



Guilsborough Academy

Guilsborough Multi Academy Trust

Revision Strategies and Information

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GCSE Art

Exam board: OCR

Qualification breakdown:

- 60% Portfolio
- 40% Exam board Set task

Exam 10 hours(2 school days): We estimate this will be w/c 24th March tbc.

Deadline for all work: Portfolio has passed. Deadline for Set task Monday 24th March.

Content:

Portfolio	Exam Set task
This has been completed	25% of marks for Artist Research and responses 25% of marks for Media experimentation 25% of marks for Photography, observational drawing and quality of outcomes 25% Final Piece

What can students do to prepare for their Art exam ?

- Take relevant photographs to support their investigation
- Complete observational studies from their photos
- Research at least two artists to inspire their work
- Complete outcomes in the style of these artists
- Ensure that you try working in lots of media
- Thorough planning for final piece design

GCSE Art & Design Textiles

Exam board: AQA

Qualification breakdown:

- 60% Portfolio
- 40% Exam board Set task

Exam 10 hours(2 school days): estimated to be in the w/c 21st April.

Deadline for all work: Portfolio has passed. Deadline for Exam Set task Monday 21st April.

Content:

Portfolio	Exam Set task
This has been completed; students are being asked to attend after-school sessions and use lunch times to ensure any elements of their portfolio is “mopped up”.	25% of marks for artist research and responses and collecting relevant images
	25% of marks for media experimentation and refinement to drawings and samples
	25% of marks for photography, observational drawing and quality of outcomes & samples
	25% Final Piece

What can students do to prepare for their Textile exam?

- Take relevant photographs to support their investigation (primary and secondary).
- Complete observational studies from their photos.
- Research at least three artists to inspire their work, at least two should be relevant to their chosen theme / question.
- Complete outcomes in the style of these artists, including portraying your own personal version of these outcomes.
- Ensure that you try working in lots of different Textile techniques.
- Thorough planning for final piece design (including purchasing fabrics / materials for their final piece design).

GCSE Business

Course: Edexcel GCSE Business: [Edexcel GCSE Business \(2017\) | Pearson qualifications](#)

The assessment:

2 exam papers, each 1 hour and a half, 90 marks each.

Theme 1 and Theme 2.

Exam content and structure:

Section A	No extract	35 marks
Section B	Extract: Extract 1	30 marks
Section C	Extract: Extract 2	25 marks

✓ Questions will consist of a mixture of MCQs, calculation, short answer and extended response

Top tips:

1. Maths knowledge is only tested up to key stage 3 level, you are expected to calculate percentages and percentage change, revenue, cost, and profit. You should be able to read charts and graph. There is some formula you will need to use such as ARR and breakeven which is not given in the exam.
2. In section B and C the questions will be related to a case study, so if the question references a business there will be context marks for it. To get high marks you will need to make context to the case throughout the answers. You are not expected to know the business, you can use the case study, however the exam board often use familiar businesses: Greggs and Sainsburys have been used before.
3. When a question asks for 1 advantage or 1 disadvantage but is worth three marks, you have to use what are called linked strands to develop your answer E.g. this means that, therefore, this may mean...
4. Look at the command term (the word the question starts with). Assess, evaluate, and justify need a balanced argument. Give positive and negative points in your comparison and then choose your best option. High mark answers will pick an option and then add a 'however my decision would depend on....' Perhaps a bit of information that you would like that is not in the case study.
5. Manage your time effectively – roughly a minute a mark! You should make up some time on the multiple-choice questions, which will help you to gain some time to read the two “extracts” or case studies in the exam. One way of managing your time easily is to break up the paper into 30 minute chunks and think: after 30 mins, I should have finished all of Section A where there is no extract after 60 mins, as well as Section A, I should have now finished all of Section B that relates to the first

extract which leaves the last 30 minutes to complete Section C that relates to the second extract

6. Read every question twice – just to ensure that you answer the question that is specifically asked and not a different question! Ask your self, does my response answer the question.

There is a wealth of resources you will find in your class teams area online in addition to your class exercise book.

This is the revision book:

[REVISE Pearson Edexcel GCSE \(9-1\) Business Revision Guide + App \(pearsonschoolsandcolleges.co.uk\)](https://www.pearsonschoolsandcolleges.co.uk)

Practice papers and mark scheme:

[Edexcel GCSE Business \(2017\) | Pearson qualifications](#)

These are helpful website:

[GCSE Business - Edexcel - BBC Bitesize](#)

[Business Studies | Revision World](#)

[GCSE Business Studies Revision | Quizlet](#)

[Seneca | #1 GCSE Business Revision Tool - FREE \(senecalearning.com\)](#)

Useful videos:

[\(18\) How to get a 9 *GCSE Business* - YouTube](#)

[The Dynamic Nature of Business Explained - YouTube](#)

[\(18\) GCSE Business Paper 1 Revision Blast & Exam Technique Recap - YouTube](#)

[\(18\) Edexcel GCSE Business Paper 2 \(2022\) Revision for Shorter Questions - YouTube](#)

[\(18\) Edexcel GCSE Business Paper 2 \(2022\) Revision for Shorter Questions - YouTube](#)

Your teachers will be running a variety of revision sessions both in class and out of class.

BUT...

Don't just 'show up', in the hope you will get a grade improvement. Participate, discuss, and question. If you are not sure ask, your teacher is also a resource.

BTEC Tech award in Enterprise

Course: Edexcel BTEC Tech award in Enterprise [BTEC Tech Awards Enterprise | Pearson qualifications](#)

The assessment:

You will complete 2 components of coursework and you will sit 1 examination:

Component 3: Promotion and Finance for Enterprise

There are 3 sections to learn: A: Promotion. B: Financial reports. C: Financial forecasting.

Exam content and structure:

60 marks in 2 hours

U	0
Level 1 Pass	12–17
Level 1 Merit	18–23
Level 1 Distinction	24–29
Level 2 Pass	30–35
Level 2 Merit	36–41
Level 2 Distinction	42–48

Top tips:

1. Read the question carefully.
2. Practice filling in your financial accounts; cash flow, purchase orders etc.
3. Test yourself on your key terms such as liquidity, revenue, profit.
4. There is plenty of time in the exam, when you have finished the questions, go back and check your calculations. You are allowed a calculator.
5. Never leave a question blank.
6. Give context to the business e.g. if it is a new business and you need to recommend a source of finance only some methods are appropriate.

There is a wealth of resources you will find in your class teams' area online.

This is the revision book (not compulsory):

[Pearson REVISE BTEC Tech Award Enterprise Revision Guide inc online edition - 2023 and 2024 exams and assessments: for home learning, 2022 and 2023 assessments and exams : Jakubowski, Steve: Amazon.co.uk: Books](#)
[Pearson REVISE BTEC Tech Award Enterprise Revision Guide By Steve Jakubowski | Used | 9781292245607 | World of Books \(wob.com\)](#)

Practice papers and mark scheme:

[BTEC Tech Awards Enterprise | Pearson qualifications](#)

These are helpful websites:

[BTEC Enterprise Component 3 : Section A Quiz \(beebusinessbee.co.uk\)](#)

[BTEC Tech Award in Enterprise | business \(learningwithmrattrra.com\)](#)

Useful videos:

[\(20\) Promotional Mix Explained - YouTube](#)

[\(20\) BTEC Tech Award Enterprise Unit 3 Finance Revision Questions and Answers - YouTube](#)

BTEC Health and Social Care Level 2

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care-2022.html>

Exam component: **Component 3: Health and Wellbeing**

Component in Brief:

Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

Summary of assessment

This external component builds on knowledge and understanding acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours.

Assessment objectives

AO1 Knowledge of health and wellbeing

AO2 Understanding of health and wellbeing

AO3 Apply knowledge and understanding of health and wellbeing

AO4 Make connections between aspects of health and wellbeing

GUIDANCE AND RESOURCES

1. Students are given exam skills guidance and practice opportunities within lessons. You should continue to build on this in their study time.
2. The main beneficial activity for independent study as we approach the exam will be exam practice, ideally in test condition. **Exam material is available via Microsoft Teams.** Through practice you will better understand the demands of the exam, including 'command words'.
3. A very useful Revision Guide is produced by CGP and is available for purchase at the reduced price of £3.15 via ParentPay.
4. Further guidance and support resources will be added to Teams.
5. As with all subjects, active participation in lessons and seeking guidance from teachers when needed will support you greatly in your progress.

Computer Science

OCR Computer Science J277– What you need to know

Assessment Objectives:

AO1 Demonstrate knowledge and understanding of the key concepts and principles of Computer Science

AO2 Apply knowledge and understanding of key concepts and principles of Computer Science.

AO3 Analyse problems in computational terms:

- to make reasoned judgements
- to design, program, evaluate and refine solutions

Paper 1: Computer Systems

Topics:

Computer systems - architecture, memory, storage, input/output process, hardware/software, Data representation

Networks – design, topologies, uses, security

Ethical, legal cultural and environmental impact of technology

Assessment objectives: AO1 and AO2

There will be a mixture of short and medium answer questions as well as one 8-mark extended response question.

Paper2: Computational Thinking, Algorithms and Programming

Topics:

Programming fundamentals, Computational logic, Programme design, Trace tables

Assessment objectives:


Section 1: AO1, AO2 and AO3






In this section, you will draw on your knowledge and understanding of concepts of computer science. You then apply these to problems in computational terms, where you may use an algorithmic approach. You will be provided with broad contexts. You will analyse these in detail by deconstructing a problem into component parts, and then make links and connections between different strands of knowledge and understanding. You have flexibility and choice in how you present your answers in this section using either Python, exam reference language, pseudocode or flow diagrams.

Section 2: AO3

Section 2 will test your Practical Programming skills and your ability to ‘design’, ‘write’, ‘test’, and ‘refine’ programs. It will also test your ability to respond in a precise manner when creating algorithms. Each question builds on the one before, although the questions are not dependent on each other. You will draw on your knowledge and experiences from across the full course of study.

Use the following links to support your revision

Title	QR Code
1.1 Systems Architecture Link: https://members.gcsepod.com/shared/podcasts/title/13837	

<p>1.2 Memory and Storage Link: https://members.gcsepod.com/shared/podcasts/title/13838</p>	
<p>1.3 Computer Networks, Connections and Protocols Link: https://members.gcsepod.com/shared/podcasts/title/13839</p>	
<p>1.4 Network Security Link: https://members.gcsepod.com/shared/podcasts/title/13840</p>	
<p>1.5 Systems Software Link: https://members.gcsepod.com/shared/podcasts/title/13841</p>	
<p>1.6 Ethical, Legal, Cultural and Environmental Impacts of Digital Technology Link: https://members.gcsepod.com/shared/podcasts/title/13842</p>	

Title	QR Code
<p>2.1 Algorithms Link: https://members.gcsepod.com/shared/podcasts/title/13843</p>	

<p>2.2 Programming Fundamentals Link: https://members.gcsepod.com/shared/podcasts/title/13844</p>	
<p>2.3 Producing Robust Programs Link: https://members.gcsepod.com/shared/podcasts/title/13845</p>	
<p>2.4 Computational Logic Link: https://members.gcsepod.com/shared/podcasts/title/13846</p>	
<p>2.5 Programming Languages and Integrated Development Environments Link: https://members.gcsepod.com/shared/podcasts/title/13847</p>	

IT Tech Award

Vocational ICT is by EDUQAS – What you need to know

Subject content

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings

Assessment objectives:

AO1

Demonstrate knowledge and understanding from across the specification.

AO2

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

AO3

Analyse and evaluate information, making reasoned judgements and presenting conclusions

Assessment

Summary of Assessment	
Unit 1: ICT in Society On-screen examination: 1 hour 20 minutes 40% of qualification	80 marks
Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: ICT in Context Controlled assessment: 40 hours 60% of qualification	120 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.	

Revision tools

GCSEPod- non exam board specific resources for IT : [GCSEPod](#)

Unit 1

Unit title	ICT in Society
Unit entry code	5539U1
GLH	48
Vocational Context	Jobs in ICT exist in a variety of contexts. However, there are key areas of knowledge that any ICT specialist will be required to know. This base knowledge allows them to provide the best service and advice possible for their clients and the industries they are working in.
Overview of unit	This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. They will investigate how information technology is used in a range of contexts, including business and organisations, education and home use.
Topics	<ul style="list-style-type: none">1.1 How IT can be used to fulfil the needs of organisations⁵ and individuals1.2 How data and information is used and transferred1.3 Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity
Assessment	<p>This unit is externally assessed through a written examination.</p> <p><i>Duration:</i> 1 hour 20 minutes</p> <p><i>Number of marks:</i> 80</p> <p><i>Format:</i> Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.</p> <p>This assessment contributes 40% to the overall qualification grade.</p>

Food Preparation & Nutrition

Key information:

Examboard: AQA

Qualification breakdown:

- 50% :1 written paper 1 hour 45 mins long
- NEA 1 15%
- NEA 2 35% - Practical exam in the w/b March 11th
- Final NEA submission deadline Thursday 28th March

NEA 2 Practical exams: estimated w/c Monday 17th March tbc

Written exam date: Tuesday 17th June pm 2024

Content

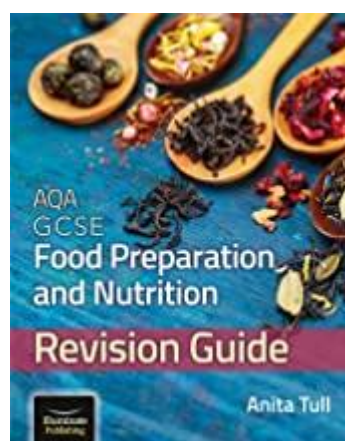
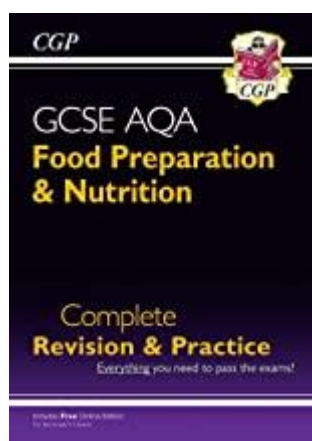
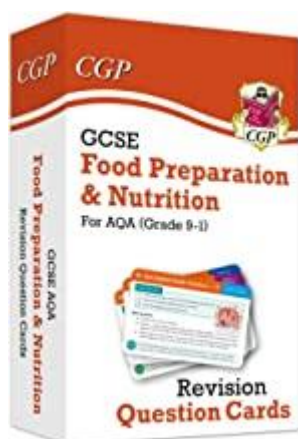
Section One: Food Nutrition & Health
Macronutrients Micro nutrients Healthy Eating Guidelines Nutritional needs of different age groups Diet-Related Health Problems Energy Needs Nutritional analysis Planning meals for Different groups
Section Two: Food Science
Why food is cooked Heat Transfer Cooking Methods Changing properties of Proteins, Carbs, Fats & Oils Raising Agents
Section Three: Food Safety
Food Spoilage Storing Food Safely Preparing Food safely Food Poisoning Uses of Microorganisms in Food
Section Four: Food Choice
Influences on Food Choice Cultural Religious and Moral Food Choices Food Labelling Influences of Marketing on food purchases British and International cuisines Sensory Testing
Food Provenance
Grown Food GM Crops Reared Food Caught Food Waste Food and Food Packaging Food Miles and Carbon Footprint Global Food Production

What can students do to prepare ?

- Purchase an AQA revision Guide – the two in pictures we have found to be the best ones
- Revision Q&A cards are a really good tool for checking what you have learned.
- Make sure you know your SENECA and GCSE Pod passwords
- Use the Subject Learning Mats on your TEAMS area – make your own version – use colours if that works for you. Put them away and make another one from memory. Compare your new version to the old one and add the missing information onto the second mat using a colour. This helps visual learners remember
- Use keyword cards that you have for each subject booklet or create your own. Use them regularly to test how much you know.
- Use GCSE Pod and Seneca for quick revision – videos are very good on GCSE Pod – make sure you make notes whilst watching them – active revision. The quizzes will give you a good indication of how much you know about each individual topic
- Attend Period 6 revision sessions on Tuesday and Thursday, all students are welcome, we will invite you if we feel that you need the extra support.
- Focus on one subject area at a time and then complete the exam type questions available on Edulink. Use the answer sheets to mark your own questions or give them to your teacher for them to mark.
- Complete a past paper once a week(papers available on TEAMS) You can self mark or give them to your teacher for them to mark and give feedback.
- Please contact your teacher if you have any areas that you do not understand.

Exam Question Styles:

- 1 Mark – Multiple choice, select the correct answer
- 2 Mark – Two words or simple statements
- 3 Mark – Three words or simple statements
- 4 Mark – Two points each explained PEE
- 5 Marks – Five simple statements
- 6-8 Marks – 3-4 points each explained
- 12 Marks – Usually contains both analysis and evaluation 6 PEE points with conclusion



GCSE Design Technology: Product Design & Electronic Products

Key information:

Examboard: Edexcel

Qualification breakdown:

- 50% NEA – deadline for completion Friday 14th February
- 50% :1 written paper 1 hour 45 mins long
-

Practical making window – 10 hours(2 days): estimated w/c 27th January tbc

Written exam date: Wednesday 18th June 2025

Content:

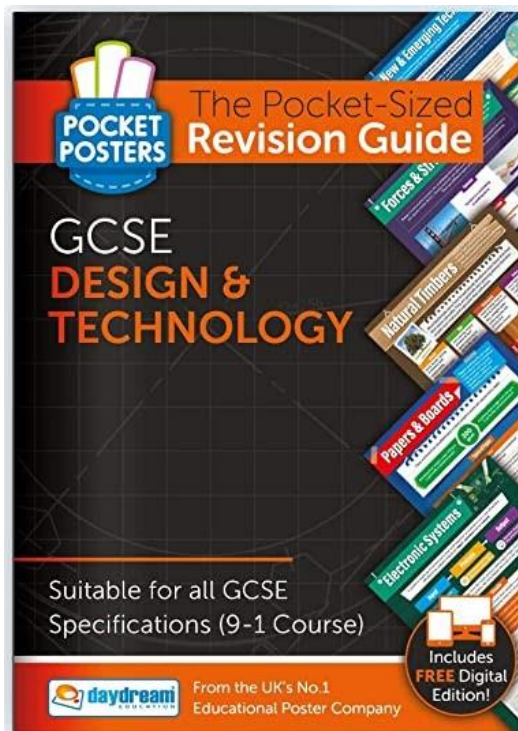
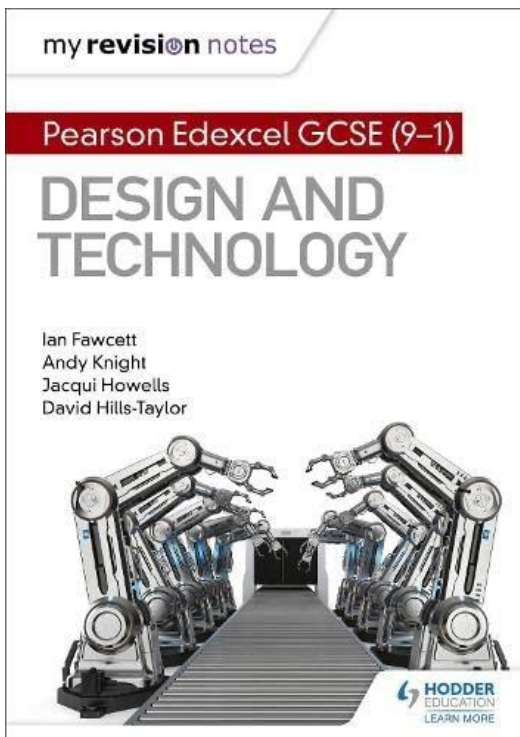
Electronic Products	Product Design
<p>Section A: Core content: 40 marks(the same paper is sat by both material areas)</p> <ul style="list-style-type: none"> • New & Emerging Technologies • Critical Evaluation & Design Decisions • Energy Generation & Storage • Developments in New Materials & Smart Materials • Systems approach to Designing • Mechanical devices – mechanisms, gears, cams and followers, pulleys and belts, levers and linkages • Materials and their working properties- material properties, papers and boards, natural timbers, manufactured boards, metals and alloys, polymers, textiles. • Specialist technical properties – selecting materials, forces and stresses, ecological and social issues. • Scales of Production • Production aids and Quality Control • Designing and Making Principles – collecting and analysing data, the design and manufacturing specifications, environmental, social and economic challenges, the work of others, design, strategies, communication of design ideas, prototype development, material management, health and safety. 	
<p>Section B:Electronic Systems: 60 marks</p> <ul style="list-style-type: none"> • Sources, origins and sustainability • Physical and working properties • Selection of materials and stock forms • Planning and Production Methods • Materials processing and joining • Materials Treatments & Finishes 	<p>Section B: Timbers: 60 marks</p> <ul style="list-style-type: none"> • Sources, Origins and properties • Selection and reinforcement of materials • Material stock forms and production • Materials processing & Finishing

What can students do to prepare ?

- Purchase an Edexcel revision Guide we recommend this one:
- Make sure you know your SENECA and GCSE Pod passwords
- Make learning mats for each subject area. Put them away and make another one from memory. Compare your new version to the old one and add the missing information onto the second mat using a colour. This helps visual learners remember
- Make keyword cards use them to test your specialist vocabulary knowledge.
- Use GCSE Pod and Seneca for quick revision – videos are very good on GCSE Pod – make sure you make notes whilst watching them – active revision. The quizzes will give you a good indication of how much you know about each individual topic
- Complete a past paper once a week (papers available on TEAMS) You can self-mark or give them to your teacher for them to mark and give feedback.
- Please contact your teacher if you have any areas that you do not understand.

Exam Question Styles:

- 1 Mark – One word or simple statement
- 2 Mark – Two words or simple statements
- 3 Mark – Three words or simple statements
- 4 Mark – Two points each explained PEE
- 5 Marks – Five simple statements
- 6-9 Marks – 3-4 points each explained





Examination board details

Drama

Exam board = AQA

Exam specification = GCSE Drama 8261 ([specification](#))

Course Overview:

Component 1: Understanding drama
What's assessed: <ul style="list-style-type: none">• Knowledge and understanding of drama and theatre• Study of one set play from a choice of nine• Analysis and evaluation of the work of live theatre makers
How it's assessed: <ul style="list-style-type: none">• Written exam: 1 hour and 45 minutes• Open book• 80 marks• 40% of GCSE
Questions <ul style="list-style-type: none">• Section A: General Drama Terminology and Knowledge - multiple choice (4 marks)• Section B: four questions on a given extract from the set play chosen – 'Noughts and Crosses' (total of 44 marks) <p>Question 1 – Explanation of design element (costume, set design) for the extract. (4 marks)</p> <p>Question 2 – Analyse performance of one line using vocal and physical skills. (8 marks)</p> <p>Question 3 – Use of performance space within the extract (12 marks)</p> <p>Question 4 – Performance of one character in extract and the play as a whole. (20 marks)</p> <ul style="list-style-type: none">• Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (Dear Evan Hansen- The Musical) (32 marks)

Component 2: Devising drama (practical)
What's assessed: <ul style="list-style-type: none">• Process of creating devised drama• Performance of devised drama (students may contribute as performer or designer)• Analysis and evaluation of own work
How it's assessed: <ul style="list-style-type: none">• Devising log (60 marks)

- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

This component is marked by teachers and moderated by AQA.

Component 3: Texts in practice (practical)

What's assessed:

- Performance of two extracts from one play (students may contribute as performer or designer)

How it's assessed:

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE

This component is marked by AQA.

How to revise for the written exam (Component 1)

Textbooks

The textbooks that we use in school are;

- GCSE AQA Drama by Annie Fox

Resources

These resources are useful for students to help consolidate knowledge learnt in lessons and to aid revision;

- **BBC GCSE Bitesize** has revision for each unit which contains key information, videos and quizzes to enhance your knowledge and understanding
- **YouTube Revision Videos** are available for different parts of the exam paper;

Revision guides

The revision guides and cards which we recommend are;

- GCSE Drama Levels 9-1 Revision Guide by CGP Books
- Grade 9-1 GCSE Drama Play Guide - The Crucible by CGP books

Resources

Past Exam Papers

Past exam papers can be found on the AQA website [here](#). These are also available on the KS4 section of the VLE for GCSE Drama students.

Textbooks

The textbooks that we use in school are;

- GCSE AQA Drama by Annie Fox

Resources

These resources are useful for students to help consolidate knowledge learnt in lessons and to aid revision;

- **BBC GCSE Bitesize** has revision for each unit which contains key information, videos and quizzes to enhance your knowledge and understanding ([link](#))
- **YouTube Revision Videos** are available for different parts of the exam paper;

The Written Exam:

Section A – ([link](#))

Section B:

Q1 – ([link](#))

Q2 – ([link](#))

Q3 – ([link](#))

Q4 – ([link](#))

Section C – ([link](#))

Revision guides

The revision guides and cards which we recommend are;

- GCSE Drama Levels 9-1 Revision Guide by CGP Books ([link](#))
- Grade 9-1 GCSE Drama Play Guide - The Crucible by CGP books ([link](#))

English Language GCSE

Key Information

- Exam board: AQA
- Two Exams

The Course

- Paper 1 – Fiction & Creative Writing (1h 45m)
- Paper 2 – Non-fiction & Transactional Writing (1h 45m)

Paper 1 (Fiction & Creative Writing)	
Section A = Reading unseen fiction	Section B = Creative writing
<ul style="list-style-type: none"> • Students read one unseen extract from a fictional text • Four reading questions based on the extract making up 25% of the total GCSE grade: <ul style="list-style-type: none"> ✓ Q1 – information retrieval ✓ Q2 – language analysis ✓ Q3 – structure analysis ✓ Q4 – evaluation of the text 	<ul style="list-style-type: none"> • One writing task based on the same theme as the extract. • This could be: <ul style="list-style-type: none"> ✓ A description ✓ The opening to a narrative • There will be a choice of two tasks – students complete one. • The writing task makes up 25% of the overall exam grade.

Paper 2 (Non-fiction & Transactional Writing)	
Section A = Reading unseen non-fiction	Section B = Transactional writing
<ul style="list-style-type: none"> • Students read two unseen extracts from non-fiction texts. • One will be a pre-1914 text. • Four reading questions based on these extracts, making up 25% of the total GCSE grade: <ul style="list-style-type: none"> ✓ Q1 – true or false ✓ Q2 – summary writing ✓ Q3 – language analysis ✓ Q4 – comparison of writers' perspectives 	<ul style="list-style-type: none"> • One writing task based on an opinionated statement. The task could be: <ul style="list-style-type: none"> ✓ Letter ✓ Speech ✓ Article ✓ Blog entry ✓ Leaflet ✓ Essay • The writing task makes up 25% of the overall exam grade.

Students will also complete a spoken element which is graded at pass, merit or distinction level. This is assessed in their classrooms and graded by their English teacher. This does not affect their overall grade; it is reported separately on their GCSE exam certificate.

What do Grade 7+ answers include?

- **Deep explanation** = students expand on their ideas and don't assume knowledge on the part of the reader.
- **Personal touch** = students develop their own ideas and opinions about a text and include them in their essays, using **tentative phrasing** (e.g. "This *might* imply...", "This *could* make the reader question whether...").
- **Knowledge of different genres of writing** = students link their ideas about language or structure to their knowledge of conventions for both fiction and non-fiction writing. For fiction this might mean generic conventions for fairy tales, gothic, comedy, mystery, thrillers etc. For non-fiction this means an understanding of the purposes of different types of transactional writing, e.g. diaries, newspaper articles, letters, essays, autobiography.
- **Knowledge of the differences between 19th century society and modern society** = in Paper 2 students compare a 19th century and a modern text, so it's important to understand why different writers may have contrasting viewpoints because of the different times they live in.
- **Dwelling on language** = students take the time to really explore the key words and methods in the quotations they use. Sometimes just adding one more sentence of analysis can move you up a grade!
- **Clear writing** = students write clearly, using academic language to express their ideas.

How do I improve my English Literature GCSE results? Some simple steps...

1. Complete all revision homework set on Go4Schools by class teachers.
2. Attend any interventions that you have been invited to.
3. Use the **Mr Bruff revision videos** on YouTube to help you understand any key exam skills that you might be less confident on.
4. Make flashcards to memorise key writer's methods (e.g. alliteration, semantic field).
5. Do timed writing practice using the practice papers on the **KS4 Revision Team**.
6. Paper 2 Question 4 is an area most students need to work on. Watch this revision video that takes you through Question 4: <https://www.youtube.com/watch?v=AX-QSx3Bx5tg>
7. Read some fictions books that we are not studying in school. Reading helps improve your vocabulary and grammar, and this will also feed into your creative writing for English Language Paper 1. You can access a range of novels, non-fiction books, audio-books and magazines on the free **Sora app**: <https://soraapp.com/library/uksecondary>

Structuring exam writing:

- For Question 4 on both Paper 1 and Paper 2, the questions require an extended essay response.
- An essay should include an introduction and 3 – 5 paragraphs exploring different ideas.
- Students structure their paragraphs using the questions: What? How? Why?

WHAT: what am I describing or arguing in this paragraph?	
SUCCESS CRITERIA	
A clear topic sentence (the 'what')	Your paragraph should start by telling the reader what point you are going to focus on in the paragraph.
Precise quotation to support the topic sentence.	<p>Quotes should not be too long. You can even use single words e.g. <i>Macbeth's description of his desires as being "deep" and "dark" suggests...</i></p> <p>Embed your quotes using a colon or a comma: <i>Romeo is clearly overwhelmed by the experience of seeing Juliet for the first time: "did my heart love till now?"</i></p>
SENTENCE STARTERS	
<p>___ is presented as ___</p> <p>The writer chooses to...</p> <p>Arguably...</p> <p>It can be proposed that....</p> <p>To a contemporary audience...</p> <p>When considering the theme of/ the character of....</p> <p>The writer's employment of....</p> <p>Furthermore....</p> <p>In addition to....</p> <p>This is also demonstrated...</p> <p>Ultimately,....</p> <p>Crucially,....</p> <p>As the text develops....</p> <p>Metaphorically...</p> <p>Symbolically...</p> <p>Poignantly,....</p> <p>Whilst it may seem that....</p> <p>Imbued with...</p> <p>Interestingly...</p> <p>The theme of ___ is further explored through ___</p> <p>The presentation of ___</p>	

HOW: what methods does the writer use? What deliberate decisions has the writer made to achieve the effect I am describing?	
SUCCESS CRITERIA	
Zoom in on the method.	<p>For any point you make, you must include a specific example from the text to support your argument. This is your method.</p> <p>Draw out the deliberate choices of the writer.</p> <p>Unpack the method the writer has used. This might be:</p> <ul style="list-style-type: none"> • word choice • a device such as personification or a simile. • a structural choice e.g. flashback or a contrast • a stage direction • characterisation
Explore the effects of methods.	<p>Tip: with words, it is useful to think what tone they strike (eg. contrast walk/stride/crept), or what we associate them with e.g. a rose is associated with love, romance, luxury.</p>
SENTENCE STARTERS	
<p>Zooming in on the method:</p> <p>The use of....</p> <p>The writer has deliberately...</p> <p>The writer's decision to...</p> <p>The writer builds...</p> <p>The writer creates....</p> <p>The writer contrasts...</p> <p>The writer foregrounds...</p>	<p>Exploring the effects of methods:</p> <p>This could suggest...</p> <p>It's almost as if...</p> <p>This creates the impression...</p> <p>This achieves the effect of...</p> <p>It is designed to...</p> <p>This creates an image of...</p> <p>This makes the reader think/ feel/ imagine</p> <p>This highlights/ foregrounds/ reveals/ illustrates</p>

WHY : what message is the writer trying to communicate? What is the purpose of the text?	
SUCCESS CRITERIA	
Consider the wider purpose of the text and the message to the audience	<p>What is the writer's message to their audience?</p> <p>Consider relevant contextual information as well as universal themes or ideas.</p>
SENTENCE STARTERS	
<p>The writer has possibly done this to:</p> <p>show / symbolise / teach / criticise / celebrate / illustrate / highlight / foreground / contrast / reveal / represent / create an effect of...</p> <p>An audience of the time would perhaps interpret this...</p> <p>X was a widely held belief at the time, so this...</p> <p>In light of the contemporary audience's concern with/recent experience of....</p> <p>Or, is there a universal message?</p> <p>The writer is exploring what it means to be a father/daughter/in love/greedy/rich/poor....and in light of the whole text their message may be....</p>	

English Literature GCSE

Key Information

- Exam board: AQA
- Two Exams

The Course

- Paper 1 – Shakespeare & the 19th Century Novel (1 hour 45 mins)
- Paper 2 – Modern Texts & Poetry (2 hours 15 mins)

Paper 1	
Shakespeare = <i>Macbeth</i>	19 th Century Novel = <i>A Christmas Carol</i>
<ul style="list-style-type: none"> • One question focused on Shakespeare's <i>Macbeth</i> (extended essay response). • Students are given an extract from the play, and then are asked to link across the whole of the text. • The question will be focussed on either a character or a theme, e.g. "Explore the presentation of Banquo's character in this extract and the rest of the play." OR "Explore the theme of guilt in this extract and the rest of the play." 	<ul style="list-style-type: none"> • One question focused on Charles Dickens's <i>A Christmas Carol</i> (extended essay response). • Students are given an extract from the novella, and then are asked to link across the whole of the text. • The question will be focused on either a character or a theme, e.g. "Explore the presentation of Bob Cratchit's character in this extract and the rest of the novella." OR "Explore the theme of charity in this extract and the rest of the novella."

Paper 2		
Modern Text = <i>An Inspector Calls</i>	Poetry Anthology = Power & Conflict cluster	Unseen Poetry
<ul style="list-style-type: none"> • One question on the play <i>An Inspector Calls</i> (1945) by J.B. Priestley. • The question will be focussed on either a character or a theme, e.g. "Explore the presentation of Mr Birling's character in the play." OR "Explore the theme of responsibility in the play." 	<ul style="list-style-type: none"> • One question based on the anthology of poetry, in which students compare two poems from the fifteen studied in Class (extended comparative essay). • The question will be focussed on a theme, e.g. "Explore the effects of war in 'Exposure' and one other poem". 	<ul style="list-style-type: none"> • One question focused on an unseen poem (extended essay response). • The question will be focussed on a theme, e.g. "Explore the speaker's feelings about childhood". • One question comparing two unseen poems (short paragraph response).

What do Grade 7+ answers include?

- **Deep explanation** = students expand on their ideas and don't assume knowledge on the part of the reader.
- **Personal touch** = students develop their own ideas and opinions about a text and include them in their essays, using **tentative phrasing** (e.g. "This *might* imply...", "This *could* make the reader question whether...").
- **Strong grasp of big ideas and themes** = they always link their ideas back to big ideas explored in the texts (e.g. responsibility, conflict, leadership, injustice).
- **Knowledge of the time period in which texts were written** = they have good historical knowledge of what was going on at the time the writer was alive and how this might have influenced their work.
- **Dwelling on language** = students take the time to really explore the key words and methods in the quotations they use. They offer more than one interpretation of what they could make the reader think/ feel/ imagine. Sometimes just adding one more sentence of analysis can move you up a grade!
- **Clear writing** = students write clearly, using academic language to express their ideas.

How do I improve my English Literature GCSE results? Some simple steps...

1. Complete all revision homework set on Go4Schools by class teachers.
2. Attend any interventions that you have been invited to.
3. Complete some of the "5-a-Day" revision tasks on the KS4 Revision Teams (If your child would benefit from a coloured paper copy of this booklet, please contact Dr Massie to request it.)
4. Use the activities and plot summaries in the CGP revision guides to revise the plot of the set texts.
5. Use the Mr Bruff revision videos on YouTube to help you understand any key sections of plot that you might be less confident on.
6. Reread the set texts: the better you know them, the easier it is to write well about them.
7. Make flashcards to memorise key quotes, writer's methods and context.

GCSE Geography course

Course information

Your GCSE Geography course (AQA 8035)

Three elements which are all examined.

Important information:

The GCSE course requires students to appreciate how different aspects of the world around them interlink as well as the role human and physical features have on a variety of scales. A geography student must show, and will be supported to develop, the relevant skills to carry out fieldwork and analyse data effectively.

Paper 1: Living with the physical environment

- The physical geography one!
- Worth 35% 1hr 30mins

Paper 1: Challenges in the human environment

- The human/economic one!
- Worth 35% 1hr 30mins

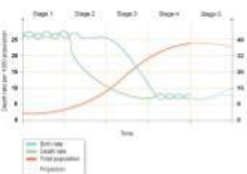
Paper 3: Geographical applications

The skills one! Worth 30% 1hr 30mins

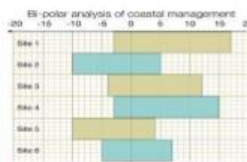
Physical stuff like this...



Human/economic stuff like this...



Skills stuff like this...



Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical applications
What's assessed 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills		What's assessed 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills		What's assessed 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) • 35 % of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 88 marks (including 3 marks for SPaG) • 35 % of GCSE 		How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • 76 marks (including 6 marks for SPaG) • 30 % of GCSE • Pre-release resources booklet made available 12 weeks before Paper 3 exam
Questions <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (25 marks) • Section C: answer any two questions from questions 3, 4 and 5 (30 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 		Questions <ul style="list-style-type: none"> • Section A: answer all questions (33 marks) • Section B: answer all questions (30 marks) • Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks) • Question types: multiple-choice, short answer, levels of response, extended prose 		Questions <ul style="list-style-type: none"> • Section A: answer all questions (37 marks) • Section B: answer all questions (39 marks) • Question types: multiple-choice, short answer, levels of response, extended prose

Case studies and examples

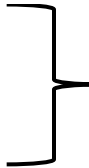
The specification sets out **14 examples** and **5 case studies** that you must learn for Paper 1 and Paper 2.

Examples are small scale. They will probably be taught within one lesson or less, and may take up about a page in an exercise book. Sometimes you must learn a **named example** which is usually regarding an event that happens regularly in a place so names are important to avoid confusion (e.g. Typhoon Haiyan 2013). Most of the time you will learn an **example** which is something that is more constant (e.g. a regeneration project in the UK).

Case studies are at a much larger scale. They include a lot of content and will need several lessons to cover the material concerned.

Paper 1 examples and case studies

1. Named examples of a tectonic hazard (in two areas of contrasting levels of wealth)
2. A named example of a tropical storm
3. An example of a recent extreme weather event in the UK
4. An example of a small scale UK ecosystem
5. A **case study** of a tropical rainforest
6. A **case study** of a cold environment



For UK landscapes, you will study Coasts and Glacial landscapes.

7. An example of a section of coastline in the UK
8. An example of a coastal management scheme in the UK
9. An example of an upland area in the UK affected by glaciation
10. An example of a glaciated upland area in the UK used for tourism

Paper 2 examples and case studies

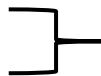
11. A **case study** of a major city in an LIC or NEE
12. An example of urban planning (LIC or NEE)
13. A **case study** of a major city in the UK
14. An example of an urban regeneration project (UK)
15. An example of tourism reducing the development gap in an LIC or NEE

You will study EITHER Food in detail rather than water or Energy

16. A **case study** of an LIC or NEE
17. An example of modern industrial development

Your teacher will choose which specific cases you study. For example, for ***an example of tourism reducing the development gap in an LIC or NEE***, you might study Tourism in Jamaica.

18. An example of a large scale agricultural development
19. An example of a local food scheme in an LIC or NEE



Extra-Curricular Opportunities:

Every student studying geography will take part in at least two days out in the field. Currently these are a day in Hunstaton in Year 10 and Birmingham in year 11. They will practise a range of fieldwork techniques and apply their understanding out of the classroom. These days are compulsory for paper 3.

In addition, we hope there will be an overseas opportunity again in 2026. In 2024 we took 40 students to Iceland and are going again in May 2025.

How to revise:

- Revision calendar
- PLC's (personal learning checklists) RAG
- Revision Clocks
- Knowledge Organisers
- Use your teachers to help address misconceptions
- Create flashcards with key words and answers on the back – ask family to test.
- Handing in extra exam practice questions
- Finding past papers, markschemes and examiner reports online
- Revision posters
- Listen to podcasts/watch youtube clips
- Making independent notes from your exercise book or revision guides
- Work with a friend/study group
- Create mindmaps and concept diagrams
- Watch relevant documentaries, especially about case studies.
- Dual coding information (diagrams, words and images of your learning)
- Take regular breaks
- Switch between topics and papers – Human to Physical
- Timed practice writing 9 marking answers

Useful Websites:

- <https://senecalearning.com/en-GB/> Seneca
- <https://www.gcsepod.com/> GCSE Pod
- <https://mrshumanities.com/category/resources/geography-resources/> Mrs Humanities
- <https://timeforgeography.co.uk/> Time for Geography videos
- <https://www.coolgeography.co.uk/> Cool Geography
- <https://www.internetgeography.net/aqa-gcse-geography/> Internet Geography

Revision Guides

- https://www.amazon.co.uk/GCSE-9-1-Geography-Revision-Guide/dp/0198423462?ref=ast_sto_dp
- <https://www.cgpbooks.co.uk/secondary-books/gcse/humanities/geography/gas42-gcse-geography-aqa-complete-revision>

German and Spanish GCSE



Key Information

- Exam board : AQA
- 4 Exams (all 25%)

The Course

Assessment is set in the context of these three themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

Paper 1 Listening	
Foundation (35mins)	Higher (45mins)
Section A: answers in English (32 marks) Section B: dictation where students transcribe short sentences (8 marks)	Section A: answers in English (40 marks) Section B: dictation where students transcribe short sentences (10 marks)

Paper 2 speaking	
Foundation (7-9 mins) + 15 mins prep	Higher (10-12 mins) + 15 mins prep``
Roleplay (10 marks) Reading aloud task and short conversation (15 marks) Photo card discussion (25 marks)	Roleplay (10 marks) Reading aloud task and short conversation (15 marks) Photo card discussion (25 marks)

Paper 3 Reading	
Foundation (45mins)	Higher (60mins)
In Section A: Reading comprehension, answered in English or non-verbally (40 marks) In Section B: Translation from Spanish into English (10 marks)	In Section A: Reading comprehension, answered in English or non-verbally (40 marks) In Section B: Translation from Spanish into English (10 marks)

Paper 4 Writing	
Foundation (70 mins)	Higher (75mins)
Q1 5 short sentences in response to a photo (10 marks) Q2 50 word writing task (10 marks) Q3 5 short grammar tasks (5 marks) Q4 translation English to Spanish/German (10 marks) Q5 90 word writing task (15 marks)	Q1 translation English to Spanish/German (10 marks) Q2 90 word writing task (15 marks) Q3 Open ended writing task, approximately 150 words (25 marks)

What students can do to prepare:

How to revise Spanish:

- Always start with your weakest topics so that you have longer to spend on them
- 10 minutes every day: quizlet, revision booklets (see KS4 revision Team), Seneca, BBC bite size & lyrics training
- Full exam paper timed closed book once a month (see KS4 revision Team)
- Revise and LEARN survival KIT speaking and writing and learn 10 verbs in past, present and future tense
- For grade 6+ learn higher structures to impress the examiner off by heart (recommend 5 structures from the lists)
- Go over the Year 10 and December mock exams focus on listening task and work with the AQA exam transcript (uploaded on teams)
- Revise with writing mats for theme 1, 2 and 3 (see teams) or redraft old ones which have been marked
- For the speaking exam, know the meaning of questions and practise your answers for theme 1, 2 and 3
- Practise some extra role plays and photo cards with resources on teams

What websites/resources? (all links on KS4 revision team)

- AQA website for past papers
- BBC Bitesize for vocabulary and topic revision plus practise questions
- Quizlet for revision of topic vocabulary, structures, key verbs and speaking questions
- Lyrics training for listening practise and vocabulary development
- Seneca for vocabulary and topic revision plus practise questions

How to revise German:

- Always start with your weakest topics so that you have longer to spend on them
- 10 minutes every day: quizlet, Kerboodle), BBC bite size
- Buy a large whiteboard for learning vocab (wiping key letters off and reciting words)
- Targeted questions from Exampro
- Learn key verbs for the speaking and the writing in past, present and future tense
- For grade 6+ learn higher structures to impress the examiner off by heart (recommend 5 complex structures)
- Go over the Year 10 and December mock exams. Focus on listening task and work with the AQA exam transcript.
- Use Kerboodle for its texts and listening activities
- Revise with writing mats for theme 1, 2 and 3 or redraft old ones which have been marked
- For the speaking exam, know the meaning of questions and practise your answers for theme 1, 2 and 3
- Practise some extra role plays and photo cards

What websites/resources? (all links on KS4 revision team)

- AQA website for past papers
- BBC Bitesize for vocabulary and topic revision plus practise questions
- Quizlet for revision of topic vocabulary, structures, key verbs and speaking questions
- Kerboodle for listening, vocab and sentences.

Exam Question Tips:

- Write your answers clearly. Don't change an A to a B- put a line through the A and write the B at the side of it.
- Read tasks carefully.
- Read questions carefully.

- Make sure that you use both plays of the audio to check answers- don't rush ahead because you may have missed tiny distractors such as negatives.
- Make notes as you are listening to the audio, especially for questions with lists of possible answers.
- Read the topic of the question carefully as you can predict the vocab which may come up.
- Some questions are in German/Spanish some in English- pay attention as you must answer in the correct language!
- Look at any words highlighted in bold and make sure you have answered as they specify.
- Don't forget the translation on the higher writing paper (last page)
- In the writing exam chose from a choice of questions (2 for 90/150 word tasks).
- Learn your past and future tense of key verbs for all 4 exams.
- Practise your higher level structures for writing and speaking exams.
- In the writing exam, use the suggested word count as your guide. It is better to spend time planning what you want to write rather than jump write in and just keep writing for the whole time. Less with higher quality is much better than more with lower quality.

History GCSE



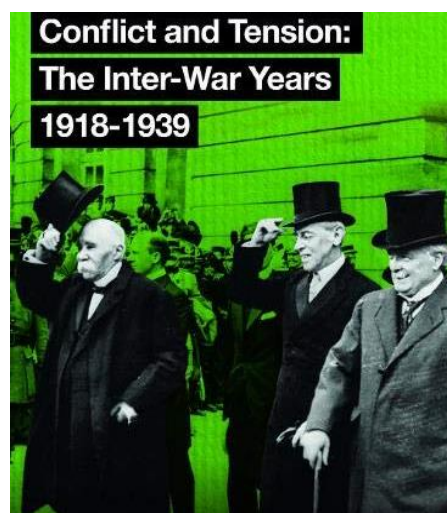
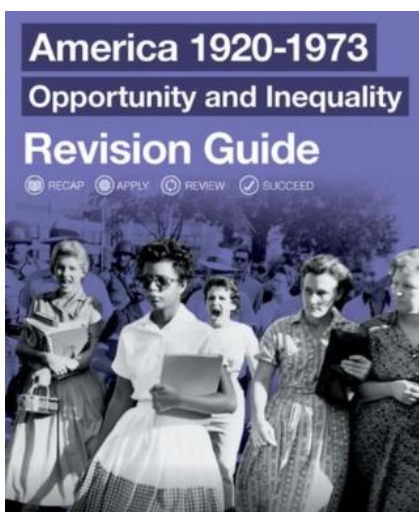
Key Information

- Exam board : AQA
- Two Exams (2 papers in each)

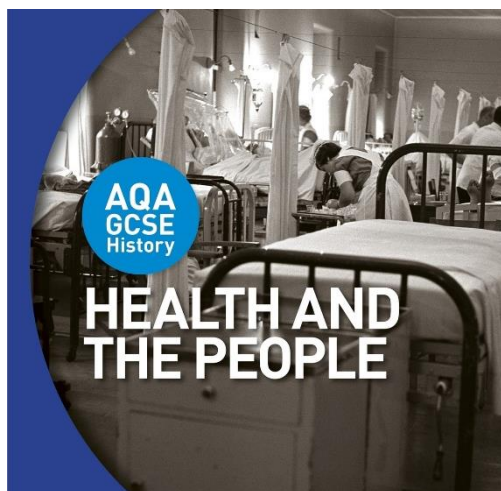
The Course

- Paper 1 –America & Conflict 1918-1939
- Paper 2 – Medicine Through Time (Health & the people) & Elizabeth I

Paper 1	
America	Conflict
<ul style="list-style-type: none"> • 1920s Boom and America • Problems in farming • Car Industry • Cultural developments in the 1920s • Women in the 1920s • Prohibition and gangsters • Racial tensions • Immigration • Great Depression • New Deal • Effectiveness of the New Deal • Culture of the 1930s • Impact of WW2 • Post War America and Consumerism • Civil Rights 1950s-1960s • Kennedy and Johnson • Feminist movements 	<ul style="list-style-type: none"> • Aims of the peacemakers end of WW1 • Wilson and 14 points • The Big Three • Treaty of Versailles and impact • Impact of other treaties in the 1920s (Germany's allies). • Problems facing new states • League of Nations – what was it • Powers, structure and membership of the League • Success and failures in the 1920s • Locarno and Kellogg-Briand • Impact of the Depression • Hitler's aims and actions in the 1930s – Dollfuss, Saar, armament, Stresa, Naval Agreement, Axis, Anschluss • Appeasement & Munich Agreement • 1939 – invasion of Czech/Poland + Nazi Soviet Pact



Paper 2	
Medicine (Health & the people)	Elizabeth I
<ul style="list-style-type: none"> • Medieval medicine- Hippocrates and Galen, beliefs and treatments of disease & Surgery • Medieval progress – hospitals + Islamic contribution • Medieval Public Health- Black Death • Renaissance – improved knowledge- Vesalius, Pare & Harvey • Renaissance surgery- John hunter and hospitals • Renaissance public health- ideas and treatments +Plague 1665 • Industrial period- vaccination (Jenner), Pasteur, Koch, Ehrlich + new treatments • Industrial period- surgery- Simpson and Lister • Industrial period Public Health- Cholera, PH reformers, PH ACTS of 1848 and 1875 • Modern – treatments in the 20/21C, penicillin and antibiotic resistance. • Modern surgery- impact of ww1/2, plastic surgery, x-rays, transplants, lasers, radiation. • Modern Public Health- Liberal reforms, key individuals like Booth, Beveridge and NHS, Government intervention e.g. healthy eating/COVID. Modern world health issues. 	<ul style="list-style-type: none"> • Background & character • Royal Court/Patronage/Progresses • Key ministers/individuals • Parliament • Privy Council • Problems for a female ruler • Essex Rebellion • Life in the Era- fashion, gentry, lifestyle • Elizabethan propaganda and portraits • Elizabethan theatre- reason why popular and opposition to it • Poverty causes and reactions to it • English Sailors- Hawkins, Raleigh & Drake+ circumnavigation of the globe. • Elizabethan Church Settlement 1559 + level of success • Catholic threat • Puritan challenge • Mary Queen of Scots- reasons for coming to England, issues she causes/plots and execution • Conflict with Spain- causes of the Armada being sent and its defeat



What students can do to prepare:

How to revise?

- *10 minutes every day= pick one mini section to read from revision booklet= Germany, Conflict, Medicine, Elizabeth*
- *10 minutes every day =Looking over the video revision list- focus on the topics you cannot remember much*
- *Full exam paper timed closed book – once a month*
- *One exam Q timed each week*
- *Exam paper and/or Exam work booklets- these have Qs each week to help structure*
- *5 minutes a day – memory help using Seneca or Quizlet*
- *Revision calendar*

What websites/resources?

BBC Bitesize

GCSE History - AQA - BBC Bitesize

GA revision booklet & Quick revision guide

Source and Exam Q help sheets – 2 minutes each

Revision video list via staff

Mini Quiz PP on all aspects of the course via staff

Exam Question Types:

- Most questions marks give an indication of time spent on them
- All questions except the last need only 2 paragraphs
- Final Question one each exam is more extended response – usually 3 main and a conclusion
- Final question on Elizabeth varies year on year and will have been prepared in class.

Maths GCSE

Key Information

- Exam board: AQA
- Three Exams (1 non-calculator and 2 calculator papers all are 1 hour and 30 minutes)
- Students will be entered into either Higher or Foundation tier

The topics in bold can only be tested on the Higher tier. Students taking the Higher paper will need to know all content.

Number	Algebra
<ul style="list-style-type: none"> • Place Value • Ordering integers and decimals • Reading scales • Mathematical notation • Interpreting Real-life tables • Four operations on integers, decimals, negatives and fractions • Money • Negatives • Equivalent fractions • Simplifying fractions • Comparing fractions • Finding a fraction of an amount • Factors, multiples and primes including products of primes, HCF and LCM • Indices and laws of indices • Rounding to the nearest 10, 100, etc, to the nearest decimal place and to significant figures • Listing strategies • Order of operations • Recipocals • Use of a calculator • Squares, cubes and roots • Standard form • Converting between fractions, decimals and percentages • Finding a percentage of an amount (calc and non-calc) • Changing to a percentages (calc and non-calc) • Estimating answers • Bounds, error intervals, upper and lower bounds • Negative and fractional indices 	<ul style="list-style-type: none"> • Algebraic conventions • Coordinates • Simplifying expressions with: addition, subtraction, multiplication and division • Function machines • Generating a sequence (term-to-term) • Generate a sequence from the nth term • Finding the nth term of a sequence • Special sequences (including Fibonacci and geometric sequence) • Expanding brackets (and simplifying) • Simple factorisation • Substitution • Straight line graphs • The gradient of a line • Drawing quadratic graphs • Sketching functions • Midpoint of a line on a graph • Finding the equation of a straight line • Solving equations • Changing the subject • Forming formulae and equations • Inequalities on a number line • Solving linear inequalities • Solving simultaneous equations algebraically and graphically (linear and linear) • Factorising and solving quadratics • The difference of two squares • Roots and turning points of quadratics • Cubic and reciprocal graphs • Product of three binomials • Iteration • Solving quadratics with the formula

<ul style="list-style-type: none"> • Mathematical reasoning including proof • Recurring decimals to fractions (and proof) • Surds 	<ul style="list-style-type: none"> • Factorising harder quadratics • Algebraic proof • Exponential functions • Trigonometric graphs • Transformations of functions • Equation of a circle • Regions • Perpendicular lines • Completing the square • Algebraic fractions • Simultaneous equations with quadratics • Solving quadratic inequalities • Finding the nth term of a quadratic sequence • Inverse and composite functions • Interpreting graphs (estimating gradient and area under a curve)
Ratio and Proportion	
<ul style="list-style-type: none"> • Ratios using recipe questions • Value for Money • Exchanging money • Sharing using ratio • Increase/Decrease by a percentage • Percentage change • Reverse percentage problems • Simple Interest • Compound units • Distance-Time graphs • Similar shapes • Compound Interest and Depreciation • Combining ratios • Direct and Inverse proportion 	
Geometry	
<ul style="list-style-type: none"> • Geometric definitions • Polygons • Symmetry • Tessellations and congruent shapes • Names of angles • Properties of solids • Nets • Angles on a line and at a point • Measuring and drawing angles with a protractor • Angles and parallel lines • Angles in a triangle (including properties of special triangles) • Angle sum of polygons • Bearings • Transformations • Plans and elevations • Perimeter (including circumference of a circle) • Area (rectangle, triangle, parallelogram, trapezium, circle) • Metric conversions • Problems on coordinate axes • Surface area and volume of a prism • Volume of a cuboid • Circle definitions 	<ul style="list-style-type: none"> • The probability scale • Tally charts and bar charts • Pictograms • Frequency trees • Listing outcomes • Calculating probabilities • Mutually exclusive events • Experimental probabilities • Possibility spaces • Venn diagrams • Two-Way tables • Averages and the range • Averages from a table • Data – discrete and continuous • Vertical line charts • Frequency tables and diagrams • Representing data • Scatter diagrams • Tree diagrams • Sampling populations • Time series • Stratified sampling • Cumulative Frequency • Box plots • And and Or probability questions • Histograms • Set notation with Venn diagrams
Statistics and probability	

<ul style="list-style-type: none"> • Constructions using compasses (including drawing triangles) • Loci • Tangents, arcs, sectors and segments • Pythagoras' Theorem • Congruent triangles • Sectors of a circle • Trigonometry (including exact values) • Spheres, Pyramids, Cones, Frustrums • Introduction to vectors • Enlargement – negative scale factor • Combinations of transformations • Circle theorems (and proofs) • Similarity (Area and Volume) • Sine and Cosine rules • Area of any triangle • Pythagoras and Trigonometry in 3D • Vectors 	
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What students can do to prepare:

Equipment

Students should have: pen, pencil, ruler, rubber, sharpener, protractor, compass and calculator with them for all maths lessons.

How to revise?

- *Little and often – review the work that they're currently studying through Mathswatch and Mymaths*
- *Full exam papers which can be found using the AQA website*
- *5 questions a day – Corbett Maths 5 a day*
- *Maths genie – exam practice by topics*

What websites/resources?

AQA website

Mymaths

Mathswatch

Maths genie

Corbett Maths

Onmaths – virtual exam papers

Exam Tips

- It's important to read the question and use the correct numbers given. What is it asking and what topics are required?
- Check units and accuracy of answers
- Ensure that diagrams, graphs, shapes are drawn in pencil
- Always double check calculations
- Write out all working out – you might earn method marks even if the answer is incorrect.

Music

Exam board: Eduqas

Specification: GCSE Music

Units of study for the course and assessment–

- Component 1 – Performing
- Component 2 – Composing
- Component 3 – Appraising

Component 1– Performing

Aims – Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a **minimum of two** pieces: **one** must be as part of an **ensemble** performance lasting **at least one minute** as well as at least **one solo piece**. The use of music technology and improvisation is accepted within both solo and ensemble performances.

Component 2 - Composition

Aims – Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.

Learners must submit **two** compositions with a total playing time of between 3-6 mins.

Component 3 – Appraising

Aims – This examination will assess knowledge and understanding of music through the following four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.

Examined Element – 8 questions under exam conditions

What can students do to be successful –

- Work hard in all lessons to identify, explain,
- apply precise examples and justify points.
- Any outstanding coursework to be worked on
- and completed before the deadline.
- Attend coursework clinic to complete coursework and to complete revision activities for the Appraising paper once coursework completed.
- Talk to your teacher about any concerns.

Unit	Assignment	Completed
Performing	Piece 1 (Ensemble)	
	Piece 2 (Ensemble or Solo)	
	Extra Pieces (if not at four minutes with just two)	
Composing	Exam Brief Composition (1:30 minimum)	
	Free Composition (1:30 minimum)	
Appraising	No coursework – revision on all Areas of Study to be undertaken.	

Useful sites –

Teams Revision Resources - [Teams Revision Resources](#)

BBC Bitesize – Music – [BBC Bitesize Eduqas GCSE Music](#)

Ear Training/Theory site - [Teoria Rhythm and Melodic Dictation and Theory site](#)

GCSE PE

Key Information

- Exam board : OCR
- Two External Exam papers (1 hour each equating to 60% of final grade)
- NEA (written assessment – 14 hours exam conditions equating to 10% of final grade)
- Practical assessment (3 sports from prescribed list equating to 30% of final grade)

The Course

Paper 1 – **J587/01 Physical factors affecting performance**

Paper 2 – **J587/02 Socio-cultural issues and sports psychology**

Paper 1
<p>Effects of exercise on the body</p> <ul style="list-style-type: none">• Skeletal system – function, location, types of synovial joint and location, movement at a joint, components of a joint.• Muscular system – function, location, how movement occurs, lactic acid accumulation, movement analysis (planes of movement and axis of rotation, lever systems).• Cardiovascular system – function, key components and their individual functions (blood, heart and blood vessels), data analysis.• Respiratory system - function, key components, gaseous exchange, lung volumes, data analysis, aerobic and anaerobic activities.• Long and short term effects of exercise- this topic will be taught throughout but an over view will take place on all systems at the end of the topic. <p>Physical training</p> <ul style="list-style-type: none">• Components of fitness – skill and health related fitness components and definitions, how to test, apply to sporting performance.• Principals of training – SPOR, FITT and training methods linked to fitness components and sport. Benefits of a warm up and cool down. <p>Injury prevention</p> <ul style="list-style-type: none">• Injury prevention – risks and hazards, minimising the risk of injury with specific sporting examples.

Paper 2
<p>Sports Psychology</p> <ul style="list-style-type: none">• Feedback and Guidance – types, function and application to sport.• Skill – characteristics, classification continuums, and application to sport.• Goal setting and mental preparations – definitions, SMART, types, and application to sport. <p>Commercialisation</p> <ul style="list-style-type: none">• Commercialisation – media, sponsorship (types and impact on participation and sporting excellence), relationship for the Golden triangle <p>Engagement patterns of different social groups in physical activity and sports.</p>

- **Factors affecting participation** – trend in sport, target groups and specific groups, initiatives to increase participation, NGB's, Sport England.

Ethical and socio-cultural issues in physical activity and sport.

- **Ethics in sport** – fair play, deviance and gamesmanship, examples, definitions and impact, drugs and violence in sport.

Health fitness and well being.

- **Health, fitness and well being** – sedentary lifestyle, link to paper 1 anatomy physiology, emotional and social impacts.
- **Diet and nutrition** – definition, components, functions and application to physical activity and sporting performance.

What students can do to prepare:

How to revise?

- Start with the area you are least confident in.
- Create mini flash cards with keywords, definitions and diagrams to help.
- Practice exam style questions from the lesson, from TEAMS, GCSE PoD. open book or closed book, use the mark scheme to create WAGOLL answers
- 10 minutes every day= pick one mini section to read from revision booklet
- Use the videos from GCSE Bitesize, GCSE Pod to observe the theory content in a different content.
- Verbalise the content to friends and family, ensuring key terminology used.
- Create large posters applying the content to sport specifically – this should be an area you are least confident with.
- Full exam paper timed closed book – once a month
- One exam Q timed each week
- Revision calendar

What websites/resources?

BBC Bitesize

GCSE POD

GCSE OCR PE Revision book ISBN 978 1 78908 320 0

Resources on TEAMS used in lessons.

Revision sessions as advertised by teacher.

Practice exam questions.

Green Knowledge Organiser cards for low stakes quizzing

Seneca

Everlearner

Exam Question Types:

- Variety of multiple choice, short and long answer questions ranging from 1 to 6 marks.
- Each paper will have a 6 mark levelled question linking topics together.

GCSE Religious Studies REVISION METHODS

Key Information

- Exam Board: AQA (Religious Studies A)
- Two Exams,
 - Each 1hr 45 mins
 - Each 50% of GCSE

Paper 1: Beliefs and Practices (of Christianity and Islam)

- Christian Beliefs
- Christian Practices
- Islamic Beliefs
- Islamic Practices


Paper 2: Themes (Ethics)



- Relationships and Marriage
- Religion Peace and Conflict
- Religion Crime and Punishment
- Religion, Human Rights and Social Justice

Content Detail

Paper 1: Beliefs and Practices	
Christian Beliefs	Christian Practices
1. The nature of God 2. God as omnipotent, loving and just 3. The Oneness of God and the Trinity 4. Different Christian beliefs about Creation 5. The incarnation and Jesus the Son of God 6. The Crucifixion 7. The Resurrection and ascension 8. Resurrection and life afterlife 9. The afterlife and judgement 10. Heaven and hell 11. Sin and Salvation 12. The role of Christ in Salvation	1. Worship 2. Prayer 3. The sacraments: Baptism 4. The sacraments: Holy Communion 5. Celebrating Holy Communion 6. Pilgrimage 7. Celebrating festivals 8. The role of the Church in the local community: Food banks 9. The role of the Church in the local community: Street Pastors 10. The place of mission and evangelism 11. Church growth 12. The importance of the worldwide Church



	<p>13. Christian persecution 14. The Church's response to world poverty</p> 
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Islamic Beliefs	Islamic Practices
<ol style="list-style-type: none"> 1. The Oneness of God and the supremacy of God's will 2. Key beliefs of Sunni Islam and Shi'a Islam 3. The nature of God 4. Angels 5. Predestination 6. Life after death 7. Prophethood and Adam 8. Ibrahim 9. Muhammad and the Imamate 10. The holy books of Islam 	<ol style="list-style-type: none"> 1. The Five Pillars, the Ten Obligatory Acts and the Shahadah 2. Salah: daily prayers 3. Shalah: performing daily prayers 4. Sawm: Fasting during Ramadan 5. Zakah: almsgiving 6. Hajj: pilgrimage – origins and significance 7. Hajj: how Hajj is performed 8. Jihad 9. The festivals of Id-ul-Fitr and Id-ul-Adha 10. The festival of Ashura 

Paper 2: Themes

Relationships and families	Religion, Peace and Conflict
<ol style="list-style-type: none"> 1. Human sexuality 2. Sexual relationships before and outside marriage 3. Contraception and family planning 4. Marriage 5. Divorce and remarriage 6. The nature of families 7. The purpose of families 8. Religious attitudes to gender equality 	<ol style="list-style-type: none"> 1. Introduction to religion, peace and conflict 2. Violence, violent protest and terrorism 3. Reasons for war 4. Nuclear war and weapons of mass destruction 5. The just war 6. Holy war and religion as a cause of violence 7. Pacifism and peacemaking 8. Religious responses to victims of war
Religion, Crime and Punishment	Religion, human rights, and social justice
<ol style="list-style-type: none"> 1. Crime and punishment 2. Reasons for crime 3. Attitudes to lawbreakers and different types of crime 4. Three aims of punishment 5. Religious attitudes to suffering and causing suffering to others 	<ol style="list-style-type: none"> 1. Social justice and human rights 2. Prejudice and discrimination 3. Religious freedom 4. Prejudice and discrimination – race 5. The status and roles of women 6. Teachings about wealth 7. Exploitation of the poor

6. The treatment of criminals – prison, corporal punishment and community service 7. Religious attitudes to forgiveness 8. Religious attitudes to the death penalty	8. Giving money to the poor.
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Revision Methods

How to revise?

The methods below are steps that increase in detail:

- Ensure you have a revision folder containing at least Revision Schedules and A3 summaries
- Use the Revision Schedules for Paper 1 and Paper 2 to plan what to revise, when.
- Use PowerPoint Revision Summary Diagrams for Paper 1 and Paper 2 to remind you of the specification content for each paper
- Use the A3 Topic Overviews to gain a basic understanding of each of the 8 topics.
 - The knowledge contained here is sufficient to achieve Grade 3 if learned well.
- Use Ben Wardle Religious Studies Revision on YouTube (excellent video talks about how to answer each section ([here](#)))
- Use Seneca to develop knowledge of key terms and concepts
- Use the Oxford Revision Guide to revise each topic.
 - Write bullet points summaries of keywords on a page of A4. Add detail from your exercise
 - Have a pen in hand. Write bullet point answers
- During dedicated revision lessons and homeworks (March onwards) use Past Paper Booklets and Markschemes carefully to apply knowledge
 - Plan bullet point answers to questions (closed book)
 - Use markschemes and revision guides to identify improvement points/missing knowledge. Purple Pen improvements

Combined Science Trilogy GCSE (worth two grades)

Key Information

- Exam board : AQA Combined Science Trilogy
- Six Exams (2 papers in each subject)

Content overview

Full details are available in the specification

BIOLOGY	CHEMISTRY	PHYSICS
Paper 1		
What's assessed Biology topics B1–B4: Cell Biology; Organisation; Infection and response; and Bioenergetics.	What's assessed Chemistry topics C1-C5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	What's assessed Physics topics P1-P5: Energy; Electricity; Particle model of matter; and Atomic structure.
Paper 2		
What's assessed Biology topics B5–B7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	What's assessed Chemistry topics C6-C10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections C1 to C3.	What's assessed Physics topics P5-P7: Forces; Waves; and Magnetism and electromagnetism
How it's assessed <ul style="list-style-type: none"> • Written exam: Each paper is 1 hour 15 minutes • Student are entered for either Foundation or Higher Tier <ul style="list-style-type: none"> • 70 marks on each paper • Each paper is worth 16.7% of GCSE All the marks are combined to provide one mark which is then converted to two identical or consecutive GCSE grades. (written as 99; nine, nine, or 98; nine eight; 88, 87 etc) The highest grade possible on foundation tier is 55.		
Questions Multiple choice, structured, closed short answer, and open response, extended response (6 mark questions). Questions are on recall, understanding, application of knowledge, working scientifically (data handling, scientific vocabulary)		

Students will be asked questions based on the scientific content but with different working scientifically skills tested in each question.

Some of these questions will be about the Required Practicals (a series of practicals that all students should have completed). A full list is provide below to ensure that students who may have missed one can use the online videos (freescience lessons or malmesbury science) to become familiar. We are also providing 1 lesson a fortnight on revising some of these including past exam questions for students to practice.

Required Practicals

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1		
<ul style="list-style-type: none"> • Use of a light microscope • Osmosis • Food tests • Enzymes 	<ul style="list-style-type: none"> • Making salts • Electrolysis of aqueous solutions • Temperature changes in exo and endothermic reactions 	<ul style="list-style-type: none"> • Specific Heat Capacity • Resistance in circuits (length of a wire and resistors in series and parallel) • IV characteristics • Density
PAPER 2		
<ul style="list-style-type: none"> • Photosynthesis • Reaction times • Sampling techniques 	<ul style="list-style-type: none"> • Rates of reactions (concentration changes) through collection of gas and disappearing cross experiments • Chromatography • Analysis and purification of water samples 	<ul style="list-style-type: none"> • Hooke's Law – extension of a spring • $F = ma$ • Wave speed in liquids and solids • Infrared radiation

Working Scientifically Skills

Area	Theme	Example
Development of scientific thinking	Understand how scientific models and theories develop over time	The structure of the atom Use of new data to support theories
	Use a variety of models	Use of models in answers and explanations of limitations eg size of atoms
	Appreciate the power, limitations and ethic involved in science	Cloning and genetic engineering
	Look at applications of science and technology in terms of personal, social, economic and environmental implications	Use of alternative forms of energy
	Evaluate risks involved in science	Evaluate the use of radiation in diagnostic radiation.
	Recognise the importance of peer review and communication	How popular science may not always be trusted sources of scientific fact. Why scientific research must be peer reviewed.
Experimental skill and strategies	Use scientific theories and explanations to develop hypotheses	Suggest hypotheses to explain a set of data eg the link between carbon dioxide levels and global warming
	Plan experiments	Use correct terms to identify independent, dependent and control variables

	Apply knowledge of a range of techniques, apparatus, measurements etc	To use the most appropriate methods for testing (based on required practicals covered as part of the course)
	Know the health and safety of practical techniques and how to make experiments accurate	Be able to list precautions to take in practicals and which apparatus to select to make an experiment safer and accurate.
	Record observations and measurements in an appropriate way	How to construct results tables correctly (headings) and how to read scales on equipment.
	Evaluate methods and suggest improvements	To know if enough results have been taken to make them repeatable, reproducible and to spot anomalies or reduce the effect of random errors through calculating a mean
Analysis and Evaluation	Present observations and data in appropriate ways	Draw frequency tables, diagrams, bar charts and histograms
	Translate data from one form to another	Reading data from graphs, calculations of gradients from slope and tangents on graphs
	Carrying out calculations and processing of data	Significant figures, standard form, calculating means, the range of data, order of magnitude. Rearranging equations and the use of algebra Gradients and intercepts of graphs Area under a curve by counting squares
	Identifying uncertainty	Use of the range of a set of data or the accuracy of equipment as an indication of uncertainty
	Interpreting data and observations	Identifying patterns in data Making predictions Drawing conclusions based on data
	Presenting reasoned explanations	How data is consistent with given hypothesis or which hypothesis fits the data best
	Being objective	Being accurate (close to the true value) and precise (if they cluster closely). Repeatable when repetition, under the same conditions by the same investigator, gives similar results. Reproducible if similar results are obtained by different investigators with different equipment. Random error (due to results varying in unpredictable ways); these errors can be reduced by making more measurements and reporting a mean value. Systematic error is due to measurement results differing from the true value by a consistent amount each time. Any anomalous values should be examined to try to identify the cause and, if a product of a poor measurement, ignored.
	Communication	Present coherent and logically structured responses based upon the command words below

Command Words in extended response questions

- **Compare** (give similarities and differences)
- **Describe** (provide information about a specific task)
- **Design/plan/describe a method** (based on required practicals)

- **Evaluate** (provide a judgement with evidence that supports and contradicts your judgement)
- **Explain** (use scientific knowledge to describe and then provide a reason for it)
- **Calculate** (use formula/equations to provide a numerical answer)
- **Determine** (similar to calculate but might not have an exact numerical value eg something might be twice as large, or increase proportionally etc)

Science literacy

A list of key words is available to students so they can improve their science vocabulary. The lists can be used as a revision tool and parents can help by testing recall of these terms.

What students can do to prepare:

The two stages of science revision

Stage one Learning and remembering the content

- Watch videos from the revision planner. Try and make this a habit to do every day.
- Learn the key terms and their definitions.
- Make flash cards or mind maps of key recall points, equations, required practicals from the specification or revision guide. This is best done in longer blocks of 30mins so a revision timetable is best for making sure this fits in.
- Retrieval practice to improve memory through quizzing. Use Seneca or Educake to set some quizzes on recall. Ideally spending 10-15 mins every day on retrieval quizzes.
- Make a list of topics that are not fully understood and use the online tools (Educake study guides, Kerboodle textbook, podcasts and 'on your marks', BBCbitesize, free science lessons etc) to go back over them. If the topics are still not clear use revision time in class or in the extra science sessions to ask for help from the teacher.

Stage two Getting exam ready

- Use the extended response booklet to practice answering these types of questions and really understand what each command word means.
- Using the required practical booklets to practice exam questions based on them.
- Past paper practice. From Easter, if not before, students should aim to complete full past papers in the allocated time (maybe one for each science subject every week). They need to do it in the allocated time (1 hour 15 mins) and without using any additional sources of information. Once complete they can either mark it straight away or use a different coloured pen to look up answers to any sections they didn't know. They must mark their answers strictly, looking out for how marks are awarded and at the terminology the exam board prefer to have in the answers.

School Provided Resources

Year 11 Combined Science Revision planner (list of topics and links to videos) – Available on Teams
KS4 Revision

Year 11 extended response booklet and practice questions – on Teams *KS4 Revision*

www.Educake.co.uk recall quizzes and study guides (need log in details – contact science teacher if forgotten)

www.kerboodle.co.uk an online textbook, podcasts, quizzes and study material (need log in details – contact science teacher if forgotten)

Online Resources

www.senecalearning.co.uk revision material and quizzes

www.freesciencelessons.co.uk

www.cognito.co.uk videos on all science topics and required practicals

bbc bitesize – study guides and questions

Malmesbury science required practical videos

Physics and Maths tutor www.physicsandmathstutor.co.uk Lots of notes, flashcards and past paper questions

Separate Science

(Triple) GCSE (three individual grades)

Key Information

- Exam board : AQA GCSE Biology; AQA GCSE Chemistry and AQA GCSE Physics
- Two exams for each subject. The grades are awarded separately.

Content overview

Full details are available in the specifications

BIOLOGY	CHEMISTRY	PHYSICS
Paper 1		
What's assessed Biology topics B1–B4: Cell Biology; Organisation; Infection and response; and Bioenergetics.	What's assessed Chemistry topics C1–C5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	What's assessed Physics topics P1–P5: Energy; Electricity; Particle model of matter; and Atomic structure.
Paper 2		
What's assessed Biology topics B5–B7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.	What's assessed Chemistry topics C6–C10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections C1 to C3.	What's assessed Physics topics P5–P8: Forces; Waves; and Magnetism and electromagnetism; Space (physics only topic)
How it's assessed Each paper is a written exam: 1 hour 45 minutes Higher Tier (currently no students on Triple course are on foundation tier) 100 marks each Each paper is worth 50 % of GCSE Biology. The marks for the two papers are combined and one GCSE grade is awarded in Biology.	How it's assessed Each paper is a written exam: 1 hour 45 minutes Higher Tier (currently no students on Triple course are on foundation tier) 100 marks each Each paper is worth 50 % of GCSE Chemistry The marks for the two papers are combined and one GCSE grade is awarded in Chemistry.	How it's assessed Each paper is a written exam: 1 hour 45 minutes Higher Tier (currently no students on Triple course are on foundation tier) 100 marks each Each paper is worth 50 % of GCSE Physics The marks for the two papers are combined and one GCSE grade is awarded in Physics
Questions		
Multiple choice, structured, closed short answer, and open response, extended response (6 mark questions). Questions are on recall, understanding, application of knowledge, working scientifically (data handling, scientific vocabulary)		

Students will be asked questions based on the scientific content but with different working scientifically skills tested in each question.

Some of these questions will be about the Required Practicals (a series of practicals that all students should have completed). A full list is provide below to ensure that students who may have missed one can use the online videos (freescience lessons or malmesbury science) to become familiar.

Required Practicals

BIOLOGY	CHEMISTRY	PHYSICS
PAPER 1		
<ul style="list-style-type: none"> • Use of a light microscope • Bacterial growth (biology only) • Osmosis • Food tests • Enzymes 	<ul style="list-style-type: none"> • Making salts • Titrations (chemistry only) • Electrolysis of aqueous solutions • Temperature changes in exo and endothermic reactions 	<ul style="list-style-type: none"> • Specific Heat Capacity • Thermal insulators (physics only) • Resistance in circuits (length of a wire and resistors in series and parallel) • IV characteristics • Density
PAPER 2		
<ul style="list-style-type: none"> • Photosynthesis • Reaction times • Seed Germination (biology only) • Sampling techniques • Decay rate of milk (biology only) 	<ul style="list-style-type: none"> • Rates of reactions (concentration changes) through collection of gas and disappearing cross experiments • Chemical tests for ions (chemistry only) • Chromatography • Analysis and purification of water samples 	<ul style="list-style-type: none"> • Hooke’s Law – extension of a spring • $F = ma$ • Wave speed in liquids and solids • Reflection and refraction (physics only) • Infrared radiation

Working Scientifically Skills

Area	Theme	Example
Development of scientific thinking	Understand how scientific models and theories develop over time	The structure of the atom Use of new data to support theories
	Use a variety of models	Use of models in answers and explanations of limitations eg size of atoms
	Appreciate the power, limitations and ethic involved in science	Cloning and genetic engineering
	Look at applications of science and technology in terms of personal, social, economic and environmental implications	Use of alternative forms of energy
	Evaluate risks involved in science	Evaluate the use of radiation in diagnostic radiation.

Area	Theme	Example
	Recognise the importance of peer review and communication	How popular science may not always be trusted sources of scientific fact. Why scientific research must be peer reviewed.
Experimental skill and strategies	Use scientific theories and explanations to develop hypotheses	Suggest hypotheses to explain a set of data eg the link between carbon dioxide levels and global warming
	Plan experiments	Use correct terms to identify independent, dependent and control variables
	Apply knowledge of a range of techniques, apparatus, measurements etc	To use the most appropriate methods for testing (based on required practicals covered as part of the course)
	Know the health and safety of practical techniques and how to make experiments accurate	Be able to list precautions to take in practicals and which apparatus to select to make an experiment safer and accurate.
	Record observations and measurements in an appropriate way	How to construct results tables correctly (headings) and how to read scales on equipment.
	Evaluate methods and suggest improvements	To know if enough results have been taken to make them repeatable, reproducible and to spot anomalies or reduce the effect of random errors through calculating a mean
Analysis and Evaluation	Present observations and data in appropriate ways	Draw frequency tables, diagrams, bar charts and histograms
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	Identifying uncertainty	Use of the range of a set of data or the accuracy of equipment as an indication of uncertainty
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Area	Theme	Example
		Any anomalous values should be examined to try to identify the cause and, if a product of a poor measurement, ignored.
	Communication	Present coherent and logically structured responses based upon the command words below

Command Words in extended response questions

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- **Determine** (similar to calculate but might not have an exact numerical value eg something might be twice as large, or increase proportionally etc)

Science literacy

A list of key words will be made available to students through the glossary in Kerboodle so they can improve their science vocabulary. The lists can be used as a revision tool and parents can help by testing recall of these terms.

Higher level Maths skills

There is a high demand for good maths skills, especially in the Physics exams. A maths skills booklet is available for higher tier students only to practice these type of questions.

What students can do to prepare:

The two stages of science revision

Stage one Learning and remembering the content

- Watch videos from the revision planner. Try and make this a habit to do every day.
- Learn the key terms and their definitions.
- Make flash cards or mind maps of key recall points, equations, required practicals from the specification or revision guide. This is best done in longer blocks of 30mins so a revision timetable is best for making sure this fits in.
- Retrieval practice to improve memory through quizzing. Use Seneca or Educake to set some quizzes on recall. Ideally spending 10-15 mins every day on retrieval quizzes.
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Stage two Getting exam ready

- Use the extended response booklet to practice answering these types of questions and really understand what each command word means.
- Using the required practical booklets to practice exam questions based on them.
- Past paper practice. From Easter, if not before, students should aim to complete full past papers in the allocated time (maybe one for each science subject every week). They need to do it in the allocated time (1 hour 15 mins) and without using any additional sources of information. Once complete they can either mark it straight away or use a different coloured pen to look up answers to any sections they didn't know. They must mark their answers strictly, looking out for how marks are awarded and at the terminology the exam board prefer to have in the answers.

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Online Resources

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www.freesciencelessons.co.uk

www.cognito.co.uk videos on all science topics and required practicals

bbc bitesize – study guides and questions

Malmesbury science required practical videos

Physics and Maths tutor www.physicsandmathstutor.co.uk Lots of notes, flashcards and past paper questions