

# Year 11



# February/March 2025

# PPE Prep Book



PPE Preparation information inside.

Subject	English Language GCSE
<p>How many exams will I sit? How long will each one be?</p>	<p>Component 1 English Language 1 hour 45 mins <b>Section A:</b> Reading Section (60 mins, 1 piece of prose fiction around 1 ½ pages in length, 40 marks <b>Section B:</b> Writing Section (45 mins, 1 short story which is adapted to one of the titles given in the exam, around 2 ½ pages in length, 40 marks).</p>
<p>What topics do I need to revise?</p>	<p><b>Section A</b> - read a prose piece of fiction writing. They are assessed on the skills of AO1 (selecting correct information and commenting on the writer’s ideas) as well as explaining the writer’s methods (AO2). There are 5 questions which test these skills.</p> <p><b>Section B</b> - write a story which is around 2 ½ pages in length. Students are assessed for their skills of writing imaginatively, using appropriate characters and structure (AO5), as well as ensuring that they use accurate spelling, punctuation, sentence structures and ambitious vocabulary (AO6).</p>
<p>How can I revise for this assessment series?</p>	<p>For the reading section, nothing can beat practice! Use the resources and past papers in Google Classroom to complete exam questions in timed conditions - and no, you shouldn’t give yourself an extra five minutes to finish if you won’t get that in the exam. <b><u>So many marks are lost to timing - and the only way to improve once you have the technique is to try and try again.</u></b></p> <p>Ensure you are covering a range of details within each paragraph.</p> <p>For 10 mark questions, make sure you have selected the correct information (check the line numbers that you are given in the question) and that you comment on the details. Do some discussion of language but don’t let this allow you to lose focus on the question and selecting the correct details</p> <p>For the narrative writing, practise adapting your story to different titles from past exam papers. You could change characters but keep the same general plot so it fits the title; you could adapt by changing some of the settings to fit the title.</p> <p>Practise using a range of techniques such as similes, metaphors and personification. Keep the plot simple: a couple of characters, one key event that is a problem and try and show how the event changes your characters from the start to the end.</p>
<p>Where can I find support when I am revising in school?</p>	<p>In class support from teacher. Resources available for revision in Google Classroom.</p>
<p>Where can I find support when I am revising at home?</p>	<ul style="list-style-type: none"> <li>• GCSE Pod has videos that will lead you through each question on the exam.</li> <li>• GCSE Bitesize Revision: English Language Eduqas <a href="#">GCSE English Language - Eduqas - BBC Bitesize</a></li> </ul>

<b>Subject</b>	<b>English Literature GCSE</b>
How many exams will I sit? How long will each one be?	<p>Eduqas English Literature Component 1 2 hours</p> <p><b>Section A:</b> Shakespeare (<i>Macbeth</i>): 60 mins (20 mins on the extract, 40 mins on the essay).</p> <p><b>Section B:</b> Poetry Anthology (Nature poems): 60 mins (20 mins on the printed poem, 40 mins comparing).</p>
What topics do I need to revise?	<p>The exam assesses candidates on two set texts: <b><u>Macbeth</u></b> and the <b><u>Poetry Anthology</u></b>.</p> <p><b>Macbeth</b> assesses students on the skills of AO1 (exploring the ideas of a writer/text and using quotes to support) as well as AO2 (exploring the effects of language and structure).</p> <p>You are required to explain an extract from <i>Macbeth</i> and also required to complete an essay on either a character or a theme from the play.</p> <p>For this series, we are giving you an unseen extract and an essay on one of these topics:</p> <ul style="list-style-type: none"> <li>• <b><u>The character of Macbeth</u></b></li> <li>• <b><u>The character of Lady Macbeth</u></b></li> <li>• <b><u>Guilt</u></b></li> <li>• <b><u>Ambition</u></b></li> </ul> <p>For the <b>Poetry Anthology</b>, students are assessed against AO1, AO2 and also AO3 (which requires some discussion of the contexts of the poems discussed).</p> <p>There are two questions: the first requires you to explain a theme of a printed poem and the second question asks you to <b>compare</b> the printed poem on the first question to another poem from the anthology using your memory.</p> <p><b><u>For this part of the exam, we are asking you to ensure you have revised the poems listed below:</u></b> one of these will be printed and you should compare to one other of these poems. Many of them will be studied in class, but some may need to be revised independently.</p> <ul style="list-style-type: none"> <li>• <b>Valentine</b></li> <li>• <b>The Soldier</b></li> <li>• <b>The Manhunt</b></li> <li>• <b>London</b></li> <li>• <b>Afternoons</b></li> </ul>

	<ul style="list-style-type: none"> <li>• She Walks in Beauty</li> <li>• Sonnet 43</li> <li>• A Wife in London</li> <li>• Living Space</li> </ul>
<p>How can I revise for this assessment series?</p>	<ul style="list-style-type: none"> <li>✓ Revise key quotes and analysis for the Macbeth and Poetry Anthology.</li> <li>✓ Learn 5 key events for <b><u>Macbeth, Lady Macbeth, Guilt and Ambition.</u></b> Think carefully about this and be smart with your choice of quotations - you will definitely be able to reuse your Macbeth and Lady Macbeth character quotes when talking about those themes!</li> <li>✓ Pick an extract from Macbeth and explore how the characters speak and behave in that scene. Attempt this a few times across different acts and scenes.</li> <li>✓ Learn 3-5 quotes from each poem and make sure that you learn some context.</li> <li>✓ Write your own essay plans to revise using quotes and key words. Try writing up one of your plans in timed conditions and submit to your teacher for feedback.</li> </ul>
<p>Where can I find support when I am revising in school?</p>	<ul style="list-style-type: none"> <li>✓ In class support from teacher.</li> <li>✓ Resources available for revision in Google Classroom</li> </ul>
<p>Where can I find support when I am revising at home?</p>	<ul style="list-style-type: none"> <li>✓ Google classroom in your subject: look at the revision material your class teacher has uploaded for you.</li> <li>✓ GCSE Pod</li> <li>✓ BBC Bitesize Revision: Macbeth <a href="#">Macbeth - GCSE English Literature - BBC Bitesize</a></li> <li>✓ BBC Bitesize Revision: Poetry Anthology <a href="#">Poems - GCSE English Literature - BBC Bitesize</a></li> <li>✓ There are lots of websites and videos that can provide support - just make sure that you include our exam board 'Eduqas' in any searches to make sure that the exam technique is correct</li> </ul>

Subject	Maths
<p><b>How many exams will I sit? How long will each one be?</b></p>	<p>3 exams - one non-calculator and two calculator papers.</p> <p>Each paper lasts for 1 hour 30 minutes and is worth 80 marks. These combine to give a final score out of 240 which determines the grade achieved.</p>
<p><b>What topics do I need to revise?</b></p>	<p>You will be examined on the 5 main areas of the GCSE specification:</p> <ul style="list-style-type: none"> <li>✓ Number</li> <li>✓ Shape</li> <li>✓ Ratio and Proportion</li> <li>✓ Data handling</li> <li>✓ Algebra.</li> </ul> <p>The exam papers can (and will) contain material on every topic that you have ever studied in Mathematics.</p> <p>Full revision lists are on Google Classroom</p>
<p><b>How can I revise for this assessment series?</b></p>	<p>You should use the QLA document that you were given by your class teacher after your assessments in November. This will help you to identify topics to focus your revision on over the coming weeks.</p> <p>To address these topics, you should use your login details to access revision videos on <a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a> This website also has practice questions on every video that you can use as part of their revision.</p> <p>You should be working through these topics on a weekly basis. You should watch the videos then attempt to complete questions on the topic.</p> <p>You can use the back of your Maths books to complete any revision work. If you are still struggling with a topic, you should bring your question to your class teacher, or even send a copy of the question to your class teacher via email.</p>

	<p>Students should make revision cards with Mathematical facts on to help them remember. Examples of these include Angle Facts or Rules of Indices.</p> <p>There is a wealth of resources for you to look at and work through on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a>, <a href="http://www.mathsgenie.co.uk/gcse">www.mathsgenie.co.uk/gcse</a> and <a href="http://www.gcsepod.com">www.gcsepod.com</a></p>
<p>Where can I find support when I am revising at home?</p>	<p>These websites are useful resources</p> <p><a href="http://www.drfrostmaths.com">www.drfrostmaths.com</a></p> <p><a href="http://www.corbettmaths.com">www.corbettmaths.com</a></p> <p><a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a></p> <p><a href="http://www.gcsepod.com">www.gcsepod.com</a></p> <p>If you have any questions or need assistance, please feel free to email your teachers. They are happy to help and will respond as soon as possible.</p>
<p>Where can I go for support in school?</p>	<ul style="list-style-type: none"> <li>• Class teachers will be working on exam technique and helping you to revise in lessons.</li> <li>• You will be given practice exam papers to help you prepare for the format of the exam.</li> <li>• Maths revision is on Mondays after school until 4.15pm</li> <li>• If you have a specific question, please feel free to come to the maths office at break or lunch time.</li> </ul>

<p><b>Subject</b></p>	<p><b>COMBINED SCIENCE</b></p>
<p><b>How many exams will I sit? How long will each one be?</b></p>	<p><b><u>3 full exam papers (PAPER 2).</u></b>            1 x Biology    1 x Chemistry    1 x Physics</p> <ul style="list-style-type: none"> <li>• Each paper will be worth 70 marks and is 1 hour 15 mins long.</li> <li>• Types of questions will be multiple choice, structured, closed short answer, and extended response.</li> <li>• There will also be questions which will draw on the knowledge and understanding that you have gained by carrying out required practical activities.</li> <li>• Your teachers will tell you if you are sitting the higher tier papers or the foundation tier papers.</li> <li>• You will need a black pen, pencil, ruler, calculator for each paper. A protractor will be useful for the Physics papers.</li> </ul>
<p><b>What topics do I need to revise?</b></p>	<p><b><u>BIOLOGY</u></b></p> <p><b><u>HOMEOSTASIS AND RESPONSE</u></b></p> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Nervous system</li> <li>• Reflex arc</li> <li>• Endocrine system (hormones and glands)</li> <li>• Control of blood glucose</li> <li>• Menstrual cycle hormones</li> <li>• Contraception</li> <li>• <b>Hormones in infertility (HT only)</b></li> <li>• <b>Negative feedback (HT only)</b></li> </ul> <p><b><u>INHERITANCE, VARIATION AND EVOLUTION</u></b></p> <ul style="list-style-type: none"> <li>• Sexual and asexual reproduction</li> <li>• Meiosis</li> <li>• DNA and the genome</li> <li>• Genetic inheritance (Punnett squares)</li> <li>• Inherited disorders</li> <li>• Sex determination</li> <li>• Variation and its causes</li> <li>• Evolution</li> <li>• Selective breeding</li> <li>• Genetic engineering</li> <li>• Evidence for evolution</li> <li>• Fossils</li> <li>• Extinction</li> <li>• Resistant bacteria</li> <li>• Classification</li> </ul>

**CHEMISTRY****STRUCTURE AND BONDING**

- Chemical Bonding; Ionic, Covalent, Metallic
- How bonding and structure relate to properties
- Structure and Bonding in Carbon

**THE RATE AND EXTENT OF CHEMICAL CHANGE**

- Calculating rate of reaction
- Factors affecting rate
- Collision theory and activation energy
- Catalysts
- Reversible reactions
- Energy changes and reversible reactions
- Equilibrium
- **Effect of changing conditions on equilibrium (HT only)**
- **Effect of changing concentration, temperature and pressure (HT only)**

**CHEMISTRY OF THE ATMOSPHERE**

- Proportions of gases in the atmosphere
- Earth's early atmosphere
- How oxygen and carbon dioxide levels have changed
- Greenhouse gases
- Human activities that contribute to greenhouse gases
- Global climate change
- Carbon footprint
- Atmospheric pollutants

**PHYSICS****FORCES**

- Scalar and vector quantities
- Contact and non-contact forces
- Gravity and weight
- Resultant forces
- Work done
- Forces and elasticity
- Distance and displacement
- Speed and velocity
- Distance-time and velocity-time graphs
- Acceleration
- Newton's Laws
- Forces and braking – stopping distances and reaction time
- **Momentum (HT only)**



<p><b>How can I revise for this assessment series?</b></p>	<ul style="list-style-type: none"> <li>• Make sure the notes in your exercise book are complete. Read through these and highlight all the key words/model statements.</li> <li>• Re-visit past end of topic assessments and read the model answers you were provided with.</li> <li>• Complete the questions at the end of each chapter in your revision guide, but make sure you mark them. Perhaps ask your parents or sibling to test you.</li> <li>• Complete past paper questions that are accessible on Google Drive (the link to this is on Show My Homework and Google Classroom). Identify the command word from a question and make sure you do what is asked.</li> <li>• Use Physics equations flash cards to familiarise yourself with the equations you will be expected to use. Although you will be provided with a complete equation list you will need to be able to select the correct equation, rearrange the equation and give appropriate units for each quantity.</li> <li>• Use the digital curriculum resources on Google Classroom.</li> <li>• Make sure you can: convert units, name equipment accurately, describe and explain a variety of graphs.</li> </ul>
<p><b>Where can I find support when I am revising at home?</b></p>	<ul style="list-style-type: none"> <li>• CGP Apps - <a href="https://www.cgpbooks.co.uk/info/apps">https://www.cgpbooks.co.uk/info/apps</a></li> <li>• Seneca learning <a href="http://www.senecalearning.co.uk">www.senecalearning.co.uk</a>. Choose GCSE Combined Science AQA.</li> <li>• <a href="http://freesciencelessons.co.uk/aqa/">http://freesciencelessons.co.uk/aqa/</a> Short video tutorials of the course.</li> <li>• <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</a> has some excellent interactive lessons for each topic and all the required practicals.</li> <li>• <a href="http://www.bbc.co.uk/education/subjects">www.bbc.co.uk/education/subjects</a> - BBC bitesize is a favourite for many students as there are video clips and animations.</li> <li>• <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> The exam board we follow is AQA. Visit here to download the specification and past exam papers/mark schemes.</li> <li>• Required practical videos on <a href="http://www.youtube.co.uk">www.youtube.co.uk</a> e.g. Primrose Kitten or Malmesbury High School.</li> </ul>
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>• Retrieval and factual recall of previous topics done weekly within lessons.</li> <li>• Digital curriculum resources prepared by your teachers are available on Google Classroom.</li> <li>• If you require help with a particular topic or question speak to your class teachers for support and help.</li> <li>• There will be targeted revision sessions on Tuesday after school for students identified as needing intervention.</li> </ul>
<p><b>Other information</b></p>	<ul style="list-style-type: none"> <li>• Solo Ensemble Deadline Friday 14th February</li> <li>• Composition to a Brief – Basic outline in Studio One and full written description (if Film Music brief) Friday 28<sup>th</sup> February</li> </ul>

<b>Subject</b>	<b>Separate Science</b>		
How many exams will I sit?	<p>You will sit 3 subject papers - 1 x Biology, 1 x Chemistry and 1 x Physics assessing paper 2 content.</p> <ul style="list-style-type: none"> <li>• Each paper is worth 100 marks and will be 1 hour 45 mins.</li> <li>• You will need a calculator, pen, pencil and ruler for <u>each</u> paper.</li> </ul>		
What topics do I need to revise?	<p><b><u>Separate Science only content is indicated in ITALICS and UNDERLINED with specification references.</u></b></p> <p>All other content is common with Combined Science.</p>		
	<p><b>BIOLOGY</b></p> <p><b><u>Homeostasis and response</u></b></p> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Nervous system</li> <li>• Reflex arc</li> <li>• <b><u>4.5.2.2 The brain</u></b></li> <li>• <b><u>4.5.2.3 The eye</u></b></li> <li>• <b><u>4.5.2.4 Control of body temperature</u></b></li> <li>• <b><u>4.5.3.3 Maintaining water and nitrogen balance in the body</u></b></li> <li>• Endocrine system (hormones and glands)</li> <li>• Control of blood glucose</li> <li>• Menstrual cycle hormones</li> <li>• Contraception</li> <li>• Hormones in infertility (HT only)</li> <li>• Negative feedback (HT only)</li> <li>• <b><u>4.5.4.1 Control and coordination</u></b></li> <li>• <b><u>4.5.4.2 Use of plant hormones (HTonly)</u></b></li> </ul> <p><b><u>Inheritance, variation and evolution</u></b></p> <ul style="list-style-type: none"> <li>• Sexual and asexual reproduction</li> <li>• Meiosis</li> <li>• DNA and the genome</li> </ul>	<p><b>CHEMISTRY</b></p> <p><b><u>Rates of reaction</u></b></p> <ul style="list-style-type: none"> <li>• Calculating rate of reaction</li> <li>• Factors affecting rate</li> <li>• Collision theory and activation energy</li> <li>• Catalysts</li> <li>• Reversible reactions</li> <li>• Energy changes and reversible reactions</li> <li>• Equilibrium</li> <li>• Effect of changing conditions on equilibrium (HT only)</li> <li>• Effect of changing concentration, temperature and pressure (HT only)</li> </ul> <p><b><u>Chemical analysis</u></b></p> <ul style="list-style-type: none"> <li>• Pure substances</li> <li>• Formulations</li> <li>• Chromatography</li> <li>• Tests for common gases – hydrogen, oxygen, carbon dioxide, chlorine</li> <li>• <b><u>4.8.3.1 Flame tests</u></b></li> <li>• <b><u>4.8.3.2 Metal hydroxides</u></b></li> <li>• <b><u>4.8.3.3 Carbonates</u></b></li> <li>• <b><u>4.8.3.4 Halides</u></b></li> <li>• <b><u>4.8.3.5 Sulfates</u></b></li> </ul>	<p><b>PHYSICS</b></p> <p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• Scalar and vector quantities</li> <li>• Contact and non-contact forces</li> <li>• Gravity and weight</li> <li>• Resultant forces</li> <li>• Work done</li> <li>• Forces and elasticity</li> <li>• Distance and displacement</li> <li>• Speed and velocity</li> <li>• Distance-time and velocity-time graphs</li> <li>• Acceleration</li> <li>• Newton’s Laws</li> <li>• Forces and braking – stopping distances and reaction time</li> <li>• Momentum (HT only)</li> <li>• <b><u>4.5.4 Moments, levers and gears</u></b></li> <li>• <b><u>4.5.5.1 Pressure in a fluid</u></b></li> <li>• <b><u>4.5.5.1.1 Pressure in a fluid 1</u></b></li> <li>• <b><u>4.5.5.1.2 Pressure in a fluid 2 (HT only)</u></b></li> <li>• <b><u>4.5.5.2 Atmospheric pressure</u></b></li> <li>• <b><u>4.5.7.3 Changes in momentum</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>Genetic inheritance (Punnett squares)</li> <li>Inherited disorders</li> <li>Sex determination</li> <li>Variation and its causes</li> <li>Evolution</li> <li>Selective breeding</li> <li>Genetic engineering</li> <li>Evidence for evolution</li> <li>Fossils</li> <li>Extinction</li> <li>Resistant bacteria</li> <li>Classification</li> <li><b><u>4.6.3.1 Theory of evolution</u></b></li> <li><b><u>4.6.3.2 Speciation</u></b></li> <li><b><u>4.6.1.3 Advantages and disadvantages of sexual and asexual reproduction</u></b></li> <li><b><u>4.6.1.5 DNA Structure &amp; protein synthesis</u></b></li> <li><b><u>4.6.2.5 Cloning</u></b></li> <li><b><u>4.6.3.3 The understanding of genetics</u></b></li> </ul> <p><b><u>Ecology</u></b>  <b>Only the separate science content to be assessed on this paper</b></p> <ul style="list-style-type: none"> <li><b><u>4.7.2.3 Decomposition</u></b></li> <li><b><u>4.7.2.4 Impact of environmental change (HT only)</u></b></li> <li><b><u>4.7.4.1 Trophic levels</u></b></li> <li><b><u>4.7.4.2 Pyramids of biomass</u></b></li> <li><b><u>4.7.4.3 Transfer of biomass</u></b></li> <li><b><u>4.7.5.1 Factors affecting food security</u></b></li> <li><b><u>4.7.5.2 Farming techniques</u></b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>4.8.3.6 Instrumental methods</u></b></li> <li><b><u>4.8.3.7 Flame emissions spectroscopy</u></b></li> </ul> <p><b><u>Chemistry of the atmosphere</u></b></p> <ul style="list-style-type: none"> <li>Proportions of gases in the atmosphere</li> <li>Earth's early atmosphere</li> <li>How oxygen and carbon dioxide levels have changed</li> <li>Greenhouse gases</li> <li>Human activities that contribute to greenhouse gases</li> <li>Global climate change</li> <li>Carbon footprint</li> <li>Atmospheric pollutants</li> </ul> <p><b><u>Using resources</u></b></p> <ul style="list-style-type: none"> <li>Earth's resources and sustainable development</li> <li>Potable water</li> <li>Waste water treatment</li> <li>Extracting metals (HT only)</li> <li>Life cycle assessment</li> <li>Reducing the use of resources</li> <li><b><u>4.10.3.1 Corrosion and its prevention</u></b></li> <li><b><u>4.10.3.2 Alloys as useful materials</u></b></li> <li><b><u>4.10.3.3 Ceramics, polymers and composites</u></b></li> <li><b><u>4.10.4.1 The Haber process</u></b></li> <li><b><u>4.10.4.2 Production and uses of NPK fertilisers</u></b></li> </ul> <p><b><u>Organic chemistry</u></b></p>	<p><b><u>Waves</u></b></p> <ul style="list-style-type: none"> <li>Transverse and longitudinal waves</li> <li>Properties of waves</li> <li>Wave equation</li> <li>Electromagnetic waves – properties and uses</li> <li><b><u>4.6.1.3 Reflection of waves</u></b></li> <li><b><u>4.6.1.4 Sound waves (HT only)</u></b></li> <li><b><u>4.6.1.5 Waves for detection and exploration (HT only)</u></b></li> <li><b><u>4.6.2.5 Lenses</u></b></li> <li><b><u>4.6.2.6 Visible light</u></b></li> <li><b><u>4.6.3.1 Emission and absorption of infrared radiation</u></b></li> <li><b><u>4.6.3.2 Perfect black bodies and radiation</u></b></li> </ul> <p><b><u>Magnetism and electromagnetism</u></b></p> <p>Will <b>not</b> be assessed on this paper</p>
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	<ul style="list-style-type: none"> <li>● <b><u>4.7.5.3 Sustainable fisheries</u></b></li> <li>● <b><u>4.7.5.4 Role of biotechnology</u></b></li> </ul>	<p>Will <b>not</b> be assessed on this paper</p>	
<p><b>How can I revise for this PPE series?</b></p>	<ul style="list-style-type: none"> <li>● Make sure the notes in your exercise book are complete. Read through these and highlight all the key words/model statements. Use google classroom to fill any gaps in your knowledge.</li> <li>● Re-visit past assessments or exam questions and read the model answers</li> <li>● Complete the questions at the end of each chapter in your revision guide, but make sure you mark them. Perhaps ask your parents or sibling to test you.</li> <li>● Complete past paper questions that are accessible on Google Drive (the link to this is on Class Charts and Google Classroom). Identify the command word from a question and make sure you do what is asked.</li> <li>● Use Physics equations flashcards / exam equation sheet to practise using/rearranging each equation and identifying the correct units for each value.</li> <li>● Make sure you can: convert units, name equipment accurately, describe/explain a variety of graphs.</li> </ul>		
<p><b>Where can I find support when I am revising at home?</b></p>	<ul style="list-style-type: none"> <li>● <b>CGP Apps:</b> <a href="#">CGP Apps</a></li> <li>● <b>Seneca Learning:</b> <a href="#">Seneca Learning</a> Choose GCSE Biology, Chemistry or Physics AQA.</li> <li>● <b>Free Science Lessons:</b> <a href="#">Free Science Lessons</a> Short video tutorials of the course.</li> <li>● <b>Oak National Academy:</b> <a href="#">Oak National Academy</a> Interactive lessons for each topic and all the required practicals.</li> </ul>		
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>● Retrieval and factual recall of previous topics done weekly within lessons.</li> <li>● Digital curriculum resources prepared by your teachers are available on Google Classroom.</li> <li>● If you require help with a particular topic or question, speak to your class teachers.</li> </ul>		

<p><b>Subject</b></p>	<p><b>Religious Education</b></p>
<p><b>How many exams will I sit? How long will each one be?</b></p>	<p><b>3 Papers</b>  <b>Paper 1:</b> Catholic Christianity (105 minutes); 4 units; Beliefs and teachings, Practices, Sources of Wisdom &amp; Authority, Forms of Expression.  <b>Paper 2:</b> Judaism (50 minutes), 2 units; Beliefs &amp; Teachings and Practices.  <b>Paper 3:</b> Philosophy &amp; Ethics (50 minutes); Arguments for the existence of God &amp; Relationships in the 21st Century.</p>
<p><b>What topics do I need to revise?</b></p>	<p><b><u>Paper 1 Catholic Christianity</u></b></p> <p><b><u>Beliefs &amp; Teachings</u></b>  1.3 Creation: the nature and significance of the biblical account of Creation, including Genesis 1-3; and how it may be understood in divergent ways in Christianity, including reference to literal and metaphorical interpretations.  1.4 The significance of the Creation account in understanding the nature of humanity: the nature of humanity being created in the image of God.  1.2 Biblical understandings of God as a Trinity of Persons: the nature and significance of God as a Trinity of Persons, including reference to the baptism of Jesus (Matthew 3:13-17).  1.7 The significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace, including John 3:10-21 and Acts 4:8-12; the implications and significance of these events for Catholic practice today.</p> <p><b><u>Practices</u></b>  2.1 Sacramental nature of reality: divergent Christian attitudes to sacraments, including reference to Orthodox and Protestant Christianity.  2.4 Prayer as the ‘raising of hearts and minds to God’: the importance of prayer.  2.5 The role and importance of forms of popular piety: the Rosary, Eucharistic adoration and Stations of the Cross; how each of these might be used and why; the importance of having different types of worship for Catholics including reference to Catechism of the Catholic Church  divergent Christian attitudes to these forms of piety.  2.7 Catholic Social Teaching: the teaching to show love of neighbour; teachings on peace.</p> <p><b><u>Sources of Wisdom &amp; Authority</u></b>  3.3 The magisterium of the Church: the meaning, function and importance of the magisterium both conciliar and pontifical with reference to Catechism of the Catholic Church 100.</p>

3.5 The Church as the Body of Christ and the People of God: the nature and significance of the Church as the Body of Christ and the People of God, including Romans 12:4-6 and 1 Corinthians 12; why the Church as the Body of Christ and the People of God is important for Catholics today; divergent Christian attitudes towards these.

3.6 The meaning of the four marks of the Church: the nature of the Church as apostolic and why this is important for Catholics today.

3.8 Sources of personal and ethical decision making: the example and teaching of Jesus as the authoritative source for moral teaching; divergent understandings of the place and authority of natural law; virtue and the primacy of conscience.

#### **Forms of Expression**

4.2 The different internal features of a Catholic church: the meaning and significance of the lectern, altar, crucifix and tabernacle and how they express the importance of redemption and facilitate Catholic worship.

4.3 The meaning and significance of sacred objects, including sacred vessels.

4.7 The meaning and significance of drama: the importance of passion plays.

4.8 The nature and use of traditional and contemporary styles of music in worship: hymns, plainchant, psalms and worship songs including reference to Catechism of the Catholic Church 2641; the way different music is used to express belief and the divergent ways in which it may be used in church (including the Mass) and other settings.

#### **Paper 2**

##### **Judaism Beliefs & Teachings**

1.2 Shekhinah: what the Shekhinah is; how the Shekhinah is shown in the Torah.

1.4 The Covenant with Abraham: the nature of the Abrahamic Covenant;

1.6 Sanctity of Life: the nature and importance of Pikuach Nefesh; why the concept of Pikuach Nefesh is important for Jews today.

1.7 Moral Principles and the Mitzvot: the nature of the mitzvot; keeping the mitzvot and free will; why the mitzvot are important for understanding the relationship between humans and the Almighty; the importance of the mitzvot for the relationship between people; why there are divergent views in Judaism about the importance of the mitzvot.

##### **Judaism Practices**

2.3 Prayer: purpose of Jewish prayer; prayer in the home; the three daily prayers; private prayers; the importance of having different forms of prayers.



2.5 Rituals and Ceremonies: Jewish rituals; Birth ceremonies- Brit Milah for boys; the purpose and importance of Brit Milah ceremonies

	<p>2.6 Shabbat: nature, history and purpose of celebrating Shabbat; why Shabbat is important for Jewish individuals; why Shabbat is important for the Jewish community.</p> <p>2.8 Features of the Synagogue: the Jewish synagogue; exterior design; interior design; different features of the synagogue; how the synagogue is used by the different communities.</p> <p><b><u>Paper 3 Philosophy &amp; Ethics</u></b>  <u>Arguments for the existence of God</u></p> <p>1.1 Revelation as proof of the existence of God: what the revelation of Jesus Christ shows about the nature of God for Catholics, including reference to Hebrews 1:1-4.</p> <p>1.2 Visions as proof of the existence of God: biblical and non-biblical examples of visions, including Joan of Arc and Genesis 15 and Matthew 17:1-13.</p> <p>1.3 Miracles as proof of the existence of God: the nature and importance of miracles for Catholics; biblical and non-biblical examples of miracles, including those at Lourdes and John 4:43-54; reasons why they might lead to belief in God and Catholic responses to non-religious arguments (including atheist and Humanist) which maintain that miracles can be scientifically explained and provide no proof that God exists.</p> <p>1.6 Cosmological argument: Catholic responses to non-religious (including atheist and Humanist) arguments against the cosmological argument as evidence for the existence of God.</p> <p><u>Relationships in the 21st Century</u></p> <p>2.1 The importance and purpose of marriage for Catholics: the significance of marriage in Catholic life; Catholic teachings about marriage, including Not Just Good, But Beautiful by Pope Francis; divergent Christian, non-religious (including atheist and Humanist) attitudes to the importance of marriage in society, including the sanctity of marriage, a lack of importance, cohabitation and the Catholic responses to these attitudes.</p> <p>2.3 Catholic teaching about the purpose and importance of families: procreation; security and education of children.</p> <p>2.5 Catholic teaching on family planning and the regulation of births: Catholic teaching about artificial contraception, including reference to Humanae Vitae.</p> <p>2.8 Catholic teachings about gender prejudice and discrimination: Catholic opposition to gender prejudice and discrimination.</p>
<p><b>How can I revise for this assessment series?</b></p>	<ul style="list-style-type: none"> <li>• Make sure you know key words for each of these topics; for example, what does discrimination mean?</li> <li>• Practice past paper questions.</li> <li>• Create topic flashcards for the following topics including what is it, why it is important, source of wisdom and authority and divergent views:</li> </ul>

	<p><b><u>Paper 1</u></b>                  Trinity                  Creation                  Life after death                  Sacraments                  Prayer                  Popular Piety                  Catholic Social Teaching                  Internal features of a church                  Sacred objects                  Drama                  Music</p> <p><b><u>Paper 2</u></b>                  Shekhinah                  Covenant with Abraham                  Sanctity of life                  Mitzvot                  Jewish Prayer                  Brit Milah                  Shabbat                  Synagogue</p> <p><b><u>Paper 3</u></b>                  Vision                  Revelation                  Miracles                  Cosmological argument                  Marriage                  Family                  Family planning (contraception)                  Gender Prejudice &amp; discrimination</p>
<p><b>Where can I find support when I am revising at home?</b></p>	<ul style="list-style-type: none"> <li>• There are lots of resources available on Google Classroom including revision material and practice questions.</li> <li>• GCSE Pod has revision videos for Judaism</li> <li>• SENECA learning has revision for Catholic Christianity and Philosophy &amp; Ethics.</li> </ul>
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>• Revision is available after school on Monday, Tuesday and Wednesday, if you have not been assigned revision on one of these evenings.</li> <li>• Please see your class teacher or Miss Dallas for any further revision resources.</li> </ul>



Subject	Business GCSE
<p>How many exams will I sit? How long will each one be?</p>	<p>Two papers - <b>1 hour 45 minutes each</b> with a total of 90 marks available.</p> <p>Paper 1 - Year 10 content Paper 2 - Year 11 content</p> <p>There are 3 sections to the paper. Section A: Multiple choice, calculation, short-answer and extended-writing questions. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.</p> <p>Sections B and C: Questions are based on real life, relevant business case studies. You must answer each question by referring to the case study.</p>
<p>What topics do I need to revise?</p>	<p><b>Theme 1: Investigating Small Businesses</b></p> <p>1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting a business idea into practice 1.4 Making the business effective 1.5 Understanding external influences</p> <p><b>Theme 2: Building a Business</b></p> <p>2.1 Growing the business 2.2 Making marketing decisions 2.3 Making operational decisions 2.4 Making financial decisions</p>
<p>How can I revise for this assessment series?</p>	<ul style="list-style-type: none"> <li>• Use the revision guide that you were given in Year 10 to produce a glossary of key terms and condensed notes for each topic.</li> <li>• Alternatively, you may want to produce flash cards or mind maps to summarise the key information on each topic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Access, practice and review exam style questions and mark schemes. Make sure you use the revision technique sheet in the front of your book.</li> </ul> <p>Use the Edexcel website to access past paper questions and mark schemes. (QR code link below). The mark schemes will tell you how marks are awarded for each question. When completing past papers, you should be spending 1 minute per mark, so you would spend 12 minutes completing a 12-mark question.</p> <p>Access the resources available through the digital curriculum using the QR code:</p>
<p>Where can I find support when I am revising at home?</p>	<p>Exam board: Edexcel            Course title: GCSE (9-1) Business (2017)            Practice questions can be found by following this QR code:</p>  <p>YouTube channel: BizConSesh GCSE Edexcel Business 9-1.            Follow this QR code:</p> 
<p>Where can I go for support in school?</p>	<p>Revision sessions are available every Wednesday from <b>3:20 - 4:00pm in room 614.</b></p> <p>If you have any questions about any content then please speak to either Mr. Manning, Mr. Wilson, Mr. Smith or Mr. Garland.</p>

<b>Subject</b>	<b>Computer Science</b>
<b>How many exams will I sit? How long will each one be?</b>	Paper 1: Computer Systems (Unit 1) - 1hr 30 Paper 2: Computational thinking, algorithms and programming (Unit 2) - 1hr 30
<b>What topics do I need to revise?</b>	<p><b>1.1.1 Architecture of the CPU</b></p> <p>The purpose of the CPU</p> <ul style="list-style-type: none"> <li>● Fetch, Decode, Execute Cycle</li> </ul> <p>Von Neumann Architecture:</p> <ul style="list-style-type: none"> <li>● MAR (Memory Address Register)</li> <li>● MDR (Memory Data Register)</li> <li>● Program Counter</li> <li>● Accumulator</li> </ul> <p>Common CPU Components and their function:</p> <ul style="list-style-type: none"> <li>● ALU (Arithmetic Logic Unit)</li> <li>● CU (Control Unit)</li> <li>● Cache</li> <li>● Registers</li> </ul> <p><b>1.1.2 CPU Performance</b></p> <p>How common characteristics of CPUs affect their performance</p> <ul style="list-style-type: none"> <li>● Clock speed</li> <li>● Cache Size</li> <li>● Number of cores</li> </ul> <p><b>1.1.3 Embedded Systems</b></p> <ul style="list-style-type: none"> <li>● The purpose and characteristics of embedded systems</li> <li>● Examples of embedded systems</li> </ul> <p><b>1.2.1 Primary storage (Memory)</b></p> <ul style="list-style-type: none"> <li>● The need for primary storage, RAM and ROM</li> <li>● Virtual memory</li> </ul> <p><b>1.2.2 Secondary storage</b></p> <ul style="list-style-type: none"> <li>● The need for secondary storage &amp; Common types of storage: Optical Magnetic Solid state</li> <li>● The advantages and disadvantages of different storage devices and storage media relating to these characteristics:  Capacity Speed Portability Durability</li> </ul>

Reliability  
Cost

**1.2.3 Units**

- The units of data storage
- How data needs to be converted into a binary format to be processed by a computer
- Data capacity and calculation of data capacity requirements

**1.2.4 Data storage (Numbers)**

- How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa
- Binary Addition
- Hexadecimal Conversions
- Binary shifts

**1.2.4 Data storage (Characters)**

- The use of binary codes to represent characters
- The term 'character set'
- The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.: ASCII & Unicode

**1.3 Networks**

- Types of network: o LAN (Local Area Network) o WAN (Wide Area Network) and network hardware
- Factors that affect the performance of networks
- The different roles of computers in a client-server and a peer-to-peer network
- DNS (Domain Name Server
- The Cloud
- Network Topologies

- Modes of connection (Wired & Wireless)

- Encryption

- IP Addresses and MAC Addresses

- Standards and Protocols

**1.6 Ethical, legal, cultural and environmental impacts.**

- Impacts of digital technology on wider society including

- Legislation relevant to Computer Science: The Data Protection Act 2018, Computer Misuse Act 1990, Copyright Designs and Patents Act 1988, Software licences (i.e. open source and proprietary)

**2.1 Algorithms**

- Computational Thinking  
Abstraction, Decomposition, Algorithmic Thinking

- Flow Diagrams

- Trace Tables

- Selection and Sorting Algorithms: Bubble Sort, Merge Sort, Insertion Sort, Binary Search, Linear Search

**2.2 Programming Techniques**

- The use of variables, constants, operators, inputs, outputs, assignments

- The use of the three basic programming constructs used to control the flow of a program:

- Sequence; selection; iteration (count and condition controlled loops)

- the use of basic string manipulation

- the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays

- how to use subprograms (functions and procedures) to produce structured code

- the use of data types: integer; real; Boolean; character; string; casting

- the common arithmetic operators

	<ul style="list-style-type: none"> <li>the common Boolean operators.</li> </ul>
	<ul style="list-style-type: none"> <li>maintainability: comments; indentation</li> </ul>
	<ul style="list-style-type: none"> <li>the purpose of testing; how to identify syntax and logic errors; selecting and using suitable test data.</li> </ul>
	<ul style="list-style-type: none"> <li>Defensive design considerations: Anticipating misuse; Authentication; Input validation</li> </ul>
	<ul style="list-style-type: none"> <li>Common tools and facilities available in an Integrated Development Environment (IDE): Editors; Error diagnostics; Run-time environment; Translators</li> </ul>
	<ul style="list-style-type: none"> <li>File Handling (Open, Read, Write, Close)</li> </ul>
	<ul style="list-style-type: none"> <li>SQL</li> </ul>
	<ul style="list-style-type: none"> <li>Use of Arrays</li> </ul>
	<ul style="list-style-type: none"> <li>Subprograms</li> </ul>
	<p><b>2.3.1 Defensive design</b></p>
	<ul style="list-style-type: none"> <li>Defensive design considerations:                     <ul style="list-style-type: none"> <li>Anticipating misuse</li> <li>Authentication</li> <li>Input validation</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Maintainability:                     <ul style="list-style-type: none"> <li>Use of sub programs</li> <li>Naming conventions</li> <li>Indentation</li> <li>Commenting</li> </ul> </li> </ul>
	<p><b>2.3.2 Testing</b></p>
	<ul style="list-style-type: none"> <li>The purpose of testing</li> </ul>
<ul style="list-style-type: none"> <li>Types of testing:                     <ul style="list-style-type: none"> <li>Iterative</li> <li>Final/terminal</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Identify syntax and logic errors</li> </ul>	
<ul style="list-style-type: none"> <li>Selecting and using suitable test data:                     <ul style="list-style-type: none"> <li>Normal</li> <li>Boundary</li> <li>Invalid/Erroneous</li> <li>Refining algorithms</li> </ul> </li> </ul>	

	<p><b>2.4 Boolean logic</b></p> <ul style="list-style-type: none"> <li>• Simple logic diagrams using the operators AND, OR and NOT</li> <li>• Truth tables</li> <li>• Combining Boolean operators using AND, OR and NOT</li> <li>• Applying logical operators in truth tables to solve problems</li> </ul> <p><b>2.5.1 Languages</b></p> <ul style="list-style-type: none"> <li>• Characteristics and purpose of different levels of programming language:             <ul style="list-style-type: none"> <li>o High-level languages</li> <li>o Low-level languages</li> </ul> </li> <li>• The purpose of translators</li> <li>• The characteristics of a compiler and an interpreter</li> </ul> <p><b>2.5.2 The Integrated Development Environment (IDE)</b></p> <ul style="list-style-type: none"> <li>• Common tools and facilities available in an Integrated Development Environment (IDE):             <ul style="list-style-type: none"> <li>Editors</li> <li>Error diagnostics</li> <li>Run-time environment</li> <li>Translators</li> </ul> </li> </ul>
<p><b>How can I revise for this assessment series?</b></p>	<p>Read through all workbooks in Google Classroom for technical definitions, syntax and examples            Attend weekly study sessions            See Mr Snow during any break or lunch            Make use of Craig and Dave videos            Visit websites listed below            Make sure all resources are for OCR Computer Science GCSE (J277)</p>
<p><b>Where can I find support when I am revising at home?</b></p>	<p>Google Classroom, including Revision Support section  <a href="http://www.adacomputerscience.org/">www.adacomputerscience.org/</a>  <a href="https://student.craigndave.org/j277">https://student.craigndave.org/j277</a></p>
<p><b>Where can I go for support in school?</b></p>	<p>Speak to Mr Snow or Mr Atkinson</p>

<b>Subject</b>	<b>Construction in the built environment. BTEC Tech Award:</b>
<b>How many exams will I sit? How long will each one be?</b>	All students will sit one exam paper, which is one hour 15 min long.
<b>What topics do I need to revise?</b>	<ul style="list-style-type: none"> <li>• Look at pre-construction set up activities</li> <li>• Purpose of thermal insulation</li> <li>• Locations where thermal insulation can be installed</li> <li>• Weather resistance for materials</li> <li>• How to reduce the spread of fire</li> <li>• Loads that work on a building</li> <li>• Label three differing foundation pictures, RAFT, Deep Bore, Strip</li> <li>• Advantage and disadvantages of a Trench/mass fill concrete foundation</li> <li>• Label the components of the window head detail.</li> <li>• Sketch a cross-section through an external wall of a timber-framed building</li> <li>• Explain two advantages of using a solid ground floor instead of a suspended timber</li> <li>• Explain one way in which on-site construction wastage can be reduced.</li> <li>• Explain two reasons why internal partition walls are often constructed using softwood.</li> <li>• Prefabricated concrete cross-wall Traditional brick cavity wall - Discuss the benefits of each structural form of construction.</li> </ul>
<b>How can I revise for this assessment series?</b>	<ul style="list-style-type: none"> <li>✓ Mr Cox / Mr Hughes will continue to work on the exam content during lessons until the exams with the focus being on revision strategies. It is essential for you to bring your revision textbook and their revision work book to each lesson.</li> <li>✓ A good way to collect information on the key topics is to produce a range of mind maps and flash cards along with using the Cornell method to produce accurate notes. You will have an opportunity within lessons to work on these techniques</li> </ul>
<b>Where can I find support when I am revising at home?</b>	<ul style="list-style-type: none"> <li>✓ A full list of revision links will be added to “Google classroom/ BTEC Construction / Digital Curriculum”. The BTEC Construction digital curriculum is a valuable resource.</li> <li>✓ We would recommend that you spend a considerable amount time adding key information to their Cornell notes revision book.</li> </ul>
<b>Where can I go for support in school?</b>	<ul style="list-style-type: none"> <li>✓ Intervention sessions are on Tuesday night from 3:10 to 4:00pm in 52 Technology room.</li> </ul>



<b>Subject</b>	<b>CPLD - BTEC Tech Award - Component 3: Supporting Children to Play, Learn and Develop</b>
<b>How many exams will I sit? How long will each one be?</b>	1 exam - 2 hours long
<b>What topics do I need to revise?</b>	<ul style="list-style-type: none"> <li>• How every child is special and unique and will develop skills and knowledge at different rates,</li> <li>• How some children are affected by individual needs or circumstances, which can affect how they learn and develop compared to their peers.</li> <li>• The individual needs that can have an impact on a child’s learning and development.</li> <li>• The physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience.</li> <li>• Explain the role of the adult in making sure that all children are safe when engaging in play activities</li> <li>• How activities can be adapted to ensure all children can join in with play and promote their learning and development.</li> </ul>
<b>How can I revise for this assessment series?</b>	<ul style="list-style-type: none"> <li>• You will be provided with detailed revision materials that are made into guides. Each guide has a range of activities are given in each book, including condensing and factual recall.</li> <li>• A good way to collect information on the key topics are mind maps and flash cards</li> </ul>
<b>Where can I find support when I am revising at home?</b>	<p>A full list of revision links will be added to Class Charts and Google Classroom.</p> <p><a href="https://classroom.google.com/c/NTQ5MzQxMzEwMTE4">https://classroom.google.com/c/NTQ5MzQxMzEwMTE4</a></p>
<b>Where can I go for support in school?</b>	<ul style="list-style-type: none"> <li>✓ You will be provided with detailed revision materials that will include information on all sections of the component content.</li> <li>✓ The ‘Digital KS4 Child development / your Google Classroom has all the supporting information to go with this external exam including content, revision activities, exam papers with mark schemes and example answers.</li> <li>✓ Please see your class teacher if you require any help or support.</li> </ul>

<b>Subject</b>	<b>Creative iMedia</b>
<b>How many exams will I sit? How long will each one be?</b>	1: R093 Creative iMedia in the media industry
<b>What topics do I need to revise?</b>	<p>Documents used to support ideas generation</p> <ul style="list-style-type: none"> <li>● Mind map</li> <li>● Mood board</li> <li>● Storyboards</li> <li>● Scripts</li> <li>● Visualisation Diagrams</li> <li>● Flow charts</li> <li>● Asset Logs</li> <li>● Wireframe Layouts</li> </ul> <p>The legal issues that affect media</p> <ul style="list-style-type: none"> <li>● copyright</li> <li>● patents</li> <li>● trademarks</li> <li>● Using copyrighted materials</li> <li>● creative common licence(s)</li> <li>● Data Protection</li> <li>● Defamation</li> <li>● Privacy and Permissions</li> </ul> <p>Image Files</p> <ul style="list-style-type: none"> <li>● The properties of digital static image files</li> <li>● DPI/PPI resolution</li> <li>● pixel dimension</li> <li>● file formats</li> <li>● raster/ bitmap</li> <li>● vector</li> </ul> <p>Audio Files</p> <ul style="list-style-type: none"> <li>● bit depth</li> <li>● sample rate</li> <li>● Audio file formats</li> </ul> <p>Moving Image Files</p> <ul style="list-style-type: none"> <li>● Animation</li> <li>● Video</li> <li>● Frame Rate</li> <li>● Resolution</li> </ul> <p>Compression</p> <ul style="list-style-type: none"> <li>● Lossy</li> <li>● Lossless</li> </ul> <p>Distribution platforms and media</p> <ul style="list-style-type: none"> <li>● apps</li> <li>● multimedia</li> </ul>

	<ul style="list-style-type: none"> <li>● web</li> <li>● computer</li> <li>● interactive tv</li> <li>● kiosks</li> <li>● mobile devices</li> <li>● CD/DVD</li> <li>● memory stick</li> <li>● paper based</li> <li>● Client requirements</li> <li>● type of product</li> <li>● purpose</li> <li>● audience</li> <li>● client ethos</li> <li>● content</li> <li>● genre</li> <li>● style</li> <li>● timescales</li> <li>● commission</li> <li>● formal</li> <li>● informal</li> <li>● meeting/discussion</li> <li>● negotiated</li> <li>● written</li> </ul> <p>How style, content and layout are linked to the purpose</p> <ul style="list-style-type: none"> <li>● Purpose (advertise/promote/educate /entertain/ inform influence)</li> </ul> <p>Style, content and layout (colour, conventions of genre, formal/informal language, positioning of elements etc)</p> <ul style="list-style-type: none"> <li>● Age</li> <li>● Gender</li> <li>● Occupation</li> <li>● Income</li> <li>● Education</li> <li>● Location</li> <li>● Interests</li> <li>● Lifestyle</li> </ul>
<p><b>How can I revise for this assessment series?</b></p>	<p>Use Google Classroom notes and videos</p>
<p><b>Where can I find support when I am revising at home?</b></p>	<p>Printed revision booklet all students have been given.</p>

<b>Subject</b>	<b>BTEC Dance</b>
<b>How many exams will I sit? How long will each one be?</b>	<p>2 exam sessions.</p> <p>Exam 1 - Practical examination - Performance of own group choreography in relation to the brief. Students must perform a minimum of 2 minutes of their choreography on the stage to a live audience.</p> <p>Exam 2 - Ideas Log (Controlled assessment) - 100 minutes</p>
<b>What can I do to prepare for my dance exams?</b>	<p><b><u>Exam 1 - Practical performance</u></b></p> <ul style="list-style-type: none"> <li>● Have a clear idea and communicate it through the choreography</li> <li>● Apply skills and techniques</li> <li>● Practice at home - arrange group rehearsals.</li> <li>● Film rehearsals and watch them back - correct any ideas required</li> </ul> <p><b><u>Exam 2- Ideas log</u></b></p> <ul style="list-style-type: none"> <li>● The concept and style of performance</li> <li>● Your choice of target audience</li> <li>● The resources needed during the development and performance for the exploration and development of ideas</li> <li>● How the ideas meet the requirements of the brief</li> <li>● How the work of practitioners has influenced your ideas</li> <li>● Ideas you have contributed</li> <li>● How you explored ideas.</li> </ul>
<b>How can I revise for this assessment series?</b>	<ul style="list-style-type: none"> <li>● Read the exam brief to become familiar with the content</li> <li>● Attend rehearsals for teacher support and to work with group</li> <li>● Complete booklet/use exercise book notes</li> </ul>
<b>Where can I find support when I am revising at home?</b>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Inspiration/ideas online via YouTube and dance accounts.</li> </ul>
<b>Where can I go for support in school?</b>	<p>BTEC Dance support session - after school Thursdays 3.10-4.15pm - Gym</p> <p>Use of the gym after school and breaks and lunchtimes for extra group rehearsals.</p>

Subject	Design Technology
How many exams will I sit? How long will each one be?	All students will sit one exam paper, which is 2 hours long.
What topics do I need to revise?	<ul style="list-style-type: none"> <li>• Types of composite materials. Types of thermo polymers</li> <li>• Smart materials, Advantages of manufactured boards</li> <li>• Planned obsolescence, Crowd funding</li> <li>• Aesthetic considerations of selecting materials</li> <li>• Maths question: working out percentages</li> <li>• Stock forms of materials, Papers, boards - stock forms - commercial manufacturing</li> <li>• Safety considerations when using tools</li> <li>• Manufacturing methods for one off production (8 marks )</li> <li>• Describe how prototypes help designers to ensure a product is fit for its intended purpose.</li> <li>• Evaluate two differing school bags</li> <li>• Ergonomics and anthropometrics</li> <li>• why designers look at the work of others before creating new designs</li> <li>• how a user-centred design approach can ensure that products are fit for purpose., Fair Trade, global warning</li> </ul>
How can I revise for this assessment series?	<ul style="list-style-type: none"> <li>• Mr Cox / Mr Hughes will continue to work on the exam content during lessons until the exams with a focus on revision strategies.</li> <li>• For each of the lessons, you will need to bring in your blue revision book.</li> <li>• There will be one specific topic each week that you will revise and be tested on. We will complete a therapy session on each one.</li> <li>• A good way to revise and make notes is bullet pointing, spider diagrams as well as underlining/highlighting keywords.</li> </ul>
Where can I find support when I am revising at home?	<ul style="list-style-type: none"> <li>✓ A full list of revision links has been added to “Google Classroom / Design Technology digital curriculum” and you will have shared access to these resources.</li> <li>✓ We would recommend that you spend time reading the revision guides and completing cornel notes on each topic. This has proven to be a valuable key feature in increasing individual student grades.</li> </ul>
Where can I go for support in school?	<ul style="list-style-type: none"> <li>✓ We recommend that all students access the Google Classroom Digital curriculum. This contains all the revision topics that has been covered in class.</li> <li>✓ Use the exam preparation sheets and handouts which have been provided by the Technology Department</li> <li>✓ Attend Tuesday 3:10 - 4pm intervention in room 52 (Mr Cox)</li> </ul>

<p><b>Subject</b></p>	<p><b>Geography</b></p>
<p><b>How many exams will I sit? How long will each one be?</b></p>	<p>There will be 2 papers.</p> <p><b>Paper 1 90 mins</b></p> <ul style="list-style-type: none"> <li>• Answer <b>all</b> questions in Section A and Section B.</li> <li>• Section A (33 marks) - The Challenge of Natural Hazards</li> <li>• Section B (25 marks) - The Living World</li> <li>• Section C (30 marks) - Answer Q3 (Coasts) &amp; Q4 (Rivers).</li> </ul> <p><b><u>Do not answer Q5.</u></b></p> <p><b>Paper 2 90 mins</b></p> <ul style="list-style-type: none"> <li>• Answer <b>all</b> questions in Section A and Section B.</li> <li>• Section A (33 marks) - Urban Challenges and Issues</li> <li>• Section B (30 marks) - The Changing Economic World</li> <li>• Section C (25 marks) - The Challenge of Resource Management</li> </ul> <p><b>Question Types:</b> multiple choice, short answer, levels of response and extended prose. 1,2,3,4,6 &amp; 9 mark questions.</p> <p>There will be 3 SPAG marks on each paper.</p> <p><b>* YOU WILL NEED A CALCULATOR FOR BOTH EXAMS *</b></p>
<p><b>What topics do I need to revise?</b></p>	<p><b>Paper 1:</b></p> <p><b>Section A: The Challenge of Natural Hazards</b> Tectonic hazards, atmospheric hazards and climate change.</p> <p><b>Section B: The Living World</b> Ecosystems, Tropical Rainforests and Hot Deserts.</p> <p><b>Section C: Physical Landscapes in the UK: Rivers and Coasts.</b> Processes, landscapes, landforms, and management of processes.</p> <p><b>Paper 2:</b></p> <p><b>Section A: <u>Urban Issues and Challenges</u></b></p> <ul style="list-style-type: none"> <li>• General urbanisation</li> <li>• Rio</li> <li>• Liverpool</li> <li>• Freiburg.</li> </ul> <p><b>Section B: <u>The Changing Economic World</u></b></p> <ul style="list-style-type: none"> <li>• Measures of development</li> <li>• DTM</li> <li>• causes and consequences of uneven development reducing the gap</li> <li>• Nigeria, an NEE</li> <li>• the UK economy.</li> </ul>

	<p><b>Section C: The Challenge of Resource Management</b></p> <ul style="list-style-type: none"> <li>• The significance of food, water and energy to economic and social well-being.</li> <li>• An overview of global inequalities in the supply and consumption of resources.</li> <li>• Provision of resources in the UK.</li> <li>• Demand for food resources is rising globally but supply can be insecure, which may lead to conflicts- the different strategies that can be used to increase food supply.</li> </ul>
<p><b>How can I revise for this assessment series?</b></p>	<ul style="list-style-type: none"> <li>✓ Complete practice papers and questions as much as possible.</li> <li>✓ Create A3 revision sheets for each of the topics (These are available from your teachers).</li> <li>✓ Create flash cards of key terms and processes.</li> <li>✓ Watch as many GCSE pod videos as possible for these topics.</li> <li>✓ Listen to the AQA GCSE podcasts available on apple (See the link below).</li> <li>✓ Create your own quizzes on Educake.</li> </ul>
<p><b>Where can I find support when I am revising at home?</b></p>	<p>Geography digital curriculum:  <a href="https://classroom.google.com/c/MTM2OTI5MzQ4MzYy">https://classroom.google.com/c/MTM2OTI5MzQ4MzYy</a>  BBC Bitesize AQA GCSE Geography:  <a href="https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a>  GCSE Pod:  <a href="https://members.gcsepod.com">https://members.gcsepod.com</a>  The GCSE podcast: <a href="https://podcasts.apple.com/gb/podcast/aqa-geography-podcast/id1534025558">https://podcasts.apple.com/gb/podcast/aqa-geography-podcast/id1534025558</a>  PMT free revision resources:  <a href="https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/">https://www.physicsandmathstutor.com/geography-revision/gcse-aqa/</a>  Educake  <a href="https://my.educake.co.uk/student-login">https://my.educake.co.uk/student-login</a></p>
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>✓ Digital curriculum material created by staff.</li> <li>✓ Past paper questions given for revision.</li> <li>✓ Support in class with revision queries.</li> <li>✓ Educake work set regularly.</li> <li>✓ Thursday revision sessions after school in room 25 from 3:10-4:00pm for selected cohorts.</li> </ul>

<b>Subject</b>	<b>HEALTH AND WELLBEING - BTEC Tech Award - Component 3</b>
<b>How many exams will I sit? How long will each one be?</b>	1 exam - 2 hours long
<b>What topics do I need to revise?</b>	<ul style="list-style-type: none"> <li>• Factors that affect health and wellbeing</li> <li>• Physiological and lifestyle indicators</li> <li>• Person-centred approaches to make recommendations to improve an individual's health and wellbeing.</li> <li>• Physiological and lifestyle indicators and what they mean for a person's state of health,</li> <li>• Recommend appropriate actions for improving a person's health and wellbeing.</li> <li>• The difficulties an individual may face when trying to make these changes</li> </ul>
<b>How can I revise for this assessment series?</b>	<ul style="list-style-type: none"> <li>• You will be provided with detailed revision materials that are made into guides for each learning aim, enabling students to work on particular topics.</li> <li>• Each guide has a range of activities are given in each book, including condensing and factual recall.</li> <li>• A good way to collect information on the key topics are mind maps and flash cards</li> </ul>
<b>Where can I find support when I am revising at home?</b>	<p>A full list of revision links will be added to Class Charts" and Google Classroom.</p> <p>Component 3 learning Aim A  <a href="https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAYNTM5MDk2">https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAYNTM5MDk2</a></p> <p>Component 3 learning Aim B  <a href="https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAXOTI2MTgy">https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAXOTI2MTgy</a></p> <p>Component 3 learning Aim C  <a href="https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAXMDY2ODk3">https://classroom.google.com/w/NTQ5MzQwMjU5MDQ4/tc/Njl2NDAXMDY2ODk3</a></p>
<b>Where can I go for support in school?</b>	<p>All students will be provided with detailed revision materials that will include information on all sections of the component content.</p> <p>The Digital KS4 Health and Social Care Classroom has all the supporting information to go with this external exam including content, revision activities, exam papers with mark schemes and example answers.</p> <p>Please see your class teacher if you require any help or support.</p>



<b>Subject</b>	<b>History</b>
<b>How many exams will I sit? How long will each one be?</b>	2 exams <b>Paper 1</b> : Medicine and trenches of World War One 1 hr 20 mins <b>Paper 2</b> : Anglo-Saxons + Normans and American West 1 hr 40 mins
<b>What topics do I need to revise?</b>	<p><b>Paper 1 Medicine and Trenches of WW1</b></p> <p><b>Medicine</b></p> <p>Causes of disease (Middle Ages)</p> <p>Treatment and prevention (Middle Ages)</p> <p>Care for the sick (Middle Ages)</p> <p>Role of the church in medicine in the Middle Ages</p> <p>The Black Death</p> <p>The Great Plague</p> <p>Causes of disease (Industrial)</p> <p>Germ Theory (Industrial)</p> <p>John Snow and Cholera (Industrial)</p> <p>Treatment and prevention (industrial)</p> <p>Edward Jenner and vaccinations (Industrial)</p> <p>Causes of disease – DNA (Modern)</p> <p>Caused of disease – Lifestyle (Modern)</p> <p>Treatment (Modern)</p> <p>Penicillin (Treatment) (Modern)</p> <p>Lung Cancer (Modern)</p> <p>Technology (Modern)</p> <p><b>Trenches</b></p> <p>Probs of the terrain, how did this make it difficult to transport soldiers? (WW1)</p> <p>How did conditions in the trenches cause illness?</p> <p>What was the nature of wounds caused by weapons of WW1?</p> <p>How did new technology play a role in medicine in WW1? (X-Rays, Blood, Thomas Splint and head wounds)</p> <p>Sources skills = How useful is a source?</p> <p>Source skills = Different types of sources from WW1</p> <p>Source skills= strengths and weaknesses of sources</p>

	<b>Paper 2 American West</b>
	Homestead Act
	Pacific Railroad Act
	Exoduster Movement
	Oklahoma Land Rush
	Impact of the railways on settlement of the west and cattle industry
	Winter 1886-87 and cattle industry
	Farming problems and solutions
	Plains Indian society
	Plains Indian beliefs
	Importance of horses to Indigenous People
	Importance of buffalo to Indigenous people
	Early US government policy to Indigenous People
	Reservations
	Little Crow's War
	Sand Creek Massacre
	Red Cloud's War
	Extermination of the buffalo
	<b>Paper 2 Anglo-Saxon and Norman England</b>
	Anglo Saxon society (earldoms, economy, religion, law and order)
	Edward the Confessor as king and his powers
	The Witan
	Problems facing King Harold after his coronation
	Battle of Gate Fulford
	Battle of Stamford Bridge
	Submission of the earls
	Rewarding followers and Marcher earldoms
	Motte & Bailey castles
	Edwin and Morcar's revolt
	Revolt in the North
	Harrying of the North
	Hereward the Wake
	Feudal System
	Royal power
Revolt of the Earls	
Domesday Book	

<p>How can I revise for this assessment series?</p>	<p><b>Step 1:</b> Read units of work in your book. Highlight key pieces of information. Read them again if you don't understand them. Write questions to ask your teacher for clarification purposes.</p> <p><b>Step 2:</b> Condense your notes in your exercise book onto one piece of large paper so that everything you need in a unit is in one visible place. These notes do not have to be in full sentences as long as YOU can make sense out of them. Highlighting, colour and pictures help to link information</p> <p><b>Step 3:</b> Repeat the process of reading through your notes. Condense even further onto index cards so that your revision is portable. Make the information stick in your mind.</p> <p><b>READ CONDENSE REPEAT</b> Use your revision guides and practice question booklet Revision guides can be purchased from the school Finance Office. Payments must be made via SchoolGateway</p> <p><b>Revision guides and materials can also be found on the KS4 History Google Classroom page</b></p>
<p>Where can I find support when I am revising at home?</p>	<ul style="list-style-type: none"> <li>• GCSE Pod</li> <li>• Seneca Learning</li> <li>• Try the revision quizzes on the website Kahoot.</li> <li>• Also use YouTube to watch videos on the topics you have studied.</li> <li>• There are lots of great twitter history accounts with resources on that you can use – just search for the topic you are wanting help with.</li> </ul> <p><b>Revision guides and materials can also be found on the KS4 History Google Classroom page</b></p>
<p>Where can I go for support in school?</p>	<p>After-school intervention is on a Thursday until 4pm with members of the History Department. Remember you can also email staff if you have a question</p>

YEAR 11 PPE

11TH FEBRUARY TO 7TH MARCH 2025

<b>Subject</b>	<b>Hospitality and catering</b> WJEC Level 2 Unit 2– Hospitality and Catering in Action
<b>How many exams will I sit? How long will each one be?</b>	100-minute Coursework slot
<b>What topics do I need to revise?</b>	You will be completing a coursework task for this PPE slot, you could check back through the notes in your book and check that you understand everything from last year. In this unit, you have gained knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. Learning and developing skills in safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.
<b>How can I revise for this assessment series?</b>	You will be completing a coursework task for this PPE slot, you could check back through the notes in your book and check that you understand everything from last year.
<b>Where can I find support when I am revising at home?</b>	A full list of links will be added to “class charts” and Google classroom so that you can check you have all the information needed for the tasks. Unit 2.1 <a href="https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTU0NDYwMDUz">https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTU0NDYwMDUz</a> Unit 2.2 <a href="https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NTE5NTY0MjU2MjUw">https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NTE5NTY0MjU2MjUw</a> Unit 2.3 <a href="https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTM2NDE5ODUz">https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTM2NDE5ODUz</a> Unit 2.4 <a href="https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTU2MzA5OTgz">https://classroom.google.com/w/NTQ5MzQxMTQ5NDA0/tc/NjA3NTU2MzA5OTgz</a>
<b>Where can I go for support in school?</b>	All students will be provided with detailed revision materials that will include information on all sections of the component content. The Digital KS4 Hospitality and Catering / your Google Classroom has all the supporting information to go with this external exam including content. Please see your class teacher if you require any help or support.

Subject	Music GCSE
<p><b>How many exams will I sit? How long will each one be?</b></p>	<ul style="list-style-type: none"> <li>• Your first GCSE performance recording will be included in the assessment marks and your 'Free Composition' song completed in Year 10.</li> <li>• The Listening Exam is approximately 1hr 30 minutes and it will take place in Room 18, 19 and the office.</li> <li>• There will be a question set on each topic listed below.</li> <li>• All questions should be answered in full. There is a range of question styles in the exam and it is important that all questions are read carefully and answer questions using the timings and order practised in class.</li> </ul>
<p><b>What topics do I need to revise?</b></p>	<p><b>AoS2 Concerto Through Time</b>            You should revise typical characteristics and features of:  <b>Baroque Concerto Grosso</b>                      <b>Romantic Concerto.</b>            Focus on:</p> <ul style="list-style-type: none"> <li>• Recognising instruments of the orchestra including the sections</li> <li>• Texture and Instrumentation - How the soloist(s) and orchestra work together</li> <li>• Dynamic contrasts</li> <li>• Articulation and instrumental techniques</li> <li>• Modulations and cadences</li> <li>• Intervals</li> <li>• Musical Devices</li> </ul> <p><b>AoS 3 Rhythms of The World</b>            Revise the characteristic and rhythmic features of:</p> <ul style="list-style-type: none"> <li>• Traditional <b>Samba</b></li> <li>• Traditional <b>Calypso</b></li> </ul> <p><b>AoS 4 Film Music</b>            Be prepared to answer two questions one on film and one on game music. One of these questions will be Question 3, the extended nine marker question.            Revise features of:</p> <ul style="list-style-type: none"> <li>• Madtshirt and demonstrate a complete understanding of these elements.</li> <li>• How composers create music to support, express, complement and enhance a scene.</li> <li>• A mood or emotion being conveyed on the screen</li> <li>• A significant character(s) or place, specific actions or dramatic effects.</li> </ul> <p><b>AoS 5 Conventions of Pop</b>            Revise the following topics:</p> <ul style="list-style-type: none"> <li>• <b>Rock Anthems of the 70s and 80s</b></li> <li>• <b>Solo Artists from the 1990s to present day</b></li> </ul> Revise: <ul style="list-style-type: none"> <li>• Vocal techniques – including backing vocals</li> <li>• Intervals</li> <li>• Instrumental techniques – Guitar, Keyboard/Piano, Drum Kit</li> <li>• How voices/instruments interact with each other</li> </ul>

	<ul style="list-style-type: none"> <li>• Features of accompaniments in popular music</li> <li>• Features and use of technology</li> <li>• Typical musical characteristics and features of the topics above.</li> </ul>
<p><b>How can I revise for this assessment series?</b></p>	<p>Listening to as wide a variety of music linked to the areas of study is vital and can be incorporated into a revision schedule whilst completing written tasks/homework/revision from other subjects too.</p> <p>Complete all listening revision tasks on each topic on <b>Google Classroom, Auralia, Musition</b> and <b>Focus on Sound</b>.</p> <p>Use the MAD TSHIRT resource to complete revision on each topic and follow the steps below:</p> <p><b>Step 1: Read</b> units of work in your book/notes. Highlight key pieces of information. Read them again if you don't understand them. Write questions to ask your teacher for clarification purposes.</p> <p><b>Step 2: Condense</b> your notes in your exercise book onto one piece of large A3 paper so that everything you need in a unit is in one visible place. These notes do not have to be in full sentences so long as YOU can make sense of them. Highlighting, colour and pictures help to link information and allows you to learn things more easily.</p> <p><b>Step 3: Repeat</b> the process of reading through your notes. Condense even further onto revision cards so that your revision is portable. Make the information stick in your mind.</p>
<p><b>Where can I find support when I am revising at home?</b></p>	<ul style="list-style-type: none"> <li>• A full list of revision links is in 'Google Classroom' and students will have shared access to these resources.</li> <li>• <b>Focus on Sound, Auralia</b> and <b>Musition</b> revision activities should be completed on a weekly basis as directed by teachers for each AoS.</li> <li>• Students are provided with course book/guides for each AoS with all the information they need to revise for the listening paper.</li> <li>• Students should have purchased the OCR GCSE Music Revision Guide 2018 onwards published by Rhinegold; second hand copies are available to purchase online for a lower cost.</li> </ul>
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>• Year 11 GCSE sessions:</li> <li>• Tuesday, Wednesday and Thursday lunchtime 12.35pm – 1.35 pm Room 18</li> <li>• We recommend all pupils access Google Classroom as this contains all the revision topics covered in class.</li> </ul>
<p><b>Other information</b></p>	<ul style="list-style-type: none"> <li>• Solo Ensemble Deadline Friday 14th February</li> <li>• Composition to a Brief – Basic outline in Studio One and full written description (if Film Music brief) Friday 28<sup>th</sup> February</li> </ul>

Subject	Performing Arts Level (Acting)
<p>How many exams will I sit? How long will each one be?</p>	<ul style="list-style-type: none"> <li>✓ 1 paper- COMPONENT 3 - Ideas log.</li> <li>✓ 100 Minutes - supervised exam conditions.</li> <li>✓ The Component 3 exam is split into 4 activities (3 written 1 performed) the 4 tasks equate to 60 Marks.</li> </ul> <p style="text-align: center;">You will complete Activity 1 - The Ideas log in 100 Minutes.</p> <ul style="list-style-type: none"> <li>✓ The exam is focusing on your initial response and ideas to your given brief and stimulus. You will write 800 words minimum/1200 maximum.</li> <li>✓ You must show links to subject knowledge, research, organisations, and use subject specific vocabulary.</li> <li>✓ You may take in 1 page of notes.</li> <li>✓ You will type your ideas log response on a given pro forma by the exam board.</li> </ul>
<p>What topics do I need to revise?</p>	<p>You must be able to discuss the following:</p> <ul style="list-style-type: none"> <li>● The concept given to you by the brief</li> <li>● The style of your performance</li> <li>● The selected target audience and purpose</li> <li>● The resources needed - any research you have found out to help create your performance</li> <li>● Your contributions to the exploration and development of ideas</li> <li>● How the work of other things productions or practitioners have given you inspiration.</li> </ul>
<p>How can I revise for this assessment series?</p>	<ul style="list-style-type: none"> <li>✓ You will be provided with detailed revision materials and notes based on their work. Example answers will be available.</li> <li>✓ Every student has access to a textbook, alongside practice papers and mark schemes.</li> </ul>
<p>Where can I find support when I am revising at home?</p>	<p><a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts.html</a></p> <p><a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/BTEC-Performing-Arts-SAM.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/BTEC-Performing-Arts-SAM.pdf</a></p>
<p>Where can I go for support in school?</p>	<p>Revision sessions, and rehearsals are offered on a Monday, Tuesday, Thursday or Friday after school and lunchtime.</p>

<b>Subject</b>	<b>Physical Education GCSE</b>
<b>How many exams will I sit?</b>	2 exam papers - 75 minutes each and 78 marks each Paper 1 - Friday 28th February P2 Paper 2 - Wednesday 5th March P2
<b>What topics do I need to revise?</b>	<p><b><u>Paper 1 - The human body and movement</u></b></p> <ul style="list-style-type: none"> <li>● Components of fitness</li> <li>● Interpretation of a spirometer trace</li> <li>● Mechanics of breathing</li> <li>● Muscles of the body</li> <li>● Types of muscle contraction</li> <li>● Structure of a synovial joint</li> <li>● Reasons for and limitations of fitness testing</li> <li>● The short- and long-term effects of exercise</li> <li>● Principles of training</li> <li>● Warming up and cooling down]</li> <li>● Blood vessels</li> <li>● Analysis of basic movements in sporting examples</li> <li>● Aerobic and anaerobic exercise and training zones</li> <li>● Preventing injury</li> <li>● Recovery/EPOC</li> </ul> <p><b><u>Paper 2 - Socio-cultural influences and wellbeing</u></b></p> <ul style="list-style-type: none"> <li>● The meaning of health and fitness: physical, mental/emotional and social health - linking participation in physical activity to exercise, sport to health and well-being</li> <li>● Motivation - intrinsic and extrinsic</li> <li>● Skill and ability, including classification of skill</li> <li>● The consequences of a sedentary lifestyle</li> <li>● Reasons for having a balanced diet and the role of nutrients</li> <li>● Reasons for maintaining water balance (hydration/dehydration)</li> <li>● Obesity and how it may affect performance in physical activity and sport</li> <li>● Sporting conduct - sportsmanship, gamesmanship, etiquette and the contract to compete</li> <li>● Basic information processing</li> <li>● Personality types - introverts and extroverts</li> <li>● The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimize performance</li> <li>● Arousal - inverted-U theory /optimum arousal, controlling arousal through stress management techniques</li> <li>● Somatotypes</li> <li>● Participation in sport - different groups and barriers</li> </ul>
<b>How can I revise for this assessment series?</b>	What does work <ul style="list-style-type: none"> <li>● Quizzing from the revision packs</li> </ul>



	<ul style="list-style-type: none"> <li>● Flashcards - but you must design them so that you can self-test! From the revision packs</li> <li>● List 10 key facts about each topic</li> <li>● Read, cover, recall. Read, cover, recall. Read, cover, recall.</li> </ul> <p>What doesn't work!</p> <ul style="list-style-type: none"> <li>● Just reading through notes or books</li> <li>● Taking a scattergun approach - must be timetabled!</li> <li>● Highlighting texts (if it's all you do!)</li> <li>● Re-reading</li> </ul>
<p><b>Where can I find support when I am revising at home?</b></p>	<p>The everlearner – how to ace Paper 1: <a href="https://theeverlearner.com/blog/en/the-changing-rooms/aqa-gcse-pe-students-how-to-ace-your-paper-1-exam">https://theeverlearner.com/blog/en/the-changing-rooms/aqa-gcse-pe-students-how-to-ace-your-paper-1-exam</a></p> <p>The everlearner - how to ace Paper 2: <a href="https://theeverlearner.com/blog/en/the-changing-rooms/how-to-ace-your-aqa-gcse-pe-paper-2-exam">https://theeverlearner.com/blog/en/the-changing-rooms/how-to-ace-your-aqa-gcse-pe-paper-2-exam</a></p> <p>How to answer the 9 marker:  <a href="https://docs.google.com/presentation/d/1FY1xWhyoOYPnDJFHPx6gqu4fKChlos05pupu6q3-8Q4/edit?usp=sharing">https://docs.google.com/presentation/d/1FY1xWhyoOYPnDJFHPx6gqu4fKChlos05pupu6q3-8Q4/edit?usp=sharing</a></p> <p><b>Other Links:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Paper 1 Revision Video (1hr 23mins):  <a href="https://www.youtube.com/watch?v=lbdz6l6djOA&amp;authuser=0">https://www.youtube.com/watch?v=lbdz6l6djOA&amp;authuser=0</a></li> <li>● Paper 1 Past Paper Questions:  <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?q=Question+paper%3A+Paper+1+The+human&amp;page=1&amp;authuser=0">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?q=Question+paper%3A+Paper+1+The+human&amp;page=1&amp;authuser=0</a></li> <li>● Paper 1 Mark Schemes: <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?q=Mark+scheme%3A+Paper+1+The+human&amp;page=1&amp;authuser=0">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?q=Mark+scheme%3A+Paper+1+The+human&amp;page=1&amp;authuser=0</a></li> <li>● Paper 2 Revision Video (1hr 15mins):  <a href="https://www.youtube.com/watch?v=5fsZx0KTPGw&amp;authuser=0">https://www.youtube.com/watch?v=5fsZx0KTPGw&amp;authuser=0</a></li> <li>● Paper 2 Past Paper Questions:  <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?page=1&amp;q=Question+paper%3A+Paper+2+Socio&amp;authuser=0">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?page=1&amp;q=Question+paper%3A+Paper+2+Socio&amp;authuser=0</a></li> <li>● Paper 2 Mark Schemes: <a href="https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?page=1&amp;q=Mark+scheme%3A+Paper+2+Socio&amp;authuser=0">https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources?page=1&amp;q=Mark+scheme%3A+Paper+2+Socio&amp;authuser=0</a></li> </ul> <p>Seneca Learning - ensure you opt for AQA GCSE Physical Education</p>
<p><b>Where can I go for support in school?</b></p>	<p>After school revision on Thursday's in T4. Beginning 16th January.</p>

Subject	SPANISH
<p>How many exams will I sit? How long will each one be?</p>	<p>There will be 3 papers for each tier</p> <ul style="list-style-type: none"> <li>• Foundation listening – 40 minutes</li> <li>• Foundation reading – 45 minutes</li> <li>• Foundation writing – 60 minutes</li>   <li>• Higher listening – 50 minutes</li> <li>• Higher reading – 60 minutes</li> <li>• Higher writing – 1 hour 15 minutes</li> </ul> <p>Speaking exam – 20 minutes</p>
<p>What topics do I need to revise?</p>	<p><u>Theme 1 - Identity and culture</u></p> <p><b>Topic 1: Me, my family and friends</b></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p><b>Topic 2: Technology in everyday life</b></p> <ul style="list-style-type: none"> <li>• Social media, Mobile technology</li> </ul> <p><b>Topic 3: Free-time activities</b></p> <ul style="list-style-type: none"> <li>• Music, Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p><b>Topic 4: Customs and festivals in Spanish-speaking countries/communities</b></p> <p><u>Theme 2 - Local, national, international and global areas of interest</u></p> <p><b>Topic 1: Home, town, neighbourhood and region</b></p> <p><b>Topic 2: Social Issues</b></p> <p><b>Topic 3: Global Issues</b></p> <p><b>Topic 4: Travel and tourism</b></p> <p><u>Theme 3 - Current and future study and employment</u></p> <p><b>Topic 1: My studies</b></p> <p><b>Topic 2: Life at school/college</b></p> <p><b>Topic 3: Education post-16</b></p> <p><b>Topic 4: Jobs, career choices and ambitions</b></p>

<p><b>How can I revise for this assessment series?</b></p>	<ul style="list-style-type: none"> <li>● Vocabulary learning is essential and all students have their own copy of a prescribed list of words</li> <li>● Students need to revise all classwork and revisit extended reading and written pieces.</li> <li>● All students have access to additional resources on Kerboodle for both Listening and Reading practice</li> <li>● Create flashcards, glossaries or mind maps with key vocabulary on the main theme/topic areas</li> <li>● You need to continue to thoroughly learn the answers to all the speaking questions as these will also support the written section of the exam</li> </ul>
<p><b>Where can I find support when I am revising at home?</b></p>	<ul style="list-style-type: none"> <li>✓ <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> – grammar explanations and topic vocabulary with activities to practise</li> <li>✓ <a href="http://www.memorizenow.com">www.memorizenow.com</a> – create flashcards to test yourself online</li> <li>✓ <a href="http://www.vocabexpress.com">www.vocabexpress.com</a> – register with your school e-mail address</li> <li>✓ <a href="http://www.mflgames.co.uk">www.mflgames.co.uk</a></li> <li>✓ <a href="http://www.channel4.com/extra">www.channel4.com/extra</a></li> <li>✓ <a href="http://www.bbc.co.uk/languages/spanish">www.bbc.co.uk/languages/spanish</a></li> <li>✓ <a href="#">Duolingo</a> – app for your phone</li> <li>✓ <a href="http://www.lyricstraining.co.uk">www.lyricstraining.co.uk</a></li> <li>✓ <a href="http://www.quizlet.com">www.quizlet.com</a> – vocabulary building exercises</li> <li>✓ <a href="http://www.kerboodle.com">www.kerboodle.com</a> – students have their own individual log on details – institution code is jsm4</li> <li>✓ <a href="#">YouTube – slow news in Spanish</a></li> </ul>
<p><b>Where can I go for support in school?</b></p>	<ul style="list-style-type: none"> <li>✓ Identified cohorts will be receiving additional support</li> <li>✓ All students are welcome to come for MFL support and to attend intervention / revision sessions in the MFL department – Thursday rooms 46/47</li> <li>✓ Class teachers will offer individual support to their groups.</li> </ul>

<b>Subject</b>	<b>Sport BTEC</b>
<b>How many exams will I sit?</b>	1 session
<b>What topics do I need to revise?</b>	<p>A1 The importance of fitness for successful participation in sport</p> <p>A2 Fitness Training Principles</p> <p>A3 Exercise intensity and how it can be determined</p> <p>B1 Importance of fitness testing and requirements for administration of each test</p> <p>B2 Fitness test methods for components of physical fitness</p> <p>B3 Fitness test methods for components of skill-related fitness</p> <p>B4 Interpretation of test results</p> <p>C1 Requirements for each training methods</p> <p>C2 Fitness training methods for physical components of fitness</p> <p>C3 Fitness training methods for skill-related components of fitness</p> <p>C4 Additional requirements for each of the training methods</p> <p>C5 Provisions for taking part in fitness training methods</p> <p>C6 Effects of long-term fitness training on the body systems</p> <p>D1 Personal information to aid fitness training programme design</p> <p>D2 Fitness Programme design</p> <p>D3 Motivational techniques for fitness programming</p>
<b>How can I revise for this assessment series?</b>	<ul style="list-style-type: none"> <li>• Notes and worksheets from lessons.</li> <li>• Revision guides</li> <li>• After school revision sessions</li> </ul>
<b>Where can I find support when I am revising at home?</b>	<ul style="list-style-type: none"> <li>✓ Google Classroom lessons can be accessed at home.</li> <li>✓ Specification can be found on Google Classroom</li> <li>✓ Revision book and worksheets</li> <li>✓ After school revision session</li> </ul>
<b>Where can I go for support in school?</b>	<ul style="list-style-type: none"> <li>✓ Class teacher</li> <li>✓ After school revision sessions. See your class teacher for details.</li> </ul>



**Thornleigh**  
Salesian College

Sharples Park, Bolton, BL1 6PQ

*Email: [contact@thornleigh.bolton.sch.uk](mailto:contact@thornleigh.bolton.sch.uk)*

