



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Year 11 Mock Exams

February 2024

Preparation Booklet

Student Name: _____

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MOCK EXAM TIMETABLE FEBRUARY 2024

A Week					
Period	Mon 19 th Feb	Tues 20 th Feb	Wed 21 st Feb	Thurs 22 nd Feb	Fri 23 rd Feb
1	History P1 & 2 08.50 – 11.05	English Language Paper 1 1hr 45m 09.00 – 10.45	Science Combined Chemistry – Paper 1 1hr 15m 09.00 – 10.15	Maths Paper 1 1hr 30m 09.00 – 10.30	RE Paper 2 1hr 30m 09.00 – 10.30
2			Triple Sci Chemistry – Paper 1 1hr 45m 09.00 – 10.45		
BREAK					
3	English Literature Paper 1 1hr 45m 11.20 – 13.05	Science Combined Biology – Paper 1 1hr 15m 11.20 – 12.35	RE Paper 1 1hr 30m 11.20 – 12.50	English Language Paper 2 1hr 45m 11.20 – 13.05	Maths Paper 2 1hr 30m 11.20 – 12.50
4		Triple Sci Biology – Paper 1 1hr 45m 11.20 – 13.05			
LUNCH					
5	Science Combined & Triple Biology – Paper 2 1 hr 14.00 – 15.00	RE Paper 3 30m 14.30 – 15.00	Geography Paper 1 1hr 30m 13.30 - 15.00	Science Combined & Triple Chemistry – Paper 2 1 hr 14.00 – 15.00	PE 1hr 30m 13.30 – 15.00
B Week					
Period	Mon 26 th Feb	Tues 27 th Feb	Wed 28 th Feb	Thurs 29 th Feb	Fri 1 st Mar
1	English Literature Paper 2 2hrs 15m 08.45 – 11.00	Science Combined Physics – Paper 1 1hr 15m 09.00– 10.15	NTT	NTT	NTT
2		Triple Sci Physics – Paper 1 1hr 45m 09.00 – 10.45			
BREAK					
3	Maths Paper 3 1hr 30m 11.20 - 12.50	Geography Paper 2 1hr 30m 11.20 - 12.50	NTT	NTT	NTT
4					
LUNCH					
5	Science Combined & Triple Physics – Paper 2 1 hr 14.00 – 15.00	NTT	NTT	NTT	NTT

Subject:	English Language	No. of papers in the Exam series:	2
Material to be examined:	<p><u>Paper 1 – Explorations in creative writing</u></p> <p>Section A: Read an unseen fiction text and answer questions relating to the text.</p> <p>Section B: Creative writing:</p> <ul style="list-style-type: none"> Write either a description or a narrative text. <p><u>Paper 2 –Establishing viewpoint</u></p> <p>Section A: Read, analyse and compare 2 unseen non-fiction texts.</p> <p>Section B: Writing to establish a viewpoint: Students will be directed to produce either:</p> <ul style="list-style-type: none"> An article, speech OR formal letter 		
Format of the examination:	<p><u>ENGLISH LANGUAGE</u></p> <p><u>Paper 1 – Explorations in creative writing</u></p> <p>Section A: Read an unseen fiction text and answer questions relating to it (40 marks):</p> <ul style="list-style-type: none"> Question 1: Information retrieval (4 marks) Question 2: Analysing language (8 marks) Question 3: Analysing structure (8 marks) Question 4: Evaluating a text (writer's craft) (20 marks) <p>Section B: Creative writing (40 marks):</p> <ul style="list-style-type: none"> Question 5: Write either a description or a narrative text <p><u>Paper 2 –Establishing viewpoint</u></p> <p>Section A: Read, analyse and compare 2 non-fiction texts (40 marks):</p> <ul style="list-style-type: none"> Question 1: Identifying 4 true statements (4 marks) Question 2: Summarising similarities and/or differences (8 marks) Question 3: Analysing language (12 marks) Question 4: Comparing writers' viewpoints (16 marks) <p>Section B: Writing to express a viewpoint (40 marks)</p> <ul style="list-style-type: none"> Question 5: Write an article, speech or formal letter (you will be provided with the focus). 		
Revision strategies for this subject:	<ul style="list-style-type: none"> Practise using ambitious vocabulary, varying sentence structures and a range of punctuation. Use vocabulary and revision sheets provided by your teacher. Revise previous narratives/descriptions you have written. Use a thesaurus to expand your vocabulary choices. Complete exam questions in timed conditions. Revisit previous mocks. 		
Support offered in school:	<ul style="list-style-type: none"> Revision sessions will take place on Thursday of Week A (after school from 3:05 to 3:50pm) Students will be given specimen papers to help them prepare for the format of the exam Specific revision guides dealing with the key themes and characters 		
Useful links:	<ul style="list-style-type: none"> School Website CGP revision guides 		
Other information:	<p><i>MOCK EXAM DATES:</i> <i>Paper 1 Tuesday 20th February 2024 AM</i> <i>Paper 2: Thursday 22nd February 2024 AM</i></p>		

Subject:	English Literature	No. of papers in the Exam series:	2
Material to be examined:	<u>ENGLISH LITERATURE</u>		
	<u>Paper 1: Section A-Shakespeare (Romeo and Juliet)</u>		
	Analysing how Shakespeare uses language to establish theme and character.		
	<p>Themes:</p> <ul style="list-style-type: none"> • Conflict and Hatred • Love • Patriarchal society • Fate • Retribution (Vengeance) <p>Characters:</p> <ul style="list-style-type: none"> • Lord and Lady Capulet • Lord and Lady Montague • Tybalt • Juliet • Romeo • Mercutio • Benvolio • Nurse 		
<u>Paper 1 Section B: 19th Century Novel (A Christmas Carol)</u>			
Analysing how Dickens uses language to establish theme and character.			
<p>Themes:</p> <ul style="list-style-type: none"> • Poverty/The struggles of the poor • Class • Transformation • Family • Forgiveness • Isolation <p>Characters:</p> <ul style="list-style-type: none"> • Scrooge • Fred • The Cratchits • The Ghosts (Marley, Ghost of Christmas Past, Present and Yet to Come) 			
<u>Paper 2 Section A: Modern Prose (Blood Brothers)</u>			
Analysing how Russell uses language to establish theme and character.			
<p>Themes:</p> <ul style="list-style-type: none"> • Superstition • Nature v Nurture • Class • Religion • Violence • Friendship and loyalty <p>Characters:</p> <ul style="list-style-type: none"> • Mrs Johnstone • Mrs Lyons • Mickey • Edward • Linda • Sammy 			

Material to be examined:	<p><u>Paper 2: Section B-Poetry Anthology (Power and Conflict)</u></p> <p>An essay comparing 2 poems: the one printed in the exam paper and another poem from the anthology.</p> <p>Anthology Poems:</p> <ol style="list-style-type: none"> 1. Percy Bysshe Shelley, Ozymandias (1818) 2. William Blake, London (1794) 3. William Wordsworth, Extract from The Prelude (1798-1850) 4. Robert Browning, My Last Duchess (1842) 5. Alfred Lord Tennyson, The Charge of the Light Brigade (1854) 6. Wilfred Owen, Exposure (1917) 7. Seamus Heaney, Storm on the Island (1966) 8. Ted Hughes, Bayonet Charge (1957) 9. Simon Armitage, Remains (2008) 10. Jane Weir, Poppies (2009) 11. Carol Ann Duffy, War Photographer (1985) 12. Imtiaz Dharker, Tissue (2006) 13. Carol Rumens, The Émigrée (1993) 14. Beatrice Garland, Kamikaze (2013) 15. John Agard, Checking Out Me History (2007) <p><u>Paper 2: Section C-Unseen poetry</u></p> <ul style="list-style-type: none"> • Analysis of an unseen poem • Comparing the methods poets use to express their thoughts/feelings in 2 unseen poems
	Format of the examination:
Revision strategies for this subject:	<ul style="list-style-type: none"> • Use the character/theme revision sheets provided by your teacher. • Flash cards-key quotes (A Christmas Carol, Blood Brothers and Romeo and Juliet) • Complete exam questions in timed conditions. • On-line tutorials (search YouTube) exploring the themes and characters in A Christmas Carol, Blood Brothers and Romeo and Juliet) • BBC Bitesize • School website (Year 11 page) PowerPoints (annotated poems from the anthology.)

Support offered in school:	<ul style="list-style-type: none"> • Revision sessions will take place on Thursday of Week A (after school from 3:05 to 3:50pm) • Students will be given specimen papers to help them prepare for the format of the exam • Specific revision guides dealing with the key themes and characters
Useful links:	<ul style="list-style-type: none"> • School Website • Google Classroom • BBC Bitesize • CGP Revision guides • YouTube-Mr Bruff videos
Other information:	<p><i>MOCK EXAM DATES:</i> <i>Paper 1 Monday 19th February 2024 AM</i> <i>Paper 2: Monday 26th February 2024 AM</i></p>

Subject:

Maths – Higher Tier

No. of papers in the Exam series:

3

There are a wide range of topics that can be assessed at Higher GCSE, too many to name here. Please refer to this document which has been uploaded to Google Classroom (code 5v53g45), Classwork Tab under the heading ‘Frequency of Questions’

OCR Higher GCSE June 17/18/19/22
Nov 17/18/19/20/21

Material to be examined:

Number		
N18/N19 Powers-Indices/Squares Cubes and their Roots	N21 Product of Prime Factors	N22/N23 HCF/LCM
Nov 17 P2 Q3 June 18 P3 Q4ab Nov 18 P1 Q8aii June 22 P2 Q4	June 17 P1 Q3a June 18 P1 Q3ai Nov 18 P1 Q8bi June 19 P3 Q11aii Nov 20 P2 Q1 Nov 21 P2 Q2a June 22 P3 Q17ab	June 17 P1 Q3b Nov 17 P3 Q2 June 18 P1 Q3aii June 18 P1 Q3b Nov 18 P1 Q8ai/bii June 19 P1 Q4 June 19 P3 Q11ai Nov 19 P1 Q3 Nov 19 P2 Q2 Nov 20 P2 Q6 Nov 21 P1 Q5ab June 22 P3 Q17c

It lists all the topics that can be asked and explains the frequency that this topic has been asked over the previous 9 exam series.

This should be used alongside www.stcuthbertsmaths.com and

https://drive.google.com/drive/folders/1ktlK_yGE0sdXSObh9jBmHGSN0R9b9L4m?usp=share_link

The google drive contains every GCSE exam question asked, along with the answer and model working out, since 2017 by the three main exam boards. These are organised by topic so you can focus upon those areas which you need to most.

This video explains how to use the above to help revise for your GCSE's



Format of the examination:

Paper 1 –Calculator allowed– 1 hour 30 min

Questions from the above document will be covered.

The questions will increase in difficulty so make sure you don't rush the easier questions at the beginning.

You will have roughly one minute a mark.

Paper 2 – Non-Calculator – 1 hour 30 min

Same format as Paper 1

Paper 3 –Calculator allowed– 1 hour 30 min

Same format as Paper 1 & 2

To get the very best grades, you will need to work at home, using the following...

Your main source of revision is www.stcuthbertsmaths.com .
Here you will find each supporting video from the lists above.
N = Number
A = Algebra
R = Ratio and Proportion
G = Geometry and Measure
P = Probability and Statistics

Revision strategies for this subject:



I have shared every past paper question and solution with you. You will only get better by practising questions, so use these along with your revision lists to tick off topics that you know you have mastered. This QR code will take you to these questions. You have this link and the revision sheet in Google Classroom code **5v53g45**



You will also find a large range of questions with answers on www.corbettmaths.com under the heading of worksheets.

Also use www.mathspad.co.uk for further questions and answers.

The QR code on the left will show you how to use Corbett and Mathspad, to find questions and answers.

Support offered in school:

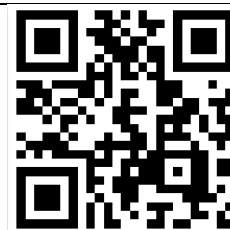
- Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.
- Review of learning in class will focus on topics that have been covered earlier in the course.

Useful links:

- www.stcuthbertsmaths.com
- www.corbettmaths.com
- www.mathspad.co.uk
- https://drive.google.com/drive/folders/1ktlK_yGE0sdXS0Bh9jBmHG5N0R9b9L4m?usp=share_link

Other information:

- Students will need their own Casio scientific calculator for their exam.
- The attached QR code explains exam techniques within the exam. Students make the same silly errors each year. Watch this video to try and avoid these errors.



MOCK EXAM DATES:

Paper 1: Thursday 22 February 2024 AM

Paper 2: Friday 23 February 2024 AM

Paper 3: Monday 26 February 2024 AM

There is a wide range of topics that can be assessed at Foundation GCSE, too many to name here.

Please refer to this document which has been uploaded to Google Classroom (code 5v53g45), Classwork Tab under the heading 'Frequency of Questions'

**OCR Foundation GCSE June 17/18/19/22
Nov 17/18/19/20/21**

Number (12 - 18%)

N25 Rounding to nearest 10-100-1000	N26/N27 Rounding to Decimal Places/Sig Figures	N28 Estimating using Significant Figures
June 17 P1 Q2b Nov 17 P1 Q3ai June 18 P3 Q2ai June 19 P1 Q14ai Nov 19 P3 Q3a Nov 21 P1 Q5a June 22 P1 Q6c	Mock 2 P2 Q6a Mock 3 P1 Q10b June 17 P3 Q9 Nov 17 P1 Q3aii June 18 P3 Q3b Nov 18 P1 Q7ab June 19 P1 Q14aii Nov 19 P3 Q3b Nov 21 P1 Q5b	Mock 2 P2 Q6b Mock 3 P2 Q12b Mock 3 P3 Q9ai June 17 P3 Q11b Nov 17 P2 Q7c June 18 P3 Q19 Nov 18 P2 Q12b June 19 P2 Q2 Nov 19 P2 Q15 Nov 21 P2 Q20

Material to be examined:

It lists all the topics that can be asked and explains the frequency that this topic has been asked over the previous 9 exam series.

This should be used alongside www.stcuthbertsmaths.com and

https://drive.google.com/drive/folders/1ktlK_yGE0sdXSObh9jBmHGSN0R9b9L4m?usp=share_link

The google drive contains every GCSE exam question asked, along with the answer and model working out, since 2017 by the three main exam boards. These are organised by topic so you can focus upon those areas which you need to most.

This video explains how to use the above to help revise for your GCSE's



Format of the examination:

Paper 1 – Calculator allowed – 1 hour 30 min

Questions from the above document will be covered.

The questions will increase in difficulty so make sure you don't rush the easier questions at the beginning.

You will have roughly one minute a mark.

Paper 2 – Non-Calculator – 1 hour 30 min

Same format as Paper 1

Paper 3 – Calculator allowed – 1 hour 30 min

Same format as Paper 1 & 2

To get the very best grades, you will need to work at home, using the following...

Your main source of revision is www.stcuthbertsmaths.com .
Here you will find each supporting video from the lists above.
N = Number
A = Algebra
R = Ratio and Proportion
G = Geometry and Measure
P = Probability and Statistics

Revision strategies for this subject:



I have shared every past paper question and solution with you. You will only get better by practising questions, so use these along with your revision lists to tick off topics that you know you have mastered. This QR code will take you to these questions. You have this link and the revision sheet in Google Classroom code **5v53g45**



You will also find a large range of questions with answers on www.corbettmaths.com under the heading of worksheets.

Also use www.mathspad.co.uk for further questions and answers.

The QR code on the left will show you how to use Corbett and Mathspad, to find questions and answers.

Support offered in school:

- Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.
- Review of learning in class will focus on topics that have been covered earlier in the course.

Useful links:

- www.stcuthbertsmaths.com
- www.corbettmaths.com
- www.mathspad.co.uk
- https://drive.google.com/drive/folders/1ktlK_yGE0sdXSObh9jBmHGsn0R9b9L4m?usp=share_link
-

Other information :

- Students will need their own Casio scientific calculator for their exam.
- The attached QR code explains exam techniques within the exam. Students make the same silly errors each year. Watch this video to try and avoid these errors.

MOCK EXAM DATES:

Paper 1: Thursday 22 February 2024 AM

Paper 2: Friday 23 February 2024 AM

Paper 3: Monday 26 February 2024 AM



Subject:	Combined Science: Trilogy	No. of papers in the Exam series:	6
Material to be examined:	<p>In all papers, students will need to apply practical skills such as identifying variables in investigations, describing patterns in results, resolution of equipment, types of errors, plotting graphs, calculating uncertainty, identifying anomalies and suggesting improvements to methods.</p> <p style="text-align: center;">Higher only topics are highlighted in bold.</p> <p><u>Biology Paper 1</u> Topics: Cell Biology</p> <ul style="list-style-type: none"> - Cells - Microscopes - Cell differentiation and specialisation - Chromosomes, mitosis and the cell cycle - Stem cells <p>Organisation</p> <ul style="list-style-type: none"> - Cells, tissues, organs, systems - Enzymes - Digestion - Food t - The heart - Blood vessels and blood - Plant cell organisation <p>Infection and response</p> <ul style="list-style-type: none"> - Communicable diseases - Viral, fungal, protist and bacterial disease - Preventing disease - Drugs to treat diseases - Developing new drugs <p>Bioenergetics</p> <ul style="list-style-type: none"> - Photosynthesis and limiting factors - Rate of photosynthesis <p><u>Chemistry Paper 1</u> Atomic Structure and the Periodic Table</p> <ul style="list-style-type: none"> - Atoms, elements, compounds - Chemical equations - Mixtures and chromatography, separating mixtures - Distillation - History of the atom - Electronic structures - Development of the periodic table - The modern periodic table - Metals and non-metals - Groups 1, 7 and 0 elements <p>Bonding, structure and properties</p> <ul style="list-style-type: none"> - Ions - Ionic bonding and properties of ionic compounds - Covalent bonding - Simple molecules - Giant covalent structures - Polymers - Allotropes of carbon - Metallic bonding - States of matter - Changing state <p>Quantitative chemistry</p> <ul style="list-style-type: none"> - Relative formula mass - The mole - Conservation of mass - The mole and equations - Limiting reactants 		

- Concentration of solutions
- Chemical Changes
- Acids and bases
 - **Strong and weak acids**
 - Reactions of acids
 - The reactivity series
 - Separating metals from metal oxides
 - **Redox reactions**
 - Electrolysis
 - Electrolysis of aqueous solutions
- Energy Changes
- Endothermic and exothermic reactions
 - Measuring energy changes
 - Reaction profiles
 - **Bond energies**

Physics Paper 1

Energy

- Energy stores and systems
- Kinetic and potential energy
- Specific heat capacity
- Conservation of energy
- Power
- Reducing unwanted energy transfers
- Efficiency
- Energy resources and their uses
- Wind, solar and geothermal
- Hydro-electricity, waves and tides
- Biofuels and non-renewables
- Trends in energy use

Electricity

- Circuit symbols
- Current
- Resistance
- I-V characteristics
- Circuit devices
- Series and parallel circuits
- Electricity in the home
- Power
- The national grid

Particle model of matter

- Particle model
- Motion in gases
- Density
- Internal energy and changes of state
- Specific latent heat

Atomic structure

- Developing the model of the atom
- Isotopes and nuclear radiation
- Nuclear equations
- Half life
- Irradiation and contamination

Biology Paper 2

Homeostasis and Response,

- Homeostasis
- The digestive system
- Hormonal control in humans
- Plant hormones

Inheritance, Variation and Evolution

- Reproduction
- Variation and Evolution
- Classification
- Understanding Natural Selection

	<p><u>Chemistry Paper 2</u> The rate and extent of chemical change.</p> <ul style="list-style-type: none"> - Rate of reaction and how to change it. - Reversible reaction and equilibrium, <p>Organic Chemistry</p> <ul style="list-style-type: none"> - Carbon chemistry - Fuels - Fractional distillation - Alkanes and Alkenes <p>Chemical analysis</p> <ul style="list-style-type: none"> - Purity - Formulations - Chromatography - Test for gases <p><u>Physics Paper 2</u> Forces</p> <ul style="list-style-type: none"> - Forces and their interactions - Mass and Weight - Work done - Energy - Forces and elasticity - Forces and Motion - Momentum <p>Waves</p> <ul style="list-style-type: none"> - Waves in air - Waves in fluids - Waves in solids - Electromagnetic waves
<p>Format of the examination:</p>	<p><u>Three papers, each 1 hour 15 minutes:</u></p> <ul style="list-style-type: none"> • Biology Paper 1 • Chemistry Paper 1 • Physics Paper 1 <p><u>Three papers, each 1 hour:</u></p> <ul style="list-style-type: none"> • Biology Paper 2 • Chemistry Paper 2 • Physics Paper 2
<p>Revision strategies for this subject:</p>	<ul style="list-style-type: none"> -Exam practice – using the questions that are given out weekly for homework. -Creating flash cards and revision mind maps. -Note taking from the CGP revision guide. -Taking notes from the required practical videos. -Using the retrieval mats given out with the revision knowledge organisers at intervention and in class.
<p>Support offered in school:</p>	<ul style="list-style-type: none"> -Intervention and revision sessions every A week Wednesday after school. - Retrieval and factual recall of previous topics every lesson. -Knowledge organisers and retrieval activities provided for homework each week with targeted exam practice. -All students have been provided with a CGP Science revision guide which they can use to support their learning at home alongside what is taught in class.

<p>Useful links:</p>	<ul style="list-style-type: none"> • The exam board specification on AQA's website breaks down all the knowledge, content and skills needed for the exams: https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 • Revision websites: <ul style="list-style-type: none"> • https://www.freesciencelessons.co.uk/ • https://www.primrosekitten.com/ • https://www.bbc.co.uk/bitesize/examspecs/z8r997h • Malmesbury Education on YouTube has free videos for all required practical tasks. https://www.youtube.com/c/MalmesburyEducation?app=desktop&cbrd=1
<p>Other information:</p>	<p>Students will be provided with a periodic table and a physics formula sheet, but this does not contain equations needed for chemistry and biology such as calculating concentrations, calculating masses and magnification.</p> <p>A scientific calculator, pencil and ruler, compass and protractor are all needed for the exam.</p> <p>MOCK EXAM DATES: Combined Science Biology Paper 1: Monday 19 February 2024 PM Combined Science Biology Paper 2: Tuesday 20 February 2024 AM</p> <p>Combined Science Chemistry Paper 1: Wednesday 21 February 2024 AM Combined Science Chemistry Paper 2: Thursday 22 February 2024 PM</p> <p>Combined Science Physics Paper 2: Monday 26 February 2024 AM Combined Science Physics Paper 1: Tuesday 27 February 2024 AM</p>

Subject:	Triple Science	No. of papers in the Exam series:	6
Material to be examined:	<p>In all papers, students will need to apply practical skills such as identifying variables in investigations, describing patterns in results, plotting graphs, calculating uncertainty, identifying anomalies and suggesting improvements to methods.</p> <p><u>Biology Paper 1 - 1hr 45mins</u> Topics: Cell Biology</p> <ul style="list-style-type: none"> - Osmosis - Cells - Microscopes - Cell differentiation and specialisation - Chromosomes, mitosis and the cell cycle - Stem cells - Binary fission - Culturing microorganisms - Transport – osmosis, diffusion, active transport - Exchanges surfaces, calculating SA:Vol, adaptations of cells and organs for exchange <p>Organisation</p> <ul style="list-style-type: none"> - Cells, tissues, organs, systems - Enzymes - Digestion - Food tests - The lungs - The heart - Blood vessels and blood - Cardiovascular disease and treatments - Risk factors for non-communicable diseases - Cancer - Plant cell organisation - Transpiration and translocation <p>Infection and response</p> <ul style="list-style-type: none"> - Communicable diseases - Viral, fungal, protist and bacterial disease - Preventing disease - Immunity - Vaccination - Drugs to treat diseases - Developing new drugs - Monoclonal antibodies - Plant disease and defence <p>Bioenergetics</p> <ul style="list-style-type: none"> - Photosynthesis and limiting factors - Rate of photosynthesis - Respiration and metabolism - Aerobic and anaerobic respiration - Effect of exercise <p><u>Chemistry Paper 1 - 1hr 45mins</u> Topics: Atomic Structure and the Periodic Table</p> <ul style="list-style-type: none"> - Atoms, elements, isotopes, compounds - Chemical equations - Mixtures and chromatography, separating mixtures - Distillation - History of the atom - Electronic structures - Development of the periodic table - The modern periodic table - Metals and non-metals - Groups 1, 7 and 0 elements <p>Bonding, structure and properties</p> <ul style="list-style-type: none"> - Ions 		

- Ionic bonding and properties of ionic compounds
- Covalent bonding
- Simple molecules
- Giant covalent structures
- Polymers
- Allotropes of carbon
- Metallic bonding
- Nanoparticles
- States of matter
- Changing state

Quantitative chemistry

- Relative formula mass
- The mole
- Conservation of mass
- The mole and equations
- Limiting reactants
- Concentration of solutions
- Atom economy
- Percentage yield

Chemical Changes

- Acids and bases
- Titrations
- Strong and weak acids
- Reactions of acids
- The reactivity series
- Separating metals from metal oxides
- Redox reactions
- Electrolysis
- Electrolysis of aqueous solutions

Energy Changes

- Endothermic and exothermic reactions
- Measuring energy changes
- Reaction profiles
- Bond energies
- Cells
- Cells and batteries
- Fuel cells

Physics Paper 1 - 1hr 45mins

Topics:

Energy

- Energy stores and systems
- Work done
- Kinetic and potential energy
- Specific heat capacity
- Conservation of energy
- Conduction
- Convection
- Power
- Reducing unwanted energy transfers
- Efficiency
- Energy resources and their uses
- Wind, solar and geothermal
- Hydro-electricity, waves and tides
- Biofuels and non-renewables
- Trends in energy use

Electricity

- Circuit symbols
- Current
- Resistance
- I-V characteristics
- Circuit devices
- Series and parallel circuits
- Electricity in the home
- Power

- The national grid
- Static electricity

Particle model of matter

- Particle model
- Motion and pressure in gases
- Density
- Internal energy and changes of state
- Specific latent heat

Atomic structure

- Developing the model of the atom
- Isotopes and nuclear radiation
- Nuclear equations
- Half life
- Irradiation and contamination
- Background radiation
- Fission and fusion

Biology Paper 2

Homeostasis and Response,

- Homeostasis
- The digestive system
- Hormonal control in humans
- Plant hormones

Inheritance, Variation and Evolution

- Reproduction
- Variation and Evolution
- Classification
- Understanding Natural Selection

Chemistry Paper 2

The rate and extent of chemical change.

- Rate of reaction and how to change it.
- Reversible reaction and equilibrium,

Organic Chemistry

- Carbon chemistry
- Fuels
- Fractional distillation
- Alkanes and Alkenes

Chemical analysis

- Purity
- Formulations
- Chromatography
- Test for gases

Physics Paper 2

Forces

- Forces and their interactions
- Mass and Weight
- Work done
- Energy
- Forces and elasticity
- Forces and Motion
- Momentum

Waves

- Waves in air
- Waves in fluids
- Waves in solids
- Electromagnetic waves

<p>Format of the examination:</p>	<p><u>Three papers, each 1 hour 45 minutes:</u></p> <ul style="list-style-type: none"> • Biology Paper 1 • Chemistry Paper 1 • Physics Paper 1 <p><u>Three papers, each 1 hour:</u></p> <ul style="list-style-type: none"> • Biology Paper 2 • Chemistry Paper 2 • Physics Paper 2
<p>Revision strategies for this subject:</p>	<p>-Exam practice – using the questions that are given out weekly for homework.</p> <p>-Creating flash cards and revision mind maps.</p> <p>-Note taking from the revision guide.</p> <p>-Taking notes from the required practical videos.</p>
<p>Support offered in school:</p>	<p>- Intervention and revision sessions every A week Wednesday after school.</p> <p>- Retrieval and factual recall of previous topics every lesson.</p> <p>-Knowledge organisers and retrieval activities provided for homework each week with targeted exam practice.</p> <p>-All students have been provided with a Science revision guide which they can use to support their learning at home alongside what is taught in class.</p>
<p>Useful links:</p>	<ul style="list-style-type: none"> • The exam board specification on AQA's website breaks down all the knowledge, content and skills needed for the exams: • https://www.aqa.org.uk/subjects/science/gcse/biology-8461 • https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 • https://www.aqa.org.uk/subjects/science/gcse/physics-8463 • Revision websites: <ul style="list-style-type: none"> • https://www.freesciencelessons.co.uk/ • https://www.primrosekitten.com/ • BBC Bitesize has pages specifically for the synergy specification, so is set out in the units as you have studied them. https://www.bbc.co.uk/bitesize/examspecs/zw488mn • Malmesbury Education on YouTube has free videos for all required practical tasks. https://www.youtube.com/c/MalmesburyEducation?app=desktop&cbrd=1
<p>Other information:</p>	<p>Students will be provided with a periodic table and a physics formula sheet, but this does not contain all of the equations needed so students will need to learn and revise the relevant equations for biology and chemistry.</p> <p>A scientific calculator, pencil and ruler, compass and protractor are all needed for the exam.</p> <p>MOCK EXAM DATES: Triple Science Biology Paper 1: Monday 19 February 2024 PM Triple Science Biology Paper 2: Tuesday 20 February 2024 AM</p> <p>Triple Science Chemistry Paper 1: Wednesday 21 February 2024 AM Triple Science Chemistry Paper 2: Thursday 22 February 2024 PM</p> <p>Triple Science Physics Paper 2: Monday 26 February 2024 AM Triple Science Physics Paper 1: Tuesday 27 February 2024 AM</p>

Subject:	<h1 style="margin: 0;">Religious Studies</h1>	No. of papers in the Exam series:	3
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Paper	Topics	Time
1	Component 1: Foundational Catholic Theology	90 mins
2	Component 2: Applied Catholic Theology	90 mins
3	Component 3 Study of a world faith: Judaism	30 mins

Component 1 (paper 1) – Foundational Catholic Theology

Theme 1: Origins and Meaning

Origins and Meaning:

- Catholic beliefs about the origin of the universe and ‘creation ex nihilo’.
- The relationship between Catholic, other Christian and non-religious views on the origin of the universe
- Compatibility of scientific theory of evolution with Catholic beliefs
- Sanctity of human life and ‘imago Dei’
- Catholic, other Christian and non-religious views about the value of human life, including attitudes toward abortion
- Humanist beliefs on sanctity of life issues (eg Peter Singer’s views on ‘speciesism’)

Beliefs: Creation

- Comparison of the first and second creation accounts in Genesis
- Catholic beliefs about the nature of human beings and their relationship with creation, each other and God
- Catholic and Humanist beliefs on stewardship

Sources: The Bible

- The nature of revelation and inspiration; structure and origins of scripture and its literary forms
- Different Christian views on Genesis

Forms: Painting

- Michelangelo’s Creation of Adam as an expression of Catholic beliefs about creation, God and human beings

Forms: Symbolism

- The use of symbolism and imagery in Christian art; Tree of Life Apse mosaic and its symbols, e.g. the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists
- The symbol of cross as the tree of life; Christ as the New Adam as expressed in the San Clemente mosaic

Practices: Loving and Serving in Catholic communities in Britain and elsewhere

- imago Dei expressed in Catholic Social Teaching
- The role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain.
- The work of one Catholic charity, e.g. CAFOD and one local charity, e.g. SVP, reflecting Catholic beliefs about the dignity of human beings, the importance of loving one’s neighbour, and respecting creation

key concepts: creation ex nihilo; evolution; imago Dei; inspiration; omnipotence; revelation; stewardship; transcendence

Theme 2: Good and Evil

Good, Evil and Suffering

- Catholic beliefs on the origin of evil: Original Sin and evil as a “privation”
- Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.
- relationship between God’s goodness and the goodness of the created world
- challenges posed by belief in God’s goodness, free will and the existence of evil and suffering
- The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ’s suffering and death and Isaiah 53

Beliefs: Trinity

- The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit
- The biblical support for the doctrine, with reference to the trinity of love, lover and beloved in St Augustine

Beliefs: Incarnation

- Jesus as Incarnate Word, fully God and fully human; its scriptural origins e.g. John 1:1-18 and the kenosis hymn (Phil 2:5-11)
- The importance of the incarnation in response to the Problem of Evil

Sources: Jesus and moral authority

- Jesus as the authoritative source for moral teaching
- Natural Law and conscience as evidence of God’s goodness and the role of suffering in the development of the virtues

Forms: Sculpture and Statuary

- sculpture and statues in Catholic tradition and worship

Material to be examined:

- sculpture and statuary as an expression of beliefs about God’s goodness and the meaning of human suffering, with reference to Michelangelo’s Pieta

Practices: Popular devotion as practised in Catholic communities in Britain and elsewhere

- pilgrimage as a response to human suffering,
- Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries

key concepts: conscience; evil; free-will; goodness; incarnation; Natural Law; privation; suffering

Component 2 (paper 2) – Applied Catholic Theology

Theme 3: Life and Death

Death and the afterlife

- Catholic teaching on the meaning of death, the importance of dying well and the importance of palliative care with reference to Catholic teaching on assisted suicide and euthanasia.
- Contrasting views on quality and sanctity of life and the right to die
- Catholic beliefs about life after death
- Catholic belief in resurrection of the body in contrast to popular beliefs about survival of the soul
- Contrasting views about death as the end of personal existence

Beliefs: Eschatology

- Catholic teaching on heaven, hell and purgatory with reference to the parables of judgement

Sources: The Magisterium

- The nature of the Catholic Magisterium; its ordinary and extraordinary forms
- The Second Vatican Council

Forms: Artefacts

- How Christian beliefs about eternal life influenced the iconography in Christian sarcophagi
- How Christian beliefs in the resurrection are expressed by the paschal candle as it is used in the Easter Vigil and during Catholic Baptism

Forms: Music and the funeral rite

- The different forms of music used in worship and how music expresses Catholic beliefs about eternal life, e.g. Faure’s Requiem
- The Catholic funeral rite in Britain and how its symbols, prayers and texts express beliefs about eternal life

Practices: Prayer within Catholic communities in Britain and elsewhere

- The significance of prayer as “the raising of the mind and heart to God”, both in formulaic and extempore prayers, with reference to the Lord’s Prayer
- The Catholic practice of praying for and offering Masses for the dead

Key concepts: death; eternal life; heaven; hell; judgement; Magisterium; resurrection; soul

Theme 4: Sin and Forgiveness

Crime and Punishment

- The difference between crime and sin, with reference to absolutist and relativistic approaches to morality
- The different aims of punishment: retribution, deterrence, rehabilitation
- Christian teachings about forgiveness, and the relationship between forgiveness and punishment
- The development of Catholic teaching on capital punishment
- Arguments for and against Capital punishment within Christianity and non-religious views

Beliefs: Redemption

- The meaning and significance of the term “salvation” for Catholics and the role of grace and human freedom in redemption. How do Catholics believe the life, death, resurrection and ascension of Jesus saves them?
- The compatibility of a belief in Hell and a belief in the unconditional love and forgiveness of God

Sources: Church

- The nature of the Church as one, holy, catholic and apostolic and Mary as a model of the Church
- The different understandings of the Church as the ‘Body of Christ’ and ‘the people of God’ and the meaning of the claim “outside the Church there is no salvation”

Forms: Buildings

- How the sacred objects within a Church represent Catholic beliefs about salvation e.g. the altar and the font.
- How the orientation of Catholic churches and their architectural features help Catholic worship and reflection on the mystery of salvation

Practices: Sacraments

- The Catholic belief in the sacramental nature of the whole of reality and its connection to the seven sacraments: their names, meanings and effects; the meaning and significance of sacraments for a Catholic understanding of salvation
- The meaning and significance of the Eucharist as “the source and summit” of Christian life and the role it plays in Catholic understanding of salvation

Practices: Mission and Evangelisation in Britain and elsewhere

- Catholic teaching on evangelisation and the forms this should take
- How Catholic beliefs about the relationship between faith and salvation influence attitudes to mission and evangelisation locally, nationally and globally
- Evangelising in Britain; benefits and challenges.

Key concepts: absolutism Eucharist; evangelisation; forgiveness; punishment; relativism; salvation; sin

Component 3 (paper 3) – Study of a world Faith: Judaism

Theme 5 – Jewish

Beliefs and teachings

The nature of God

- Issues of God as: One, Creator: The Shema
- Law-Giver and Judge: Exodus 20:1-15
- The nature and significance of shekhinah (the divine presence)

Messiah (Mashiach)

- Different views within Orthodox and Reform Judaism about the nature and role of the Mashiach (Messiah); special person who brings an age of peace, ourselves, his arrival as signalling the end of the world, praying for his coming, concerned more with living life according to the mitzvot

Covenant

- The meaning and significance of the Abrahamic Covenant: including the importance of the ‘Promised Land’
- The meaning and significance of the Covenant with Moses at Sinai
- Importance of the Ten Commandments.

Life on earth

- Beliefs and teachings about the nature and importance of Pikuach Nefesh (sanctity of life)
- The relationship between free will and the 613 mitzvot (duties) between humans and God

The afterlife

- Orthodox and Reform beliefs and teachings about life after death, judgement and resurrection; spiritual and/or bodily resurrection, immortality of the soul and the belief that we must focus on this life in preparation for whatever happens in the next

Key concepts: synagogue; shekhinah; Shabbat; kosher; Torah; mitzvot; Messiah; Covenant

Format of the examinations

Question Type	Focus	How many questions you have to complete in the exam paper		
		Component (paper) 1	Component (paper) 2	Component (paper) 3
Question a) – 2 marks	Define the keyword	3	3	1
Question b) – 5 marks	Describe a belief, teaching, practice or event etc with a source to back it up	3	3	1
Question c) – 8 marks	Explain a belief, teaching, practice or event etc with reference to a source . Include reasons, detail and how beliefs impact people/communities. (paper 1)	3	3	1
Question d) – 15 marks	Discuss a statement – looking at both sides of the argument. You must refer to religion and belief and the impact it has people/communities. Include sources to back up your arguments. Evaluate the arguments. Say which side is strong and why the other side is weak. Come to an evidenced conclusion .	3	3	1
SPAG – 6 marks	Marks for spelling, punctuation and grammar	1d) only	2d) only	None

Revision strategies for this subject:





Practice writing and planning exam questions using your knowledge organisers and revision booklets. Your teacher can mark/annotate for you. See Google Classroom or your teacher for past questions.



Dedicate a set time to a topic. Chuck your revision down into manageable bits. Spend time reviewing a topic (set yourself a specific amount of time to studying this area), test yourself or get someone else to test you (e.g. quiz/exam question) and check it against notes. There are also workbooks and blank revision clocks. See Google Classroom or your teacher.

Make your brain work hard Make your revision active - create a flow diagram, mind map, self-quiz, Cornell Notes or use flashcards to test yourself. Watch a video and make notes or get someone to test you.

<p>Support offered in school:</p>	<p>Visit the Year 11 Google Classroom Revision Hub kri55f</p> <p>You will also receive:</p> <ul style="list-style-type: none"> • Knowledge organisers • Revision guides • Revision lessons • Past questions • Revision workbooks • Afterschool revision sessions TUESDAY B Week – everyone is welcome! • Thursday lunchtime year 11 drop in – come to RE to get any one-to-one support you need. <div data-bbox="1283 103 1484 349" style="text-align: right;">  </div>
<p>Useful links:</p>	<p>:</p> <div data-bbox="625 452 1155 533" style="text-align: center;">  </div> <ul style="list-style-type: none"> • On the Google Classroom RS Revision Hub, you will find links to SENECA and Quizlet for online revision. • St. Bede's Blackburn RE - YouTube – for great revision videos. • https://www.edugas.co.uk/home/student-support/ for general revision and study support. • https://resources.edugas.co.uk/Pages/ResourceByArgs.aspx?subId=26&lvlId=2 look at the route B resources here. You can also download past papers. • Quizlet – search for ‘St. Cuthbert’s @ St. Cuthberts - RS Revision’ class https://quizlet.com/join/aBSqGdzyt?i=52v75e&x=1bqt • RE Beck - YouTube • Miss Watson RE – Good site for revision materials.
<p>Other information:</p>	<p>MOCK EXAM DATES: Paper 3: Tuesday 20th February 2024 AM Paper 1: Wednesday 21st February 2024 AM Paper 2: Friday 23rd February 2024 AM</p>

Subject:	Design and Technology	No. of papers in the Exam series:	1
Material to be examined:	<p>Section A – Core Technical Principles</p> <ul style="list-style-type: none"> • Materials • Forces • Movement • Energy • General Knowledge <p>Section B – Specialist Technical Principles</p> <ul style="list-style-type: none"> • Forces • Materials • Quality Control • Materials and Processes <p>Section C – Technical Drawing</p> <ul style="list-style-type: none"> • Interpreting DATA from tables. • Calculating Areas • Orthographical Projects • Isometric Drawings • Making Prototypes • Calculating Volume 		
Format of the examination:	<p>The Examination is 1 hour and marked out of 60 marks.</p> <p>The examination is split into three sections.</p> <p>Section A: This is worth 10 marks. It consists of 10 multiple choice questions from different parts of the course.</p> <p>Section B: Is worth 16 marks. It consists of questions from different parts of the course.</p> <p>Section C: Is worth 34 marks. It consists of questions from different parts of the course, a technical drawing question and questions based on the drawing.</p>		
Revision strategies for this subject:	<ul style="list-style-type: none"> • Use SENECA learning. • Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson. • CGP GCSE revision guide supplied to you for use at home and a workbook to accompany. • Make some revision flashcards from the resources you have available. • Create your own knowledge organisers based on big topics. • Create question and answer cards so friends and family can quiz you. • Revise with a friend who does the same subject. 		
Support offered in school:	<ul style="list-style-type: none"> • CGP GCSE revision guide supplied to you for use at home and a workbook to accompany. • Revision activities in class. • Retrieval and review of learning every lesson. 		
Useful links:	<p>Google classroom Technology Student SENECA Learning</p>		
Other information:	<p>Section B has a calculation to complete so it is advisable to bring your own scientific calculator with you to the exam.</p> <p>Section C has a drawing element so it is advisable to bring a pencil and ruler with you to the exam.</p>		

Subject:	Drama	No. of papers in the Exam series:	1
Material to be examined:	<p>Component 1- Understanding drama (Written examination)</p> <p>Section A – Theatre terminology</p> <p>The roles and responsibilities of theatre makers in contemporary professional practice</p> <p>Stage positioning</p> <p>Areas of the stage</p> <p>Knowledge and understanding should cover:</p> <ul style="list-style-type: none"> • the activities each may undertake on a day-to-day basis • the aspect(s) of the rehearsal/performance process each is accountable for (their contribution to the whole production being a success). • Students should have a general understanding of the implications of the stage configurations on the use of the performance space. <p>Section B – Set text (Blood Brothers)</p> <p>Characteristics of performance text(s) and dramatic work(s):</p> <ul style="list-style-type: none"> • genre • structure • character • form • style • language • sub-text • character motivation and interaction • the creation of mood and atmosphere • the development of pace and rhythm • dramatic climax • stage directions • the practical demands of the text. • Social, cultural and historical contexts • the social, cultural and historical context in which the performance texts studied are set • the theatrical conventions of the period in which the performance texts studied were created. • How meaning is interpreted and communicated • performance conventions • use of performance space and spatial relationships on stage • actor and audience configuration • relationships between performers and audience • design fundamentals such as scale, shape, colour, texture • the design of props and the design of sets such as revolves, trucks, projection, multimedia, pyrotechnics, smoke machines, flying • the design of costume including hair and make-up • the design of lighting such as direction, colour, intensity, special effects • the design of sound such as direction, amplification, music, sound effects both live and recorded • performers' vocal interpretation of character such as accent, volume, pitch, timing, pace, intonation, phrasing, emotional range, delivery of lines • performers' physical interpretation of character such as build, age, height, facial features, movement, posture, gesture, facial expression. 		

	<p>Section C – response to Live theatre production</p> <p>Students must learn how to analyse and evaluate the work of live theatre makers (performers and/or designers). Students should aim to understand productions in terms of the relevant content listed in Knowledge and understanding and in addition consider:</p> <ul style="list-style-type: none"> • how the play has been interpreted in the production seen and what messages the company might be trying to communicate • the skills demonstrated by the performers and how successfully meaning was communicated to the audience by the performers • the design skills demonstrated in the production and how successfully meaning was communicated to the audience through design. <p>To aid their analysis students should carry out background research into the production. They may read the play and reviews of the production and should develop an understanding of:</p> <ul style="list-style-type: none"> • the plot and characters • specific features or hallmarks of the style/genre of the production • the context of the play/production.
<p>Format of the examination:</p>	<p>Section A – 4 marks Section B B.1 – 4 marks B.2 – 8 marks B.3- 12 marks B.4 – 20 marks Section C – 32 marks</p>
<p>Revision strategies for this subject:</p>	<p>Use google classroom revision resources Use CGP Blood Brothers revision guide Use class book for revision Complete past papers / questions from AQA website Use BBC bitesize to revise Section A and Section B Watching the play live in February 2024</p>
<p>Support offered in school:</p>	<p>Intervention offered– every Tuesday</p>
<p>Useful links:</p>	<p>11Z GCSE Drama (google.com) Everybody's Talking About Jamie - London & UK Tour (everybodystalkingaboutjamie.co.uk) GCSE Drama - AQA - BBC Bitesize</p>
<p>Other information:</p>	

Subject:	Food Preparation and Nutrition		No. of papers in the Exam series:
Material to be examined:	<p>Food, nutrition, and health</p> <ul style="list-style-type: none"> • Macronutrients - protein, fat and carbohydrates – food sources/component structure • Micronutrients - functions • Dietary fibre – function in the body • Water – function in the body <p>Nutritional needs and health</p> <ul style="list-style-type: none"> • Making informed choices for a varied and balanced diet – assessing and evaluating recipes • Analysing diets and suggesting improvements • Diet, nutrition and health – nutritional needs of an adult <p>Food science</p> <ul style="list-style-type: none"> • Cooking methods • Reasons why food is cooked <p>Functional and chemical properties of food</p> <ul style="list-style-type: none"> • Fat – functional properties • Protein – coagulation and denaturation • Carbohydrate and effect of heat • Raising agents <p>Food safety</p> <p><u>Food spoilage and contamination</u></p> <ul style="list-style-type: none"> • Microorganisms used in food production • Campylobacter • Food spoilage • Chopping board colours <p>Food choice</p> <ul style="list-style-type: none"> • Factors affecting food choice • Sensory evaluation - controlled conditions <p>Food provenance</p> <ul style="list-style-type: none"> • Food and the environment – food waste • Food security • Food fortification 		
Format of the examination:	<p>This examination is 1 hour and is marked out of 60.</p> <p>This examination is divided into two sections:</p> <ul style="list-style-type: none"> • Section A: This is worth 14 marks. It consists of 14 multiple-choice questions from different sections of the course. • Section B: This is worth 46 marks. It consists of questions of different styles from different sections of the course. 		
Revision strategies for this subject:	<ul style="list-style-type: none"> • Use SENECA learning. • Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson. • Make some revision flashcards from the resources you have available. • Create your own knowledge organisers based on big topics. • Create question and answer cards so friends and family can quiz you. • Create mnemonics where possible, e.g., FATTOM (conditions bacteria need to multiply) • Revise with a friend who does the same subject. 		
Support offered in school:	<ul style="list-style-type: none"> • CGP GCSE revision guide supplied to you for use at home and a workbook to accompany. • Revision activities in class. • Retrieval and review of learning every lesson. • Previous KAT tests. 		
Useful links:	<ul style="list-style-type: none"> • SENECA learning. • The online textbook www.illuminate.digital/aqafood/ Username SCUTHBERT3 Password STUDENT3 • Google Classroom 		
Other information:	<p>Read the multiple-choice question instructions carefully. Only one answer is allowed and you need to complete your answer by colouring in the circle with a black pen. If you make a mistake then follow what to do carefully.</p>		

Paper 1 (1 ½ hour) (full paper) The challenge of Natural Hazards**Section A- Natural hazards****1. Tectonic Hazards**

- Earthquakes and volcanic eruptions are the result of physical processes. Japan and Nepal
- The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Japan and Nepal
- Management can reduce the effects of a tectonic hazard. Japan and Nepal

2. Weather Hazards

- Global atmospheric circulation helps to determine patterns of weather and climate.
- Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
- Tropical storms have significant effects on people and the environment. (Cyclone Idai)
- The UK is affected by a number of weather hazards. (Somerset Levels floods)
- Extreme weather events in the UK have impacts on human activity.

3. Climate Change

- Climate change is the result of natural and human factors, and has a range of effects.
- Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).

Section B- The living world**4. Ecosystems**

- Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

5. Tropical Rainforests

- Tropical rainforest ecosystems have a range of distinctive characteristics.
- Deforestation has economic and environmental impacts. (Malaysia)
- Tropical rainforests need to be managed to be sustainable.

6. Hot deserts

- Hot desert ecosystems have a range of distinctive characteristics.
- Development of hot desert environments creates opportunities and challenges. (Thar desert)
- Areas on the fringe of hot deserts are at risk of desertification.

Section C- UK physical landscapes**7. UK Physical Landscapes**

- The UK has a range of diverse landscapes.

8. Coastal landscapes in the UK

- The coast is shaped by a number of physical processes.
- Distinctive coastal landforms are the result of rock type, structure and physical processes.
- Different management strategies can be used to protect coastlines from the effects of physical processes.

9. River landscapes in the UK

- The shape of river valleys changes as rivers flow downstream.
- Distinctive fluvial landforms result from different physical processes.
- Different management strategies can be used to protect river landscapes from the effects of flooding.

Material to be examined:

Paper 2 (1 ½ hour)
Challenges of the Human environment

Section A Urban Issues and Challenges

1. Urban Issues and Challenges (Rio de Janeiro and Liverpool)

- A growing percentage of the world's population lives in urban areas.
- Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Rio)
- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Liverpool)
- Urban sustainability requires management of resources and transport. (Freiberg)

Section B- The changing economic world

2. The development gap.

3. Reducing the development gap, aid, intermediate technology, fair trade, tourism
4. Example: tourism in Jamaica
5. Case study: Nigeria

6. The changing UK economy

7. Change in the UK economy
8. Science and business parks
9. Changing rural landscapes
10. Infrastructure
11. North/south divide
12. UK in the wider world

Section C- Resources

13. Resource management

- Food, water and energy are fundamental to human development.
- The changing demand and provision of resources in the UK create opportunities and challenges.

14. Energy (Chambamontera)

- Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.
- Different strategies can be used to increase energy supply.

Format of the examination:

Paper 1 – Living the Physical Environment (1 ½ hours)

Paper 2 – Challenges in the Human Environment (1 ½ hours)

2 papers are made up of 1,2,3,4,6,9-mark questions.

Command words – Describe, Explain, Compare, Discuss, Evaluate, Assess, To what extent.

Revision strategies for this subject:

- Revision videos – Mrs Geography YouTube channel, bitesize.
- Revision guides
- Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK
- Flash cards – condense your notes onto flash cards
- Mind maps
- QR code revision give to the students by class teacher

Support offered in school:

- Revision sessions will take place on Thursdays after school from 3-4pm
- Students will be given specimen papers to help them prepare for the format of the exam.
- Retrieval and factual recall of previous topics every lesson.
- Revision homework to be completed weekly given by class teacher

Useful links:

- [GCSE Geography - AQA - BBC Bitesize](#)
- [Tectonic Hazards in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Weather Hazards in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Climate Change in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Tropical Rainforests in 35 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Hot Deserts in 35 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Coastal Landscapes in 35 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise River Landscapes in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Urban Issues \(LIC/NEE Context\) in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Urban Issues \(UK Context\) in 30 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise Sustainable Urban Environments in 21 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)
- [Revise the Development Gap in 30 Minutes! | Quick Revision for GCSE Geography - YouTube](#)
- [Revise UK Resource Management & Energy in 35 Minutes! | Quick Revision for GCSE Geography \(youtube.com\)](#)

Other information:









QR code to access all revision online, letter been sent on MyEd to all Y11 pupils on the correct revision guide for this GCSE course.



MOCK EXAM DATES:

















Paper 1: Wednesday, 21st February 2024 PM

Paper 2: Tuesday, 27th February 2024 AM

Visit	Revise	Quiz	Exam Question(s)
	Urban Issues and Challenges – NEE Rio	Coastal Landscapes in the UK	<ol style="list-style-type: none"> 1. Explain how the sea defences shown in Figure 11 help to protect the coastline from erosion. [4 marks] 2. Explain how different coastal landforms are created by erosion. Use Figure 12 and your own understanding. [6 marks] 3. Discuss the costs and benefits of hard engineering strategies in protecting coastlines. Use Figure 13 and Figure 14 and your own understanding. [6 marks]
	Urban Issues and Challenges – City in a HIC - Liverpool	Urban Issues and Challenges – NEE Rio	<ol style="list-style-type: none"> 1. Suggest why sanitation systems in cities in LICs/NEEs create challenges. Use Figure 15 and your own understanding. [4 marks] 2. Use Figure 16 and a case study of a city in a LIC or NEE to suggest why managing traffic congestion and air pollution may be challenging. [6 marks] 3. Assess the extent of the challenges created by urban growth in LICs/NEEs. Use a case study of a city in an LIC/NEE. [9 marks] [+ 3 SPaG marks]
	Resource Management Changing Demand in the UK	Changing Economic World, The UK	<ol style="list-style-type: none"> 1. Suggest how the UK is moving towards a post-industrial economy. Use Figure 20 and your own understanding. [6 marks] 2. Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK. [9 marks] 3. Assess the importance of transport improvements to the UK economy. [9 marks]
	Hot Deserts	Ecosystems TRF	<ol style="list-style-type: none"> 1. Using Figure 1 and your own knowledge explain how plants have adapted to the physical conditions of the tropical rainforest. (6) 2. Some economic activities in tropical rainforests have major environmental impacts. To what extent do you agree? Use Figure 2 and a case study to explain your answer. (9)
	Hazards Tectonic Hazards	Hot Deserts	<ol style="list-style-type: none"> 1. Using Figure 3 and your own knowledge explain how animals have adapted to survive in a hostile environment you have studied. (6) 2. Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment? (9)
	Weather Hazards Climate Change	Hazards Tectonic Hazards	<ol style="list-style-type: none"> 1. Using Figure 4 and your own understanding, suggest how plate movements causes tectonic hazards along destructive plate margins (6) 2. Immediate responses to a tectonic hazard are more important than long-term responses. Do you agree? Using Figure 5 and one or more examples, explain your answer. (9 +3).
	River Landscapes in the UK	Weather Hazards Climate Change	<ol style="list-style-type: none"> 1. Explain how burning fossil fuels and deforestation may have contributed to global changes in temperature. (4) 2. Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 6 and your own understanding. (6) 3. Managing climate involves both mitigation and adaptation. Do you agree? Explain your answer. Use Figure 7 and your understanding. (9 +3) 4. Assess the extent to which tropical storms have effects on people and the environment. Use Figure 8 and an example you have studied. (9 +3).
	Coasts	River Landscapes in the UK	<ol style="list-style-type: none"> 1. Explain how oxbow lakes are formed. (4) 2. Explain how hard engineering strategies can help reduce the impact of river flooding. Use Figure 9 and your own understanding. (4) 3. Explain how physical and human factors may affect flood risk. Use Figure 9 and your own understanding. (6)





















Subject:	History - America 1910-1929	No. of papers in the Exam series:	2
Material to be examined:	<p>Why did immigration become such a major issue in American society?</p> <ul style="list-style-type: none"> America after WWI. The Open Door immigration policy Restricting immigration, government legislation and xenophobia. Fear of Anarchists The Red Scare and the Palmer Raids. The Sacco and Vanzetti case <p>Was America a country of religious and racial intolerance during this period?</p> <ul style="list-style-type: none"> Religious fundamentalism. The Bible Belt and the Monkey Trial The treatment of Native Americans Segregation and the Jim Crow laws. The Ku Klux Klan and black reaction; migration Role of NAACP and UNIA <p>Was the 1920s a decade of organised crime and corruption?</p> <ul style="list-style-type: none"> Prohibition - WCTU, Anti-Saloon league and the 'Dry' campaign Effects of Prohibition – Speakeasy culture. Organised crime and Al Capone. St Valentine’s Day Massacre Corruption, President Harding, The ‘Ohio Gang’ and the Teapot Done Scandal <p>What were the causes of the economic boom experienced in the 1920s?</p> <ul style="list-style-type: none"> America’s economic position in 1910 – assets and natural resources. Impact of the First World War Impact of hire purchase. New industries and technologies Mass production and Laissez faire. Individualism, protectionism and isolation <p>What factors led to the end of prosperity in 1929?</p> <ul style="list-style-type: none"> Overproduction and the impact on old industries Falling customer demands and effects of trade tariffs Over speculation of the stock market. The Wall Street Crash – Panic selling and Black Thursday <p>How did popular entertainment develop during this period?</p> <ul style="list-style-type: none"> Silent movies. Popularity of the cinema and movie stars Development of talkies Role of popular music – Jazz, the radio and gramophone. Speakeasy culture <p>How did the lifestyle and status of women change during this period?</p> <ul style="list-style-type: none"> Role of women before WWI. Impact of the First World War on women’s roles Influence of Jazz culture. Flappers, feminism and new fashions Opposition to the flapper lifestyle 		
Format of the examination:	<p>America 1910-1029 1 hour</p> <p>1. Use source _ and your own knowledge to describe _____ (5 marks)</p> <p>2. What was the purpose of source _ ? (8 marks)</p> <p>3. Do the interpretations support the view that _____? (10 marks)</p> <p>4. Which of the sources is more useful to an historian studying _____? (11 marks)</p> <p>5. Read the interpretation provided below and answer the question which follows.</p> <p>“ _____ ”</p> <p>To what extent do you agree with this interpretation? (16 + 3 VCOP)</p>		
Revision strategies for this subject:	<ul style="list-style-type: none"> Revision videos can be found on Google Classroom. Knowledge booklets should be taken home and used for revision. Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK. Flash cards – condense your notes onto flash cards. Mind Maps. Answer practice questions and hand in to your teacher. 		
Support offered in school:	<ul style="list-style-type: none"> Revision sessions will take place on Wednesday B week afterschool for X band (HBN) and Friday A week for Y band (JGS). Students will be given specimen papers to help them prepare for the format of the exam – QR codes and Google Classroom. Intervention to be organised by the class teacher. Retrieval and factual recall of previous topics every lesson. 		
Useful links:	<ul style="list-style-type: none"> Google Classroom. The USA: A nation of contrasts, 1910-1929 - GCSE History Revision - WJEC - BBC Bitesize 		
Other useful information:	<p>MOCK EXAM DATES: Monday, 19th February 2024 AM</p> <p>Use your revision booklets and KOs to prepare at home. Use the QR codes below to access your revision resources.</p>		

America: A Nation of Contrasts 1910-29

Resource	Details	QR code
Revision booklet	<p>This revision guide include the following:</p> <ul style="list-style-type: none"> • A list of how the exam questions are structured • Key knowledge and key words • Practice questions and guidance <p>Use the 'How do we revise in history document' to help you with how to use this booklet</p>	
Knowledge organiser	<p>This is your knowledge organiser. Each page is a part of the specification summarised for you. Each page includes key dates, events and people. It is important that you learn this information, especially the vocabulary. This will avoid you being caught out in your real exam.</p>	
Revision powerpoint	<p>Here is a revision ppt which will take you through the entire America course.</p>	
Mock exam walk through	<p>In this video I am talking through an America exam paper.</p> <p>Revision idea: Pause the video at each question and then attempt it. Press play and self-mark/improve your answer.</p>	
Bitesize website	<p>Use the QR code to access the BBC Bitesize website section for America 1910-29. Use the website to test yourself and make revision resources.</p>	
Youtube clip: Immigration	<p>Use this video to help you to revise topic 1 which is Immigration. The video covers the Open Door Policy, Immigration Laws and the problems caused by Immigration such as Xenophobia.</p>	
Youtube clip: Racial tension	<p>Use this video to revise racism and discrimination within America. The video covers the Jim Crow Laws, Segregation and the actions of the KKK.</p>	
Youtube clip: Prohibition and organised crime	<p>Use this video to revise Prohibition and the activities of gangsters. The video covers the background to Prohibition; why it was passed. The video focuses on organised crime and racketeering.</p>	
Youtube clip: Popular entertainment	<p>Use this video to revise popular entertainment in the 1920s. The video focuses on Cinema, Radio, Sport and Jazz music.</p>	
Youtube clip: The changing role of women	<p>Use this video to revise the changing role of women during the 1920s. Firstly consider the restrictions of women's roles before 1920, and then consider how far their lives changed.</p>	
Youtube clip: The causes of the boom	<p>Use this video to revise the causes of the economic boom in America. The video explores the following factors: Mass production, WWI, Republican policies, consumer society and new technologies.</p>	
Youtube clip: Those who did not benefit from the boom	<p>Use this video to revise the groups of people who did not benefit from the economic boom in America.</p>	
Youtube video: The causes of the depression in America	<p>This video talks about the causes of the Wall Street Crash and the depression.</p>	
Recorded Lessons: KKK and purpose question	<p>In this lesson we answered the 8-mark purpose question. Use this video to revise the source analysis skill and the role of the KKK.</p>	
Recorded lessons: Black reaction	<p>In this lesson we talk about the reaction of black people in America. Use this video to revise the NAACP and the UNIA.</p>	
Recorded Lessons: The Teapot Dome Scandal	<p>In this lesson we explore the Teapot Dome Scandal. Use this video to revise this topic area.</p>	

Subject:	History – Elizabeth 1558-1603
Material to be examined:	<p>Elizabethan government - How successful was the government of Elizabeth I? The coronation and popularity of Elizabeth, Royal Court, Privy Council and councillors; local government. the role of Parliament, taxation and freedom of speech Lifestyles of rich and poor - How did life differ for the rich and poor in Elizabethan times? Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty, issue of unemployment and vagrancy, government legislation including the 1601 Poor Law Popular entertainment - What were the most popular types of entertainment in Elizabethan times? The importance of popular entertainment, Cruel sports, Entertainment enjoyed by the rich Elizabethan theatre; design, plays, attitudes towards the theatre The problem of religion - How successfully did Elizabeth deal with the problem of religion? Religious problems in 1559, Aims of the Religious Settlement The middle way. Acts of Supremacy and Uniformity. Reactions to the Settlement. The Catholic threat - Why were the Catholics such a serious threat to Elizabeth? Early toleration Excommunication in 1570; Recusancy Rebellion of Northern Earls Catholic Plots – Ridolfi, Throckmorton, Babington, The role of Mary, Queen of Scots The Spanish Armada - How much of a threat was the Spanish Armada? Reasons for the Armada War in the Netherlands, Course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain. Results of the Armada The Puritan threat - Why did the Puritans become an increasing threat during Elizabeth’s reign? Puritanism; challenge to the Settlement. Puritan opposition in Parliament and Privy Council Measures taken to deal with the Puritan challenge.</p>
Format of the examination:	<p>Elizabeth 1558-1603 1 hour 1.What can be learnt from Sources _ and _ about _____? (4 marks) 2.To what extent does this source accurately explain _____? (8 marks) 3.Why was _____ significant during _____? (12 marks) 4.Explain the connections between TWO of the following that are to do with _____(10 marks) • _____ • _____ • _____ • _____ Issues chosen: _____ and _____ 5.Read the interpretation provided below and answer the question which follows. “ _____ ” How far do you agree with this interpretation of _____? (16 + 3 VCOP)</p>
Revision strategies for this subject:	<ul style="list-style-type: none"> • <i>Revision videos can be found on Google Classroom.</i> • <i>Knowledge booklets should be taken home and used for revision.</i> • <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK.</i> • <i>Flash cards – condense your notes onto flash cards.</i> • <i>Mind Maps.</i> • <i>Answer practice questions and hand in to your teacher.</i>
Support offered in school:	<ul style="list-style-type: none"> • Revision sessions will take place on Wednesday B week afterschool for X band (HBN) and Friday A week for Y band (JGS). • Students will be given specimen papers to help them prepare for the format of the exam – QR codes and Google Classroom. • Intervention to be organised by the class teacher. • Retrieval and factual recall of previous topics every lesson.
Useful links:	<ul style="list-style-type: none"> • Google Classroom. • Elizabeth I - GCSE History Revision - Eduqas - BBC Bitesize
Other useful information:	<p>MOCK EXAM DATES: <i>Monday, 19th February 2024 AM</i></p> <p>Use your revision booklets and KOs to prepare at home. Use the QR codes below to access your revision resources.</p>

Elizabeth 1558-1603

Resource	Details	QR code
Revision guide	This revision guide contains the course content for Elizabeth, and a breakdown of all of the topic areas you need to revise. Use the 'How do we revise in history document' to help you with how to use this booklet	
Knowledge organiser	This is your knowledge organiser. Each page is a part of the specification summarised for you. Each page includes key dates, events and people. It is important that you learn this information, especially the vocabulary. This will avoid you being caught out in your real exam.	
Revision powerpoint	Here is a revision ppt which will take you through the entire Elizabeth course.	
Mock exam walk through	This document walks you through an example past paper for Elizabeth. It explains how you should approach each question. The exam paper used can be found in the box below. Use this document along with the revision videos to help you to practice how to answer each question.	
Past paper: 2018	This is the example exam paper which links to the document above. Try to answer each question and use the resource above to either mark or improve your answer.	
Example questions	Here is a large set of example questions. You can use these to test yourself and practice your exam technique.	
Revision activity book	This is an activity book which you can complete using your Revision guide or your knowledge organisers. At first, start by completing the tasks just from your memory. Then go through and MIB what you have missed. This will show you what you need to revise next.	
Revision notes and summary	Here you will find revision notes summarised for you, with an activity at the end for you to complete.	
Revision notes and questions	Here you will find revision notes summarised for you, with set of knowledge questions at the end for you to complete.	
Revision video: Elizabeth playlist	If you follow this QR code you will come to the first video in a large playlist which takes you through all of Elizabethan England.	
Revision video: Question 2 walk through	This video talks you through how to answer question 2 which is the 8-mark source accuracy question.	
Revision video: Question 3 walk through	This video talks you through how to answer question 3 which is the 12-mark significance question.	
Revision video: Question 4 walk through	This video talks you through how to answer question 4 which is the connections question.	
Revision video: Question 5 walk through	This video talks you through how to answer question 5 which is the 16-mark interpretation question. You always answer question 5 first, and you must check your spelling and capital letters as 3 marks are available for SPaG.	
Revision video: Topic 1	Here a teacher is talking through all of the knowledge needed for the topic: Elizabethan Government. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 2	Here a teacher is talking through all of the knowledge needed for the topic: Contrasting lifestyles of the rich and poor. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 3	Here a teacher is talking through all of the knowledge needed for the topic: Popular Entertainment. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 4	Here a teacher is talking through all of the knowledge needed for the topic: Elizabeth's Religious Problems. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 5	Here a teacher is talking through all of the knowledge needed for the topic: The Catholic Threat. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 6	Here a teacher is talking through all of the knowledge needed for the topic: The Spanish Armada. Watch the video and create your own revision notes as you watch.	
Revision video: Topic 7	Here a teacher is talking through all of the knowledge needed for the topic: The Puritan Threat. Watch the video and create your own revision notes as you watch.	

Subject:	Physical Education	No. of papers in the Exam series:	1
Material to be examined:	<p>Paper 1 – Fitness and Body Systems</p> <p>Skeletal system – functions, classifications of bones, structure of the skeleton (names of bones and regions of the vertebral column), joint classifications, joint movements, ligaments and tendons.</p> <p>Muscular system – Muscle types, names and locations of voluntary muscles, antagonistic pairs, muscle fibre types.</p> <p>Cardiovascular system – functions, structure, arteries, veins and capillaries, redistribution of blood flow, the blood.</p> <p>Respiratory system – Inhaled/exhaled air, vital capacity and tidal volume, structure of respiratory system, alveoli and gas exchange.</p> <p>Aerobic and anaerobic exercise – Energy production and by-products, energy sources.</p> <p>Effects of exercise – short term and long-term effects.</p> <p>Movement Analysis - Lever systems, examples of their use in activity and the mechanical advantage they provide in movement. Planes and axes of movement.</p> <p>Health and fitness – Definitions and relationships between health, fitness, exercise and performance.</p> <p>Principles of training/Training methods – Definitions and their application to training programmes.</p> <p>Long term effects of exercise – Effects on the different body systems</p> <p>Optimising performance and preventing injury – PARQ, injury prevention, sports injuries and treatment</p>		
Format of the examination:	<p>Paper 1 – Fitness and Body Systems 1 hr 30 mins – 80 marks</p> <p>Section A: Anatomy and Physiology and Movement Analysis Section B: Physical Training Section C: One extended response on Physical Training topic only</p>		
Revision strategies for this subject:	<ul style="list-style-type: none"> • <i>Revision videos – Use The Everlearner (Theeverlearner.com)</i> • <i>Test yourself – Use The Everlearner (Theeverlearner.com)</i> • <i>Checkpoints – Use The Everlearner (Theeverlearner.com)</i> • <i>BBC Bitesize</i> • <i>QLA document should be used to help them identify topics to focus their revision</i> • <i>Practice past exam questions</i> • <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK</i> • <i>Flash cards – condense your notes onto flash cards</i> • <i>Mind Maps</i> 		
Support offered in school:	<ul style="list-style-type: none"> • <i>Revision tasks will be set on The Everlearner</i> • <i>Students will be given specimen papers to help them prepare for the format of the exam</i> • <i>Students will be set homework linked to revising topics and answering exam questions</i> • <i>Students have prepared their own revision diagrams in lesson to use before the exams</i> • <i>Retrieval and factual recall of previous topics every lesson</i> 		
Useful links:	<p>School website</p> <p>Google classroom</p> <p>Bcbitesize.com</p> <p>Theeverlearner.com</p>		
Other information:			

Subject:

Spanish

No. of papers in the Exam series:

4

Material to be examined:

Paper 1 – Listening

Higher

50 marks – 45 minutes (including 5 minutes reading time)

Foundation

40 marks – 35 minutes (including 5 minutes reading time)

THEME 1 – IDENTITY AND CULTURE

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spain

THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT

- My studies/Life at school
- Post-16 Education
- Jobs, career choices and ambitions

Paper 2 – Reading

Higher

60 marks – 1 hour

Foundation

45 marks – 55 minutes

THEME 1 – IDENTITY AND CULTURE

- Me, my family and friends
- Technology in everyday life
- Free time activities
- Customs and festivals in Spain

THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

- Home, town, neighbourhood and region
- Social issues
- Global issues
- Travel and tourism

THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT

- My studies/Life at school
- Post-16 Education
- Jobs, career choices and ambitions

Paper 3 Writing

THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT

- My studies/Life at school



150 word Higher

Higher	
Q1	Structured writing task: Students respond to 4 bullet points. 90 words in total (approx.) (16 marks)
Q2	Open-ended writing task: Students respond to two bullet points. 150 words in total (approx.) (32 marks)
Q3	Translation: From English into Spanish. 50 words minimum. (12 marks)



90 word
Foundation /
Higher

Foundation	
Q1	Open-ended writing task: Describe a photo 4 sentences in total (8 marks)
Q2	Structured writing task: Students respond to 4 bullet points. 40 words in total (approx.) Choice of 2 questions. (16 marks)
Q3	Translation: From English into Spanish 35 words minimum (10 marks)
Q4	Open-ended writing task: Students respond to 4 bullet points. 90 words in total (approx.) Choice of two questions. (16 marks)



Q1 Foundation writing



Q2 40 word
Foundation

Format of the
examination:

Speaking Exam

The speaking exam will last between 7-9 minutes **Foundation** (including +12 minutes supervised preparation time and 10-12 minutes **Higher** (including +12 minutes supervised preparation time)

Higher / Foundation	
Q1	Role Play 2 minutes (approx.)
Q2	Photo card 2 minutes (max) Foundation 3 minutes (max) Higher
Q3	General conversation You will be asked questions on 2 themes and you will have prepared your possible answers beforehand This conversation will last 3-5 minutes Foundation and 5-7 minutes Higher



Role Play



Photo card



General
conversation

Revision
strategies for
this subject:

- Revision videos on GC.
- Vocabulary list given on GC using – LOOK, SAY, COVER, WRITE, CHECK .
- Flash cards – condense your notes onto flash cards .
- Mind maps
- RAG core vocabulary/ grammar in each unit and use that as a guide to prioritise revision.

Support
offered in
school:

- Intervention sessions available after school time
- Tiered-specific grammar session.
- Lunch time drop in

Useful links:

- Google classroom
- School website
- Online access to Kerboodle.com
- BBC AQA Bitesize Spanish
- Seneca
- Duolingo
- Linguascope.co.uk

Revision guides and grammar work books provided by school.

Other information:



NAME: _____

Week of 05/02/24

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Week of 12/02/24

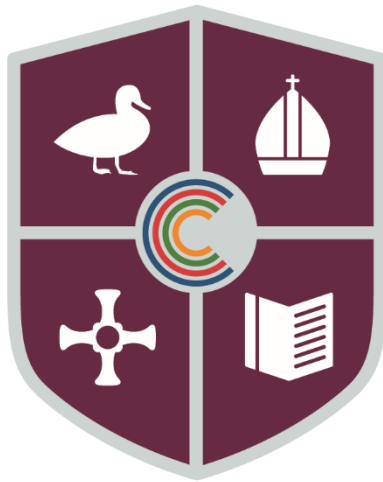
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Week of 19/02/24

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Week of 26/02/24

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**St Cuthbert's
Catholic High School**
Live life in all its fullness