10%

**Paper 2:** Period study and British Depth study 1 hour and 45 minutes:

- Early Elizabethan England, 1558-88.- 20%
- Superpower relations and the Cold War, 1941-91.-20%

**Paper 3:** Modern depth study 1 hour and 20 minutes: The USA, 1954-75: conflict at home and abroad.

**Revision tips:**

- Create posters or mind maps for each topic area e.g. Medical Renaissance in England, The Cuban Missile Crisis etc.
- The relevant GCSE textbooks that students have used in lessons are available on the school area.
- Answer possible exam style questions (ask you teacher to mark them too) you can get these from your teacher.
- Answer possible exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam.
- Create timelines, key terms post-it notes
- Character profiles, e.g. William Harvey for Medical Renaissance in England, Francis Drake for Elizabethan England.
- Condense your notes into bullet points

**Where can History take you?**

The fantastic thing about History as a subject, is the wide range of pathways it can lead you down. The skills we teach you support many future career plans you may have. Just a few of those options are, Law, as a Solicitor or Barrister or a Magistrate, Publishing or the Media, as a journalist, editor, writer or another management role within publishing, Education, as a teacher or a university lecturer, Public Sector, as an MP, a Social worker, or another form of Civil Servant, Hospitality and Tourism, as a tour guide, Museum Curator or a Tour operator. These are just a few of your options, but what you can see is your options are varied.

[Speak to your History teacher for more ideas!](#)

Updated July 2021

# Mathematics

**Exam board:** AQA

**Specification details/code:** AQA Linear (8300)

**Exam board website:** <http://www.aqa.org.uk/>

**Assessment:** 100% examination in June.

- Paper 1 - Non-calculator (1/3) | Paper 2 - Calculator (1/3) | Paper 3 - Calculator (1/3)

*Any topics we have studied can appear in any of the papers.*

**Revision tips:**

- Along with the papers that you will be given from your Mathematics teachers part way through year 11, complete as many extra past papers as possible, even the old specification will help you. Nothing quite prepares you for the exam as much as trying questions. Papers from different exam boards (e.g. OCR and Edexcel) can be used as the same material is assessed. Old style AQA papers and their solutions can be found at [www.aqa.org.uk](http://www.aqa.org.uk).
- Produce posters or mind maps for different topic areas e.g. data representation methods, area of 2-D shapes.
- Use the traffic light sheets in the back of your exercise books to identify areas to focus on. Each question has a link to mathswatch for you so that you can watch a clip and answer questions on the areas.
- Condense notes into smaller chunks that will be easier to remember. Corbett Maths have produced some excellent revision cards that will save lots of time. They can be ordered from <https://corbettmaths.com/revision-cards/>
- For lots of clear examples, go to BBC bitesize at [www.bbc.co.uk/education](http://www.bbc.co.uk/education), then click GCSE, and Maths (2015 onwards). Also, [www.mymaths.co.uk](http://www.mymaths.co.uk) has worksheets, puzzles and online lessons. The login to My Maths is qegsa, and the password is currently 'triangle'. Another one is [www.corbettmaths.com](http://www.corbettmaths.com), on here there are videos and worksheets for every single topic on the GCSE. There are also additional practice papers available to download.
- Create formulae revision sheets so that you can clearly see the formulae that you will need to learn.
- Bright revision posters with different examples, common misconceptions and important facts.
- There are lots of clips explaining how to answer exam questions on different topics at [www.examsolutions.net](http://www.examsolutions.net)
- Discuss methods with friends- explaining things to other people can help to consolidate the ideas in your own mind.
- Stick key facts on post-it notes and put them somewhere prominent, such as the fridge or the back of your bedroom door.
- Try and do 5-10 minutes revision per day- short sharp chunks, well in advance of the exam. Covering lots of small topics regularly will help you to remember in the long term.
- Refer to the shared area, maths, year 11 revision to find formula lists, topic lists, skills questions and lots of exam questions on all topics.

## **Maths: Where can this subject take you?**

By taking Maths at A level, you are opening endless doors of opportunity to your future- whether you are going into a career that involves Maths or not. You probably already know that taking Maths at A level can help you get into all fields of Engineering, Computing, Accountancy and Banking, but did you know that studying Maths at A level can help you get roles as a biological research scientist investigating vaccines and antibiotics? Or a stockbroker dealing with huge volumes of money? Or a games and software developer? Or a geologist investigating climate change? The list goes on and on. Even if you are planning on going into a field that has no Maths in it, the logical, analysing and problem solving skills that you acquire throughout the course are hugely beneficial.

Updated July 2021

# MFL – French, German, Spanish

**Exam board:** AQA

**Specification details/code:** GCSE French 8658; German 8668; Spanish 8698

**Exam board website:** [www.aqa.org.uk](http://www.aqa.org.uk)

## **Assessment:**

GCSE languages have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier.

- Paper 1 Listening – written exam (25%).
- Paper 2 Speaking – final assessment conducted by the class teacher (25%).
- Paper 3 Reading – written exam (25%).
- Paper 4 Writing – written exam (25%).

## **Revision tips:**

### Listening and reading

- Use the **Kerboodle** website to listen to or read previous pieces that you have done in class or complete the mini assessments that are listed.
- Use **BBC Bitesize** to listen and gain tips on how to approach listening and reading exercises
- Tune into a radio station in the foreign language, you can usually locate one on the net. This helps with tuning your ear into the language.
- Use [www.linguascope.com](http://www.linguascope.com) and [www.languagesonline.org.uk](http://www.languagesonline.org.uk) to consolidate key vocabulary and build on knowledge of grammar.
- Use TV! If you have SKY TV you can change the language settings for some channels like **Euro news** so that you can hear the news in your chosen language. You can also find foreign language programmes on Netflix and Amazon Prime.
- Find FL apps on your phone such as **Duolingo & LyricsTraining**. Great for learning on the go!
- Ask your teacher for past papers or go to the exam website and download papers and the listening files to do at home. It doesn't matter if these are papers from the old exam syllabus because the vocabulary used will be same.
- Following a famous Spanish/French/German celebrity on social media so you can read their posts and watch their videos.
- Listen to popular music in a foreign language eg. Luis Fonsi, Pedro Capó, Christine & the Queens.

### Speaking and writing

- Make sure you revise in the skill you are going to be tested in. Before a speaking exam, make sure you speak when you are revising- writing it down will not help!
- Revise with a partner. Get mum, dad, siblings, friends involved. It doesn't matter if they do not speak a foreign language. Give them a written copy of what you are saying and get them to follow the text. They will be amazed at what you can do!
- Have regular breaks and revise **OVER TIME**. Do not try to cram in lots of information the night before an exam. Little and often is the key to success.

- Use Post-its around your room with key phrases that you find hard to remember. It's amazing how looking at something several times can fix language in your memory.
- Use a voice recorder on a phone to record yourself, then listen to it when you are out and about.

**For further tips and information see the MFL department.**

### **Where can this subject take you?**

Around the world!! Languages are a real skill, one which we encourage our students to take forward with them in life so that they are prepared and equipped to work in a global market. Known to improve knowledge of your own language, to enhance overall communication skills and to improve memory skills, we aim to educate your child about the value and importance of language learning and all the benefits of being a linguist in the twenty-first century, including having enhanced cultural awareness. There are a wide range of careers which languages are extremely beneficial for including education, travel and tourism, hospitality, law, journalism and marketing amongst others. Languages can also be beneficial to your personal life as you will be able to communicate with more people and put your skills to the test when visiting new places.

Updated July 2020

# Music

**Exam Board:** OCR

**Specification Details/Code:** GCSE Music J536 (first teaching from September 2016)

**Exam Board Website:** [www.ocr.org.uk](http://www.ocr.org.uk)

## **The Main Assessments:**

### **Integrated Portfolio (30% of total)**

One performance on your chosen instrument (15%) and one composition set to your own brief (15%).

### **Practical Portfolio (30% of total)**

A group performance (15%) and a composition to a brief set by the exam board (15%).

### **Listening and Appraising (40% of total)**

A written paper, with CD, assessing knowledge and understanding of the Areas of Study

The minimum combined performance time is four minutes.

The minimum combined composition time is three minutes

## **The Areas of Study:**

### **Area of Study 1: My Music**

Study your instrument, perform one piece and compose a piece to your own brief

### **Area of Study 2: The Concerto through time**

You will study the development of the Concerto from 1650 to 1910 through the Baroque Solo Concerto, the Baroque Concerto Grosso, the Classical Concerto and the Romantic Concerto.

### **Area of Study 3: Rhythms of the World**

You will study the traditional rhythmic roots from four geographical regions of the world:

India and Punjab, Eastern Mediterranean and Middle East, Africa & Central and South America.

### **Area of Study 4: Film Music**

You will study a range of music used for films and video games

### **Area of Study 5: The Conventions of Pop**

You will study a range of popular music from the 1950s to the present day

### **Revision tips:**

1. Listen! ClassicFM or Radio 3 are good options because they play a mix of styles which you can practice identifying. Then the helpful continuity announcer tells you at the end of the piece whether or not you are correct.
2. Listen to different styles of music on YouTube.
3. Practice reading staff notation. You will need to know how to identify note names and note values during the composition and listening paper elements of the course.
4. Make a list of key terms and definitions for each of the elements of music, so that you know the terminology to describe what you are hearing.
5. Create playlists of different composers and artists for each genre. Try and identify what makes each sound unique so that you can recognise it in the exam.

## **Where can music take you?**

Apart from the obvious benefits of musical appreciation: relaxation, reducing anxiety, appreciation of fine detail and a broad appreciation of world art over time, music can provide you with a number of prospective career choices. If you enjoy music and writing you may look to become a music critic, commenting on the current trends and shaping public opinion. Alternatively, you may wish to pass on your knowledge. There are many ways for musicians to do this: class music teacher, instrumental tutor or lecturer to name but a few. Many say that this is the most rewarding of all careers and you will find that you only truly know your subject when you have attempted to teach it to others. Many students of music will go into the performing arts industry. Musicians make up at least a third of this sector and end up being instrumental performers, composer/arrangers or sound engineers. In some cases, it might be all three, as musicians tend to have performance, creative and technical skills all rolled into one. One other area which attracts musicians is the organisation of artistic events. This may involve being the orchestral manager for an orchestra, an agent for other musicians/ensembles or even running your own company, providing original music for adverts, TV programmes or films. There are so many opportunities to develop and be successful if you choose to study music in all its forms.

Updated July 2021

# GCSE Physical Education

**Exam board:** Edexcel

**Specification details/code:** GCSE Physical Education (1PE0)

**Exam Board Website:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

**Assessment:**

60% Theory, 30% Practical and 10% Coursework

Component 1: Fitness and Body Systems  
1 hour and 45 minutes written paper (90 marks, 36%)

Component 2: Health and Performance  
1 hour and 15 minutes written paper (70 marks, 24%)

Component 3: Practical Performance

Non-examined assessment:  
Internally marked and externally moderated  
105 marks (35 marks per activity) 30% of the qualification.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment:  
Internally marked and externally moderated  
20 marks, 10% of the qualification.

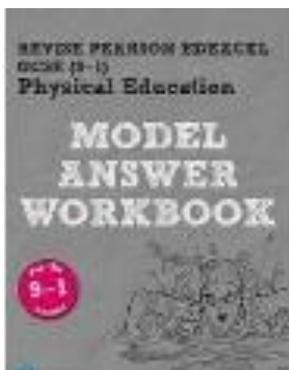
Component	Assessment	Content overview
<b>Component 1:</b> Fitness and Body Systems	 Written examination: 1 hour and 45 minutes  36% of the qualification	 Topic 1: Applied anatomy and physiology  Topic 2: Movement analysis  Topic 3: Physical training  Topic 4: Use of data
<b>Component 2:</b> Health and Performance	 Written examination: 1 hour and 15 minutes  24% of the qualification	 Topic 1: Health, fitness and well-being  Topic 2: Sport psychology  Topic 3: Socio-cultural influences  Topic 4: Use of data
<b>Component 3:</b> Practical Performance	Non-examined assessment: internally marked and externally moderated  30% of the qualification  105 marks, (35 marks per activity)	 One team activity, one individual activity and a free choice from the list published by the DfE  Skills in isolation  Skills in a competitive/ formal situation
<b>Component 4:</b> Personal Exercise Programme (PEP)	Non-examined assessment: internally marked and externally moderated  10% of the qualification  20 marks	 Aim and planning analysis  Carrying out and monitoring the PEP  Evaluation of the PEP

**Revision tips:**

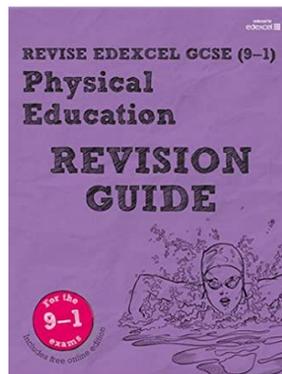
- Make your revision an active experience! Don't just read your notes and textbooks or copy straight from them.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam. Download sample exam questions from the school shared area or the Edexcel website.
- Use mark schemes to mark your answers – this is really helpful in getting you to understand what the examiner is looking for. Ask your teacher to check the marks for you. Mark schemes can also be found on the Edexcel website.
- Write revision question cards with exam type questions on one side and the mark scheme on the other. As you go through each question, traffic light them and re-visit your red and amber areas more often.
- Create flash cards for each area e.g. Skeletal System, Diet and Nutrition, Injury, containing the key facts for each topic.
- Produce posters or mind maps, for each topic, using different colours, to make the information stand out.

- Make a list of key words and their definitions, for each topic area. Use these to test yourself, so you can check which ones you know and which ones you need more practice with.
- Download a copy of the specification (see the Edexcel website) and make sure that you can answer the key questions for each topic.
- Visit BBC bitesize: <http://www.bbc.co.uk/education/subjects/znyb4wx>
- Use the revision guides and work books. These are available to order through school.
- Use your lunchtimes to get extra help from your class teacher.
- Start your revision early, so you revise over time and do it in short chunks of time with regular breaks. Do not try to cram in lots of information the night before an exam. Little and often is the key to success.

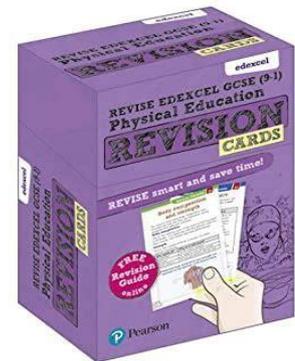
Recommended Revision Materials:



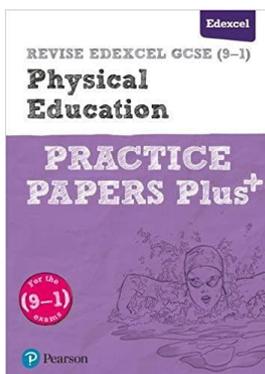
**REVISE Edexcel GCSE (9-1)  
Physical Education – Model  
Answer Workbook**  
ISBN-13: 978-1292296685  
Publisher: Pearson Education  
Price: £5.99



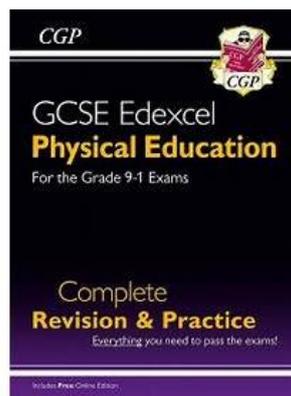
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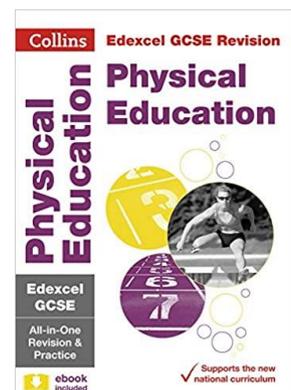
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Education Edexcel All-in-One  
Complete Revision and Practice**  
ISBN-13: 978-0008166298  
Publisher: Collins  
Price: £10.99

## Where will PE take you?

You will gain many valuable skills from studying physical education that will help you in your other subjects, further qualifications, and your future career. Some of the skills that you will develop include communication, problem solving, analysis and evaluation, as well as providing the opportunity for increased physical activity, which will have a positive benefit to both your emotional and physical health.

From a careers perspective, studying PE can lead to various careers in the growth sectors of sports and fitness as well as many other industries, due to the transferable nature of the skills you will develop. Some careers that you could consider doing with PE include:

- Sports science
- Sports development
- Health promotion
- Nutrition/diet
- Physical therapy
- Education/PE teaching
- Sports psychology
- Physiotherapy
- Sports coaching
- Fitness instructing/personal training
- Sports performance analysis
- Journalism/broadcasting

Updated July 2021

# Religious Studies

**Exam board:** AQA

**Specification details/code:** GCSE Religious Studies A

**Exam board website:** <http://www.aqa.org.uk/>

**Revision Guide: Either**

- AQA Religious Studies A: Christianity and Islam Revision Guide (Oxford University Press) approx. £9.99
- The Revision Guide (CGP) GCSE AQA A, Religious Studies (9-1) approx. £3.50

**Assessment:**

100% examination (2 exams, 50% each)

- **Exam 1:** Christianity and Islam (Beliefs and Practises)
- **Exam 2:** Themes (Relationships and Families, Religion and Life, and Religion, Peace and Conflict)

*Therefore, at the end of Year 11; students will be completing two exams. The topics will have been covered in lessons from Year 9 through to Year 11.*

**Short Course:** For some students, their teacher might recommend the Short Course GCSE which is a condensed form of the full GCSE.

**Revision tips:**

- Staff will be uploading resources throughout the year onto the Shared Drive for student to revise from. Keep checking back on a regular basis for videos, powerpoints, past papers and worksheets etc.
- Answer past exam questions (ask you teacher to mark them too) you can get these from your teacher or you can download them from the AQA website <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes> There are mark schemes here too; why not try marking your own work first and then ask your teacher to check it.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam. \* Visit BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/rs/> though be aware that not every topic on this website will be on your exam. Check with your teacher if you're unsure about a topic.
- Use Youtube to search for useful revision videos. For example, search topics like 'The Sanctity of Life' or 'Evil and Suffering' etc.
- Create posters or mind maps for each topic area e.g. Fertility Treatment, the Cosmological Argument etc.
- Condense your notes into bullet points

**Where can this take me?**

RS is a study of people, and is invaluable in any profession or job. An RS qualification is particularly valuable in the Public Services i.e. for Police, Nurses, Doctors, Teacher and the Military but is equally useful in other varied careers spanning from Marketing to Architecture etc.. With the skills developed, a lot of our students (particularly at A-Level) often progress to study Law, Medicine, Philosophy, Theology, Politics and Economics.

Updated July 2020

# Science

**Exam board:** AQA

**Combined Science ):** [www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

**Specification details/code:** Combined Science: Trilogy 8464

**Assessment:** 100 % external examination with six papers; two biology, two chemistry and two physics. Each paper is 1h 15 minutes, worth 70 marks (including multiple choice, structured, closed short answer and open response) and worth 16.7% of the GCSE.

**Grades:** You will be awarded a joint grade worth two GCSEs if you sit the combined papers - e.g. 9:9 two top grade marks, 5:5 two strong passes, or 5:4 a strong pass and a standard pass. This will be calculated using your cumulative score over all six papers (2 papers per subject).

**Separate Sciences (Triple Science)** <https://www.aqa.org.uk/subjects/science/gcse>

**Specification details/code:** Biology 8461, Chemistry 8462, Physics 8463

**Assessment:** 100 % external examination with six papers; two biology, two chemistry and two physics. Each paper is 1h 45 minutes, worth 100 marks (including multiple choice, structured, closed short answer and open response) and worth 50% of each GCSE.

**Grades:** You will receive a single grade for each of the three sciences, calculated using your cumulative score over both the papers for that science.

For both qualifications, the higher papers have grades ranging from 4 to 9, whereas the foundation papers ranges from grades 1 to 5.

New website to help with required practicals and key topics

<https://www.freesciencelessons.co.uk/videos/>

## Revision tips:

- Don't just read your notes or revision guide! You must do something active; whether making mind maps for each unit or topic area e.g. B1, P2 or C4.... this will help to remember key facts, summarising your notes into bullet points or writing/trying quizzes to test yourself.
- Don't forget the required practicals; learn the definitions of key scientific terms used, create a brief outline of the methods, key equipment used and how the practical could be improved.
- Focus on the maths element – as the examiners have increased the maths mark weighting. It is all about applying your core key maths skills to the question, such as changing units, percentage change, standard form, calculating means, modes, medians etc.
- Make sure you learn the equations for physics, including units and symbols, and practise changing the subject of the formula.
- Use the revision guides from CGP or Collins (available to order tonight) by summarising the notes and then completing the revision exercises. This will allow you to check your understanding and practice applying the knowledge to unfamiliar situations. You can buy the exam practice

workbooks (well worth the money), which have topic specific questions as well as mixed questions.

- Answer specimen exam papers (you can download them from the AQA website) - practise your exam technique by sitting past papers under timed conditions. There are mark schemes here too; why not try marking your own work first and then ask a friend or your teacher to check it.
- Use the revision resources and quizzes on [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk) to go over work from lessons, revise a topic, or check your understanding.
- You could also use BBC Bitesize (Combined): <https://www.bbc.com/bitesize/examspecs/z8r997h>  
You could also use BBC Bitesize (Chemistry): <https://www.bbc.com/bitesize/examspecs/z8xtmnb>  
You could also use BBC Bitesize (Physics): <https://www.bbc.com/bitesize/examspecs/zsc9rdm>  
You could also use BBC Bitesize (Biology): <https://www.bbc.com/bitesize/examspecs/zpgcbk7>
- Try the online resources at <http://www.my-gcsescience.com/>
- After every topic make revision cards or flash cards to remember key principles.
- Great short revision videos on topics and required practicals  
<https://www.freesciencelessons.co.uk/videos>
- Useful longer revision videos for both TrilogY and Triple science topics -  
<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>

## **Where can this subject take you?**

Science helps you to build up research, problem solving, organisation and analytical skills as well as helping you build your teamwork and communication skills, which is great for project management. Science also helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Within Science, there are the three subjects, each of which has its own unique skill set.

Biology is a key subject for lots of STEM careers, particularly in healthcare, medicine and jobs involving plants or animals. This includes: nursing, dentistry, forensic science, psychology, physiotherapy, botany, environmental science, zoology, geology, oceanography, pharmaceuticals, energy industry, science writing, genetics, anthropology, psychology, civil engineering, geography, and teaching.

Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers such as: medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

Physics is a very useful subject for the majority of STEM (science, technology, engineering and maths) careers. Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology.

Updated July 2021

# **Sport Science**

## **(Cambridge National Level 1/2 Certificate)**

**Exam board:** OCR

**Specification details/code:** J812

**Exam board website:** [www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/](http://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/)

**Assessment:**

### **25% Examination**

- Core unit 1: Reducing the risk of sports injuries
- 60 marks
- A 1 hour written paper, set and marked by OCR

### **75% Non-examined assessment (NEA)**

- Core unit 2: Applying principles of training (25%)
- Optional unit 1: The body's response to physical training (25%)
- Optional unit 2: Sports nutrition (25%)
- Each NEA unit is worth 60 marks
- Centre assessed tasks, moderated by OCR

**NEA tips:**

- Follow and act upon all of the feedback offered to you by your teacher.
- Ensure you meet all deadlines for the work set. Failure to meet a deadline can result in a U grade (Fail) being awarded to your work.
- Use the feedback you have been given to improve your work before a grade level is awarded.
- Ensure that your work is correctly titled with the name of the Unit and assessment criteria you are answering.

**Revision tips:**

- Make your revision an active experience! Don't just read your notes and textbook or copy straight from them.
- Answer past exam questions under timed conditions – this is one of the best ways to revise and find out what you can do in the time allocated in the exam. Download sample exam questions from the OCR website.
- Use mark schemes to mark your answers – this is really helpful in getting you to understand what the examiner is looking for. Ask your teacher to check the marks for you. Mark schemes can also be found on the OCR website.

Updated July 2021

These are example timetables to help you plan your preparation for your Mock exams. Make sure that you revise for each subject you are studying at least once a week. Build in regular breaks.

<b>Year 11 Exam Preparation Timetable</b>			
<b>Subject</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
	<b>Sunday</b>		

## The Big Timetable

	7.00	8.00	9.00	10.00	11.00	12.00	13.00	14.00	15.00	16.00	17.00	18.00	19.00	20.00	21.00	22.00	23.00
Mon																	
Tues																	
Wed																	
Thurs																	
Fri																	
Sat																	
Sun																	