



# Year 11



**GCSE Revision Guide for  
Students, Parents and Guardians**

**2021/22**



## Introduction:

***“The best preparation for tomorrow is doing your best today”***

H Jackson Brown Jr

It wouldn't be a good idea to take a driving test without having any lessons. It wouldn't be a good idea to run a marathon without training for it. It wouldn't be a good idea to climb Mount Everest with no experience of mountain climbing. So why would anyone think that it would be a good idea to turn up to a GCSE exam without having revised for it?

The reason many students don't do as well in their GCSE examinations as they could is because they don't revise effectively and make very silly errors. This booklet is designed to help you organise your revision and maximise your performance in the forthcoming examinations. It will give you an overview of the topics you should be revising for each of your subjects, as well as signposting you to learning resources and materials to support you.

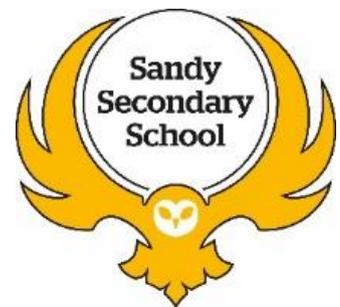
Included are also some ideas and suggestions about how you can revise effectively for each of your GCSE subjects.

We wish you every success in the forthcoming examinations.

Sandy Secondary School.

### **Top Revision Tips...**

- ✓ Start early enough.
- ✓ Decide on definite days and times to revise.
- ✓ Have realistic and achievable targets.
- ✓ Use the syllabus to structure your revision.
- ✓ Use the revision notes provided by your teachers.
- ✓ Use support groups and help each other to succeed.
- ✓ Make sure you know what will be examined in each subject and in each examination paper.
- ✓ **Don't panic!**



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## Important Dates, Including Revision and Exam Dates:



- **Monday 28<sup>th</sup> February - Friday 11<sup>th</sup> March 2022:** Year 11 Mock Examinations

**Monday 14<sup>th</sup> - Friday 18<sup>th</sup> February 2022:**      **Half Term**

- **Thursday 31<sup>st</sup> March:**                      Year 11 Parents Evening

**Monday 4<sup>th</sup> - Monday 18<sup>th</sup> April 2022:**      **Easter Holidays**

- **Monday 16<sup>th</sup> May - Friday 24<sup>th</sup> June: GCSE Examinations**

**Monday 30<sup>th</sup> May - Friday 3<sup>rd</sup> June 2022:**      **Half Term**

- **Monday 4<sup>th</sup>- 6<sup>th</sup> July 2022:** Sixth Form Induction

## Summer 2022 Exam Timetable

### Week 1

Date	Time	Board	Level	Subject	Unit	Paper Name	Length
<b>Mon 16 May</b>	9am						
	1pm	OCR	GCSE	Computer Science	J277/01	Computer Systems	1hr 30m
		BTEC	L 2 Award	Travel & Tourism	21474E	Unit 1 The UK Travel & Tourism Sector	1hr 15m
<b>Tue 17 May</b>	9am	AQA	GCSE	Biology	8461/1	Paper 1	1hr 45m
		AQA	GCSE	Comb Science	8464/B/1	Biology Paper 1	1hr 15m
	1pm	AQA	GCSE	Psychology	8182/1	Paper 1	1hr 45m
<b>Wed 18 May</b>	9am	AQA	GCSE	English Language	8700/1	Paper 1	1hr 45m
	1pm						
<b>Thur 19 May</b>	9am	EDEXCEL	GCSE	History	1HIA 10-13	Thematic study & historic environment	1hr 15m
	1pm	EDEXCEL	GCSE	Drama	1DR0 03	Theatre Makers in Practice	1hr 45m
<b>Fri 20 May</b>	9am	EDEXCEL	GCSE	Maths	1MA1 1	Non Calculator	1hr 30m
	1pm						

### Week 2

<b>Mon 23 May</b>	9am	EDEXCEL	GCSE	Geography A	1GA0 01	The Physical Environment	1hr 30m
	1pm						
<b>Tue 24 May</b>	9am	AQA	GCSE	French	8658/L	Listening	45 m
		AQA	GCSE	French	8658/R	Reading	1hr
	1pm	AQA	GCSE	PE	8582/1	Paper 1	1hr 15m
		OCR	CAMNAT	Sport Studies	R051/01	Contemporary issues in Sport	1hr
<b>Wed 25 May</b>	9am	AQA	GCSE	English Literature	8702/1	Paper 1	1hr 40m
	1pm	AQA	GCSE	Media Studies	8572/1	Paper 1	1hr 30m
<b>Thur 26 May</b>	9am	AQA	GCSE	Spanish	8698/L	Listening	45 m
		AQA	GCSE	Spanish	8698/R	Reading	1hr
	1pm						
<b>Fri 27 May</b>	9am	AQA	GCSE	Chemistry	8462/1	Paper 1	1hr 45m
		AQA	GCSE	Comb Science	8464/C/1	Chemistry Paper 1	1hr 15m
	1pm	OCR	GCSE	Computer Science	J277/02	Computational Thinking	1hr 30m

## Half-Term

### Week 3

<b>Mon 6 Jun</b>	<b>9am</b>						
	<b>1pm</b>	AQA	GCSE	Psychology	8182/2	Paper 2	1hr 45m
<b>Tue 7 Jun</b>	<b>9am</b>	EDEXCEL	GCSE	Maths	1MA1 2	Calculator	1hr 30m
	<b>1pm</b>	EDEXCEL	GCSE	Geography	1GA0 02	The Human Environment	1hr 30m
<b>Wed 8 Jun</b>	<b>9am</b>	AQA	GCSE	English Literature	8702/2	Paper 2	1hr 45m
	<b>1pm</b>						
<b>Thur 9 Jun</b>	<b>9am</b>	EDEXCEL	GCSE	History	1HIA 30-33	Modern Depth Study	1hr 20m
	<b>1pm</b>	AQA	GCSE	Physics	8463/1	Paper 1	1hr 45m
		AQA	GCSE	Combined Science	8464/P/1	Physics Paper 1	1hr 15m
<b>Fri 10 Jun</b>	<b>9am</b>	AQA	GCSE	English Language	8700/2	Paper 2	1hr 45m
	<b>1pm</b>	AQA	GCSE	PE	8582/2	Paper 2	1hr 15m

### Week 4

<b>Mon 13 Jun</b>	<b>9am</b>	EDEXCEL	GCSE	Maths	1MA1 3	Calculator	1hr 30m
	<b>1pm</b>						
<b>Tue 14 Jun</b>	<b>9am</b>	EDEXCEL	GCSE	Geography	1GA0 03	Geographical Investigations	1hr 30m
	<b>1pm</b>	AQA	GCSE	Media Studies	8572/2	Paper 2	1hr 30m
<b>Wed 15 Jun</b>	<b>9am</b>	AQA	GCSE	Biology	8461/2	Paper 2	1hr 45m
		AQA	GCSE	Comb Science	8464/B/2	Biology Paper 2	1hr 15m
	<b>1pm</b>	AQA	GCSE	DT	8552/W	Design & Technology	2hrs
<b>Thur 16 Jun</b>	<b>9am</b>	EDEXCEL	GCSE	History	1HIA B1-B4	British Depth Study	55m
	<b>1pm</b>	AQA	GCSE	French	8658/W	Writing	1hr 20m
<b>Fri 17 Jun</b>	<b>9am</b>	AQA	GCSE	Spanish	8698/W	Writing	1hr 20m
	<b>1pm</b>						

### Week 5

<b>Mon 20 Jun</b>	<b>9am</b>	AQA	GCSE	Chemistry	8461/2	Paper 2	1hr 45m
		AQA	GCSE	Comb Science	8464/C/2	Chemistry Paper 2	1hr 15m
	<b>1pm</b>						
<b>Tue 21 Jun</b>	<b>9am</b>						
	<b>1pm</b>	AQA	GCSE	Dance	8236/W	Dance	1hr 30m
		WJEC	AWARD	Hospitality & Catering	5569UB0-1	Unit 1	1hr 30m
<b>Wed 22 Jun</b>	<b>9am</b>						
	<b>1pm</b>						
<b>Thur 23 Jun</b>	<b>9am</b>	AQA	GCSE	Physics	8463/2	Paper 2	1hr 45m
		AQA	GCSE	Comb Science	8464/P/2	Physics Paper 2	1hr 15m
	<b>1pm</b>						
<b>Fri 24 Jun</b>	<b>9am</b>						
	<b>1pm</b>						

## Internal Examinations:

Internal examinations are designed to prepare you for the summer examination period. You will find that you have a large number of examinations spread over just a few days.

You will need to start your revision early and plan your time carefully in order to cover all subjects evenly. You will find that you have the following factors to contend with...

- Not enough time to revise.
- You are revising work from Year 9, Year 10 and Year 11 for the first time.
- You will be revising for all of your subjects at once.
- You will have more work to revise than ever before.
- You will be revising for examinations while still attending normal lessons.

The earlier you start your revision, the easier you will find it.

### **Why are internal examinations important?**

- Internal examinations can provide you with a lot of useful information.
- They give you an opportunity to test your examination technique - ability to manage your time and answer questions effectively.
- They give you your current standard with a few months to go before the examinations.
- They allow you to see how big a jump is needed to get the grade you need.

### **The advantages of taking the internal examinations seriously.**

- Gives you information about which topics you need to do or apply more revision sessions to.
- Allows you to try out your revision techniques and find out what works and what doesn't.
- Puts work into your long-term memory.
- Is a useful practice for the real examination that you will sit in the summer.
- Brings familiarity with the revision guide being used to support you.

**Do not** use them as a *“this is what I can get with no work”* test.

A lot of subjects will use these to determine your tier of entry in the summer - you need to ensure they are a realistic test of your knowledge and understanding **WITH** revision.

## Examples of a Weekly Plan:

Allow yourself breaks and treats. Twenty minutes at a time on one topic is ideal before a five-minute break. After twenty minutes your learning reduces significantly.



# GCSE Revision Timetable

Don't forget to take regular breaks!

Day / Time	9am	10am	11am	12noon	1pm	2pm	3pm	4pm	5pm	6pm
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										

***“Revision Is Temporary- Results Are Forever”***



## Things to do Today:

Importance [Rank]	Task	Complete?
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

### **Points to keep in mind:**

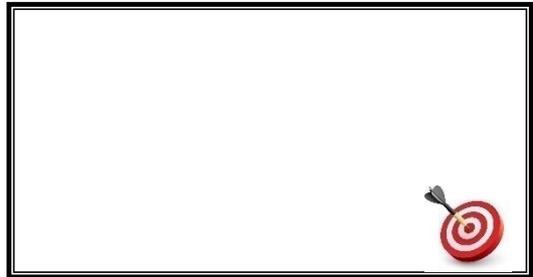
1. Break big tasks up into smaller, more manageable things to do.
2. Prioritise your goals for the day and as much as possible, do the most important ones first.
3. Stick to a policy of doing something now rather than later.
4. Always think of how you can best use the present time.
5. Do your best to make every day count.

**These are also important life skills**

# Are You Revision Ready?

- For every subject**, complete the following checklist...
- I know my exam board: \_\_\_\_\_
  - I have purchased a revision guide: Y/N
  - I have my notes/books/folders: Y/N
  - I know the date and time of the exam: \_\_\_\_\_
  - I have copies of past-exam papers: Y/N
  - I have all the resources I need: Y/N

The big picture?  
(What is your target grade?)

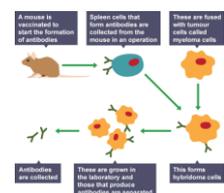
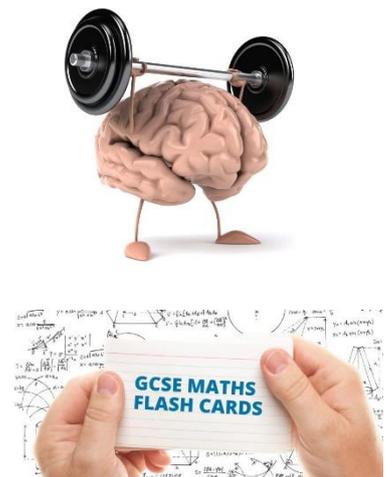


## I have...

- Got a complete set of notes for every subject.
- Highlighted key words and terms
- Completed revision checklists (where appropriate)
- Shrunk down my learning to manageable chunks

## Revision Tools:

	Mind maps for topics/knowledge organisers
	Flash cards for key words
	Sequence and progress cards
	Revision cards/acronyms for case studies



## Revision Materials:

There are a wide range of different resources that you can access to help you with your revision. Specific subject Revision Guides are available to purchase from CGP Books at [www.cgpbooks.co.uk/Student/books\\_gcse](http://www.cgpbooks.co.uk/Student/books_gcse). Some of these are also available to purchase from the school, for more information please speak with your subject teacher.



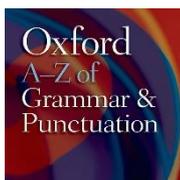
Gojimo (Free): This app has mostly free content and covers a range of GCSE subjects. You can pick a subject and exam board, then take part in quizzes to test your knowledge. You also get feedback on your work.



Revision App (Free): This app has over a million revision notes, flashcards and quizzes covering a wide variety of subjects from the GCSE and AS/A-level syllabuses.



Imindmap (Free): Many prefer to record their notes in the form of mind maps. With this app you can create mind maps using its built-in sketch tool and digital add-ons - including some snazzy freehand branches.



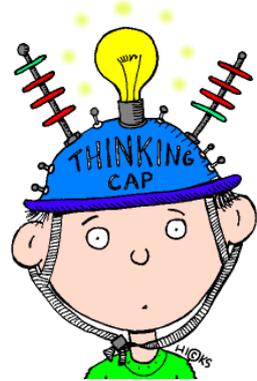
Oxford A-Z Grammar and Punctuation (£8.49): This is useful for English or any linguistic-based subject and can help you revise highly complex grammatical terms. It has over 250 grammar-themed questions with answers, as well as descriptions of what certain linguistic terms mean.



Exam Countdown (Free): You can use the app to store all your key exam and test dates in one place and can colour code them as well. Once you've done this, you'll get a countdown note beside each app.

## Top Ten Revision Tips:

1. Short bursts of revision (30-40 minutes) are most effective. Your concentration lapses after about an hour and you need to take a short break (5-10 minutes).
2. Find a quiet place to revise - your bedroom, school, the library - and refuse to be interrupted or distracted.
3. Make sure you don't just revise the subjects and topics you like. Work on your weaker ones as well.
4. Make your own revision notes because you will remember what you have written down more easily. Stick key notes to cupboards or doors so you see them every day.
5. Rewrite the key points of your revision notes; read them out loud to yourself. We remember more than twice as much of what we say aloud than of what we merely read.
6. Use different techniques. Make your own learning maps, use Post-it notes to write key words on, create flash cards. Record your notes on tape and listen to them back on your Walkman. Ask friends and family to test you. Use highlighter pens to mark important points. Chant or make up a rap song.
7. Practise on past exam papers or revision tests available on the web. Initially do one section at a time and progress to doing an entire paper against the clock.
8. You will need help at some stage, ask parents/guardians, older brothers and sisters, teachers or friends. If there is a teacher with whom you get on well at school ask for their e-mail address so you can clarify points you are unsure of whilst on study leave. Use websites specifically designed for revision.
9. **Don't get stressed out!** Eat properly and get lots of sleep!
10. **Believe in yourself and be positive.** If you think you can succeed you will; if you convince yourself that you will fail, that's what will probably happen.



# How Should I Revise?

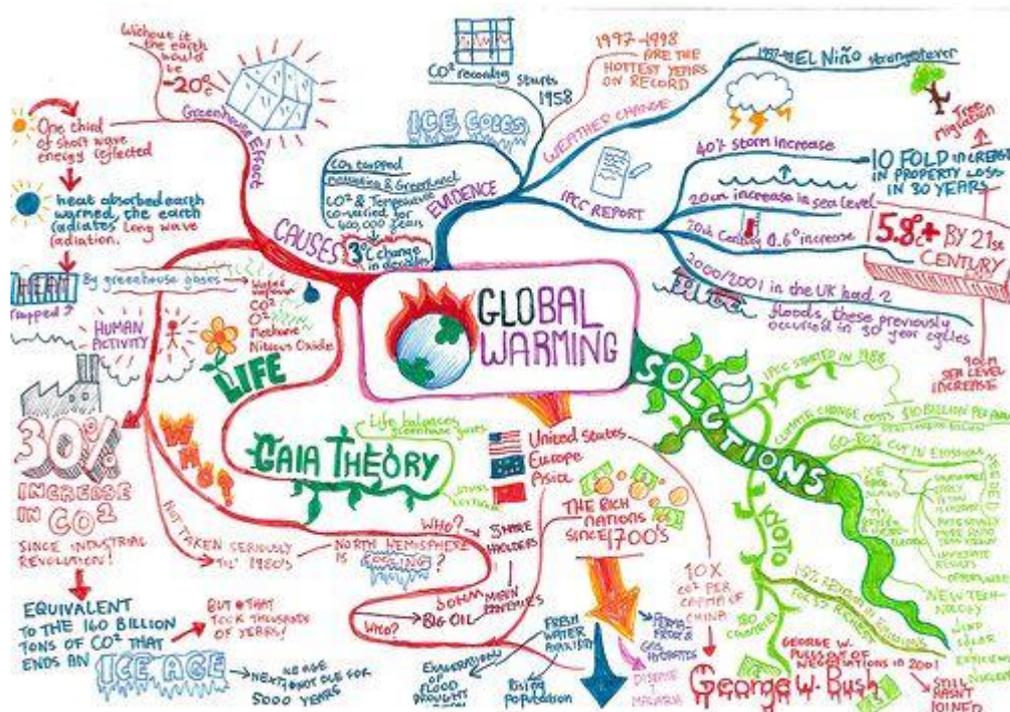
Try one of these...

## A. MIND MAPS

Make mind-maps or association maps rather than taking linear notes. Mapping your notes by radiating key words out in a pattern of links from a central point will make best use of your memory. If you use colour and images on the maps, you'll be harnessing the power of both sides of your brain - creative and logical.

### HOW TO MIND MAP

1. Start with the theme in the middle of the page.
2. Then develop your main idea.
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written **ON TOP OF** the branches.
6. **PRINTING** your key words makes them more memorable.
7. Use highlighters and coloured markers to colour code branches.
8. Make things stand out on the page so they stand out in your mind. (This doesn't show up well on a black and white photocopied booklet! You should use a different colour for each main branch and all its sub-branches)
9. Brainstorm ideas. Be creative.
10. Design images you can relate to which will help you remember key information.



## **B. READ INTELLIGENTLY**

Spend five minutes flipping through a book or your notes looking at headings and summaries. Then attempt to mind map what you have spotted and what you can remember.

## **C. USE CARDS**

Write questions on one side and answers on the other. Then get your family to test you. Merely creating the cards will help your recall. You can also use them to test yourself when faced with 'dead' time at bus stops or waiting for someone.

## **D. PHYSICAL LEARNING**

**Use the environment.** Use a different room for each subject.

- Notice aspects of the environment such as the light or feel of the room - how do you feel in that place?
- Attach your notes to the furniture. Notice their location.
- Associate a different location with each subject. Associate furniture, windows, plants and ornaments with particular topics.

**Using your clothes.** Associate items of clothing with topics in your learning - a shoe could represent one aspect of foreign policy; each button on a shirt could represent a quotation. Clothes with patterns, pockets and buttons are especially useful.

**Using the parts of your body.** Parts of your body are especially helpful as triggers to memory, as your body will be there in the examination room! For example, each hand could represent an essay plan – each finger one major topic; each segment of each finger a principal reference you would use. The fingernails could represent counterarguments; the knuckles could be associated with relevant quotations.

**Use motor memory.** Study on the move. If you exercise, associate each movement with something you wish to remember. To refresh the memory, go through the exercise in your mind. Writing, drawing and speaking also use motor memory: the fine-muscle sequence is recorded by the brain.

## **E. CONDENSE.**

Fitting notes onto one side of paper makes them easier to stomach, so rewrite and cut down as you go.

## ***Make The Most Of Your Memory***

Memory is improved if you:

- ☺ are interested in what you have to learn
- ☺ are selective and choose carefully what you need to know
- ☺ are keen to learn and remember certain facts
- ☺ are sure you understand what you have to learn and remember (ask for help if this isn't true of you . . . . . it will be so worth it!)

## ***Some Basic Memory Rules***

FOCUS your attention and do not let your mind wander . . . . . if it does then RE-FOCUS

- √ Work in short, sharp bursts
- √ Recite the material over and over out loud by yourself . . . . . read, write, sing,
- √ Colour code, illustrate, mind map . . . . . whatever it takes for you to remember it.
- √ Review your work regularly and ask for support if you cannot remember all that is needed (don't forget your parents, guardians, teachers, mentors, all want you to do well)
- √ Develop a positive attitude towards your memory . . . . . using your memory is a skill that can be developed and improved over a very short space of time . . . get going!

## ***A Few Memory Techniques***

### **Missing words (cloze procedure)**

This is good for quotes, poems, tables, formula etc. Write out the material to be learned, read it through 2-3 times (you can use your imagination to create pictures to help yourself). Then block out some words (eg: every tenth word, every verb, every new piece of vocabulary in French, every piece of subject specific scientific language) or ask someone else to do it for you. Then read the text through again filling in the missing words from your memory. You should also write out the missing words as you say them to reinforce your memory. Get some help and/or ask someone else to test you.

### **Roman Room technique**

Use a room you know really well (bedroom / kitchen @ home, etc). Imagine that each work / fact / name / quote that you have to learn is placed on an object in the room you have chosen. EG: If you are revising Respiration for example then write a fact about the lungs on paper and stick it on the fridge, the next fact stick on the cooker, the next fact stick on the washing machine. Make it as visual as you can and then in the exam start at the kitchen door and work your way mentally round the kitchen collecting the facts for your exam question – *try it . . . it works!*

### **Record the facts you need to know**

(Voice recorder on mobile phone, iPhone, etc.) Listen to the facts you record over and over again until you feel quite confident about them . . . once this happens then records it again with gaps and you have to fill then in when you hear the playback. Put headphones on and walk listening to the facts you recorded . . . you will then get exercise as well and that is good for your revision programme.

### **Mnemonics (pronounced NEMONICS)**

This is a verse to aid the memory. You can use it for a few facts or the spelling of an important word – make up your own and have a laugh doing it!!

E.g.:

BECAUSE: **B**ig **E**lephants **C**annot **A**lways **U**nderstand **S**lippy **E**els

SAID: **S**ally **A**nne **I**s **D**ancing

## Flash Cards

These are particularly good for French (and other languages) but can also support you in remembering scientific facts or formula you need to understand for Science and / or Maths. Use postcard size card and write all the facts you need on it, say them over and over again as you write. Perhaps write 2 words only and then once you see the flashcard you have to elaborate on what these 2 words mean. This works for Geography / History / English / PE etc.

## Drill & Practice

This way of revising and learning is often seen as boring but for **SOME** people it is effective. Repeatedly read, cover the book, write your own answer and then check it against the correct work. Ask for help doing this or get someone else to mark it and then write a list of the parts you missed out.

Remember: **READ, COVER, WRITE OR RECITE, REVIEW** . . . . .

## Numbers, Shapes, Rhymes, Lists

This is a very individual way to improve your memory but you can make a list or rhyme where a few facts correspond to a list of numbers.

EG:

- |                           |                                     |
|---------------------------|-------------------------------------|
| 1 born in . . . . .       | 1 weather used to . . . . .         |
| 2 studied in . . . . .    | 2 environmental influence . . . . . |
| 3 influenced by . . . . . | 3 result now . . . . .              |
| 4 chose . . . . .         | 4 long term effects . . . . .       |
| 5 worked as . . . . .     | 5 remedies . . . . .                |

The previous pages gave you ideas on how to use these techniques to assist your memory.

Read through all of them and tick the ones that you know will help you.

Don't forget to test yourself and / or ask members of your family to test you . . . . it will help.

Also remember to make full use of past papers and advice for revision given in class by your teachers.

***Good Luck and Remember That Your Memory Can Improve***

## ***Assessing Your Study Skills***

***Read through this list and decide which statements best describe you . . . .***

- I often / sometimes work late into the night
- I have difficulty 'getting started'
- I often start tasks well but don't finish them
- I am often too tired to work when I get home after school
- I feel overwhelmed and I don't know what to do next
- I sometimes repeat work unnecessarily
- I find it hard to sort out which parts are most relevant to put in my work and in which order they go best

### ***Advice***

- ★ Decide what time suits you best for revision each day and stick to it
- ★ Plan an essay and / or answers in your head before you write anything and then start to write down key words that will provide a plan for the work.
- ★ One by one pad out the key words with more detail and then you will be ready to start
- ★ If you cannot finish a task then you may be too tired, so pack away have a sandwich and a drink (don't forget the water), have a break for an hour and then return to it feeling fresher
- ★ If you are too tired to work at the end of the day when you get home, then try using the homework facilities at school each day so that you then can relax when you get home
- ★ Feeling overwhelmed is horrible and also stops you moving forward with your work . . . so ask for help to plan the first step and only concentrate on that (on subject or one area of one subject) but do complete that task first so that you have sense of achievement that will help get you back on track
- ★ Use mind mapping to keep your work focused and if you have repeated parts of any answer then choose which part sounds best and delete the rest (or save elsewhere so you can work on it again at a later stage)
- ★ Write a list and enjoy ticking things off – reward yourself for completing your work.

## Eating for Examinations:

Examinations are hard enough as it is. If you find that you're stressed out, try using healthy food and drink as a relaxing break from your routine.

Some tips on how to remain in tip-top shape during exam time...

### **Breakfast Really IS the Most Important Meal of the Day**

Studies have shown that eating a healthy breakfast increases exam success.

### **Fish Really IS "Smart Food"**

It's true. Aside from fish there are other foods high in vitamins B, C and E (shown to increase memory and improve mood) and antioxidants that can add a little extra to your study efforts as well as increase immunity...

- Citrus fruits
- Peppers
- Berries
- Whole grains
- Leafy green veggies
- Dairy such as eggs, milk and yoghurt.



### **Feeling Tired and Stressed?**

It may not be just your looming examinations, it is possible you are not getting enough iron in your diet. To pump up your iron stores, try foods such as:

- chicken dishes
- baked beans
- eggs
- green leafy veggies
- wholemeal bread
- seeds such as sesame and sunflower
- dried fruits such as raisins, apricots, prunes or nuts.



### **Iron Tips**

- Avoid drinking tea or coffee at mealtimes, as it may reduce the amount of iron we absorb from food.
- Eating fresh fruit or salad vegetables or drinking fruit juice with meals might help the body absorb the iron in food.

# Stress Management:

Year 11 can be a particularly difficult time for many students. In order to achieve your potential, you will need to be at your best, as much as possible. Try the tips below to help keep you relaxed when required...



**Learn to Relax**  
Take mini breaks throughout the day. Work on relaxation techniques such as taking slow deep **breaths**.

**Exercise**  
Physical activity provides relief from stress. 30 minutes of sport or a short work-out will do the trick!

**Sleep**  
Don't become overtired by forcing yourself to work late. Your ideal sleep time is about 8 hours a night.

**Time**  
Recognise that you can only do so much in a given time. Try to pace, not race.

**Get Organised**  
Have a realistic daily schedule.



**Make a List**  
Make a list of things that are worrying you - then your brain will stop bringing them forward all the time.



**Talk**  
Talking and meeting with friends and sharing your feelings and thoughts can be helpful in reducing stress.

**Be Positive**  
Talk positively to yourself. Don't listen to that voice saying you can't; tell yourself you will can and you will.

**Stay Calm**  
Make sure you are in a calm, positive mood before you start studying.



**Be Healthy**  
Watch your eating habits. Make sure you eat sensibly and have a balanced diet. Drink plenty of water.

## Before and During the Examination:

### Before the Examination:

- Before your examination, get enough sleep. Staying up all night will make you tired.
- Consider putting together an examination pack. You need to make sure that you bring in **ALL** relevant materials and equipment for each examination, e.g. a calculator, angle indicator and pair of compasses for a Maths examination. Please make sure you also bring in black pens, pencils, eraser, ruler and a sharpener in a clear pencil case or plastic bag. Whatever you do, take at least three pens into the examination.
- **YOU ARE NOT ALLOWED TO USE CORRECTING FLUID/TAPE, HIGHLIGHTERS OR GEL PENS IN YOUR ANSWERS.**
- Dress Code - You will be expected to be in full uniform when you sit your examinations.
- Room and Seat Number - Make sure you know which room to go to for each examination and your seat number. This information will be on your timetable.
- Mobile Phones or any other Electronic Devices - We cannot stress enough how important it is **NOT TO HAVE MOBILE PHONES OR ANY OTHER ELECTRONIC DEVICES ON YOU IN THE EXAMINATION ROOM**. Your mobile phone or any other electronic device **must be either left at home or handed in to an invigilator**. Anyone in possession of any unauthorised item risks disqualification from all examinations.
- Regulations - Make sure you have read and understood the Joint Council Qualification (JCQ) "Notice to Candidates" (Examinations) document printed in your planner.
- Examining Bodies - The school uses the following Examining Bodies:
  - AQA [www.aqa.org.uk](http://www.aqa.org.uk)
  - Edexcel [www.edexcel.org.uk](http://www.edexcel.org.uk)
  - OCR [www.ocr.org.uk](http://www.ocr.org.uk)
- Student and parent resources are available on examining body websites.
- Controlled Assessments/Coursework - All controlled assessment/coursework must be handed in to your teacher by the deadline he/she has given you. You must ensure that all the work is your own. The JCQ "Notice to Candidates" (Controlled Assessment/Coursework) in your planner explains all the rules and regulations in connection with submitting controlled assessment/coursework.

- Candidate Number - You will be given a four-digit “Candidate Number”. This will appear on your timetable and your Statements of Entry. You must write this number on every examination paper and controlled assessment/coursework cover sheet, so please LEARN IT.
- Centre No - You must also write our school centre number on your examination papers and controlled assessment/coursework cover sheets - this is **15161**.
- Arrive at the examination room in good time.

### In the Examination

**Don't rush! The first five to ten minutes of the examination are important.**

- Take time to read all the sections. Breathe deeply and stay calm. Pay close attention to the instructions. Read through the question carefully at least twice! What is the question asking you to do? (This process will be helped by the preparation work you will have done with past papers)
- Planning and thinking are vital to examination success. General advice is that you should think for 30% of the time and write for 70%. This means that in a two-hour examination, approximately 35 of the 120 minutes should be spent thinking and planning
- Make sure you follow instructions carefully, otherwise you will lose marks. (Most marks are lost either because the student does not follow instructions/answer the question or because the student runs out of time)
- Organise and keep track of your time. Plan how long you will spend on each section bearing in mind mark allocation. Do not exceed the time limit for each section.

Finally, remember that examination results are often much better than you think they are going to be!



## Equipment: Fantastic 15

You need to ensure that you are fully equipped at school and at home if you are going to complete work to a high standard...

- **School Planner**
- **Reading Book**
- **A Pencil Case**
- **Blue and Black Pens**
- **Purple Pen**
- **HB Pencil**
- **Pencil Sharpener**
- **Rubber**
- **15cm Ruler**
- **Pair of compasses**
- **Protractor**
- **Scientific calculator** (these need not be expensive)
- **Set of Coloured Pencils**
- **Highlighters**
- **Glue Stick**



## Examination Equipment:

REMEMBER THAT YOU CAN ONLY USE **BLACK** PEN IN THE EXAM

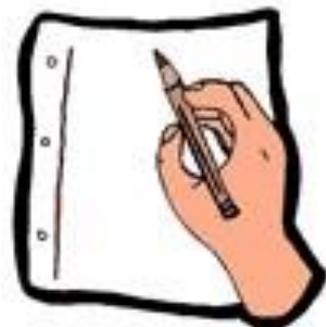
- **All** stationery must be carried **MUST** be carried in a clear pencil case.
- Water bottles will need to have all labels removed and must be see through.
- Speak to your teachers if you need a 'reminder' of the equipment required for each subject examination.

## Key Command Words:

<p><b>Account for</b> Explain the process or reason for something being the way it is.</p>	<p><b>Discuss</b> Explore the subject by looking at its advantages and disadvantages (i.e. for and against). Attempt to come to some sort of judgement.</p>
<p><b>Analyse</b> Explore the main ideas of the subject, show they are important and how they are related.</p>	<p><b>Distinguish</b> Explain the difference.</p>
<p><b>Calculate</b> Find out using mathematics.</p>	<p><b>Enumerate</b> Make a list of the points under discussion.</p>
<p><b>Comment on</b> Discuss the subject, explain it and give an opinion on it.</p>	<p><b>Estimate</b> Guess the amount or value.</p>
<p><b>Compare</b> Show the similarities (but you can also point out the differences).</p>	<p><b>Explain</b> Describe, giving reasons and causes.</p>
<p><b>Complete</b> Finish off.</p>	<p><b>Express</b> Put the ideas into words.</p>
<p><b>Conclude</b> Decide after reasoning something out.</p>	<p><b>Evaluate</b> Give an opinion by exploring the good and bad points. It's a bit like asking you to assess something. Attempt to support your argument with expert opinion.</p>
<p><b>Concise</b> Short and brief.</p>	<p><b>Factors</b> The fact or circumstances that contribute to a result.</p>
<p><b>Contrast</b> Show the differences ~ compare and contrast questions are very common in exams – they want you to say how something is similar and how it may be different too.</p>	<p><b>Give an account of</b> Describe.</p>
<p><b>Criticise</b> Analyse and then make a judgement or give an opinion. You could show both the good and bad points. You could refer to an expert's opinion within this question.</p>	<p><b>Give reasons for</b> Use words like <i>because</i> in your answer as you will be explaining how or why something is that way.</p>
<p><b>Define</b> Give the meaning. This should be short.</p>	<p><b>Identify</b> Recognise, prove something as being certain.</p>
<p><b>Describe</b> Give a detailed account.</p>	<p><b>Illustrate</b> Show by explaining and giving examples.</p>
<p><b>Differentiate</b> Explore and explain the difference.</p>	<p><b>Indicate</b> Point out, make something known.</p>
<p><b>Interpret</b> Explain the meaning by using examples and opinions.</p>	<p><b>Relate</b> Show the connection between things.</p>
<p><b>Justify</b> Give a good reason for offering an opinion.</p>	<p><b>State</b> Write briefly the main points.</p>
<p><b>List</b> An item-by-item record of relevant images. This would normally be in note form without any need to be descriptive.</p>	<p><b>Summarise</b> Give the main points of an idea or argument. Leave out unnecessary details that could cloud the issue.</p>
<p><b>Outline</b> Concentrate on the main bits of the topic or item. Ignore the minor detail.</p>	<p><b>Trace</b> Show how something has developed from beginning to end.</p>
<p><b>Prove</b> Give real evidence, not opinion, which proves an argument and shows it to be true</p>	

## Answering Examination Questions:

1. Scan **all** the questions.
2. Mark all the questions you could answer.
3. Read these questions carefully.
4. Choose the correct number of questions in each section.
5. Decide on an order: **best answers first**.
6. Divide up your time, allowing more time for the questions with the most marks.
7. Underline the key words in the question.
8. Plan your answer.
9. Stick to the point of the question.
10. Write your answer.
11. Use the plan at every stage – e.g. every paragraph.
12. Check your answer against the plan.
13. Look out for mistakes.
14. If you have time, re-read the questions and your answers and make any necessary corrections.



## The Next Steps:

This is the new grading structure for GCSEs which all students will now follow.

**Ofqual**

**Grading new GCSEs from 2017**

New grading structure	Current grading structure
9	
8	A*
7	A
<hr style="border-top: 1px dashed #ccc;"/>	
6	B
5	
4	C
<hr style="border-top: 1px dashed #ccc;"/>	
3	D
	E
2	
	F
1	G
U	U

	UNIVERSITY		
LEVEL 8	Doctorate PhD		
LEVEL 7	Master's Degree MA, MSc, MPhil		
LEVEL 6	University Degree BA, BSc		
LEVEL 5			
LEVEL 4			HNC
LEVEL 3	A-Level A2 AS	L3 Extended Diploma (National Diploma)	L3 Diploma (National Certificate)
LEVEL 2	GCSE Grades A-C	L2 Diploma (1st Diploma)	
LEVEL 1	GCSE Grades D-G	L1 Diploma (Foundation)	
ENTRY LEVEL 3	Grades 9-4	E3 Diploma (Foundation)	
	Grades 1-3	F.E. COLLEGE	

This framework helps learners make informed decisions about the qualifications they want to pursue by comparing levels of different qualifications and identifying different progression routes.

<b>ART AND DESIGN: Art, Craft and Design, Photography</b>		
<b>Specification Code:</b> Art and Design GCSE Pearson: Edexcel  Art, Craft and Design: 1DA0  Photography: 1PY0	<b>Exam Board Website Link:</b> <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a>	<b>GCSE Specification Link:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/art-and-design-2016.html</a>
<b>GCSE Course Topic Structure</b>		
<p>Component 1 - Portfolio Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.</p> <p>Component 2 – Following the Ofqual consultation outcomes on the changes to 2022 examinations, Pearson: Edexcel has made the following change:</p> <ul style="list-style-type: none"> <li>• Candidates will only complete Component 1, which will account for 100% of the qualification in summer 2022 exam series. This is the Personal Portfolio for GCSE candidates. Component 2 has been removed from qualification assessment, meaning the Externally Set Assignment will no longer be released in January (GCSE) 2022.</li> </ul>		
<b>GCSE Assessment Structure</b>		
<p><b>Coursework 100%</b></p> <p>Personal Portfolio—teacher-set assignments, working in the disciplines of painting and drawing, ceramics and printing. These are the topics looked at between September of year 9 to completion of course.</p> <p>The current Art topic being worked on is Fragments for both Year 10 and Year 11.</p> <p>The current Photography being worked on is Viewpoint/s for both Year 10 and Year 11.</p>		
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
<p>The following websites and resources will provide useful support for your child during their GCSE Art &amp; Design course:</p> <p>Examination Board: <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a></p> <p>Useful for inspiration and research:</p> <p><a href="http://uk.pinterest.com/">http://uk.pinterest.com/</a>  <a href="http://www.artchive.com/">http://www.artchive.com/</a>  <a href="http://www.artcyclopedia.com/">http://www.artcyclopedia.com/</a>  <a href="https://www.bbc.co.uk/education/subjects/z6hs34j">https://www.bbc.co.uk/education/subjects/z6hs34j</a>  <a href="https://artsy.net/">https://artsy.net/</a>  <a href="http://www.besthistorysites.net/index.php/art-history">http://www.besthistorysites.net/index.php/art-history</a></p>		
<b>Contact Details</b>		
Subject Leader: Miss E Hart		

BIOLOGY		
<b>Specification Code:</b> 8461	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>
<b>Other key resources available from the Examination Board:</b>		
Specification <a href="http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF">http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF</a>		
Past papers <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/biology-8461/assessment-resources</a>		
Command words <a href="http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-COMMAND-WORDS.PDF">http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-COMMAND-WORDS.PDF</a>		
Subject specific vocab <a href="http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF">http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF</a>		
GCSE Course Topic Structure		
<ul style="list-style-type: none"> <li>• Cell biology</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Homeostasis and response</li> <li>• Inheritance, variation and evolution</li> <li>• Ecology</li> <li>• Key ideas</li> </ul>		
GCSE Assessment Structure		
<b><u>Paper 1</u></b>		
<b>Topics:</b> Cell biology; Organisation; Infection and response; and Bioenergetics.		
<b>Assessment:</b> Written examination: 1 hour 45 minutes Foundation and Higher Tier 100 marks - 50% of GCSE		
<b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
<b><u>Paper 2</u></b>		
<b>Topics:</b> Homeostasis and response; Inheritance, variation and evolution; and Ecology.		
<b>Assessment:</b> Written examination: 1 hour 45 minutes Foundation and Higher Tier 100 marks - 50% of GCSE		
<b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
The following websites and resources will provide useful support for your child during their GCSE Biology course:		
Examination Board: AQA <a href="http://www.aqa.org.uk/subjects/science/gcse/biology-8461">http://www.aqa.org.uk/subjects/science/gcse/biology-8461</a>		
Useful for inspiration and research: <a href="http://www.bbcbitessize">www.bbcbitessize</a>		
Seneca: <a href="https://senecalearning.com">https://senecalearning.com</a> – students should have a login from their teacher		
Google Classroom – <a href="https://classroom.google.com">https://classroom.google.com</a> – students should have a login from their teacher		
Contact Details		
Subject Leader: Mr M Cuff		

CHEMISTRY		
Specification Code: 8462	Examination Board Website Link: <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	GCSE Specification Link: <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a>
<b>Other key resources available from the Examination Board:</b> Specification <a href="http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF">http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF</a> Periodic Table exam insert <a href="http://filestore.aqa.org.uk/resources/science/AQA-8462-8464-8465-INS-PT.PDF">http://filestore.aqa.org.uk/resources/science/AQA-8462-8464-8465-INS-PT.PDF</a> Past papers <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/assessment-resources</a> Subject specific vocab <a href="http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF">http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF</a>		
GCSE Course Topic Structure		
<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Bonding, structure, and the properties of matter</li> <li>• Quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> <li>• The rate and extent of chemical change</li> <li>• Organic chemistry</li> <li>• Chemical analysis</li> <li>• Chemistry of the atmosphere</li> <li>• 10. Using resource</li> </ul>		
GCSE Assessment Structure		
<b>Paper 1</b> <b>Topics:</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. <b>Assessment:</b> Written examination: 1 hour 45 minutes Foundation and Higher Tier 100 marks - 50% of GCSE <b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
<b>Paper 2</b> <b>Topics:</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. <b>Assessment:</b> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks - 50% of GCSE <b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
The following websites and resources will provide useful support for your child during their GCSE Chemistry course: Examination Board: AQA <a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a> Useful for inspiration and research: <a href="http://www.bbcbitessize">www.bbcbitessize</a> Seneca: <a href="https://senecalearning.com">https://senecalearning.com</a> – students should have a login from their teacher Google Classroom – <a href="https://classroom.google.com">https://classroom.google.com</a> – students should have a login from their teacher		
Contact Details		
Subject Leader: Mr M Cuff		

COMPUTER SCIENCE		
<b>Specification Code:</b> OCR J277	<b>Examination Board Website Link:</b> <a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/">https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/</a>	<b>GCSE Specification Link:</b> <a href="https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf">https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf</a>
<b>Other key resources available from the Examination Board:</b> <ul style="list-style-type: none"> <li>• Past papers materials</li> <li>• Explaining examining</li> <li>• Information for parents</li> <li>• Careers information</li> </ul>		
GCSE Course Topic Structure		
<p><b>Computer systems</b></p> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul> <p><b>Computational thinking, algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>		
GCSE Assessment Structure		
<p><b>Paper 1</b> is an externally assessed written paper that focuses on computer systems.</p> <p><b>Paper 2</b> is an externally assessed written paper that focuses on algorithms and programming.</p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
<p>The following websites and resources will provide useful support for your child during their GCSE Computer Science course:</p> <p><a href="https://student.craigndave.org/">https://student.craigndave.org/</a> Free Flipped Classroom Videos for OCR GCSE Computer Science</p> <p><a href="https://www.codemarker.uk/">https://www.codemarker.uk/</a> Interactive programming exercises</p> <p><a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a> BBC Bitesize GCSE Computer Science</p> <p><a href="https://cambridgegcsecomputing.org/">https://cambridgegcsecomputing.org/</a> Online revision resources</p> <p><a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> Online revision resources</p>		
Contact Details		
Subject Leader: Mrs T Moncrieff		

DANCE		
Specification Code: 8236	Examination Board Website Link: <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	GCSE Specification Link: <a href="http://www.aqa.org.uk/subjects/dance/gcse/dance-8236">http://www.aqa.org.uk/subjects/dance/gcse/dance-8236</a>
<p><b>Other key resources available from the Examination Board:</b></p> <p><a href="http://filestore.aqa.org.uk/resources/dance/AQA-82362-SQP.PDF">http://filestore.aqa.org.uk/resources/dance/AQA-82362-SQP.PDF</a> This is a link to a practice paper (note the set works are different just replace with the ones you have learnt)</p> <p><a href="http://filestore.aqa.org.uk/resources/dance/AQA-82362-SMS.PDF">http://filestore.aqa.org.uk/resources/dance/AQA-82362-SMS.PDF</a> - Mark scheme for the practice paper above</p> <p><a href="http://www.aqa.org.uk/resources/dance/gcse/dance/teach/command-words">http://www.aqa.org.uk/resources/dance/gcse/dance/teach/command-words</a> - What is the question asking you ?</p> <p><a href="http://filestore.aqa.org.uk/resources/dance/AQA-8236-SSV.PDF">http://filestore.aqa.org.uk/resources/dance/AQA-8236-SSV.PDF</a> - Subject terminology</p>		
GCSE Course Topic Structure		
<p><u>Year One</u></p> <ul style="list-style-type: none"> <li>• Students will learn a range of performance skills and choreography skills</li> <li>• They will study 3 of the set professional works (<i>A Linha Curva</i>, <i>Emancipation of Expressionism</i> and <i>Within her Eyes</i>)</li> <li>• Students will learn two set phrases (Breathe and Shift). <b>(This is now one due to changes with Covid)</b></li> <li>• Students will begin to put together a performance in a trio or duet based on a stimulus provided by their teacher.</li> </ul> <p><u>Year Two</u></p> <ul style="list-style-type: none"> <li>• Students will continue to develop performance skills these will be focused into the set phrases and the group performance.</li> <li>• Students will study another three professional works (<i>Infra</i>, <i>Shadows</i> and <i>Artificial Things</i>)</li> <li>• Students will focus on developing a piece of choreography based on a stimulus provided by the exam board.</li> <li>• Students will revise and learn about appreciation of their own work in theory lessons</li> <li>• Students will complete a full mock examination</li> <li>• Practical examinations start in <b>November</b></li> </ul>		
GCSE Assessment Structure		
<p><u>Component 1 –Performance and Choreography</u></p> <ul style="list-style-type: none"> <li>• Performance - Set phrases through a solo performance (approximately one minute in duration). Duet/trio performance (approx. four minutes long). <b>(Now two minutes due to Covid)</b>. 30% of GCSE = 40 Marks</li> <li>• Choreography - Solo or group choreography – a solo (two to two and a half minutes) <b>(now 1.5 – 2 minutes due to Covid)</b> 30% of GCSE =40 marks</li> </ul> <p><u>Component 2- Appreciation of Dance</u></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic processes and performing skills.</li> <li>• Critical appreciation of own work.</li> <li>• Critical appreciation of professional works.</li> </ul> <p>40% of GCSE</p>		

1½ hour examination worth 80 Marks

### Details of additional resources that may help you (e.g. websites, textbooks, revision materials)

The following websites and resources will provide useful support for your child during their GCSE Dance course:

Below is a link for all the videos you will need to revise for your theory exam. please take the time to watch these and make notes as part of your continued revision

<https://m.youtube.com/playlist?list=PLBhgvcteMlthpNdpVUZiOMSoJxwSXS6l>

Set phrases for Component 1 performance -

<http://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases>

Useful for inspiration and research:

<http://www.aqa.org.uk/resources/dance/gcse/dance/teach/dance-anthology>

*Shadows* Fact file

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/Shadows-FF.pdf>

<https://www.phoenixdancetheatre.co.uk/access/gcse-dance/>

*Within her Eyes* Fact file

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/Within-Her-Eyes-FF.pdf>

<https://www.jamescousinscompany.com/within-her-eyes>

*A Linha Curva* Fact file

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/A-Linha-Curva-FF.pdf>

<http://www.rambert.org.uk/join-in/schools-colleges/a-linha-curva-resources-for-gcse/>

*Emancipation of Expressionism* Fact File

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/Emancipation-of-E-FF.pdf>

<http://www.boyblueent.com/eoe.html>

*Infra* Fact File

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/Infra-FF.pdf>

<http://www.roh.org.uk/learning/schools-and-colleges/gcsedance>

*Artificial Things* Fact File

<http://smartfuse.s3.amazonaws.com/oathall.org/uploads/2016/07/Artificial-things-FF.pdf>

<http://stopgapdance.com/blog/the-gcse-journey-of-artificial-things>

<http://stopgapdance.com/media/files/Background%20pack%20for%20Artificial%20Things.pdf>

### Contact Details

**Subject Leader:** Miss N Mosedale

DESIGN TECHNOLOGY: RESISTANT MATERIALS		
Specification Code: AQA 4552	Exam Board Website Link: <a href="https://www.aqa.org.uk/subjects/design-and-technology">https://www.aqa.org.uk/subjects/design-and-technology</a>	GCSE Specification Link: <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse">https://www.aqa.org.uk/subjects/design-and-technology/gcse</a>
Other key resources available from the Examination Board: <a href="https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes">https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes</a>		
GCSE Course Structure		
<b>Exam Paper 1 - Length - 2 Hours</b>	<b>NEA (Non-Examined Assessment) COURSEWORK PROJECT</b>	
<b>What's assessed</b> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>Practical application of: Core technical principles, Specialist technical principles and Designing and making principles</li> </ul>	
<b>How it's assessed</b> Written exam: 2 hours 100 marks 50% of GCSE	<b>How it's assessed</b> Non-exam assessment (NEA): 30–35 hours approx. 100 marks 50% of GCSE	
<p><b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p><b>Section B – Specialist technical principles (30 marks)</b> Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p><b>Section C – Designing and making principles (50 marks)</b> A mixture of short answer and extended response questions.</p>	<p><b>Requirements</b> Substantial design and make task Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas (manufacturing) Analysing &amp; evaluating</p> <p><b>Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA</b></p>	
GCSE Assessment Structure		
Unit 1 – 50% written exam. Unit 2 – NEA (Non-examined assessment) 50%		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
The following websites and resources will provide useful support for your child during their GCSE DT. <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> (this is an excellent resource used for all DT exam group revision HW's) <a href="http://www.technologystudent.com">www.technologystudent.com</a> (comprehensive hub of multi DT support)		
Contact Details		
Subject Leader: Mr D Matthews		

DRAMA		
<b>Specification Code:</b> 1DR0	<b>Exam Board Website Link:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html</a>	<b>GCSE Specification Link:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/gcse_drama_spec_L1_L2.pdf</a>
<b>Other key resources available from the Exam Board:</b> N/A		
GCSE Course Topic Structure		
<p><b>Component 1 (40%):</b> Students work in groups to devise an original piece of Drama in response to a range of stimuli given to them by their teacher. Alongside their performance, the students also have to create a portfolio to record and analyse their devising journey and to evaluate their final performance (1500-2000 words).</p> <p><b>Component 2 (20%):</b> Working as either individuals, pairs, or as part of a small group students must work towards interpreting two key extracts from a published play. Their performances can be a combination of monologues, duologues or group pieces and they must perform both extracts to an external examiner. Students can work on this unit as either performers or designers.</p> <p><b>Component 3 (40%):</b> This is student's final written examination. The examination is split into two sections; Section A will ask students to interpret an extract from a play which they have studied in class time (<i>An Inspector Calls</i>), in section B students will be required to evaluate a piece of live theatre which they have had the opportunity to watch live or via live stream (2021 only).</p>		
GCSE Assessment Structure		
<p><b>Component 1:</b> The Component 1 practical performance was internally assessed before Christmas. Students should all have just completed their first draft of their coursework for this component ready for marking. This is also internally marked by teachers and moderated externally.</p> <p><b>Component 2:</b> Component 2 will be marked by a visiting external examiner in March 2019 (date still to be confirmed). Students are awarded marks out of 24 for both of their performances.</p> <p><b>Component 3:</b> Component 3 is a written examination. The examination will take place on 17<sup>th</sup> May 2019.</p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
<p>The following websites and resources will provide useful support for your child during their GCSE Drama course:</p> <p>Examination Board: <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html</a></p> <p>Useful for inspiration and research:</p>		

- *An Inspector Calls*: <https://www.bbc.co.uk/bitesize/guides/zn8h7nb/revision/1>
- Section B: <https://www.bbc.co.uk/bitesize/guides/zfwnmfr/revision/1>
- Set Design: <https://www.youtube.com/watch?v=ETIfZmfQgOU>
- Lighting: <https://www.youtube.com/watch?v=dTOSNle7umc>
- <https://www.youtube.com/watch?v=VDdowFA6OIU>
- Sound: <https://www.youtube.com/watch?v=rOLem6kMDGo>
- Staging: <https://www.youtube.com/watch?v=3jXwbsj4FDg>
- Costume: <https://www.youtube.com/watch?v=j-Sbf7aih5g>
- Costume 2: <https://www.youtube.com/watch?v=q6P3dFMXsjo>

### Contact Details

Subject Leader: Mrs K Quinn

ENGLISH LANGUAGE		
Specification Code: 8700	Examination Board Website Link: <a href="http://www.aqa.org.uk/">http://www.aqa.org.uk/</a>	GCSE Specification Link: <a href="http://www.aqa.org.uk/subje&lt;br/&gt;cts/english/gcse/english-&lt;br/&gt;language-8700">http://www.aqa.org.uk/subje cts/english/gcse/english- language-8700</a>
<p><b>Other key resources available from the Examination Board:</b></p> <p><b>Specimen Papers</b>  <a href="http://www.aqa.org.uk/resources/english/gcse/english-language-8700/assess/paper-1-specimen-question-paper">http://www.aqa.org.uk/resources/english/gcse/english-language-8700/assess/paper-1-specimen-question-paper</a>  <a href="http://filestore.aqa.org.uk/resources/english/AQA-87002-SIN.PDF">http://filestore.aqa.org.uk/resources/english/AQA-87002-SIN.PDF</a>  <a href="http://filestore.aqa.org.uk/resources/english/AQA-87002-SQP.PDF">http://filestore.aqa.org.uk/resources/english/AQA-87002-SQP.PDF</a></p>		
GCSE Course Topic Structure		
<p><b>In Years 10 and 11 students will need to be able to:</b></p> <p>Communicate clearly, structure, sustain and adapt talk; listen and respond to ideas and perspectives; interact with others; create and sustain roles; understand variations in spoken language; explain how language changes with context, and evaluate spoken language choices. Read and understand texts, select material appropriate to purpose and collate from different sources making comparisons/cross references where appropriate.</p> <p>Develop and sustain interpretations of writers' ideas and perspectives; explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader. Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to propose to engage the reader. Organise information and ideas using structure, sequences sentences, paragraphs, using linguistic and structural features to support cohesion and coherence.</p>		
GCSE Assessment Structure		
<p><b>Assessment Components:</b></p> <p>Examination:            Paper 1: Explorations in creative reading and writing—50% of GCSE            Paper 2: Writers viewpoints and perspectives—50% of GCSE</p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
<p>The following websites and resources will provide useful support for your child during their GCSE English course:</p> <p>Examination Board: AQA            Useful for inspiration and research:  <a href="https://www.bbc.co.uk/education/guides/zss7ycw/revision">https://www.bbc.co.uk/education/guides/zss7ycw/revision</a>            Youtube Mr Bruff  <a href="http://www.englishbiz.co.uk/">http://www.englishbiz.co.uk/</a></p>		
Contact Details		
Subject Leader: Miss K Lally		

FRENCH		
<b>Specification Code:</b> 8658	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658/introduction">http://www.aqa.org.uk/subjects/languages/gcse/french-8658/introduction</a>
<b>Other key resources available from the Examination Board:</b>		
<b>GCSE Course Topic Structure</b>		
<b><u>Theme 1: Identity and culture</u></b> Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities		
<b><u>Theme 2: Local, national, international and global areas of interest</u></b> Topic 1: Home, town, neighbourhood and region Topic 2: Social issues Topic 3: Global issues		
<b><u>Theme 3: Current and future study and employment</u></b> Topic 1: My studies Topic 2: Life at school/college Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions		
<b>GCSE Assessment Structure</b>		
Paper 1 – Listening	25%	External assessment – Tuesday 15 <sup>th</sup> May
Paper 2 – Speaking	25%	Conducted in school w/c 23 <sup>rd</sup> April; marked externally
Paper 3 – Reading	25%	External assessment – Tuesday 15 <sup>th</sup> May
Paper 4 – Writing	25%	External assessment – Friday 18 <sup>th</sup> May
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
The following websites and resources will provide useful support for your child during their GCSE French course: Exam Board: <a href="http://www.aqa.org.uk/subjects/languages/gcse/french-8658">http://www.aqa.org.uk/subjects/languages/gcse/french-8658</a> Useful for inspiration and research: <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="https://www.bbc.co.uk/education/subjects/z9dqxnb">https://www.bbc.co.uk/education/subjects/z9dqxnb</a> <a href="https://revisionworld.com/gcse-revision/french">https://revisionworld.com/gcse-revision/french</a> <a href="https://www.zut.org.uk/12515.htm">https://www.zut.org.uk/12515.htm</a> <a href="http://www.bbc.co.uk/bitesize/standard/french">www.bbc.co.uk/bitesize/standard/french</a> <a href="https://studywise.co.uk/gcse-revision">https://studywise.co.uk/gcse-revision</a> <a href="http://www.targetlanguage.co.uk/">http://www.targetlanguage.co.uk/</a> <a href="http://www.targetlanguage.co.uk/">http://www.targetlanguage.co.uk/</a> <a href="http://www.s-cool.co.uk/topic_index.asp?subject_id=24&amp;d=0">http://www.s-cool.co.uk/topic_index.asp?subject_id=24&amp;d=0</a> <a href="http://www.revisioncentre.co.uk/gcse/french/index.html">http://www.revisioncentre.co.uk/gcse/french/index.html</a>		
<b>Contact Details</b>		
Subject Leader: Mrs J Duell		

GEOGRAPHY				
<b>Specification Code:</b> Edexcel 1GA0	<b>Examination Board Website Link:</b> <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a>	<b>GCSE Specification Link: Edexcel A</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/geography-a-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/geography-a-2016.html</a>		
<b>Other key resources available from the Examination Board:</b> Sample Assessment materials				
GCSE Course Topic Structure				
<p><b>Unit 1 – The Physical Environment</b> The Changing Landscape of the UK Coastal Landscapes and Processes Glaciated Upland Landscapes Weather Hazards and Climate Change Ecosystems, Biodiversity and Management</p> <p><b>Unit 2 – The Human Environment</b> – <i>this paper has optionality for summer 2022</i> Changing Cities <i>AND</i> Global Development <i>OR</i> Resource Management – Water Resources</p> <p><b>Unit 3 – Geographical Investigations – Fieldwork and UK Challenges</b> Geographical Investigations – <i>Unfamiliar</i> Fieldwork Geographical Investigations – UK Challenges</p>				
GCSE Assessment Structure – revised for Summer 2022				
<b>Component 1</b>	Physical Geography	90 Minutes	94 marks	46%
<b>Component 2</b>	Human Geography	90 Minutes	48 marks	23%
<b>Component 3</b>	Geographic Investigations and UK Challenges	90 Minutes	64 marks	31%
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)				
<p>The following websites and resources will provide useful support for your child during their GCSE Geography course:</p> <p><a href="https://www.bbc.com/education/examspecs/zsytxsg">https://www.bbc.com/education/examspecs/zsytxsg</a>  <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>  <a href="https://www.s-cool.co.uk/gcse/geography">https://www.s-cool.co.uk/gcse/geography</a>  <a href="https://s-cool.co.uk/gcse/geography">https://s-cool.co.uk/gcse/geography</a></p> <p>Past papers and mark schemes – <b>Edexcel Geography A (papers 1, 2 and 3)</b>  <a href="https://www.physicsandmathstutor.com/past-papers/gcse-geography">https://www.physicsandmathstutor.com/past-papers/gcse-geography</a></p> <p>Revision Guide – Revise Edexcel GCSE (9-1) Geography A, Pearson  Revision Workbook – Revise Edexcel GCSE (9-1) Geography A  Both of these guides can be purchased on ParentPay</p>				
Contact Details				
Subject Leader: Ms C Saunders				

HISTORY		
<b>Specification Code:</b> IH10	<b>Examination Board Website Link:</b> <a href="http://qualifications.pearson.com/en/home.html">http://qualifications.pearson.com/en/home.html</a>	<b>GCSE Specification Link:</b> <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>
<b>Other key resources available from the Examination Board: example papers SAMs</b> <a href="http://www.edexcel.com/GCSEhistory16">www.edexcel.com/GCSEhistory16</a>		
<b>GCSE Course Topic Structure</b>		
<p><b>Paper 1</b> – Thematic study Crime and Punishment in Britain c1000 – present day with historic environment Whitechapel c1880-1900 focusing in crime, policing and the inner city. Students explore the changing nature of attitudes towards the causes and nature of crime, punishment and prevention. This is through the study of factors that have influenced or prevented change including technology, the role of individuals and the influence of institutions.</p> <p><b>Paper 2</b> - Early Elizabethan England 1558-1588. Students explore the key issues of the reign of Elizabeth I, focusing on attitudes towards religion, gender and social change and the rivalry between England and the great powers of Europe.</p> <p><b>Paper 3</b> - Modern Depth Study, Weimar and Nazi Germany 1918-1939, focuses on the development and failure of Germany as a democracy and the rise of Hitler and the Nazi party. Study involves source interpretation and analysis of historical views from this era.</p>		
<b>GCSE Assessment Structure</b>		
<p><b>Paper 1</b> – Written examination of 1 hr 15 minutes 30% of final examination mark. This paper combines source-based questions with knowledge-based questions focused change and continuity.</p> <p><b>Paper 2</b> – Written examination of 1hr 45 minutes 40 % of the final examination mark. This paper focuses on knowledge recall to explain and analyse statements relating to a historical event.</p> <p><b>Paper 3</b> – Written examination of 1h 20 minutes 30% of the final examination mark. This paper focuses on sources and historical interpretations.</p> <p><b>Students will</b> complete assessed pieces of work based on the examination format and marked using the exam board criteria.</p>		
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
<p>The following websites and resources will provide useful support for your child during their GCSE History course:</p> <p>Crime &amp; Punishment - BBC Bite size <a href="http://www.bbc.co.uk/education/topics/z3gg87h/resources/1">http://www.bbc.co.uk/education/topics/z3gg87h/resources/1</a></p> <p>Elizabeth I - The Historical Association <a href="https://www.history.org.uk/student/module/4536/overview-of-elizabeth-i">https://www.history.org.uk/student/module/4536/overview-of-elizabeth-i</a></p> <p>Weimar &amp; Nazi Germany <a href="https://www.youtube.com/user/worcesterjonny">https://www.youtube.com/user/worcesterjonny</a></p> <p>Weimar &amp; Nazi Germany - BBC Bite Size <a href="http://www.bbc.co.uk/education/topics/zcqs6fr">http://www.bbc.co.uk/education/topics/zcqs6fr</a></p> <p>Examination Board:</p>		
<b>Contact Details</b>		
Subject Leader: Ms H Bacon		

MATHEMATICS		
<b>Specification Code:</b> 1MA1	<b>Exam Board Website Link:</b> <a href="http://www.edexcel.com">www.edexcel.com</a>	<b>GCSE Specification Link:</b>
<b>Other key resources available from the Exam Board:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015/summer-2022-support.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015/summer-2022-support.html</a>		
GCSE Course Topic Structure		
<p>The Mathematics syllabus is split into five core areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Algebra</li> <li>• Ratio, Proportion and Rates of change</li> <li>• Geometry and Measures</li> <li>• Statistics and Probability</li> </ul> <p>Students will have studied these topic areas throughout the three-year course at school. The content covered is vast, and you are advised to consult the specification on the Edexcel website to see the exact content.</p> <p>Students must also be clear as to whether they are following the Foundation or Higher programme of study, as the content is different for each level of entry. Your class teacher will advise you as to the appropriate tier of entry to ensure you get the best possible grade at the end of the course.</p>		
GCSE Assessment Structure		
<p>The GCSE examination consists of 3 examination papers of one hour and 30 minutes. Paper 1 is a non-calculator paper; in papers 2 and 3 a calculator is allowed, and we recommend that you have a scientific calculator for this purpose. All papers are equally weighted, and questions from the topic areas above can be asked on any of the papers.</p> <p>After students have completed their mock examinations, they will be entered for either the Foundation or Higher tier, based on their performance in the mock, and their attitude and effort in class and with homework.</p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
<p>The following websites and resources will provide useful support for your child during their GCSE (subject) course:</p> <p><a href="http://www.mathswatch.co.uk">www.mathswatch.co.uk</a> and <a href="http://www.activelearn.co.uk">www.activelearn.co.uk</a> – All students have their own individual login, and teachers often set tasks from this website. Students can also use it for their own revision.</p> <p>Corbettmaths.com – A website with a large number of questions, answers and explanations for topics that students can work on independently.</p> <p>Revision guides and cards: there can be purchased from the school or from most retailers. It is essential your revision guide follows the Edexcel 9 to 1 GCSE Mathematics course.</p>		
Contact Details		
Subject Leader: Mr McAdam		

## MEDIA STUDIES

**Specification Code:**  
AQA 8572

**Examination Board Website Link:**  
<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572>

**GCSE Specification Link:**  
<https://filestore.aqa.org.uk/resources/media-studies/specifications/AQA-8572-SP-2017.PDF>

### Other key resources available from the Examination Board:

<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/specification-at-a-glance>

### GCSE Course Topic Structure

Students will engage in the in-depth study of media products in relation to the four areas of the theoretical media framework:

- Media Language
- Representation
- Audience
- Industry

In addition to the framework students need to analyse and compare media products in relation to relevant key social, cultural, historical and political contexts. Study will focus on prescribed Close Study Products from the following media forms:

Magazines	Television	Advertising and marketing
Newspapers	Radio	Music video
Film (Industry only)	Online, social and participatory media and video games	

### GCSE Assessment Structure

#### NON-EXAMINED ASSESSMENT (Coursework) – 30% of GCSE

- Creating a media product, e.g. website, newspaper, magazine, advertisement
- Statement of Intent – 300 word written document

#### EXAM Paper One – 1½ hours, 35% of GCSE

- Section A will focus on Media Language and Representation and can test any two forms from: Magazines, Advertising and marketing, Newspapers, Online, social and participatory media and video games.
- Section B will focus on Media Audiences and Industry and can test any two of the following: Radio, Music video, Newspapers, Film, Online, social and participatory media and video games.

#### EXAM Paper Two – 1½ hours, 35% of GCSE

- Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.
- Section B can be based on any area of the framework and will test either newspapers or online, social and participatory media and video games.

### Details of additional resources that may help you (e.g. websites, textbooks, revision materials)

The following websites and resources will provide useful support for students:

<https://www.illuminatepublishing.com/product/aqa-gcse-media-studies-revision-guide-revised-edition>

<https://www.bbc.co.uk/education/subjects/ztnyvk7>

<https://www.youtube.com/watch?v=cZxlavIqHVM>

<https://www.youtube.com/watch?v=P9773c6V29g>

<https://www.dailymotion.com/video/x6nge0z>

<https://www.bbc.co.uk/iplayer/episode/p04dr5sg/class-series-1-4-coowner-of-a-lonely-heart>

### Contact Details

Subject Leader: Mrs D Harrison

MUSIC (GCSE)		
<b>Specification Code:</b> J536	<b>Examination Board Website Link:</b> <a href="https://www.ocr.org.uk/">https://www.ocr.org.uk/</a>	<b>GCSE Specification Link:</b> <a href="https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/">https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/</a>
<b>Other key resources available from the Examination Board:</b> <a href="https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/specification-at-a-glance/">https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/specification-at-a-glance/</a>		
GCSE Course Topic Structure		
<p><b>Component 1: Performing (30% Coursework)</b> The purpose of this component is to assess students' performing skills in both a solo and ensemble context. Students will be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills.</p> <p><b>Component 2: Composing (30% Coursework)</b> The purpose of this component is to assess students' skills in composing music and enable them to appreciate the process of creating music. Students will be introduced to the technical and creative skills required by a composer. Composing is the creative process by which most of the music we experience came into being. Students will be encouraged to explore a range of compositional starting points and investigate a range of elements, techniques and resources for developing and manipulating ideas – and turning them into completed pieces of music.</p> <p><b>Component 3: Appraising (40% Listening Examination)</b> <b>The Concerto Through Time</b> - Students explore how this rich and varied orchestral musical genre, begun in the 18th century, pitches the soloist battling against the might of the orchestra in what is a spectacle of music theatre. <b>Rhythms of the World</b> - Students study the traditional rhythmic roots of four geographical regions: India and the Punjab, Eastern Mediterranean and Middle East, Africa, and Central and Southern America. <b>Film Music</b> – This includes music that has been specifically composed for film, music from the Western Classical tradition that has been used within film and music that has been composed as a soundtrack for a video game. <b>Conventions of Pop</b> – Students study a range of popular music from the 1950s to the present day focusing on: Rock 'n' Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballads of the 1970s - 1990s, and Solo Artists from 1990 to the present day.</p>		
GCSE Assessment Structure		
<p><b>Component 1: Performing</b> 30% of Overall Grade</p> <p><b>Component 2: Composing</b> 30% of Overall Grade</p> <p><b>Component 3: Appraising</b> 40% of Overall Grade (Examination in Summer 2021)</p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
<p>The following websites and resources will provide useful support for your child during their GCSE Music course: Examination Board: <a href="https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/">https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/</a> <a href="https://www.youtube.com/playlist?list=PLNeHS3oeH242gKpGrZAA-xvafclOjpw6">https://www.youtube.com/playlist?list=PLNeHS3oeH242gKpGrZAA-xvafclOjpw6</a></p>		
Contact Details		
Subject Leader: <b>Mr G Mullaly</b>		

MUSIC (RSL Level 2)		
Specification Code: 603/3303/0	Exam Board Website Link: <a href="https://www.rslawards.com/">https://www.rslawards.com/</a>	GCSE Specification Link: <a href="https://www.rslawards.com/vocational/vocational-syllabus/">https://www.rslawards.com/vocational/vocational-syllabus/</a>
Other key resources available from the Examination Board: <a href="https://www.rslawards.com/vocational/music-practitioners/">https://www.rslawards.com/vocational/music-practitioners/</a>		
GCSE Course Topic Structure		
<p><b>MUSPRA 201TA – Music Knowledge Development</b></p> <p>In the first task students are required to give a comprehensive description of two contrasting musical genres, under the following headings:</p> <ul style="list-style-type: none"> <li>The factors that influenced its inception</li> <li>Significant artists / bands / producers</li> <li>Important recordings, performances / events</li> <li>Imagery and fashion associated with the style</li> </ul> <p>In the second task students will write or present a track review, discussing musical features under the headings of Tonality, Tempo, Instrumentation, Lyrical Content (if relevant) and Production Techniques.</p> <p><b>MUSPRA 202TA – Live Music Performance</b></p> <p>In response to a brief from the exam board, students are required to plan, rehearse, perform and evaluate a live music event. This event can include solo and ensemble elements, original material and covers, and represents a personal interpretation of the brief provided. Students receive guidance from the teacher at various points throughout the unit but are also expected to work independently when putting on their event.</p> <p><b>MUSPRA 204TA – Instrumental Study</b></p> <p>There are three elements to this unit. In the first, students will assess the day-to-day maintenance of their instrument / voice and consider the Health and Safety risks associated with practice and performance. In the second students will produce a detailed Practice Plan, analysing personal strengths and weaknesses and producing a series of short, medium- and long-term goals. The final part requires students to put this plan into action over a series of weeks, documenting and evaluating their strategies and improvements.</p>		
GCSE Assessment Structure		
<p><b>Core Unit: MUSPRA 201TA – Music Knowledge Development</b> 4 credits available</p> <p><b>Core Unit: MUSPRA 202TA – Live Music Performance</b> 8 credits available</p> <p><b>Optional Unit: MUSPRA 204TA – Instrumental Study</b> 8 credits available</p> <p><b>Total of 20 credits available</b></p>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		

The following websites and resources will provide useful support for your child during their GCSE Music course:

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

<https://www.spotify.com/uk/>

<https://www.apple.com/uk/apple-music/>

<https://www.classicfm.com/lifestyle/wellbeing/musician-practice-tips/>

<https://musiciansunion.org.uk/>

#### Contact Details

Subject Leader: **Mr G Mullaly**

PE		
<b>Specification Code:</b> 8582	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/physical-education/gcse">http://www.aqa.org.uk/subjects/physical-education/gcse</a>
<b>Other key resources available from the Examination Board:</b>		
<ul style="list-style-type: none"> <li>• Past Papers</li> <li>• NEA assessment guidelines</li> <li>• Specification</li> <li>• List of allowed practical activities</li> </ul>		
GCSE Course Topic Structure		
<p>Paper 1</p> <ul style="list-style-type: none"> <li>• The structure and functions of the musculoskeletal system</li> <li>• The structure and functions of the cardio-respiratory system</li> <li>• Anaerobic and aerobic exercise</li> <li>• The short- and long-term effects of exercise</li> <li>• Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</li> <li>• Planes and axes of movement</li> <li>• Movement analysis</li> <li>• Health &amp; fitness      Components of fitness</li> <li>• Principles of training</li> <li>• Optimising performance</li> <li>• Warm up and cool down</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>• Skill classification</li> <li>• Goals setting / SMART</li> <li>• Info' processing      Guidance/ Feedback</li> <li>• Mental preparation</li> <li>• Engagement patterns</li> <li>• Commercialisation/ sponsorship media impact</li> <li>• Technology impact</li> <li>• Hooliganism</li> <li>• Health, fitness, well-being</li> <li>• Sedentary lifestyles/ obesity</li> <li>• Energy/ nutrition</li> </ul>		
GCSE Assessment Structure		
2 examination papers – each 78 marks in total = 70% weighting		

The overall weighting of the NEA will remain at 40% of the total qualification. The NEA will be marked out of a total of 75 marks (25 marks for each activity and 25 marks for the written element).

#### **Details of additional resources that may help you (e.g. websites, textbooks, revision materials)**

The following websites and resources will provide useful support for your child during their GCSE PE course:

- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.brianmac.co.uk](http://www.brianmac.co.uk)

Useful for inspiration and research:

- youtube.com – PE classroom, Mr Sergeant PE, everlearner
- CGP GCSE Physical Education (for the Grade 9-1 course) – complete revision guide
- CGP GCSE Physical Education (for the Grade 9-1 course) – exam practice workbook

#### **Contact Details**

Subject Leader: Mrs L Funge and Mr J Fuller

<b>PHILOSOPHY &amp; ETHICS</b>		
<b>Specification Code:</b> 8062	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF">http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF</a>
<b>Other key resources available from the Examination Board:</b>		
<b>GCSE Course Topic Structure</b>		
Paper 1: The Study of Religions <ul style="list-style-type: none"> <li>▪ Christian Beliefs</li> <li>▪ Christian Practices</li> <li>▪ Islam Beliefs</li> <li>▪ Islam Practices</li> </ul> Paper 2: Thematic Studies <ul style="list-style-type: none"> <li>▪ Theme B: Religion and Life</li> <li>▪ Theme D: Religion, Peace and Conflict</li> <li>▪ Theme E: Religion, Crime and Punishment</li> <li>▪ Theme F: Religion, Human Rights and Social Justice</li> </ul>		
<b>GCSE Assessment Structure</b>		
16 <sup>th</sup> May 2022 Examination for GCSE Religious Studies: The Study of religions: beliefs, teachings and practices (new) (8062 paper 1) Duration: 1h 45m Answering: Christian Beliefs, Christian Practices, Islamic Beliefs and Islamic Practices. 26 <sup>th</sup> May 2022 Exam for GCSE Religious Studies: Thematic Studies (8062 paper 2) Duration: 1h 45m Answering: Themes B, D E and F Religion and Life, Peace and Conflict, Human Rights and Social Justice and Crime and Punishments		
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
The following websites and resources will provide useful support for your child during their GCSE Philosophy & Ethics course: Examination Board: <a href="http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062">http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</a> Useful for inspiration and research: <a href="https://www.bbc.com/education/examspecs/zy7spbk">https://www.bbc.com/education/examspecs/zy7spbk</a> <a href="https://www.bbc.co.uk/education/topics/z3gmhv4">https://www.bbc.co.uk/education/topics/z3gmhv4</a> <a href="https://www.bbc.co.uk/education/topics/z3gmhv4">https://www.bbc.co.uk/education/topics/z3gmhv4</a> <a href="https://www.bbc.co.uk/education/topics/zgc6nbk">https://www.bbc.co.uk/education/topics/zgc6nbk</a> <a href="https://www.bbc.co.uk/education/topics/z8wfbk7">https://www.bbc.co.uk/education/topics/z8wfbk7</a> <a href="https://www.bbc.co.uk/education/topics/zc46nbk">https://www.bbc.co.uk/education/topics/zc46nbk</a> <a href="https://www.bbc.co.uk/education/topics/z9khfrd">https://www.bbc.co.uk/education/topics/z9khfrd</a> <a href="https://www.bbc.co.uk/education/topics/zq7vrmd">https://www.bbc.co.uk/education/topics/zq7vrmd</a> <a href="https://www.bbc.co.uk/education/topics/z2mb4j6">https://www.bbc.co.uk/education/topics/z2mb4j6</a>		
<b>Contact Details</b>		
Subject Leader: Miss K Lally		

PHYSICS		
<b>Specification Code:</b> 8463	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/science/gcse">http://www.aqa.org.uk/subjects/science/gcse</a>
<b>Other key resources available from the Exam Board:</b> Specification <a href="http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF">http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF</a> Equation sheet - found as Appendix A in Specification Past papers <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources">http://www.aqa.org.uk/subjects/science/gcse/physics-8463/assessment-resources</a> Subject specific vocab <a href="http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF">http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF</a>		
GCSE Course Topic Structure		
<ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model of matter</li> <li>• Atomic structure</li> <li>• Forces</li> <li>• Waves</li> <li>• Magnetism and electromagnetism</li> <li>• 8. Space physics</li> </ul>		
GCSE Assessment Structure		
<b>Paper 1</b> <b>Topics:</b> Energy; Electricity; Particle model of matter; and Atomic structure. <b>Assessment:</b> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE <b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
<b>Paper 2</b> <b>Topics:</b> Forces; Waves; Magnetism and electromagnetism; and Space physics.  Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.  <b>Assessment:</b> Written exam: 1 hour 45 minutes Foundation and Higher Tier 100 marks 50% of GCSE <b>Questions:</b> Multiple choice, structured, closed short answer and open response.		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
The following websites and resources will provide useful support for your child during their GCSE (subject) course: Exam Board: AQA <a href="http://www.aqa.org.uk/subjects/science/gcse/physics-8463">http://www.aqa.org.uk/subjects/science/gcse/physics-8463</a> Useful for inspiration and research: <a href="http://www.cyberphysics.com">www.cyberphysics.com</a> <a href="http://www.bbcbitessize">www.bbcbitessize</a> Seneca: <a href="https://senecalearning.com">https://senecalearning.com</a> – students should have a login from their teacher Google Classroom – <a href="https://classroom.google.com">https://classroom.google.com</a> – students should have a login from their teacher		
Contact Details		
Subject Leader: Mr M Cuff		

PSYCHOLOGY		
Specification Code: 8182	Exam Board Website Link: <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	GCSE Specification Link: <a href="http://www.aqa.org.uk/subjects/gcse">http://www.aqa.org.uk/subjects/gcse</a>
<b>Other key resources available from the Exam Board:</b>		
Specification	<a href="https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182">https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182</a>	
Grade Boundaries	<a href="https://www.aqa.org.uk/exams-administration/results-days/grade-boundaries">https://www.aqa.org.uk/exams-administration/results-days/grade-boundaries</a>	
9 – 1 Grading	<a href="https://www.aqa.org.uk/exams-administration/results-days/grading">https://www.aqa.org.uk/exams-administration/results-days/grading</a>	
Past Papers	<a href="https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/assessment-resources">https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/assessment-resources</a>	
Command Words	<a href="https://www.aqa.org.uk/resources/psychology/gcse/psychology/teach/command-words">https://www.aqa.org.uk/resources/psychology/gcse/psychology/teach/command-words</a>	
Psych Vocab	<a href="https://www.aqa.org.uk/resources/psychology/gcse/psychology/teach/subject-specific-vocabulary">https://www.aqa.org.uk/resources/psychology/gcse/psychology/teach/subject-specific-vocabulary</a>	
GCSE Course Topic Structure		
<i>Year 9 – <u>Cognition &amp; Behaviour</u> – Paper 1</i>		
<ul style="list-style-type: none"> <li>▪ Term 1 - <b>Memory</b> &amp; RM (Experimental &amp; Sampling)</li> <li>▪ Term 2 - <b>Perception</b> &amp; RM (Non-Experimental Methods &amp; Case Studies)</li> <li>▪ Term 3 – <b>Development</b> &amp; RM (Observational Studies, Ethics &amp; Data Handling)</li> </ul>		
<i>Year 10 – <u>Social Context &amp; Behaviour</u> – Paper 2</i>		
<ul style="list-style-type: none"> <li>▪ Term 1 – <b>Social Influence</b></li> <li>▪ Term 1 – <b>Language Thought &amp; Communication</b></li> <li>▪ Term 2 – <b>Brain &amp; Neuropsychology</b></li> <li>▪ Term 3 – <b>Psychological Problems</b></li> </ul>		
GCSE Assessment Structure		
<i><u>Cognition &amp; Behaviour</u> – Paper 1</i>		
<b>Topics:</b> Memory – Perception - Development - Research Methods		
<b>Assessment:</b>		
<ul style="list-style-type: none"> <li>• <i>Written Exam: 1 hour 45 minutes</i></li> <li>• <b>100 marks 50% of GCSE</b></li> <li>• <i>4 x Sections each = 25% inclusive of: multiple choice, short answer and extended writing.</i></li> </ul>		
<i><u>Social Context &amp; Behaviour</u> – Paper 2</i>		
<b>Topics:</b> Social Influence – Language T&C – Brain & Neuropsychology – Psychological Problems		
<b>Assessment:</b>		
<ul style="list-style-type: none"> <li>• <i>Written Exam: 1 hour 45 minutes</i></li> <li>• <b>100 marks 50% of GCSE</b></li> <li>• <i>4 x Sections each = 25% inclusive of: multiple choice, short answer and extended writing.</i></li> </ul>		
Details of additional resources that may help you (e.g. websites, textbooks, revision materials)		
Useful for inspiration and research:		
<a href="https://learndojo.org/advice/how-to-revise-for-gcse-psychology/">https://learndojo.org/advice/how-to-revise-for-gcse-psychology/</a>		
<a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a>		
<a href="https://learndojo.org/gcse/aqa-psychology/">https://learndojo.org/gcse/aqa-psychology/</a>		
Contact Details		
Subject Leader: <b>Mr PJ Waller</b>		

**SCIENCE – TRILOGY**

<b>Specification Code:</b> 8461	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">http://www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>
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**Other key resources available from the Examination Board:**Specification <http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>Past papers <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>Command words <http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-COMMAND-WORDS.PDF>` <http://filestore.aqa.org.uk/resources/science/AQA-SCIENCE-GCSE-SUBJECT-VOCAB.PDF>**GCSE Course Topic Structure**

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism

**GCSE Assessment Structure**

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Paper 1</b> Cell Biology; Organisation; Infection and response; and Bioenergetics.	<b>Paper 1</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	<b>Paper 1</b> Energy; Electricity; Particle model of matter; and Atomic structure.

**Paper 2**

Homeostasis and response; Inheritance, variation and evolution; and Ecology.

**Paper 2**

The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

**Paper 2**

Forces; Waves; and Magnetism and electromagnetism

**Assessment:** Written examinations: 1 hour 15 minutes; Foundation and Higher Tier 70 marks 16.7% of GCSE.

**Questions:** Multiple choice, structured, closed short answer and open response.

**Details of additional resources that may help you (e.g. websites, textbooks, revision materials)**

The following websites and resources will provide useful support for your child during their GCSE Trilogy course:

Examination Board: AQA <http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Useful for inspiration and research: [www.bbc.com/bitesize](http://www.bbc.com/bitesize)

Seneca: <https://senecalearning.com> – students should have a login from their teacher

Google Classroom – <https://classroom.google.com> – students should have a login from their teacher

**Contact Details**

Subject Leader: Mr M Cuff

SPANISH		
<b>Specification Code:</b> 8698	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>	<b>GCSE Specification Link:</b> <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8658/introduction">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8658/introduction</a>
<b>Other key resources available from the Examination Board:</b>		
<b>GCSE Course Topic Structure</b>		
<p><b><u>Theme 1: Identity and culture</u></b>  Topic 1: Me, my family and friends  Topic 2: Technology in everyday life  Topic 3: Free-time activities</p> <p><b><u>Theme 2: Local, national, international and global areas of interest</u></b>  Topic 1: Home, town, neighbourhood and region  Topic 2: Social issues  Topic 3: Global issues</p> <p><b><u>Theme 3: Current and future study and employment</u></b>  Topic 1: My studies  Topic 2: Life at school/college  Topic 3: Education post-16  Topic 4: Jobs, career choices and ambitions</p>		
<b>GCSE Assessment Structure</b>		
Paper 1 – Listening	25%	External assessment – Wednesday 6 <sup>th</sup> June
Paper 2 – Speaking	25%	Conducted in school w/c 23 <sup>rd</sup> April; marked externally
Paper 3 – Reading	25%	External assessment – Wednesday 6 <sup>th</sup> June
Paper 4 – Writing	25%	External assessment – Thursday 14 <sup>th</sup> June
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
<p>The following websites and resources will provide useful support for your child during their GCSE Spanish course:</p> <p>Exam Board: <a href="http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a></p> <p>Useful for inspiration and research:</p> <p><a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a>  <a href="https://www.bbc.co.uk/education/subjects/z9dqxnb">https://www.bbc.co.uk/education/subjects/z9dqxnb</a>  <a href="https://revisionworld.com/gcse-revision/spanish">https://revisionworld.com/gcse-revision/spanish</a>  <a href="https://www.zut.org.uk/12515.htm">https://www.zut.org.uk/12515.htm</a>  <a href="http://www.asisehace.net/">http://www.asisehace.net/</a>  <a href="https://studywise.co.uk/gcse-revision">https://studywise.co.uk/gcse-revision</a>  <a href="http://www.targetlanguage.co.uk/">http://www.targetlanguage.co.uk/</a>  <a href="http://www.s-cool.co.uk/topic_index.asp?subject_id=24&amp;d=0">http://www.s-cool.co.uk/topic_index.asp?subject_id=24&amp;d=0</a>  <a href="http://www.revisioncentre.co.uk/gcse/spanish/index.html">http://www.revisioncentre.co.uk/gcse/spanish/index.html</a>  <a href="http://oye.languageskills.co.uk/intermediate/year10.html">http://oye.languageskills.co.uk/intermediate/year10.html</a></p>		
<b>Contact Details</b>		
Subject Leader: Mrs J Duell		

TEXTILES		
<b>Specification Code:</b> GCSE: Design and Technology with Textiles Specialism AQA	<b>Examination Board Website Link:</b> <a href="http://www.aqa.org.uk/">http://www.aqa.org.uk/</a>	<b>GCSE Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>
<b>Other key resources available from the Examination Board:</b>		
<b>GCSE Course Topic Structure</b>		
GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.		
<b>GCSE Assessment Structure</b>		
<b>Exam Paper 1 - Length - 2 Hours</b>	<b>NEA (Non-Examined Assessment) COURSEWORK PROJECT</b>	
<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	<b>What's assessed</b> <ul style="list-style-type: none"> <li>• Practical application of: Core technical principles, Specialist technical principles and Designing and making principles</li> </ul>	
<b>How it's assessed</b> Written examination: 2 hours 100 marks 50% of GCSE	<b>How it's assessed</b> Non-exam assessment (NEA): 30–35 hours approx. 100 marks 50% of GCSE	
<b>Section A – Core technical principles (20 marks)</b> A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. <b>Section B – Specialist technical principles (30 marks)</b> Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. <b>Section C – Designing and making principles (50 marks)</b> A mixture of short answer and extended response questions.	<b>Requirements</b> Substantial design and make task Identifying and investigating design possibilities Producing a design brief and specification Generating design ideas Developing design ideas Realising design ideas (manufacturing) Analysing & evaluating <b>Students will produce a prototype and a portfolio of evidence. Work will be marked by teachers and moderated by AQA</b>	
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		

The following websites and resources will provide useful support for your child during their GCSE Textiles course:

Exam Board: <http://www.aqa.org.uk/subjects/design-and-technology>

Useful for inspiration and research:

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

### Contact Details

Subject Leader – Mr D Matthews / Textiles Teacher - Miss D Stevens

TRAVEL & TOURISM		
<b>Specific ation Code:</b> 600/70 46/8	<b>Exam Board Website Link:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html</a>	<b>BTEC Specification Link:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Travel-and-Tourism/2013/Specification-and-sample-assessments/9781446936382_BTECFIRST_AWD_TT_SPEC_ISS4_061118%20DB.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Travel-and-Tourism/2013/Specification-and-sample-assessments/9781446936382_BTECFIRST_AWD_TT_SPEC_ISS4_061118%20DB.pdf</a>
<b>Other key resources available from the Examination Board:</b>		
<b>BTEC Course Topic Structure</b>		
Students study four units to gain the BTEC First Award qualification		
Unit 1- The UK Travel and Tourism Sector (examination)		
Unit 2- UK Travel and Tourism Destinations (coursework)		
Unit 3 - The Travel and Tourism Customer Experience (coursework)		
Unit 4- International Travel and Tourism Destinations (coursework)		
<b>BTEC Assessment Structure</b>		
Unit 1- The UK Travel and Tourism Sector This unit is assessed externally using a paper-based examination marked by Pearson. Examination format: The learner will complete a 1-hour 15-minute examination, worth 60 marks.		
Internally Assessed – Unit 2, Unit 3 and Unit 4 Students complete a set of assignments for each unit ensuring they have met assessment criteria.		
<b>Details of additional resources that may help you (e.g. websites, textbooks, revision materials)</b>		
The following websites and resources will provide useful support for your child during their BTEC Travel & Tourism course:		
Examination Board: <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html</a>		
Useful for inspiration and research: <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/">http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/</a> <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments">https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments</a> <a href="http://www.visitbritain.co.uk">www.visitbritain.co.uk</a> <a href="http://www.roughguides.com/destinations/">www.roughguides.com/destinations/</a> <a href="http://www.lonelyplanet.com/places">www.lonelyplanet.com/places</a>		
Useful books: Aston, R. et al. (2013) BTEC First in Travel and Tourism Student Book, Harlow: Pearson Education, 978 1 44690 627 9. BTEC First Travel Atlas, Columbus Travel Publishing. (2006) 978 1 84690 005 1. Spencer C. et al. (2010) BTEC Level 2 First Travel and Tourism Student Book, Harlow: Pearson Education, 978 1 84690 749 4.		
<b>Contact Details</b>		
Subject Leader: Mr C Meehan		

## Guide for Parents/Guardians:

*“Parental support is 8 times more important in determining a child’s academic success than social class, according to a new study”. Campaign for Learning.*

The next six-month period is one of the most important times in a student’s life. It is the culmination of 12 -13 years of school education.

Our students can rarely achieve their best independently; best results are always achieved when a partnership is formed between student, family and school, and your support as parents/guardians is fundamental to success.

### **What happens at home in the next few weeks can have more impact on GCSE grades than what happens at school.**

The grades achieved this June remain with a student throughout their life no matter what else they go on to achieve; more frequently we are seeing colleges, employers and further education institutions declining applications from people that do not have at least a grade 5 in English and Maths at GCSE, even if they are applying as a mature student.

Research and experience show that children whose parents/guardians take the opportunity to be frequently interested in their child’s learning make most progress.



Many parents/guardians feel at a loss when their child(ren) enter their

examination years, known in school as Key Stage 4 (Years 10 and 11), confused by the complicated systems of choosing subjects and courses (GCSEs, vocational GCSEs, GNVQs, BTECs, – just some of the options available), coursework, entry tiers, modular exams and practical assessments.

If you feel like this, you are not alone! The examination system has changed greatly over the past few years, and is continuing to change, and sometimes it feels as if it is best just to let the ‘experts’ at your child’s school get on with it. You do not have to

be an expert in the GCSE subjects that your child has chosen to be able to make a real difference.

The hardest demand on our Year 11 students is that of understanding the long-term importance of achieving the best they possibly can. Even if this means making some short-term sacrifices to ensure they are truly successful. Perhaps the hardest demand on Year 11 students is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits. The aim of the following is to provide you, the parents/guardians, with key points to support the GCSE process.

If you have any other questions regarding specific subjects please contact the school, using [parentcontact@sandysecondaryschool.com](mailto:parentcontact@sandysecondaryschool.com) for further information. We are here to help.

# What's the best way to revise?

- Different students swear by different approaches, but in every case the best bet is to help your child to set out a revision plan.
- Establish how much time they have available between now and the examinations, and then draw up a realistic timetable together. Let your child decide what they need to focus on, this timetable belongs to them.
- In working out how much time they should devote to each subject, encourage them to concentrate on their weaknesses without losing sight of their strong points.
- Revision timetables are useful and effective tools that can help your child to prepare for exams and achieve the grades they deserve. Some people prefer A4 sized daily or weekly timetables whilst others prefer larger wall sized charts that cover a month-long period.



## Example of a revision timetable:

WEEK 1 Sheets Books Folder	Morning Subjects (4:30am Wakeup)	Afternoon Subject 1	Afternoon Subject 2	Afternoon Subject 3	Evening Activity
Monday	-----	Biology (B1)	Geography (Human) [Tourism, Population and Globalisation]	Sociology [Paper 2]	Tidy Room
Tuesday	Any	Physics (P2)	Drama Theory	Maths [Algebra]	Free Choice
Wednesday	Any	Physics (P3)	Maths [Shape]	Latin (Nouns, Euryalus, Vocabulary)	Shower
Thursday	Any	Any Upcoming Tests Revision	Chemistry (C3)	Geography (Physical) [Living World, Restless Earth, The Coastal Zone]	Italian and German-Duolingo Followed by: Free Choice Some form of exercise
Friday	Any	Biology (B3)	French	-----	Free Choice
Saturday	Paper Round	English	Maths	Sciences	Free Choice

ALL HOMEWORK TO BE COMPLETED FIRST

WEEK 2 BBC Bitesize Videos Past Papers	Morning Subjects (5:00 am Wakeup)	Afternoon Subject 1	Afternoon Subject 2	Afternoon Subject 3	Afternoon Subject 4	Evening Activity
Monday	Any	Biology (B1)	Chemistry (C2)	Geography (Case Studies)	Maths (Data Handling)	Early Sleep
Tuesday	Any	Maths (Number)	Physics (P1)	Drama	-----	Bath
Wednesday	Any	Biology	Physics	Geography	Latin (Vocab)	Tidy Room
Thursday	Any	English	Chemistry (C1)	Sociology (Paper 1 and Studies)	-----	Free Choice (11:00pm Sleep)
Friday	Any	Chemistry	Latin (Pliny, Annis, Grammar)	Music	Any Upcoming Tests Revision	Spanish and Insh-Duolingo
Saturday	Paper Round	Geography (General)	Classics-History	-----	-----	Free Choice

ALL HOMEWORK TO BE COMPLETED FIRST

ALL SUNDAYS EXEMPT FROM REVISION

Ideally your child should be aiming to complete around 2.5 hours every evening in the run up to an examination.

They should make a topic or subject tick list, this way they can see what they need to cover revision wise before the examination.

## What next?

- Once your child has completed their revision timetable encourage and support them in sticking to it! That way you can help them to keep track of how much work they have done and what they have left to cover.
- Choose a place in the house to revise where they won't be distracted.
- Also make all of your family members aware of the fact that your child will need some peace and quiet during this time, so they know not to disturb them.
- Switching revision between subjects avoids them becoming bored of a single topic.
- Look for fresh sources of information other than class notes. The internet, for example, offers some innovative learning resources.
- You can offer small 'rewards' after every revision session. Nothing extravagant, just a small treat to help them to get back to their books.
- Ensure that your child avoids last-minute revision the night before. Instead, support them to complete their revision plan early.
- Ensure your child attends school every day if possible. Even one lesson missed means that key information could be missing regarding coursework/deadlines.
- The simplest things often get in the way of starting revision – days can be lost while pupils are 'going to get some folders.....'. Get around this by providing the files, dividers, wall charts etc. your child will need for the revision period.
- Support your child in choosing one good revision guide for each subject; it's the best investment you will make. There are lots around so check with the teacher yourself if you are not sure which is best.



## What are the common problems students face?

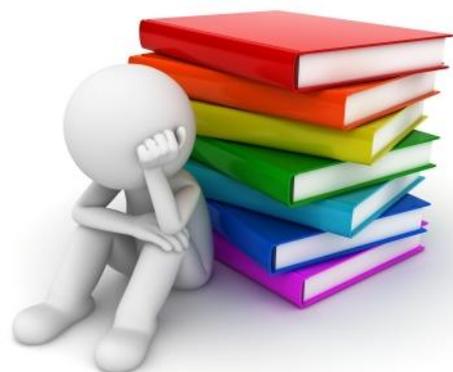
- Putting off revision, finding excuses to do other things or leaving all the work until the last minute. The fact is the more you delay, the more likely you are to get into a stew and panic.



- Perhaps the biggest problem surrounding revision and examinations is stress. It can make even the most ardent reviser think they can't remember anything, and even lead to panic attacks.

## How you can help your child deal with examination stress:

- Encourage them not to be frightened of examination stress, but to see it as a positive force - after all, it keeps them on their toes mentally, and can help them focus on the task in hand.  
Learn to recognise when they are stressing out, and understand its causes. Often, a break or a chat with someone who knows the pressure they are under will get things into perspective.
- Make sure that they get a good night's sleep before each examination - it will be much easier for them to concentrate during the examination if they are not feeling too tired.
- Encourage them to eat healthily during their revision and examinations: Plenty of fresh fruit and vegetables. Bananas are brilliant for brains!
- Avoid caffeine - it makes stress worse and it dehydrates their brains.



## Useful Equipment:

Making sure your child has all the right equipment so they can get ready for their examinations is also something you could really help with. Some things that your child could find very useful during their revision:

Fine-point coloured pens	Post-it notes	Revision guides
Highlighters	Note or record cards	Past exam papers
Table lamp	Notebooks	Textbooks
Watch	Access to a computer	
Calculator (scientific)	Calendar	
Pin-board	Folders and files	

## Reasons why students fail to gain the marks they want:

Some of the most common reasons for students not gaining the grade that they hope for are:

- Failing to answer the question set.
- Misinterpreting the question, perhaps because they misread the instruction words or specialist terms.
- Not reading the instructions carefully.
- Not writing answers in the way they are required.
- Not referring sufficiently or selectively to the course material.
- Running out of time, so that the final question is not answered in sufficient depth.
- Not checking through the paper carefully to avoid obvious mistakes, such as dates or simple mathematical calculations.
- Writing long, complex sentences where the meaning gets lost.
- Illegible handwriting.

**Discuss these with your child and keep an eye out for them when they are practising.**