MANGOTSFIELD SCHOOL

GCSE

SUBJECT GUIDE

CORE SUBJECTS

Subject: **English Language**		Exam Board **AQA**
Details of exams **Paper 1: Explorations in creative reading and writing - 1hr 45 mins** The exam paper is split into two sections. In section A students read a fiction source and then answer four questions to demonstrate their understanding of it. The four questions are always the same each year and can be practised if students attempt past papers. The questions target the students ability to retrieve information, analyse language and comment on structure. In section B students complete a piece of creative writing based upon an image which is supplied in the exam paper. Students are assessed on their ability to use descriptive writing techniques, use a broad range of vocabulary and use punctuation for effect. Each section is worth 40 marks and students should spend equal time on each section. **Paper 2: Writers viewpoints and perspectives - 1hr 45 mins** This paper is also split into two sections. In section A students read two non fiction sources and then answer four questions to demonstrate their understanding. The four questions as them to identify true or false information, draw comparisons between the sources and analyse how the writer use language to convey their opinions. In section B students are given an opinionated statement and they have to write a persuasive response either agreeing or disagreeing with the statement. Students are assessed on their ability to use language to successfully and powerfully convey their opinions, use a broad range of vocabulary and use punctuation for effect. Each section is worth 40 marks and students should spend equal time on each section.		
Details of coursework/NEA if applicable: Students need to complete a spoken language endorsement. Students have to give a spoken presentation on a topic of their choice and then take question from the audience. Students are graded with either a Pass, Merit or Distinction. They are awarded a certificate with this grade however their performance does not count towards their overall GCSE grade. When is the deadline for each element? May 7th 2025		
Suggested revision guide: CGP English Language AQA Revision book CGP English Language AQA workbook		
Exam board specification: What topics do the exam board need to know?	Key knowledge	Revision resources

Paper 1	Section A	Information retrieval Language analysis Understanding of Structure Evaluation	www.senecalearning.com This will be set weekly as a HW and students can log in and complete additional revision on areas of their choice. Students can access these by logging into their account on the website above and by following links posted weekly in the Y11 English Google Classroom 2024
	Section B	Descriptive techniques Broad Vocabulary knowledge Ability to use punctuation for impact and effect	Y11 2024 English Google Classroom Seneca HW, Past Papers and revision resources are set on this classroom on a weekly basis.
Paper 2	Section A	Information retrieval Language analysis Comparison of methods Comparison of viewpoints	Mr Bruff - English Language Paper 1 Mr Bruff - English Language Paper 2 As students watch they should complete flash card or mind map revision notes.
		Persuasive techniques Broad Vocabulary knowledge Ability to use punctuation for impact and effect	

Subject: **English Literature**		Exam Board **AQA**

Details of exams

Paper 1: Shakespeare and the 19th Century Novel - 1hr 45 mins.
Students answer the Macbeth question from a selection of questions on possible Shakespeare texts. They need to write about how a character or theme is presented in a given extract and then how that same character or theme is presented in the rest of the play. This is an extended essay response and students should spend around 50 mins on this question. Students then select the Dr Jekyll and Mr Hyde question from the selection of 19th Century texts questions and answer this in the same manner as the shakespeare

Paper 2: Modern Texts and Poetry - 2hrs 15 mins
Students answer one question out of a choice of two on the novel 'The Lord of the Flies'. They need to write about how a character or theme is presented in the novel as a whole. They are not given an extract to write about in this question. This is an extended essay response and students should spend 45 mins on this section. Students must next answer the anthology poetry question about the poem taken from the 'Power and Conflict' bank of poems. Students are presented with a given poem which comes from a bank of fifteen they have studied. They have to write about how a theme is presented in this poem and compare it with one other poem of their choice from the bank of fifteen. Again this is an extended essay response and students should spend 45 minutes on this section. Finally students must answer both questions in the unseen poetry section. They must first write extensively about a poem they will never have encountered before and explore how an idea or a theme is presented. They should spend about 30 minutes writing about this single poem. They must then compare that unseen poem with another poem they will not have encountered before and explore how the writers have used similar or different techniques to get their meanings across. They should spend 15 minutes on this section.

Details of coursework/NEA if applicable:

There is no coursework / NEA material for English Literature

When is the deadline for each element?

Suggested revision guide:

CGP revision guides for:
Macbeth
Jekyll and Hyde
Lord of the Flies

Power and Conflict anthology poetry All are available to purchase via scopay on the Mangotsfield School website. Please note that if students purchase any revision guides they must go to the English office to collect these.			
Exam board specification: What topics do the exam board need to know?		Key knowledge	Revision resources
Paper 1	Macbeth	Macbeth Plot Macbeth Character knowledge Macbeth Quotations Macbeth Key Themes Practice responses using past papers	www.senecalearning.com This will be set weekly as a HW and students can log in and complete additional revision on areas of their choice. Students can access these by logging into their account on the website above and by following links posted weekly in the Y11 English Google Classroom 2024
	The Strange Case of Dr Jekyll and Mr Hyde	Dr Jekyll and Mr Hyde Plot Dr Jekyll and Mr Hyde Character knowledge Dr Jekyll and Mr Hyde quotations Dr Jekyll and Mr Hyde Key Themes Practice responses using past papers	Mr Bruff detailed analysis videos - Macbeth Jekyll and Hyde Lord of the Flies Power and Conflict Poetry As students watch they should complete flash card or mind map revision notes.
Paper 2	The Lord of the Flies	Lord of the Flies Plot Lord of the Flies Character knowledge Lord of the Flies quotations Lord of the Flies key themes Practice responses using past papers	Macbeth KO Jekyll and Hyde KO Lord of the Flies KO Poetry KO - Students can use these resources to highlight key information, make their own revision notes and set themselves self quizzing questions.
	Anthology Poetry	Each poem - General meaning and key message	Literature Texts Key Quotes Students need to memorise these

		Each poem - Key themes Each poem - Key quotes Each poem - Contextual knowledge Practice responses using past papers	key quotes for each text as a minimum. They can make revision notes or flash cards by writing out the quote and making notes about its meaning and key words.
	Unseen Poetry	Practice responses using past papers	Y11 2024 English Google Classroom Seneca HW, Past Papers and revision resources are set on this classroom on a weekly basis.

Subject: **Maths**		**Exam Board** Edexcel
Details of exams 3 x 1hr30 mins, 80 mark paper Paper 1 - non- calculator Paper 2 - calculator Paper 3 - calculator		
Suggested revision guides/equipment CGP Higher and Foundation revision guides and exam practice workbooks are available on SCOPAY for £3.25 each. CGP Target grade 7-9 workbook is also available. Every student should have a working scientific calculator and maths set (ruler, protractor, compasses). Calculators are available on SCOPAY for £9.85 and calculator and maths set combined for £11.49 (includes clear exam pencil case)		
Content and revision	**In theory, almost any topic could appear on any of the 3 papers. Some topics are more suited to calculator papers than others. Below are some useful topic lists and resources depending on the tier of entry. If any student is unsure of what tier they are doing they should ask their teacher.**	
SPARX Topic lists	Use the codes on the attached sheets to practice topics in the “Independent Learning” section on SPARX.	
MathsGenie - revision by topic and grade	www.mathsgenie.co.uk/gcse.php	
CorbettMaths - videos and questions by topic	corbettmaths.com/contents/	
Hannah Kettle Online revision sessions - every Sunday (£10 per month)	www.chichestertuitionhub.co.uk/hannah-kettle-maths-sessions	
1st Class Maths revision videos and questions	www.1stclassmaths.com/edexcelrevision	

Subject: **Science**		Exam Board **AQA**
Details of exams: There are six exams: two biology, two chemistry and two physics. Each written exam is 1 hour and 15 minutes and contains 70 marks. Students can be entered for either the higher or foundation tier. The scores of the six exams will be totalled and students will receive two GCSEs for science.		
Details of coursework/NEA if applicable: Not Applicable. There is no coursework/NEA for this subject.		
Suggested revision guide and resources: ● CGP Revision Guide and CGP Workbook (both higher and foundation tiers are available) Grade 9-1 GCSE Combined Science: AQA ● BBC Bitesize Combined Science Trilogy ● Morning Meetings for science are every Tuesday at 8am in the canteen. ● Exam questions set as homework ● Educake videos and quizzes set as homework. ● Knowledge organiser and retrieval books are used in Mentor Reading sessions Monday, Wednesday and Thursdays.		
Exam board specification:	Key knowledge	Revision resources
Paper 1 Biology	Cell biology ● animal cells ● plant cells ● specialised cells ● mitosis ● diffusion ● osmosis ● active transport Organisation	Revision guide pages: 11-25 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z2mttv4 Revision guide pages: 27-44

	● digestive system ● enzymes ● heart and circulatory system ● blood ● non-communicable diseases ● plant tissues ● plant organs Infection and response ● Communicable diseases (viral, bacterial, fungal) ● immune system ● vaccinations ● antibiotics ● painkillers ● drugs Bioenergetics ● photosynthesis ● limiting factors ● aerobic respiration ● anaerobic respiration ● exercise ● metabolism	BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zwj22nb Revision guide pages: 46-55 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z9kww6f Revision guide pages: 57-63 BBC Bitesize:https://www.bbc.co.uk/bitesize/topics/zgr997h
Paper 1 Chemistry	Atomic structure and the Periodic table ● elements, compounds and mixtures ● separation techniques (filtration, crystallisation, distillation) ● development of atomic model ● protons, neutrons, electrons, ● mass number, atomic number ● electron configuration ● patterns of the periodic table (group numbers) ● history of the periodic table (Mendeleev) ● metals and non-metals on the periodic table ● group 1, group 7, group zero ● properties of transition metals ● comparison with Group 1 elements Bonding, structure, and the properties of	Revision guide pages: 12-26 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zcckk2p Revision guide

	Matter ● Metallic structure and properties and alloys ● Ionic structure and properties ● Ionic bonding ● Giant covalent structure and properties ● Molecular covalent structure and properties ● Polymers and their properties ● Covalent bonding, ● dot-cross diagrams (covalent and ionic) ● 3 states of matter and the particle model Quantitative chemistry ● formula mass, ● concentration of solutions ● conservation of mass ● Mass changes in reactions ● balanced symbol equations ● moles (HT only) ● limiting reactants (HT only) Chemical changes ● the reactivity series ● reduction reactions ● oxidation reactions ● reaction of acid and metal ● neutralisation of acid and alkali ● method for making soluble salts ● pH scale and neutralisation ● strong and weak acids (HT) ● electrolysis ● extracting metals by electrolysis ● electrolysis of aqueous solutions ● OILRIG, half-equations (HT) Energy changes ● exothermic and endothermic reactions ● reaction profiles ● energy of making and breaking bonds (HT only)	pages: 28-39 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z33rrwx Revision guide pages: 41-49 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zsnyy4j Revision guide pages: 51-59 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zt6ppbk Revision guide pages: 61-65 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z27xxfr

Paper 1 Physics	Energy ● energy transfers ● energy efficiency ● national grid ● renewable and non-renewable resources Energy Calculations: ● kinetic energy ● elastic potential energy ● gravitational potential ● thermal energy and specific heat ● power Electricity ● circuit symbols ● calculate current and charge ● calculate resistance ● voltage-current graphs for ohmic conductors, lamps and diodes ● uses of LDRs ● series and parallel circuits (and their resistance) ● a.c. and d.c. ● wiring a plug Electricity calculations: ● electrical power (2 equations) ● electrical energy Particle model of matter ● density ● changes of state ● internal energy ● specific latent heat ● particle model of solids, liquids, gases ● temperature and pressure of gases Atomic structure ● atoms and isotopes ● development of atomic model ● alpha, beta, gamma radiation ● equations for radioactive decay ● half-life	Revision guide pages: 11-22 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z89ddxs Revision guide pages: 24-36 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zcg44qt Revision guide pages: 38-41 BBC Bitesize:https://www.bbc.co.uk/bitesize/topics/z3ybb82 Revision guide pages: 43-49 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zshssrd

	● contamination and irradiation	
Paper 2 Biology	Homeostasis and response ● homeostasis ● nervous system ● hormones and the endocrine system ● insulin and diabetes ● reproductive system ● contraception and IVF Ecology ● ecosystems ● abiotic factors ● biotic factors ● adaptations ● levels of organisation ● carbon cycle ● water cycle ● biodiversity ● land use and waste management ● deforestation and global warming Inheritance, variation and evolution ● sexual and asexual reproduction ● meiosis ● DNA and the genome ● genetic inheritance (alleles, zygotes) ● inherited disorders ● variation ● evolution ● selective breeding ● genetic engineering ● extinction ● resistant bacteria ● classification system	Revision guide pages: 65-82 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zyybb82 Revision guide pages: 106-124 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zxxhh39 Revision guide pages: 84-104 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zppffcw
Paper 2 Chemistry	The rate and extent of chemical change ● rate of reaction ● collision theory and activation energy	Revision guide pages: 67-73 BBC Bitesize:

	● catalysts ● reversible reactions ● equilibrium ● Le Chatelier principle (HT) Chemical analysis ● pure substances + formulations ● melting points and purity ● chromatography ● Rf values ● chemical tests for gases Organic chemistry ● hydrocarbons, ● alkanes and alkenes ● tests using bromine water ● crude oil ● fractional distillation ● patterns in the properties of fractions ● cracking Chemistry of the atmosphere ● gases in the atmosphere ● history of the Earth's atmosphere ● greenhouse gases ● climate change ● carbon footprint ● pollutants from fuels Using resources ● sustainable resources ● potable water ● new methods of extracting metals (HT) ● life cycle assessments ● recycling and reducing the use of resources	https://www.bbc.co.uk/bitesize/topics/zwdqqhv Revision guide pages: 86-89 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zgbccj6 Revision guide pages: 75-84 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z9488mn Revision guide pages: 91-94 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zysvv9q Revision guide pages: 96-105 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zptnng8
Paper 2 Physics	Forces ● scalar and vector	Revision guide pages: 51-71

	● contact and non-contact ● weight, mass and gravity ● resultant forces ● calculate work done ● elasticity ● calculate force on a spring ● calculate elastic potential energy ● speed, velocity, distance-time graphs ● calculate acceleration (2 equations) ● Newton's First Law ● Newton's 2nd Law ● Newton's 3rd Law ● stopping distances ● reaction times ● factors affecting braking distance ● calculate momentum (HT) ● conservation of momentum (HT) Magnetism and electromagnetism ● attract and repel ● permanent and induced magnets ● magnetic fields ● electromagnets ● magnetic field of a straight wire ● motor effect ● left-hand rule (HT) ● calculate force on a wire using magnetic flux density (HT) ● explaining electric motors (HT) Waves ● transverse and longitudinal waves ● amplitude, wavelength, frequency, time period ● calculate wave speed ● electromagnetic spectrum ● uses and properties of electromagnetic waves	BBC Bitesize:https://www.bbc.co.uk/bitesize/topics/ztmttv4 Revision guide pages: 92-98 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zwkww6f Revision guide pages: 73-90 BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/z2j22nb

HUMANITIES

Subject: **Geography**		Exam Board **AQA**

Details of exams:

Paper 1 - Living with the Physical Environment

What's assessed? The Challenge of Natural Hazards; The Living World; Physical Landscapes (Coastal and River) and Geographical Skills.
How is it assessed?

- Written exam: 1 hour 30 minutes.
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

What style questions are there? A mix of multiple choice, short answer, levels of response and extended prose.

Paper 2 - Challenges of the Human Environment

What's assessed? Urban Issues and Challenges; The Changing Economic World; The Challenge of Resource Management (including Water) and Geographical Skills.
How is it assessed?

- Written exam: 1 hour 30 minutes.
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

What style questions are there? A mix of multiple choice, short answer, levels of response and extended prose.

Paper 3 - Geographical Applications

What's assessed? Issue Evaluation; Fieldwork and Geographical Skills.
How is it assessed?

- Written exam: 1 hour 30 minutes.
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release booklet issued 12 weeks before the Paper 3 exam.

What style questions are there? A mix of multiple choice, short answer, levels of response and extended prose.

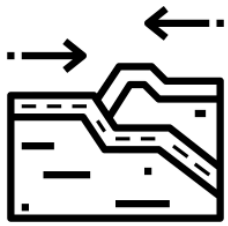
Details of coursework/NEA if applicable:
Not Applicable - no coursework/NEA for this subject.

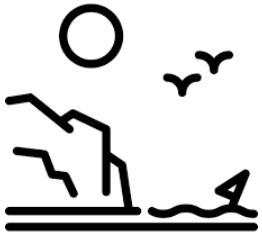
Suggested revision guides/websites:
In order to support your son/daughter with revision for all of these assessments we strongly recommend the following online revision materials, alongside the CGP AQA GCSE Geography Revision Guide which is available to purchase through the school on Scopay (£3.50).

1. Internet Geography Revision - https://www.internetgeography.net/gcse-geography-revision/
2. Internet Geography Quizzes - https://www.internetgeography.net/geography-quizzes/
3. Save my Exams Revision Notes - https://www.savemyexams.com/gcse/geography/aqa/18/revision-notes/
4. Past AQA GCSE Geography Exam Papers - https://www.savemyexams.com/gcse/geography/aqa/-/pages/past-papers/
5. BBC Bitesize - AQA GCSE Geography - https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
6. BBC Bitesize Exam Practice - https://www.bbc.co.uk/bitesize/articles/z8s2tcw#zdfmh4j

In addition to online resources, we also routinely use the Year 11 Geography 2024 Google Classroom to upload all of our custom made revision materials. These include video clips (GCSEPods); revision booklets; flashcard guides and 'If I'm asked' outlines. Please encourage your child to check in with this on the Google Classroom regularly.

Finally, every Wednesday morning at 8am there are the Geography morning meetings. These are held in individual subject teacher classrooms in A block and consider exam technique, retrieval of content and extended prose strategies.

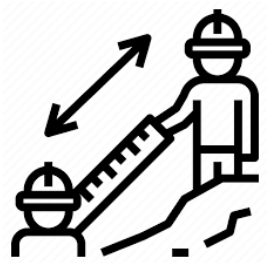
Exam board specification: Below is outlined which units/topics you will have studied and what you need to know in terms of key content.		**Key Knowledge**	**Online Revision Resources -** Please also check the Year 11 Geography Google Classroom.
PAPER 1	**Topics:**		
	The Challenges of Natural Hazards	● **Natural Hazards** - Types, Risk Factors ● **Tectonic Hazards** - Plate Tectonics Theory; Plate Movements; Global Distribution; Primary and Secondary Effects of Earthquakes; Immediate and Long-Term Response; Case Studies - Nepal (LIC) and Italy (HIC); Living in a Hazard Zone; Prediction, Planning and Preparation (3P's). ● **Weather Hazards** - Global Atmospheric Circulation;	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/zcdrbk7 Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/1-

		Formation, Features and Distribution of Tropical Storms; Impacts of Climate Change on Tropical Storms; Primary and Secondary Effects of Tropical Storms; Immediate and Long-Term Response; Case Study - Hurricane Katrina; Prediction, Planning and Preparation (3P's). ● **Weather Hazards in UK -** Types of extreme weather; Example of Extreme Weather event in UK - Beast from the East; Evidence of increase in extreme weather events. ● **Climate Change -** Evidence of Climate Change; Causes - Physical and Human; Effects and Management - Mitigation and Adaptation.	the-challenge-of-natural-hazards/1-1-natural-hazards/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-gcse-geography/the-challenge-of-natural-hazards/ Time for Geography Video Links - https://timeforgeography.co.uk/video-collections/plate-tectonics/
	The Living World	● **Ecosystems** - Small UK ecosystems (Pond, Hedgerow, Wood); Producers; Consumers; Decomposers; Food Chains; Food Webs, Trophic Levels and Global distribution of major world biomes. ● **Tropical Rainforests** - Physical characteristics; Changing water, soil and nutrient cycles; Plant and animal adaptations; High levels of biodiversity; **Deforestation (Amazon Example)** - Rates; Causes; Impacts; Sustainable management strategies (Selective logging, ecotourism, reducing debt). ● **Hot Deserts** - Physical characteristics; Changing water, soil and nutrient cycles; Plant and animal adaptations; Lack of biodiversity; **Desertification (Sahara Example)** - Opportunities (tourism and renewable energy) and Challenges (Inaccessibility and extreme temperatures); Causes of desertification (human and physical); Sustainable management strategies (Sahara Great green Wall, Tree Planting and Stone Lines in Burkina Faso).	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/z2tqwxs Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/2-the-living-world/2-1-ecosystems/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-gcse-geography/the-living-world/ Time for Geography Video Links - https://timeforgeography.co.uk/video-collections/ecosystems/
	Physical Landscapes - Coastal Landscapes	● **UK Physical Landscapes** - Major upland and lowland areas (overview) and river systems of the UK. ● **Coastal Physical Processes** - Wave types and characteristics; Erosion; Transportation (Longshore Drift) and Deposition; Mass movement and Weathering. ● **Coastal Landforms** - Influence of geology; Landforms created from erosion (headlands and bays; wave-cut platforms, caves, arches, stacks and stumps); Landforms	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/zs3ptyc Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/3-

		created by transportation and deposition (beaches, sand dunes, spits and bars); Example of UK coastline (Jurassic Coast, Dorset). ● **Coastal Management Strategies -** Hard engineering strategies; Soft engineering strategies; Managed Retreat/Coastal realignment; Example of Coastal Management Scheme (Lyme Regis, Dorset).	physical-landscapes-in-the-uk/3-2-coastal-landscapes-in-the-uk/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/ Time for Geography Video Links - https://timeforgeography.co.uk/video-collections/coasts/
	Physical Landscapes - River Landscapes	● **River Physical Processes** - Long and cross profile of a river; Erosion; Transportation and Deposition. ● **River Landforms** - Landforms created from erosion (Waterfalls, interlocking spurs, rapids and gorges); Landforms created by erosion and deposition (meanders and oxbow lakes) and landforms resulting from deposition (Levees, floodplains and estuaries); Example of UK River with major landforms of erosion and deposition (River Tees, Yorkshire). ● **Flooding** - Factors increasing flood risk; Flood hydrographs. ● **Flood Management Strategies -** Hard engineering strategies; Soft engineering strategies; Example of UK Flood Management Scheme (Boscastle, Cornwall).	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/zpypgdm Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/3-physical-landscapes-in-the-uk/3-3-river-landscapes-in-the-uk/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-gcse-geography/physical-landscapes-in-the-uk/ Time for Geography Video Links - https://timeforgeography.co.uk/video-collections/rivers/

PAPER 2	Topics:		
	Urban Issues and Challenges	• **Global pattern of change** - Global pattern of change; Urban changes in HICs versus LICs; Factors affecting urbanisation and Emergence of megacities. • **Opportunities and Challenges in an LIC/NEE (Lagos, Nigeria)** - Location and importance of the city; Causes of growth (natural increase and migration); Urban change opportunities (access to services, water, energy, industrial change); Urban change challenges (growth of slums; sanitation; health; education; crime and waste disposal); Urban planning example that improves quality of life (Makoko floating school). • **Urban Change in a UK city (Bristol)** - Location and importance of the city; Impacts of migration; Urban change opportunities (culture, employment, transport, greening); Urban change challenges (waste, congestion/ pollution, social inequality, derelict sites, housing - brownfield v greenfield) Urban regeneration project example (Temple Quarter). • **Urban Sustainability -** Bristol urban transport strategies; Water and energy conservation; Waste management and creating urban green spaces.	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/z9wcg82 Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/4-urban-issues-and-challenges/4-1-urban-issues-and-challenges/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/ GCSEPod Clips on the Year 11 Geography 2024 Google Classroom.
	The Changing Economic World	• **Global Variations** - Classifying development; Measures of development and their accuracy; Demographic Transition Model; Causes and Consequences of uneven development. • **Reducing the Development Gap** - Aid (top down and bottom up); Tourism (Jamaica); Fair trade; Investment; Intermediate technology; Debt Relief; Microfinance Loans; Multiplier Effect. • **NEE Rapid Economic Growth - Nigeria** - Location and regional/global importance; Context; Changing economic structure; the role of transnationals (Shell) and manufacturing industry; trading and political relationships; international aid; impacts of development environmentally and impacts on quality of life (north-south divide in Nigeria).	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/zg93ycw Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/5-the-changing-economic-world/5-1-the-changing-economic-world/ Internet Geography Topic Link - https://www.internetgeography.net/topics/the-changing-economic-world/

		● **Changes in the UK's economy** - pre to post industrial change; government policies; globalisation; growth of business and science parks; impacts on the physical environment; rural landscape change (social and economic); transport improvements (road, rail, port and airport); north-south divide (regional differences) and the role of the UK in the wider world (EU and Commonwealth).	GCSEPod Clips on the Year 11 Geography 2024 Google Classroom.
	The Challenges of Resource Management AND Water	● **Q3 - RESOURCE MANAGEMENT -** Human development link to Food, Water and Energy; Global distribution and UK changing demand. ● Food - Growing Demand; Importing Food; Carbon Footprint; Food Miles; Agribusiness; Organic Farming. ● Water - Changing demand; Quality and Pollution; Deficit and Surplus and Water Transfer. ● Energy - Changing Energy Mix; Reduced supplies of Coal, Oil and Gas; Energy Exploitation - Fracking and Nuclear. ● **Q5 - WATER** - Global patterns of surplus and demand; Increasing consumption; Issues with supply; Impacts of water insecurity; Storage and Desalination; Increasing supply through Water Transfer (Kielder Water large scale scheme example) and Sustainable Resource Future (Mtumba small scale example).	BBC Bitesize Topic Link - https://www.bbc.co.uk/bitesize/topics/zybnhv4 Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/6-the-challenge-of-resource-management/6-1-the-challenge-of-resource-management/ Internet Geography Topic Link - https://www.internetgeography.net/aqa-resource-management/ Time for Geography Video Links - https://timeforgeography.co.uk/video-collections/resource-management-security/
PAPER 3	**Topics:**		
	Issue Evaluation	An issue selected from either of the two papers above with a critical thinking and problem solving element through the use of secondary source analysis. This meant to text the ability to draw together knowledge from many different elements of the whole course in a synoptic format.	This is a pre-release booklet issued 12 weeks before the Paper 3 exam so no revision materials can be provided until this is released and the topic identified.

	Fieldwork	Fieldwork must take place outside the classroom and school grounds on at least two occasions. Students were given the opportunity to explore the physical geography variables of the River Lyd in the Forest of Dean in Year 10 and will complete a Human Geography local area study in Year 11 (March 2025). For each enquiry they learned about the six strands of fieldwork: 1. Identifying a suitable **question** for Geographical Enquiry. 2. Selecting, **measuring** and recording data. 3. Processing and **presenting** fieldwork data. 4. Describing and **analysing** fieldwork data. 5. Reaching **conclusions**. 6. **Evaluation** of the enquiry.	Time for Geography Video Links - Physical Fieldwork https://timeforgeography.co.uk/video-collections/physical-geography-fieldwork/ Save my Exams Online Flashcards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/8-fieldwork/8-1-fieldwork/
	Geographical Skills	This can be assessed in ALL three exam papers and is comprised of: 1. **Cartographic Skills** - Atlas, Ordnance Survey, Maps in conjunction with photos. 2. **Graphical Skills** - types, drawing and interpretation of different types of graph. 3. **Statistical Skills** - Methods of central tendency (mean, median, mode and range); Percentage Increase and Decrease; Relationships in data. 4. **Numerical Skills** - Number, area, ration, magnitude, frequency.	Internet Geography Topic Link - https://www.internetgeography.net/geographical-skills-2/ Save my Exams Online Flaschards - https://www.savemyexams.com/gcse/geography/aqa/18/flashcards/9-geographical-skills/9-1-geographical-skills/

Subject: History		Exam Board AQA

Details of exams:

Students sit two papers which cover two units each. Each paper is two hours.

Paper 1:

- Conflict and Tension: The First World War, 1894-1918
- Germany, 1890-1945: Democracy and Dictatorship

Paper 2:

- Britain: Health and the People: c1000 to the present day
- Elizabethan England, c1568-1603

Suggested revision guide:

- Oxford AQA GCSE History: Conflict and Tension First World War 1894-1918 Revision Guide (9-1)
  - ISBN-10: 1382007671
- Oxford AQA GCSE History: Germany 1890-1945 Democracy and Dictatorship Revision Guide (9-1)
  - ISBN-10: 9780198422891
- Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1)
  - ISBN-10: 0198422938
- Britain: Health and the People c1000-Present Day Revision Guide (9-1): AQA GCSE HISTORY HEALTH 1000-PRESENT RG
  - 0198422954

Exam board specification: **What topics do the exam board need to know?**		**Key knowledge**	**Revision resources**
Paper 1	Conflict and Tension: The First World War, 1894-1918	Part One: The Causes of the First World War ● The Alliance System: the Triple Alliance; Franco-Russian Alliance; relations between the 'Entente' powers; the crises in Morocco (1905 and 1911) and the Balkans (1908–1909), and their effects on international relations. ● Anglo-German rivalry: Britain and challenges to Splendid Isolation;	Resources have been uploaded to Google Classroom. These include but are not limited to: ● GCSEPod videos for each topic

		Kaiser Wilhelm's aims in foreign policy, including Weltpolitik; colonial tensions; European rearmament, including the Anglo-German naval race. ● Outbreak of war: Slav nationalism and relations between Serbia and Austria-Hungary; the assassination of Archduke Franz Ferdinand in Sarajevo and its consequences; the July Crisis; the Schlieffen Plan and Belgium; reasons for the outbreak of hostilities and the escalation of the conflict. Part Two: The First World War: The Stalemate ● The Schlieffen Plan: the reasons for the plan, its failure, including the Battle of Marne and its contribution to the stalemate. ● The Western Front: military tactics and technology, including trench warfare; the war of attrition; key battles, including Verdun, the Somme and Passchendaele, the reasons for, the events and significance of these battles. ● The wider war: the war on other fronts; Gallipoli and its failure; the events and significance of the war at sea, including Jutland, the U-Boat campaign and convoys. Part Three: Ending the war ● Changes in the Allied Forces: consequences of the Bolshevik Revolution and the withdrawal of Russia on Germany strategy; the reasons for and impact of the entry of the USA into the war. ● Military developments in 1918 and their contribution to Germany's defeat: the evolution of tactics and technology; Ludendorff the German Spring Offensive; the Allied advance during The Hundred Days. ● Germany surrenders: impact of the blockade; abdication of the Kaiser; armistice; the contribution of Haig and Foch to Germany's defeat.	● Question guides - a step by step guide on how to answer each of the questions in the exam ● Catch up/revision booklets - one page summaries of each of the lessons taught ● Knowledge organisers ● 'Cheat Sheets' - large summary sheets with key knowledge ● Revision worksheets - structures for mind maps, flash cards, question overviews ● Previous homework booklets with practice questions ● Morning meeting booklets ● Past papers
Paper 1	Germany, 1890-1945: Democracy and Dictatorship	Part One: Germany and the growth of democracy ● Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. ● Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. ● Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of	Resources have been uploaded to Google Classroom. These include but are not limited to: ● GCSEPod videos for each topic ● Question guides - a step by step guide on how to answer each of the questions in the exam

		recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture. Part Two: Germany and the Depression ● The impact of the Depression: growth in support for the Nazis and other extremist parties (1928–1932), including the role of the SA; Hitler's appeal. ● The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor. ● The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer. Part Three: The experiences of Germans under the Nazis ● Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. ● Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. ● Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.	● Catch up/revision booklets - one page summaries of each of the lessons taught ● Knowledge organisers ● 'Cheat Sheets' - large summary sheets with key knowledge ● Revision worksheets - structures for mind maps, flash cards, question overviews ● Previous homework booklets with practice questions ● Morning meeting booklets ● Past papers
Paper 2	Britain: Health and the People: c1000 to the present day	Part One: Medicine stands still ● Medieval medicine: approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments; the medieval doctor; training, beliefs about cause of illness. ● Medical progress: the contribution of Christianity to medical progress and treatment; hospitals; the nature and importance of Islamic medicine and surgery; surgery in medieval times, ideas and techniques. ● Public health in the Middle Ages: towns and monasteries; the Black Death in Britain, beliefs about its causes, treatment and prevention. Part Two: The beginnings of change ● The impact of the Renaissance on Britain: challenge to medical	Resources have been uploaded to Google Classroom. These include but are not limited to: ● GCSEPod videos for each topic ● Question guides - a step by step guide on how to answer each of the questions in the exam ● Catch up/revision booklets - one page summaries of

		authority in anatomy, physiology and surgery; the work of Vesalius, Paré, William Harvey; opposition to change. ● Dealing with disease: traditional and new methods of treatments; quackery; methods of treating disease; plague; the growth of hospitals; changes to the training and status of surgeons and physicians; the work of John Hunter. ● Prevention of disease: inoculation; Edward Jenner, vaccination and opposition to change. Part Three: A revolution in medicine ● The development of Germ Theory and its impact on the treatment of disease in Britain: the importance of Pasteur, Robert Koch and microbe hunting; Pasteur and vaccination; Paul Ehrlich and magic bullets; everyday medical treatments and remedies. ● A revolution in surgery: anaesthetics, including Simpson and chloroform; antiseptics, including Lister and carbolic acid; surgical procedures; aseptic surgery. ● Improvements in public health: public health problems in industrial Britain; cholera epidemics; the role of public health reformers; local and national government involvement in public health improvement, including the 1848 and 1875 Public Health Acts. Part Four: Modern medicine ● Modern treatment of disease: the development of the pharmaceutical industry; penicillin, its discovery by Fleming, its development; new diseases and treatments, antibiotic resistance; alternative treatments. ● The impact of war and technology on surgery: plastic surgery; blood transfusions; X-rays; transplant surgery; modern surgical methods, including lasers, radiation therapy and keyhole surgery. ● Modern public health: the importance of Booth, Rowntree, and the Boer War; the Liberal social reforms; the impact of two world wars on public health, poverty and housing; the Beveridge Report and the Welfare State; creation and development of the National Health Service; costs, choices and the issues of healthcare in the 21st century.	each of the lessons taught ● Knowledge organisers ● 'Cheat Sheets' - large summary sheets with key knowledge ● Revision worksheets - structures for mind maps, flash cards, question overviews ● Previous homework booklets with practice questions ● Morning meeting booklets ● Past papers
Paper 2	Elizabethan England, c1568-1603	Part One: Elizabeth's court and Parliament ● Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. ● The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601.	Resources have been uploaded to Google Classroom. These include but are not limited to: ● GCSEPod videos for each topic

		Part Two: Life in Elizabethan times ● A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. ● The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. ● English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. Part Three: Troubles at home and abroad ● Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. ● Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. ● Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. Part Four: The historic environment of Elizabethan England ● Students should be able to identify key features of the specified site, Hardwick Hall, and understand their connection to the wider historical context of the specific historical period. The site, Hardwick Hall, will also illuminate how people lived at the time, how they were governed and their beliefs and values. The following aspects of the site should be considered: ● location ● function ● the structure ● people connected with the site eg the designer, originator and occupants ● design ● how the design reflects the culture, values, fashions of the people at the time ● how important events/developments from the depth study are connected to the site.	● Question guides - a step by step guide on how to answer each of the questions in the exam ● Catch up/revision booklets - one page summaries of each of the lessons taught ● Knowledge organisers ● 'Cheat Sheets' - large summary sheets with key knowledge ● Revision worksheets - structures for mind maps, flash cards, question overviews ● Previous homework booklets with practice questions ● Morning meeting booklets ● Past papers

Subject: **Computer Science**		Exam Board **AQA**

Details of exams:

Paper 1 - Computational Thinking and Programming Skills

What's assessed? Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

How is it assessed?

- Written exam: 2 hours
- 90 marks
- 50% of GCSE

What style questions are there? A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Paper 2 - Computing Concepts

What's assessed? Data representation; Computer systems; Computer Networks; Cyber Security; Databases and Ethics.

How is it assessed?

- Written exam: 1 hour 45 minutes
- 90 marks
- 50% of GCSE

What style questions are there? A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills.

Details of coursework/NEA if applicable: **Not Applicable - no coursework/NEA for this subject.**

Suggested Revision Materials/Websites/Guides:

1. BBC Bitesize - AQA GCSE Computer Science - https://www.bbc.co.uk/bitesize/examspecs/zkwsjhv
2. Save my Exams - https://www.savemyexams.com/gcse/computer-science/aqa/20/revision-notes/
3. Python programming tutorials https://www.w3schools.com/python/
4. Python online compiler (to try their code) https://www.onlinegdb.com/online_python_compiler

In addition to online resources, we also routinely use the 11ZCt1 Computer Science 2024 Google Classroom to upload all of our custom made revision materials. These include video clips, detailed specification with links to BBC Bitesize and good quality Youtube videos for each topic.
There are regular Wednesday afternoon meetings (3:15 pm to 4pm) to support students with their Python coding . These sessions are voluntary sessions but we strongly encourage students to attend as it provides additional opportunities to practise exam technique and revise content for Paper 1.

Exam board specification: Below is outlined which units/topics you will have studied and what you need to know in terms of key content.		**Key Knowledge**	**Online Revision Resources**
PAPER 1	**Topics:**		
	1. Fundamentals of algorithms	Representing algorithms / Efficiency of algorithms / Searching algorithms / Sorting algorithms /	https://www.bbc.co.uk/bitesize/guides/zjddqhv/revision/1 https://www.bbc.co.uk/bitesize/guides/zm77xfr/revision/1
	2. Programming	Data types / Programming concepts / Arithmetic operations / Relational operations / Boolean operations / Data structures / Input/output / String handling operations / Random number generation / Structured programming and subroutines (procedures and functions) / Robust and secure programming /	https://www.bbc.co.uk/bitesize/guides/zh66pbk/revision/1 https://www.bbc.co.uk/bitesize/guides/zb33rwx/revision/1
PAPER 2	**Topics:**		
	3. Fundamentals of data representation	Number bases / Converting between number bases / Units of information / Binary arithmetic / Character encoding / Representing images / Representing sound / Data compression	https://www.bbc.co.uk/bitesize/guides/zd88jty/revision/1
	4. Computer systems	Hardware and software / Boolean logic / Software classification / Classification of programming languages and translators / Systems architecture /	https://www.bbc.co.uk/bitesize/guides/zkkkw6f/revision/1 https://www.bbc.co.uk/bitesize/guides/z4cck2p/revision/1 https://www.bbc.co.uk/bitesize/guides/z7qqmsg/revision/1

	5. Fundamentals of computer networks	Advantages and disadvantages / Types of network/ Wireless and wired networks / Network topologies / Network protocols / TCP/IP model/ Network security	https://www.bbc.co.uk/bitesize/guides/z777xfr/revision/1 https://www.bbc.co.uk/bitesize/guides/z666pbk/revision/1
	6. Cyber security	Fundamentals of cyber security / Cyber security threats / Methods to detect and prevent cyber security threats /	https://www.bbc.co.uk/bitesize/guides/znnny4j/revision/1
	7. Relational databases and structured query language (SQL)	Database concepts / Retrieve data from a relational database / Insert data into a relational database / Edit data in a database / Delete data in a database	https://www.savemyexams.com/gcse/computer-science/aqa/20/revision-notes/11-relational-databases-and-structured-query-language/relational-databases/relational-databases/ https://www.savemyexams.com/gcse/computer-science/aqa/20/revision-notes/11-relational-databases-and-structured-query-language/relational-databases/structured-query-language-sql/
	8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy	Impact of digital technologies / Cyber security / Mobile technologies Wireless networking / Cloud storage Hacking / Wearable technologies and implants /Privacy issues	https://www.bbc.co.uk/bitesize/guides/zbgg4qt/revision/1

Subject: **Religious Studies**		Exam Board **Educas**

Details of exams

1. **Issues paper** - 2 hours to complete 4 sets of questions (50% of the course)
2. **Christianity paper** - 1 hour to complete 2 sets of questions (25% of the course)
3. **Sikhism paper** - 1 hour to complete 2 sets of questions (25% of the course)

A question (2 marks)	This is a short definition question which requires a definition of a key concept and an example if you are able to give one.
B question (5 marks)	This question will ask you to describe a belief, practice or idea we have learnt about. This is about giving lots of different brief ideas.
C question (8 marks)	This question will ask you to explain the importance of a belief or practice. On the issues paper you will be asked to give no more than two points of view – if you give more views only two will be marked.
D question (15 marks)	This question will give you a statement about the topic and will ask you to discuss the different opinions which religious people may have about the statement. You will need to give examples and use sources of wisdom to support the points you make. In question 2D of the issues paper you will also be asked to include non-religious points of view.

Suggested revision guide:
My Revision Notes WJEC Eduqas GCSE (9-1) Religious Studies Route A - The ISBN number is 978-1510414624

For the Sikhism unit - use BBC Bitesize links provided in Google classroom

Exam board specification: What topics do the exam board need to know?	Key knowledge	Revision resources

Component 1 - Ethical and Philosophical Issues in the Modern World	Issues of relationships	**Relationships – Religious attitudes and beliefs about the following:** ● Different types of families ● The roles of men and women ● Marriage outside of the religious tradition ● Cohabitation ● Nature and purpose of marriage ● Adultery ● Divorce, annulment and separation ● Remarriage **Sexual relationships – Religious attitudes and beliefs about the following:** ● The nature and purpose of sex ● St Thomas Aquinas and the second primary precept ● Same sex relationships **Gender prejudice and discrimination - Religious attitudes and beliefs about the following:** ● The role of women in worship ● The role of women in authority	● Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) ● BBC bitesize link - Christian views ● BBC bitesize link - Sikh views ● Issues revision activities booklet available through Google classroom ● Relationships resource ● Sexual relationships resource ● Equality resource
	Issues of life and death	**The world – Religious and non-religious attitudes and beliefs about the following:** ● Different accounts of the origins of the universe ● The relationship between religious and non-religious views about the origins of the universe (Big Bang theory) ● Dominion, stewardship, environmental responsibility, sustainability and global citizenship **The origin and value of human life – Religious and non-religious attitudes and beliefs about the following:** ● Religious beliefs about the origins of life and the sanctity of life ● Non-religious beliefs about evolution	● Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) ● BBC Bitesize link - Christian views ● BBC Bitesize link - Sikh views ● Issues revision activities booklet available through Google classroom ● The world resource ● Human life resource ● BBC Matters of life and death - Assisted dying ● BBC Matters of life and

		• Abortion • Euthanasia • The importance of human and animal life • Speciesism • Humanist 'Dignity in dying' movement **Beliefs about death and the afterlife – Religious and non-religious attitudes and beliefs about the following:** • The soul, judgement, Heaven and Hell • Religious and Humanist funerals	death - Abortion
	Issues of Good and Evil	**Crime and punishment - Religious attitudes and beliefs about the following:** • What makes an act 'wrong' • Relative and absolute morality, conscience, virtues, sin • The causes of crime and the aims of punishment • Prison reformers and prison chaplains • The death penalty **Forgiveness - Religious attitudes and beliefs about the following:** • Religious teachings about forgiveness • Examples of forgiveness in people's lives **Good, evil and suffering - Religious attitudes and beliefs about the following:** • The origins of evil – Original sin and soul making • The problem of evil when believing in God • Free-will	• Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) • BBC Bitesize link - Christian views • BBC Bitesize link - Sikh views • Issues revision activities booklet available through Google classroom • Good, Evil and suffering resource • Forgiveness resource • Crime and punishment resource
	Issues of Human Rights	**Human rights and social justice - Religious attitudes and beliefs about the following:** • The dignity of human life • Religious practices to promote human rights	• Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom)

		• Conflict between the laws of a country and personal conviction (Oscar Romero) • Censorship, freedom of religious expression and religious extremism **Prejudice and discrimination - Religious attitudes and beliefs about the following:** • Teachings about prejudice and discrimination • Teachings about racism including Martin Luther King **Issues of wealth and poverty - Religious attitudes and beliefs about the following:** • Ethical considerations about acquiring and using wealth • Charities who aim to help those in poverty (Christian Aid/ Khalsa Aid)	• BBC Bitesize link - Wealth and poverty - Christian views • BBC Bitesize link - Wealth and poverty - Sikh views • Issues revision activities booklet available through Google classroom • Human rights and social justice resource • Prejudice and discrimination resource • Wealth and poverty resource
Component 2 - Christian beliefs and practices	Christian beliefs	**The nature of God** • God is omnipotent and omnibenevolent • Evil and suffering • The holy trinity **Creation** • The creation story – literal and non-literal interpretations • The role of the word and the spirit in creation **Jesus Christ** • Jesus' incarnation • Crucifixion, salvation and atonement • Resurrection • Ascension **Salvation** • Interpretation of Bible teachings about salvation • The Bible and other sources of authority • Sin preventing salvation	• Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) • BBC Bitesize - Nature of God • BBC Bitesize - Beliefs • Christian beliefs and practices revision activity booklet available through Google classroom • Jesus resource • Death and the afterlife resource

		● Grace and the holy spirit (The role of the holy spirit in evangelical worship) **The afterlife** ● Eschatological beliefs (beliefs about the end of times) ● Judgement ● Resurrection ● Heaven and Hell	
	Christian practices	**Forms of worship** ● Liturgical, informal and individual worship ● The importance of prayer, including the Lord's prayer ● Set prayers and informal prayers **Sacraments** ● What sacraments are ● Baptism and Eucharist ● Celebration of sacraments in different churches **Pilgrimage and celebrations** ● The importance of pilgrimage to Taizé and Walsingham ● How Christians celebrate Christmas and Easter **Christianity in Britain and the Church in the local community** ● The nature of Christianity in Britain (2001 Vs 2011 census) ● How UK laws, festivals and traditions are rooted in Christian traditions ● The role of the Church in the local community – Place of worship, Social and community functions **The worldwide Church** ● Mission, evangelism and Church growth ● The work of Tearfund	● Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) ● BBC Bitesize - Practices ● Christian beliefs and practices revision activity booklet available through Google classroom

		• The persecution of Christians in the past and present • The world council of Churches and the ecumenical movement	
Component 3 - Sikh beliefs and practices	Sikh beliefs	**The nature of God** • The Mool mantra • God as creator (with no creation story) • God's relationship with human life **The oneness of humanity** • Beliefs and teachings about the equality of all human beings • Equality in the lives of the Gurus – Guru Nanak and Guru Amar Das • Equality in Sikhism today – The langar • Sewa and daswandh **Gurmukh** • The importance of becoming gurmukh and avoiding becoming manmukh • The elimination of haumai (pride/ego) **The sangat** • The role of the sangat • The sangat as a place for religious and ethical training • Nihangs • The Khalsa **The Afterlife** • Teachings and beliefs about karma and rebirth • The aim of mukti	• Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) • BBC Bitesize - Key beliefs • BBC Bitesize - Nature of human life • Sikh beliefs and practices revision activity booklet available through Google classroom
	Sikh practices	**The Gurdwara** • The role of the Gurdwara – a place of worship, social and community functions • Religious features: The Guru Granth Sahib and the langar **Worship** • The importance of prayer in the home	• Course Knowledge organiser booklet (Students have a physical copy and can access a digital copy on Google classroom) • BBC Bitesize - Practices • Sikh beliefs and practices revision activity booklet

		● Meditating on the name of God ● The importance of the Akhand path **Ceremonies** ● The birth and naming ceremony (Nam Japna) ● The initiation ceremony (Amrit sanskar) ● The importance of the five K's **Amritsar** ● The importance of Amritsar as a place of pilgrimage ● The features and practices of a pilgrimage to the Harmander Sahib (Golden temple) **Festivals: practices in Britain and elsewhere** ● Gurpurbs – Guru Nanak's birthday, the martyrdoms of Guru Arjan and Guru Tegh Barhadur ● Vaisakhi ● Diwali	available through Google classroom

MFL

Subject: **French**		Exam Board **AQA**
Details of exams All papers make up 25% of the final grade Paper 1 Listening Paper 2 Speaking (takes place in March/ April of Year 11) Paper 3 Reading Paper 4 Writing		
Details of coursework/NEA if applicable: N/A When is the deadline for each element?		
Suggested revision guide: Pearson AQA GCSE (9-1) French Revision Guide Pearson AQA GCSE (9-1) French Revision Workbook All students should have a copy of both. Please speak to your teacher if you do not have a copy.		
Exam board specification: What topics do the exam board need to know?	Key knowledge	Revision resources
General Vocabulary Revision	This is important for all papers and should be done as regularly as possible.	Recall the French / English meaning of the word	Work through the vocab lists in the **revision guide** pages 110-127 or use this Quizlet link Suggested method: 1. Pick 10 words each evening or as often as possible (from Quizlet or

			Revision guide). 2. Write the words into the notebook in English and French 3. Make flashcards or mind maps/ self quiz on the words. 4. Ask somebody to test you and highlight the words which need further revision. 5. Repeat the steps with new words ensuring the previous set is reviewed.
Tenses revision	.	Understand how to form and recognise key tenses in French (past, present and future)	**Revision guide:** Present tense pages 95-97 Past tense pages 100-101 Future tense page 103 BBC Bitesize tenses
Paper 1 Listening		General vocabulary revision and listening practice Section B- answering in French	Listening practice: **Revision Workbook**- there are listening tasks throughout the book including a practice test on page 111 with answers for self marking. Transcripts can be found in the answers section. Unknown words should be highlighted and revised.
Paper 2 Speaking		Completion of 3 General conversation themes by end of Term 2 (Deadlines set by individual class teachers)	Useful links: Roleplay Question words General roleplay vocab

		Revision/ learning of all answers in preparation for the general conversation Roleplay practice Photo card practice	Useful links: Photo card Vocabulary Speaking exam tips and useful vocabulary There is further roleplay and photo card practice in the **Revision Workbook** and a practice speaking test on page 120
Paper 3 Reading		General vocabulary revision and reading practice Section B- answering questions in French Translating into English	There are reading and translation tasks throughout the **Revision Workbook** including a practice test on page 115 with answers for self marking.
Paper 4 Writing	Foundation: Describe a photo 40 word question 90 word question Translation into French Higher: 90 word question 150 word question Translation into French *Higher only	Ability to form 3 tenses (past, present and future) Use of complex structures *Use of the conditional *Use of the imperfect tense	Opinion phrases- page 111 of the **Revision guide** or **opinions BBC Bitesize link** Adjectives- page 114 of **Revision Guide** Tenses Complex structures *Justifying opinions There are practice writing tasks throughout the **Revision Workbook** including a practice test on page 124.

Subject: German		Exam Board **AQA**
Details of exams All papers make up 25% of the final grade Paper 1 Listening Paper 2 Speaking (takes place in March/ April of Year 11) Paper 3 Reading Paper 4 Writing		
Details of coursework/NEA if applicable: N/A When is the deadline for each element?		
Suggested revision guide: Pearson AQA GCSE (9-1) German Revision Guide Pearson AQA GCSE (9-1) German Revision Workbook All students should have a copy of both. Please speak to your teacher if you do not have a copy.		
Exam board specification: What topics do the exam board need to know?	Key knowledge	Revision resources

General Vocabulary Revision	This is important for all papers and should be done as regularly as possible.	Recall the German / English meaning of the word	Work through the vocab lists in the **revision guide** pages 109-125 or use this Quizlet link Students have vocabulary notebooks to keep a record of the words they are learning. Suggested method: 1. Pick 10 words each evening or as often as possible (from Quizlet or Revision guide). 2. Write the words into the notebook in English and German 3. Make flashcards or mind maps/ self quiz on the words. 4. Ask somebody to test you and highlight the words which need further revision. 5. Repeat the steps with new words ensuring the previous set is reviewed.
Tenses revision	.	Understand how to form and recognise key tenses in German (past, present and future)	Revise from tenses poster (students should have this on their phone) **Revision guide:** Present tense page 95 Past tense pages 100-101 Future tense page 103 BBC Bitesize tenses

Paper 1 Listening		General vocabulary revision and listening practice Section B- answering in German	Listening practice: **Revision Workbook**- there are listening tasks throughout the book including a practice test on page 109 with answers for self marking. Transcripts can be found from pages 122 onwards. Unknown words should be highlighted and revised.
Paper 2 Speaking		Completion of 3 General conversation themes by end of Term 1 (Deadlines set by individual class teachers) Revision/ learning of all answers in preparation for the general conversation Roleplay practice Photo card practice	Useful links: Roleplay Question words General roleplay vocab Useful links: Photo card Vocabulary Help sheet Speaking exam tips and useful vocabulary There is further roleplay and photo card practice in the **Revision Workbook**
Paper 3 Reading		General vocabulary revision and reading practice Section B- answering questions in German Translating into English	There are reading and translation tasks throughout the **Revision Workbook** including a practice test on page 114 with answers for self marking.
Paper 4 Writing	Foundation: Describe a photo 40 word question 90 word question Translation into German Higher:	Ability to form 3 tenses (past, present and future) Use of complex structures *Use of the conditional (Ich würde ins Kino gehen)	Opinion phrases Adjectives- pages 110-111 of **Revision Guide** Tenses

	90 word question 150 word question Translation into German *Higher only	*Use of the imperfect tense (Als ich jünger war, trank ich/ hatte ich/ ging ich…)	Complex structures *Justifying opinions There are practice writing tasks throughout the **Revision Workbook** including a practice test on page 118.

CREATIVE ARTS

Subject: **Creative Arts**	Art Craft and Design Photography

Details of exams

The Art and Photogra[hy exams will both start in January of year 11. Students will have 7 themes to select from. From the selected starting point students need to work in lessons and at home to develop a project. The project must show a creative journey, evidencing development of ideas, experimentation, and record observations. Students will be encouraged to work to their strengths.

At the end of April, beginning of May students will sit a 2 day exam during which they will create a final outcome (this could include drawing,painting, clay) or present a final outcome.

Details of coursework/NEA if applicable:

All work from year 10 and work from Sept - Dec of year 11 is coursework in both art and photography. Coursework is worth 60% of the course. Year 10 terms 1-3 the focus is skills and knowledge building to support students to work more independently going into year 11.

When is the deadline for each element?

The coursework deadline is December of year 11.

Art/photography Support:

Keeping up with coursework and exam work is key to success.

Should students fall behind, want to complete homework in school, or refine and go above and beyond. We offer GCSE support on Tuesdays and Wednesday after school 3.15-4.30.

Materials can be borrowed in agreement with the class teacher, to complete work outside of lesson..

We offer a loyalty card for attending after school sessions - on every 8th visit students will receive a fancy hot chocolate or ice lolly.

Exam board specification: What topics do the exam board need to know?		Key Assessment:
Coursework weighing 60%		25% Development of ideas 25% Experimentation 25% Recording Ideas & Observations 25%Personal outcomes
Exam unit 40%		25% Development of ideas 25% Experimentation 25% Recording Ideas & Observations 25%Personal outcomes

Subject: **Music BTEC**		

Details of exams N?A

Details of coursework/NEA if applicable:

Component 1 - Exploring Musical Styles and Products linked to a Theme- Marked internally RETAKE deadline 3/12/24

- Slideshow portfolio of 4 Musical Styles covering Sonic and Compositional Features and at least 2 audio/ video examples of each style
- 3 musical outcomes(DAW Project / Composition / Performance) which demonstrating stylistic accuracy and musical skills of 30 seconds -1min each with a commentary linking the outcome to the theme
  (60 Marks 30% of final Mark)

Component 2 - Skills Development linked to a Theme: - Marked internally Deadline 3/12/24

- Slideshow portfolio demonstrating Development Planning - Eg: Skills audit/ practice plan / targets/ links to theme
- Slideshow portfolio demonstrating Application -Eg: Milestone logs/ recordings/ mixes / screen shots
- Slideshow portfolio demonstrating Commercial /Professional skills - Commented/ evidenced on throughout.
- 2 musical outcomes demonstrating stylistic accuracy and musical skills with a combined duration of 2-4 mins linked to the theme - Choice of Production and Performance OR Composition and Performance)
  (60 Marks 30% of final Mark)

Component 3- Musical Products_Linked to a Theme and in a new style - controlled conditions - Marked externally Deadline April 2024

- Initial response to the brief stating which song and the new style you will create
- Creating a Musical Product (choice of Production or Performance) Project 1 product 1 min 30 seconds - 4mins Max.
- Individual Commentary on the Creative process

(60 Marks 40% of final Mark)

Coursework preparation activities

To Support musical understanding, performance and composition skills pupils should attend weekly instrumental lessons and be practising for up to 30 mins 5 times a week. They should be recording progress made on a weekly basis in a practice diary (accessible in google classroom)

Over the Christmas Holidays in preparation for Component 3 students should be actively revising the styles of music covered by the course using their

Yr10 Musical Styles Revision Guide. Pupils have a paper copy. They could also be revising key musical terms using their Popular music Knowledge organiser.			
Exam board specification:		Key knowledge	
Component 1 Exploring Music Products and Styles (RETAKE) For invited students only	Outcome A Demonstrate an understanding of styles of music	Rock N Roll African Fusion BritPop Reggae Jazz and Blues Compositional Features Melody Harmony Tonality Rhythm Structure Sonic Features Instrumentation Timbre Texture Production	
	Outcome B Apply understanding of the use of techniques to create music.	●Music performance: o instrumentation o roles and functions of different instruments o how individual parts fit together, o ensemble skills such as playing in time with a sense of pulse, sensitivity to others. ● Creating original music: o repetition and contrast o developing and extending musical ideas. ● Techniques used in producing music: o software instruments, e.g. DAW software o MIDI and audio editing techniques.	

Component 2	Outcome A Demonstrate professional and commercial skills for the music industry	Professional SKills o time management o self-discipline o working with others o correct and safe use of equipment o identifying resources required o auditing existing skills and maintaining a development plan. Commercial Skills ● Planning development processes. ● Strategies for skills development. ● Managing equipment and resources. ● Methods of capturing musical development ●Having a clear and organised approach to communicating:	
	Outcome B Apply development processes for music skills and techniques.	Development processes: o individual development routines o identifies technical exercises for development o includes setting goals o includes monitoring and tracking of progress. Developing musical skills appropriate to style and context, such as: o timing and phrasing o using rhythm and pitch in the creation or recreation of music o using equipment, instrumentation or software appropriately o expression o combining instruments/sounds o health and safety in the use of equipment and/or instruments.	

		● Music performance: o tuning (if appropriate) o learning repertoire o physical preparation and exercises o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence. ● Creating original music: o exploring and extending ideas o using structure effectively o using rhythmic and melodic patterns o development of harmony. ● Music production: o using software instruments o using audio and software tools o manipulation techniques o inputting and editing audio o using effects o structuring music.	
Component 3	Outcome A Understand how to respond to a music brief	A1 Features of a music brief A2 Planning to meet the demands of the music brief A3 Considering constraints, intentions and Personal intentions:	
	Outcome B Develop and produce a response to a brief	B1 ● Working with and interpreting the brief. ● Organisation skills: ● Prepare for a project: B3 Refining musical material	

		B4 Personal management	
	Outcome C	C1 Reviewing work C2 Quality of final product C3 Presenting development and final response in a portfolio C4 Relation of final product to the theme.	
	Outcome D	D1 Commentary on the creative process o skills and techniques used o explanation of thought processes o reasons for creative choices o use and management of resources. ● Strengths and areas for improvement in relation to the process. ● Evidencing the discarding, refinement and extension of ideas. D2 Reflect on the outcome of the musical product.	

PHYSICAL EDUCATION

Subject - **GCSE PE**		Exam Board **AQA**

Details of exams

The whole course consists of three separate areas. Two exam papers worth 30% each, these will be out of 78 marks and last an hour and 15 minutes. Both papers have the same 3 assessment outcomes; they test you on your knowledge, application and analysis.

- Paper 1 is the human body and movement in physical education and sport. As the title suggests it focuses on the body and how it works.
- Paper 2 is the socio-cultural influences and well-being in physical activity and sport. This covers areas such as sports psychology, drugs in sport and how technology affects sport.

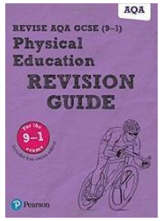
Details of coursework/NEA if applicable:

You also have the NEA (non-exam assessment), this is 40% of the qualification. In this practical part of the course, you are assessed in 3 sports; these are worth 10% each. One of these must be an individual sport, one must be a team sport then one other. There is then a written piece of coursework which is also worth 10%, this focuses on a self-analysis and evaluation.

When is the deadline for each element?

Section A coursework due in at end of year 1
Section B coursework due at February half term

Suggested revision guide:



AQA Physical Education Revision Guide (Best revision guide) Pearson [ISBN 978 1 292 204484 0]

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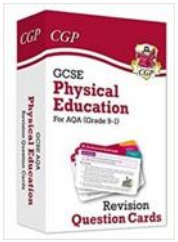
<tr><td> 
</td><td colspan="3">New Grade 9-1 GCSE Physical Education AQA Revision Question Cards (CGP GCSE PE 9-1 Revision</td></tr>
<tr><td colspan="2">Exam board specification:

What topics do the exam board need to know?</td><td>Key knowledge</td><td>Revision resources</td></tr>
<tr><td>Paper 1</td><td>Paper 1 is the human body and movement in physical education and sport. As the title suggests it focuses on the body and how it works</td><td><u>Applied anatomy and physiology</u>

Skeleton, Muscles, Joints, Pathway of air, gaseous exchange, heart, anaerobic and aerobic exercise, effects of exercise.

<u>Physical training</u>

Health and fitness, components of fitness, fitness tests, types of training, injury prevention, warm up and cool down.

<u>Movement Analysis</u>

Levers, planes and axis</td><td>https://www.teachpe.com/
https://www.bbc.co.uk/bitesize/examspecs/zp49cwx
https://www.thepeclassroom.com
https://www.senecalearning.com/
https://www.youtube.com/c/PlanetPEgcsepe</td></tr>
<tr><td>Paper 2</td><td>Paper 2 is the socio-cultural influences and well-being in physical activity and sport. This covers areas such as</td><td><u>Sports Psychology</u>

Skill classifications, types of goals, information processing, guidance, feedback, arousal, aggression, personality, motivation</td><td></td></tr>
</table>

	sports psychology, drugs in sport and how technology affects sport	<u>Socio-cultural influences</u> Factors affecting participation, commercialisation, technology, PEDS, spectator behaviour <u>Health, fitness and well-being</u> Types of health, obesity, somatotypes, nutrition	

Subject: **Btec Tech Award in Performing Arts: Dance**		Exam Board **Pearson**

Details of exams

Component 3 is an externally set and externally marked assessment. Students will be given a brief and stimulus to create performance material as a performer. In groups of a minimum of three and a maximum of seven performers, learners will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of their choice.
Component 3 also comprises three written assessments that take place under exam conditions.

Details of coursework/NEA if applicable:
Component 1: Students investigate how professional performance or production work is created. Students are required to demonstrate an understanding of the skills, techniques and approaches used by professionals to create performance/production work. This is a written assessment based on a professional piece chosen by the teacher.

Component 2: Students develop their dance skills and techniques through the reproduction of dance repertoire. Students will also evaluate the rehearsal process and their final performance.

When is the deadline for each element?
Component 1 deadline is in November of Year 10
Component 2 deadline is in April of Year 10
Component 3 deadline is in April of Year 11

When there are gaps in assessments, students are expected to redo and resubmit any coursework that fell below their target grade. This time is also used to prepare for the external component 3.

Suggested revision guide: We do not use revision guides in Dance but it is expected that students watch and research professional repertoire.
Suggestions include:
Young Men - choreographed by Ivan Perez

All that Jazz - taken from 'Chicago' and Choreographed by Bob Fosse

Cry me a river - choreographed by Andrew Winghart

Message in a bottle - choreographed by Kate Prince

Counting stars - choreographed by Kyle Hanagami Missing you - choreographed by Blake Mcgrath West side story - choreographed by Jerome Robbins			
Exam board specification: What topics do the exam board need to know?		Key knowledge	Revision resources
Component 1	Professional performance material, influences, creative outcomes and purpose	● Different dance styles ● Creative stylistic qualities ● Purpose and its influence on stylistic qualities ● Roles, responsibilities and skills of different practitioners ● Processes used in development, rehearsal and performance ● Production process	BBC film 'Young Men' Young Men - Resource pack
Component 2	Developing Skills and Techniques in the Performing Arts	● Rehearsal/design process ● Interpreting existing performance material ● Reviewing and recording development of skills, techniques and progress in a logbook or portfolio ● Students must reflect on their development of skills and working practices in workshops, through to rehearsals and performances.	Film - Chicago Youtube clip of 'All that Jazz' performed by Alinta Chidzey
Component 3	Responding to a brief	● Students will be given the opportunity to work as part of a group to contribute	Dance clips:

		to a workshop performance in response to a brief and stimulus. ● Understand how to respond to a brief through discussion and practical exploration activities ● Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief ● Apply skills and techniques in a workshop performance in response to a brief ● Evaluate the development process and outcome in response to a brief	Young Men - choreographed by Ivan Perez All that Jazz - taken from 'Chicago' and Choreographed by Bob Fosse Cry me a river - choreographed by Andrew Winghart Message in a bottle - choreographed by Kate Prince Counting stars - choreographed by Kyle Hanagami Missing you - choreographed by Blake Mcgrath West side story - choreographed by Jerome Robbins

Sport

OCR Level 1/2 Cambridge National in Sports Studies

Exam Board: OCR (Pearson)

Exam weighting: Externally assessed exam 40% and internally assessed 2 coursework units 60%

Assessment: Students are taught specific units and are assessed over the 2 year course. Work is completed in the classroom and within practical lessons.

Content:

Unit 1 - R185 : Performance and leadership in sports activities. Coursework unit (30%)
Key topics include:

-Key components of performance
-Applying practice methods to support improvement in a sporting activity
-Organising and planning a sports activity session
-Leading a sports activity session
-Reviewing your own performance in planning and leading a sports activity session.

Unit 2 - R186: Sports and the media. Coursework unit (30%)
Key topics include:

-The different sources of media that cover sport
-Positive effects of the media in sport
-Negative effects of the media in sport.

Unit 3 - R184: Contemporary issues in sport. Exam unit (40%)
Key topics include:

-Issues which affect participation in sport
-The role of sport in promoting values
-The implications of hosting a major sporting event for a city or country
-The role National Governing Bodies (NGBs) play in the development of their sport
-The use of technology in sport

Skills:

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as:

- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

Enrichment:

It is encouraged that students attend extra-curricular practices committing to at least one club.

What are the benefits of studying this course now and for the future?

You will develop knowledge, understanding and skills that you can apply to a range of approaches that are relevant to the workplace or higher education.

You will be able to work with independence to create material which shows effective planning, development and evaluation, and an ability to demonstrate practical skills and qualities.

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector.

Subject: **Sports Studies**		Exam Board **OCR**
Details of exams There is one exam for this qualification at the end of Yr 11. This unit is called R184: Contemporary issues in sport. The exam unit is worth (40%), it has a mixture of multiple choice, short and longer answer questions. Key topics include: -Issues which affect participation in sport -The role of sport in promoting values -The implications of hosting a major sporting event for a city or country -The role National Governing Bodies (NGBs) play in the development of their sport -The use of technology in sport		
Details of coursework/NEA if applicable: There are 2 coursework units R185: Performance and leadership in sports activities. This is covered in year 10, submitted in May and is worth 40%. This is a largely practical unit where students participate, lead and review performance in 2 selected sports. Unit R186: Sports and the media unit worth 20%. This is covered at the end of Yr 10 and the start of Yr 11 submitted in January. Key topics include: -The different sources of media that cover sport -Positive effects of the media in sport -Negative effects of the media in sport When is the deadline for each element? R185: Performance and leadership in sports activities - Year 10 May Unit R186: Sports and the media unit worth - Yr 11 January		
Suggested revision guide: We will provide students with a printed revision guide when we cover the exam unit.		
Exam board specification: What topics do the exam board need to know?	Key knowledge	Revision resources

R185: performance and leadership in sports activities	Coursework unit worth 40% submitted May Yr 10	-Key components of performance -Applying practice methods to support improvement in a sporting activity -Organising and planning a sports activity session -Leading a sports activity session -Reviewing your own performance in planning and leading a sports activity session	
Unit R186: Sports and the media	Coursework unit worth 20% submitted in January Yr 11	-The different sources of media that cover sport - Positive effects of the media in sport -Negative effects of the media in sport.	
Unit R184: Contemporary issues in sport	Exam unit worth 40% sat at the end of Yr 11	-Issues which affect participation in sport] -The role of sport in promoting values -The implications of hosting a major sporting event for a city or country -The role National Governing Bodies (NGBs) play in the development of their sport -The use of technology in sport	https://www.youtube.com/@PhysEdClips https://drive.google.com/drive/search?q=sports%20studies%20revision%20guide

DESIGN TECHNOLOGY

Subject: **Food Preparation and Nutrition**	Exam Board: **Eduqas**

Details of exams:

Component 1: Principles of Food Preparation and Nutrition

- Written examination: 1 hour 45 minutes
- 50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

- Section A: questions based on stimulus material.
- Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Details of coursework/NEA if applicable:

Component 2: Food Preparation and Nutrition in Action

- Non-examination assessment: internally assessed, externally moderated
- There are two assessments throughout year 11
- 50% of qualification

Assessment 1: The Food Investigation Assessment (NEA1)
A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

Assessment 2: The Food Preparation Assessment (NEA2)
Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

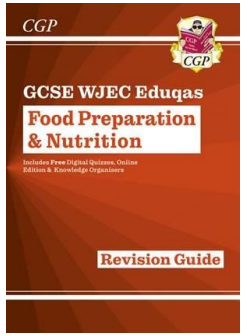
These assessments will be based on a choice of tasks released by WJEC annually.

When is the deadline for each element?

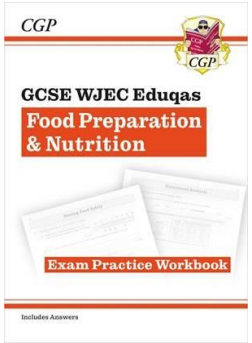
- NEA1 - deadline is end of October
- NEA2 - deadline is mid April

Suggested revision guide:

CGP New GCSE Food Preparation & Nutrition WJEC Eduqas Revision Guide



CGP New GCSE Food Preparation & Nutrition WJEC Eduqas Exam Practice Workbook



Exam board specification: Eduqas What topics do the exam board need to know?	Key knowledge
Principles of Nutrition	● The definition of macronutrients and micronutrients ● Learners must know and understand for each named macronutrient and micronutrient: ○ the specific function ○ the main sources ○ dietary reference values ○ the consequences of malnutrition (over and under) ○ complementary actions of the nutrients ● Learners need to know and understand the dietary value of: ○ water ○ dietary fibre (NSP)
Diet and Good Health	● Diet and energy requirements through the life stages

	● Diet requirements to manage specific dietary needs such as:
	  ○ coeliac disease
	  ○ type 2 diabetes
	  ○ dental caries
	  ○ iron deficiency anaemia
	  ○ obesity
	  ○ cardiovascular disease
	  ○ calcium deficiencies
	  ○ lactose intolerance
	● Basal metabolic rate (BMR) and physical activity level (PAL)
	● Use nutritional information/data to determine why, when and how to make changes to:
	  ○ a recipe, e.g. increase dietary fibre content
	  ○ a menu, e.g. reduce saturated fat content
	  ○ a diet, e.g. to increase energy intake prior to a sporting activity
	● Show an understanding of energy balance

The Science of Food	● Understand why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination
	● Understand how heat is transferred to food through conduction, convection and radiation
	● Understand how selection of appropriate cooking methods can conserve or modify nutritive value
	● The positive use of microorganisms such as bacteria in dairy products
	● Definitions of the following keywords:
	  ○ carbohydrates – gelatinisation, dextrinization
	  ○ fats/oils – shortening, aeration, plasticity and emulsification
	  ○ protein – coagulation, foam formation, gluten formation, denaturation (physical, heat and acid)
	  ○ fruit/vegetables – enzymic browning, oxidisation
	● How to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods
	● The importance of date-marks, labelling of food products to identify storage and preparation
	● The growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production

	● The signs of food spoilage ● The role of temperature, pH, moisture and time in the control of bacteria ● The types of bacterial cross-contamination and their prevention ● Preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing ● Signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus
Food Provenance	● Food origins to include where and how foods are grown, reared, or caught ● Food miles, impact on the carbon footprint, buying foods locally ● Impact of packaging on the environment versus the value of packaging ● Sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty ● Food security ● Culinary traditions in British and international cuisine ● Primary stages of processing and production ● Secondary stages of processing and production ● How processing affects the sensory and nutritional properties of ingredients ● Technological developments that claim to support better health and food production ● The positive and negative effects of food modification on health and food production
Factors Affecting Food Choice	● How sensory perception guides the choices that people make, how taste receptors and olfactory systems work ● The range of factors that influence food choices, including, enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture ● How information about food is available to the consumer, including food labelling and marketing and how this influences food choice
Food Commodities ● Bread, cereals, flour, oats, rice, potatoes, pasta ● Fruit and vegetables (fresh, frozen, dried, canned and juiced)	For each food commodity learners need to know and understand: ● The value of the commodity within in the diet ● Features and characteristics of each commodity with reference to

● Milk, cheese and yoghurt ● Meat, fish, poultry, eggs ● Soya, tofu, beans, nuts, seeds ● Butter, oils, margarine, sugar and syrup	their correct storage to avoid food contamination ● The working characteristics of each commodity ● The origins of each commodity

	Subject	**Engineering Design Level 1,2**

Details of exams

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R038	Principles of engineering design	R/618/5829	48	E	M
R039	Communicating designs	J/618/5830	36	NEA	M
R040	Design evaluation and modelling	L/618/5831	36	NEA	M

Exam summer 2025 90 minduration 40%

- **R038: Principles of engineering design**

This is assessed by an exam. In this unit you will learn about the design process, and all of the stages that are involved. Topics include:
o Designing processes
o Designing requirements
o Communicating design outcomes
o Evaluating design ideas

Details of coursework/NEA if applicable:

R039: Communicating designs

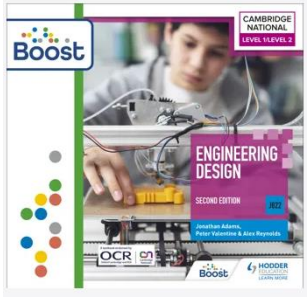
This is assessed by a set assignment. In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include:
o Manual production of freehand sketches
o Manual production of engineering drawings
o Use of computer aided design (CAD

R040: Design, evaluation and modelling

This is assessed by a set assignment. In this unit you will learn virtual and physical modelling skills. Topics include:
o Product evaluation
o Modelling a prototype

When is the deadline for each element? NEA R039 18th December

Suggested revision guide: All students have been issued with a revision guide



Exam board specification: OCR J822		Key knowledge
One 90 min paper	Principles of engineering design	**Unit R038: Principles of engineering design** **Topic Area 1: Designing processes**

Teaching content	Breadth and Depth
1.1 The stages involved in design strategies	
□ Linear design □ Iterative design □ Inclusive design □ User-centred design □ Sustainable design □ Ergonomic design	To include: • The context in which each strategy might be applied • The relative advantages and disadvantages of each strategy

		1.2 Stages of the iterative design process, and the activities carried out within each stage of this cyclic approach **1.2.1 Design:** □ Analysis of the design brief □ Methods of researching the product requirements ▪ types of information obtained from primary research ▪ types of information obtained from secondary research ▪ market research to determine existing products ▪ interviews with potential users and focus groups ▪ use of tables of anthropometric data ▪ analysis of existing products using: ○ ACCESS FM (Aesthetics, Cost, Customer, Environment, Size, Safety, Function, Materials and Manufacturing) ○ product disassembly □ Production of an engineering design specification □ Generation of design ideas by sketching and modelling To include: • Relative advantages and disadvantages of primary and secondary research for product requirements • How the information obtained from each method contributes to the design process • Generation of design ideas may refer to the creation of the initial design or to the modification/ improvement of the existing design
		Unit R038: Principles of engineering design **1.2.2 Make and evaluate:** □ The reasons for the use of modelling ▪ to test proportions ▪ to test scale ▪ to test function □ Virtual modelling of the design idea □ Physical modelling of the design idea □ Manufacture or modification of the prototype ▪ comparison of the model or prototype against the requirements of the design brief and specification
	Design Requirements	**Topic Area 2: Design requirements** **Teaching content** / **Breadth and Depth** **2.1 Types of criteria included in an engineering design specification** □ Needs and wants □ Quantitative and qualitative criteria □ Reasons for the product criteria included in the design specification (ACCESS FM): ▪ Aesthetics ▪ Cost ▪ Customer ▪ Environment ▪ Size ▪ Safety ▪ Function ▪ Material ▪ Manufacturing To include: • The difference between needs and wants • The difference between quantitative data and qualitative data

		2.2 How manufacturing considerations affect design □ Scale of manufacture: ▪ one-off ▪ batch ▪ mass □ Material availability and form □ Types of manufacturing processes: ▪ wasting ▪ shaping ▪ forming ▪ joining ▪ finishing ▪ assembly □ Production costs ▪ labour ▪ capital cost To include: • Typical products manufactured at different scales of manufacture
		Unit R038: Principles of engineering design **2.3 Influences on engineering product design** □ Market pull and technology push □ British and International Standards □ Legislation □ Planned obsolescence □ Sustainable design (6Rs) ▪ Rethink ▪ Reuse ▪ Recycle ▪ Repair ▪ Reduce ▪ Refuse □ Design for the circular economy To include: • Quality standards such as: o British Standards (BS) o United Kingdom Conformity Assessed (UKCA). • Legislation related to health and safety regulation and risk assessment
	Communicating design outcomes	**Teaching content** / **Breadth and Depth** **3.1 Types of drawing used in engineering** □ Freehand sketching □ Isometric □ Oblique □ Orthographic drawings □ Exploded views □ Assembly drawings □ Block diagrams □ Flowcharts □ Circuit diagrams □ Wiring diagrams To include: • The typical applications and relative advantages and disadvantages of each drawing technique

		3.2 Working drawings □ 2D engineering drawings using third angle orthographic projection □ Standard conventions ▪ title block ▪ metric units of measurement ▪ scale ▪ tolerance □ Standard conventions for dimensions: ▪ linear measurements ▪ radius ▪ diameter ▪ surface finish □ Meaning of line types: ▪ outlines ▪ hidden detail ▪ centre line ▪ projection ▪ dimension ▪ leader line To include: • Standard conventions in BS 8888 and how these are applied
		Unit R038: Principles of engineering design □ Abbreviations: ▪ across flats ▪ centre line ▪ diameter ▪ drawing ▪ material ▪ square □ Representations of mechanical features: ▪ threads ▪ holes ▪ chamfers ▪ countersinks ▪ knurls
		3.3 Using CAD drawing software □ Advantages and limitations of using CAD drawing software compared to manual drawing techniques

	Evaluating Design Ideas	**4.1 Methods of evaluating design ideas**
		□ Production of models □ Qualitative comparison with the design brief and specification □ Ranking matrices □ Quality Function Deployment (QFD)
		4.2 Modelling methods
		□ Virtual (3D CAD) □ Card □ Block □ Breadboarding □ 3D printing To include: • The type of information that can be obtained using each type of modelling process • The equipment required and stages involved in each method • The advantages and limitations of each method
		4.3 Methods of evaluating a design outcome
		□ Methods of measuring the dimensions and functionality of the product □ Quantitative comparison with the design brief and specification □ User testing □ Reasons for identifying potential modifications and improvements to the design To include: • The advantages and limitations of each method

OTHER SUBJECTS

Subject: **Media Studies**		Exam Board **Eduqas**
Details of exams Component 1 - Worth 40%, 1 hour 30 minutes Component 2 - Worth 30%, 1 hour 30 minutes - 15 minutes viewing time.		
Details of coursework/NEA if applicable: Component 3 - worth 30% of the grade, completed in school supported by a staff member. We are doing the film promotion element - create a DVD and film poster for the horror or crime genre When is the deadline for each element? All NEA needs to be submitted by December 2024		
Suggested revision guide: None, they change too frequently. Videos by Mrs Fisher https://www.youtube.com/@mrsfisher8961 Excellent resource for revision that is updated. Students also given two booklets for both components with all information they need for the exam.		

Exam board specification: What topics do the exam board need to know?		Key knowledge	Revision resources
Adverts - This Girl Can and Quality Street	Section A	Media Language Representation Media Contexts	Revision of the set text and then looking at unseen elements - look at adverts.
Magazines - Vogue and GQ	Section A	Media Language Representation Media Contexts	Front cover: Malala Yousafzai Raheem Stirling Revision of the set text and then looking at unseen elements - look at

			magazine front cover.
Film Posters James Bond Man with the Golden Gun No Time to Die	Section A and B	Media Language Representations Media Contexts Audience Institutions	Film posters we look at representation and Media Language. We then look at the website for James Bond - look at the franchise and how it uses branding.
Newspapers The Guardian and The Sun	Section A and B	Media Language Representations Media Contexts Audience Institutions	Set texts provided - based on COVID. Study the website and newspapers (full paper) for The Sun.
Fortnite	Section B	Media Contexts Audience Institutions	Study the website - look for updates. Social media - what is trending Youtube - major events
The Archers	Section B	Media Contexts Audience Institutions	Listen to episodes and look on the BBC website and look on social media for responses.
TV Sitcom Man Like Mobeen Friends	Section A	Media Language Representations Media Contexts Audience Institutions	Man Like Mobeen Series 1 Episode 2 - re-watch and analyse as a question will be on any of it and ask you to look at Media Language or Representation Friends - Series 1 Episode 1 Look at context about friends
Music Videos Lizzo - Good as Hell Stormzy - Superheroes TLC - Waterfall	Section B	Media Language Representations Media Contexts Audience Institutions	We study the music video and social media / websites for both Lizzo and Stormzy. Need a close analysis - study closely and look for changes in behaviours.

Subject: **GCSE Sociology**			Exam Board **AQA**
Details of exams Paper 1 Families and Education 9th May am Paper 2 Crime & Deviance and Social Stratification 20th May pm			
Details of coursework/NEA if applicable: N/A When is the deadline for each element?			
Suggested revision guide: AQA GCSE 9-1 Sociology All-in-One Complete Revision and Practice			
Exam board specification: What topics do the exam board need to know?		Key knowledge	Revision resources
Paper 1	Families	Families and households Family diversity, ethnicity and social class Family diversity and the global context Sociological perspectives on families Changing families Trends Marriage, divorce and other social issues	Tutor2U have lesson videos and quizzes. Homework tasks are designed to encourage knowledge retention and revision of key material.
Paper 1	Education	Roles of education Perspectives on education The education system	Tutor2U have lesson videos and quizzes.

		Politics and education Educational achievement - internal factors Educational achievement - external factors	Homework tasks are designed to encourage knowledge retention and revision of key material.
Paper 2	Crime & Deviance	Defining the terms Theories of crime Data Explanations for crime and deviance Debates on crime	Tutor2U have lesson videos and quizzes. Homework tasks are designed to encourage knowledge retention and revision of key material.
Paper 2	Social Stratification	Defining the terms Perspectives on social class Social class, life chances and research Social mobility and class today Factors affecting inequality Wealth and income distribution Poverty, the Welfare State and Power	Tutor2U have lesson videos and quizzes. Homework tasks are designed to encourage knowledge retention and revision of key material.
Throughout both papers	Research Methods	The design process Pilot Studies Sampling Collecting and analysing data Evaluation research Positivism, interpretivism and mixed methods approaches Research methods Official and unofficial statistics Practical and ethical issues	Tutor2U have lesson videos and quizzes. Homework tasks are designed to encourage knowledge retention and revision of key material. Time spent in class practising the questions focused on this area.