



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# **Year 11 External Exams**

**May/June 2025**

# **Preparation Booklet**

Student Name: \_\_\_\_\_

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## EASTER REVISION SCHOOL FOR GCSE & BTEC STUDENTS

Week 1			
Monday, 7 April	Tuesday, 8 April	Wednesday, 9 April	Thursday, 10 April
<p><b>RE revision</b> <b>10am to 12 noon</b></p>	<p><b>PE revision</b> <b>9am to 12 noon</b></p> <p><b>English Revision</b> <b>12:30 to 3:30pm</b></p>	<p><b>Drama revision</b> <b>9am to 2pm</b></p>	<p><b>Online Science revision</b> <b>10:30 am to 11:30am.</b> The link will be on Google Classrooms.</p>
Week 2			
		Wednesday, 16 April	Thursday, 17 April
		<p><b>Maths's revision</b></p> <p><b>9am to 11am</b> for students sitting the <b>Foundation</b> paper.</p> <p><b>11:15am to 1:15pm</b> for students sitting the <b>Higher</b> paper.</p>	<p><b>D&amp;T and Food revision</b> <b>9am to 2:30pm</b></p>

## EXTERNAL EXAM TIMETABLE MAY/JUNE 2025

Date	Start	Length	Board	Component Code	Component Title	Level
<b>Fri 02 May</b>	09:00	00:00	AQA	8698/SH	Spanish Speaking Test Tier H	GCSE/9FC
<b>Fri 02 May</b>	09:00	00:00	AQA	8698/SF	Spanish Speaking Test Tier F	GCSE/9FC
<b>25 &amp; 30 Apr</b>	09:00	10:00	AQA	8202/X	Art & Des [Fine Art] Ext Set	GCSE/9FC
<b>Fri 16 May</b>	09:00	00:00	AQA	8261/X	Drama External Practical	GCSE/9FC
<b>Weds 19 Mar</b>	09:00	00:00	EDEXL/GCSE	1PE0 03	PE - Practical Performance	GCSE/9FC
<b>Tue 06 May</b>	09:00	02:00	EDEXL/GCSE	BHS0301	Health and Wellbeing	BTEC/1&2
<b>Thu 08 May</b>	09:00	01:45	AQA	8261/W	Drama Written Paper	GCSE/9FC
<b>Mon 12 May</b>	09:00	01:45	AQA	8702/1	English Literature Paper 1	GCSE/9FC
<b>Mon 12 May</b>	13:30	01:30	EDEXL/GCSE	1CP2 01	Principles of Computer Science	GCSE/9FC
<b>Tue 13 May</b>	09:00	01:30	WJEC/GCSE	C120U80-1	RS Route B Comp 1 Found. Catholic	GCSE/9FC
<b>Tue 13 May</b>	13:30	01:15	AQA	8464/B/1H	Combined Sci Trilogy Biology P1H	GCSE/9DA
<b>Tue 13 May</b>	13:30	01:15	AQA	8464/B/1F	Combined Sci Trilogy Biology P1F	GCSE/9DA
<b>Wed 14 May</b>	09:00	01:30	AQA	8035/1	Geography Paper 1	GCSE/9FC
<b>Thu 15 May</b>	09:00	01:30	OCR	J560/01	Mathematics: Paper 1 Foundation Written	GCSE/9FC
<b>Thu 15 May</b>	09:00	01:30	OCR	J560/04	Mathematics: Paper 4 Higher Written	GCSE/9FC
<b>Fri 16 May</b>	09:00	01:00	WJEC/GCSE	C100UB0-1	History COMP1B Elizabethan 1558-1603	GCSE/B
<b>Fri 16 May</b>	09:00	01:00	WJEC/GCSE	C100UH0-1	History Comp 1H the USA 1910-1929	GCSE/B
<b>Mon 19 May</b>	09:00	01:15	AQA	8464/C/1H	Combined Sci Trilogy Chemistry P1H	GCSE/9DA
<b>Mon 19 May</b>	09:00	01:15	AQA	8464/C/1F	Combined Sci Trilogy Chemistry P1F	GCSE/9DA
<b>Mon 19 May</b>	13:30	01:30	EDEXL/GCSE	1PE0 01	Fitness and Body Systems	GCSE/9FC
<b>Tue 20 May</b>	09:00	02:15	AQA	8702/2	English Literature Paper 2	GCSE/9FC
<b>Tue 20 May</b>	13:00	02:00	EDEXL/GCSE	1CP2 02	Application of Computational Thinking	GCSE/9FC
<b>Wed 21 May</b>	13:30	01:30	WJEC/GCSE	C120U90-1	RS Route B Comp 2 Applied Catholic	GCSE/9FC
<b>Thu 22 May</b>	09:00	01:15	AQA	8464/P/1H	Combined Sci Trilogy Physics P1H	GCSE/9DA
<b>Thu 22 May</b>	09:00	01:15	AQA	8464/P/1F	Combined Sci Trilogy Physics P1F	GCSE/9DA
<b>Fri 23 May</b>	09:00	01:45	AQA	8700/1	English Language Paper 1	GCSE/9FC

Date	Start	Length	Board	Component Code	Component Title	Level
Wed 04 Jun	09:00	01:30	OCR	J560/02	Mathematics: Paper 2 Foundation Written	GCSE/9FC
Wed 04 Jun	09:00	01:30	OCR	J560/05	Mathematics: Paper 5 Higher Written	GCSE/9FC
Wed 04 Jun	13:30	01:00	WJEC/GCSE	C120U60-1	RS Component 3 Judaism	GCSE/9FC
Thu 05 Jun	09:00	00:45	WJEC/GCSE	C100U20-1	History Comp 2B Germany 1919-1991	GCSE/B
Thu 05 Jun	09:00	01:15	WJEC/GCSE	C100U80-1	History Comp 2H Entertain & Leisure	GCSE/B
Fri 06 Jun	09:00	01:45	AQA	8700/2	English Language Paper 2	GCSE/9FC
Fri 06 Jun	13:30	01:30	AQA	8035/2	Geography Paper 2	GCSE/9FC
Mon 09 Jun	09:00	01:15	AQA	8464/B/2H	Combined Sci Trilogy Biology P2H	GCSE/9DA
Mon 09 Jun	09:00	01:15	AQA	8464/B/2F	Combined Sci Trilogy Biology P2F	GCSE/9DA
Mon 09 Jun	13:30	01:15	EDEXL/GCSE	1PE0 02	PE - Health and Performance	GCSE/9FC
Tue 10 Jun	09:00	00:45	AQA	8698/LH	Spanish Listening Test Tier H	GCSE/9FC
Tue 10 Jun	09:00	01:00	AQA	8698/RH	Spanish Reading Test Tier H	GCSE/9FC
Tue 10 Jun	09:00	00:35	AQA	8698/LF	Spanish Listening Test Tier F	GCSE/9FC
Tue 10 Jun	09:00	00:45	AQA	8698/RF	Spanish Reading Test Tier F	GCSE/9FC
Wed 11 Jun	09:00	01:30	OCR	J560/03	Mathematics: Paper 3 Foundation Written	GCSE/9FC
Wed 11 Jun	09:00	01:30	OCR	J560/06	Mathematics: Paper 6 Higher Written	GCSE/9FC
Thu 12 Jun	09:00	01:30	AQA	8035/3	Geography Paper 3	GCSE/9FC
Fri 13 Jun	09:00	01:15	AQA	8464/C/2H	Combined Sci Trilogy Chemistry P2H	GCSE/9DA
Fri 13 Jun	09:00	01:15	AQA	8464/C/2F	Combined Sci Trilogy Chemistry P2F	GCSE/9DA
Mon 16 Jun	09:00	01:15	AQA	8464/P/2H	Combined Sci Trilogy Physics P2H	GCSE/9DA
Mon 16 Jun	09:00	01:15	AQA	8464/P/2F	Combined Sci Trilogy Physics P2F	GCSE/9DA
Tue 17 Jun	09:00	01:15	AQA	8698/WH	Spanish Writing Test Tier H	GCSE/9FC
Tue 17 Jun	09:00	01:00	AQA	8698/WF	Spanish Writing Test Tier F	GCSE/9FC
Tue 17 Jun	13:00	01:45	AQA	8585/W	Food Prep and Nutrition Written	GCSE/9FC
Wed 18 Jun	09:00	02:00	AQA	8552/W	Design and Technology Written Paper	GCSE/9FC

Subject:	Religious Studies	No. of papers in the Exam series:	3												
Material to be examined:	<table><tr><th>Paper</th><th>Topics</th><th>Time</th></tr><tr><td>1</td><td><b>Component 1: Foundational Catholic Theology</b></td><td>90 mins</td></tr><tr><td>2</td><td><b>Component 2: Applied Catholic Theology</b></td><td>90 mins</td></tr><tr><td>3</td><td><b>Component 3 Study of a world faith: Judaism</b></td><td>30 mins</td></tr></table>	Paper	Topics	Time	1	<b>Component 1: Foundational Catholic Theology</b>	90 mins	2	<b>Component 2: Applied Catholic Theology</b>	90 mins	3	<b>Component 3 Study of a world faith: Judaism</b>	30 mins		
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	<b>Component 1 (paper 1) – Foundational Catholic Theology</b>														
	<b>Theme 1: Origins and Meaning</b>														
	<b>Origins and Meaning:</b>														
	<ul style="list-style-type: none"><li>– Catholic beliefs about the origin of the universe and ‘creation ex nihilo’.</li><li>– The relationship between Catholic, other Christian and non-religious views on the origin of the universe</li><li>– Compatibility of scientific theory of evolution with Catholic beliefs</li><li>– Sanctity of human life and ‘imago Dei’</li><li>– Catholic, other Christian and non-religious views about the value of human life, including attitudes toward abortion</li><li>– Humanist beliefs on sanctity of life issues (e.g. Peter Singer's views on 'speciesism')</li></ul>														
	<b>Beliefs: Creation</b>														
	<ul style="list-style-type: none"><li>– Comparison of the first and second creation accounts in Genesis</li><li>– Catholic beliefs about the nature of human beings and their relationship with creation, each other and God</li><li>– Catholic and Humanist beliefs on stewardship</li></ul>														
	<b>Sources: The Bible</b>														
	<ul style="list-style-type: none"><li>– The nature of revelation and inspiration; structure and origins of scripture and its literary forms</li><li>– Different Christian views on Genesis</li></ul>														
	<b>Forms: Painting</b>														
	<ul style="list-style-type: none"><li>– Michelangelo’s Creation of Adam as an expression of Catholic beliefs about creation, God and human beings</li></ul>														
	<b>Forms: Symbolism</b>														
	<ul style="list-style-type: none"><li>– 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</li><li>– The symbol of cross as the tree of life; Christ as the New Adam as expressed in the San Clemente mosaic</li></ul>														
	<b>Practices: Loving and Serving in Catholic communities in Britain and elsewhere</b>														
<ul style="list-style-type: none"><li>– imago Dei expressed in Catholic Social Teaching</li><li>– 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.</li><li>– 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</li></ul>															
<b>key concepts:</b> creation ex nihilo; evolution; imago Dei; inspiration; omnipotence; revelation; stewardship; transcendence															
<b>Theme 2: Good and Evil</b>															
<b>Good, Evil and Suffering</b>															
<ul style="list-style-type: none"><li>– Catholic beliefs on the origin of evil: Original Sin and evil as a “privation”</li><li>– Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil.</li><li>– relationship between God’s goodness and the goodness of the created world</li><li>– challenges posed by belief in God’s goodness, free will and the existence of evil and suffering</li><li>– The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ’s suffering and death and Isaiah 53</li></ul>															
<b>Beliefs: Trinity</b>															
<ul style="list-style-type: none"><li>– The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit</li><li>– The biblical support for the doctrine, with reference to the trinity of love, lover and beloved in St Augustine</li></ul>															

**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
- 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

#### **Practices**

##### ***Worship***

- The nature and importance of Orthodox and Reform services, including Shabbat services, and the significance of prayer (the Amidah or standing prayer)
- Worship in the home – the Shema, the Siddur, Mezzuzah, celebrating Shabbat
- Items worn for worship – tefillin, tallit and kippah

##### ***The Synagogue***

- Features of the synagogue – Bimah, Aron Kodesh, Torah Scrolls, Ner Tamid, seating, and minyan
- Worship, social and community functions of the synagogue serving Jewish communities in modern Britain





##### ***Rituals***

- The role and importance of Brit Milah: Covenant, identity, features of the ceremony
- Bar Mitzvah: Law and personal responsibility, features of the ceremony
- Orthodox and Reform views regarding Bat Mitzvah and Bat Chayil and features of the ceremonies
- Marriage: Genesis 2: 24, features of the ceremony
- Mourning rituals: onan, kaddish, sheva, yartzheit. Role of chevra kaddisha

##### ***Daily Life***

- Significance of use of the Tenakh and the Talmud in daily life;



	<ul style="list-style-type: none"><li>- Dietary laws: kosher/treyfah, parev, the prohibition of milk with meat, requirements of a kosher kitchen: Leviticus 11:1-23</li><li>- Keeping kosher in Britain: benefits and challenges</li></ul> <p><b>Festivals</b></p> <ul style="list-style-type: none"><li>- The origin, meaning and celebration of the following festivals among different Jewish communities in Britain</li><li>- Rosh Hashanah</li><li>- Yom Kippur</li><li>- Pesach:Exodus 12:14</li><li>- Sukkot</li><li>- Diversity of practice between different Jewish traditions</li></ul> <p><b>Key concepts:</b> synagogue; shekinah; Shabbat; kosher; Torah; mitzvot; Messiah; Covenant</p>																																	
Format of the examinations	<table><tr><th rowspan="2">Question Type</th><th rowspan="2">Focus</th><th colspan="3">How many questions you have to complete in the exam paper</th></tr><tr><th>Component (paper) 1</th><th>Component (paper) 2</th><th>Component (paper) 3</th></tr><tr><td>Question a) – 2 marks</td><td><b>Define</b> the keyword</td><td>3</td><td>3</td><td>1</td></tr><tr><td>Question b) – 5 marks</td><td><b>Describe</b> a belief, teaching, practice or event etc with a <b>source</b> to back it up</td><td>3</td><td>3</td><td>1</td></tr><tr><td>Question c) – 8 marks</td><td><b>Explain</b> a belief, teaching, practice or event etc with reference to a <b>source</b>. Include reasons, detail and how beliefs <b>impact</b> people/communities. (Paper 1)</td><td>3</td><td>3</td><td>1</td></tr><tr><td>Question d) – 15 marks</td><td><b>Discuss</b> a statement – looking at both sides of the argument. You must refer to religion and belief and the <b>impact</b> it has people/communities. Include <b>sources</b> to back up your arguments. <b>Evaluate</b> the arguments. Say which side is strong and why the other side is weak. Come to an <b>evidenced conclusion</b>.</td><td>3</td><td>3</td><td>1</td></tr><tr><td>SPAG – 6 marks</td><td>Marks for spelling, punctuation and grammar</td><td>1d) only</td><td>2d) only</td><td>None</td></tr></table>	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	<b>Define</b> the keyword	3	3	1	Question b) – 5 marks	<b>Describe</b> a belief, teaching, practice or event etc with a <b>source</b> to back it up	3	3	1	Question c) – 8 marks	<b>Explain</b> a belief, teaching, practice or event etc with reference to a <b>source</b> . Include reasons, detail and how beliefs <b>impact</b> people/communities. (Paper 1)	3	3	1	Question d) – 15 marks	<b>Discuss</b> a statement – looking at both sides of the argument. You must refer to religion and belief and the <b>impact</b> it has people/communities. Include <b>sources</b> to back up your arguments. <b>Evaluate</b> the arguments. Say which side is strong and why the other side is weak. Come to an <b>evidenced conclusion</b> .	3	3	1	SPAG – 6 marks	Marks for spelling, punctuation and grammar	1d) only	2d) only	None
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Revision strategies for this subject:	<div></div> <p><b>Practice writing and planning exam questions</b> using your knowledge organisers and revision booklets. Your teacher can mark/annotate for you. See Google Classroom or your teacher for past questions.</p> <p><b>Dedicate a set time to a topic. Chuck your revision down into manageable bits.</b> 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.</p> <p><b>Make your brain work hard</b> 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> <div></div>																																	




<b>Support offered in school:</b>	<p>Visit the <b>Year 11 Google Classroom Revision Hub</b> <a href="#">se2jz76</a></p> <p>You will also receive:</p> <ul style="list-style-type: none"> <li>• Knowledge organisers</li> <li>• Revision guides</li> <li>• Revision lessons</li> <li>• Past questions</li> <li>• Revision workbooks</li> <li>• Afterschool revision sessions <b>THURSDAYS</b>– everyone is welcome!</li> <li>• <b>Thursday lunchtime</b> year 11 drop in – come to RE to get any one-to-one support you need.</li> </ul>
<b>Useful links:</b>	<p>:</p> <div data-bbox="624 551 1153 636"> </div> <ul style="list-style-type: none"> <li>• On the Google Classroom RS Revision Hub, you will find links to SENECA and Quizlet for online revision.</li> <li>• <a href="#">St. Bede's Blackburn RE - YouTube</a> – for great revision videos.</li> <li>• <a href="https://www.eduqas.co.uk/home/student-support/">https://www.eduqas.co.uk/home/student-support/</a> for general revision and study support.</li> <li>• <a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&amp;lId=2">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&amp;lId=2</a> look at the route B resources here. You can also download past papers.</li> <li>• Quizlet – search for 'St. Cuthbert's @ St. Cuthberts - RS Revision' class <a href="https://quizlet.com/join/aBSqGdzyt?i=52v75e&amp;x=1bqt">https://quizlet.com/join/aBSqGdzyt?i=52v75e&amp;x=1bqt</a></li> <li>• <a href="#">RE Beck - YouTube</a></li> <li>• <a href="#">Miss Watson RE</a> – Good site for revision materials.</li> </ul>
<b>Other information:</b>	<p><b>EXAM DATES</b></p> <p>Component 1 (Found Catholic): <b>Tue 13 May – 9:00am</b></p> <p>Component 2 (Applied Catholic): <b>Wed 21 May – 13:30pm</b></p> <p>Component 3 (Judaism): <b>Wed 04 Jun – 13:30pm</b></p>

<b>Subject:</b>	<b>English Language</b>	<b>No. of papers in the Exam series:</b>	2
<b>Material to be examined:</b>	<p><b>Paper 1 – Explorations in creative writing</b>  <b>Section A: Read an unseen fiction text and answer questions relating to the text.</b>  <b>Section B: Creative writing:</b></p> <ul style="list-style-type: none"> <li>Write either a description or a narrative text.</li> </ul> <p><b>Paper 2 –Establishing viewpoint</b>  <b>Section A: Read, analyse and compare 2 unseen non-fiction texts.</b>  <b>Section B: Writing to establish a viewpoint:</b>  Students will be directed to produce either:</p> <ul style="list-style-type: none"> <li>An article, speech <b>OR</b> formal letter</li> </ul>		
<b>Format of the examination:</b>	<p><b>ENGLISH LANGUAGE</b>  <b>Paper 1 – Explorations in creative writing</b>  <b>Section A: Read an unseen fiction text and answer questions relating to it (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 1: Information retrieval (4 marks)</li> <li>Question 2: Analysing language (8 marks)</li> <li>Question 3: Analysing structure (8 marks)</li> <li>Question 4: Evaluating a text (writer's craft) (20 marks)</li> </ul> <p><b>Section B: Creative writing (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 5: Write either a description or a narrative text</li> </ul> <p><b>Paper 2 –Establishing viewpoint</b>  <b>Section A: Read, analyse and compare 2 non-fiction texts (40 marks):</b></p> <ul style="list-style-type: none"> <li>Question 1: Identifying 4 true statements (4 marks)</li> <li>Question 2: Summarising similarities and/or differences (8 marks)</li> <li>Question 3: Analysing language (12 marks)</li> <li>Question 4: Comparing writers' viewpoints (16 marks)</li> </ul> <p><b>Section B: Writing to express a viewpoint (40 marks)</b></p> <ul style="list-style-type: none"> <li>Question 5: Write an article, speech or formal letter (you will be provided with the focus).</li> </ul>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>Practise using ambitious vocabulary, varying sentence structures and a range of punctuation.</li> <li>Use vocabulary and revision sheets provided by your teacher.</li> <li>Revise previous narratives/descriptions you have written.</li> <li>Use a thesaurus to expand your vocabulary choices.</li> <li>Complete exam questions in timed conditions.</li> <li>Revisit previous mocks.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>Revision sessions will take place on Wednesday after school from 3:05 to 3:50pm</li> <li>Students will be given specimen papers to help them prepare for the format of the exam</li> <li>Specific revision guides dealing with the key themes and characters</li> </ul>		
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>School Website</li> <li>CGP revision guides</li> </ul>		
<b>Other information:</b>	<p><b>EXAM DATES</b>  Paper 1: <b>Fri 23 May – 9:00am</b>  Paper 2: <b>Fri 06 Jun – 9:00am</b></p>		

Subject:	<b>English Literature</b>	No. of papers in the Exam series:	2
Material to be examined:	<p><b>ENGLISH LITERATURE</b></p> <p><b>Paper 1: Section A-Shakespeare (Romeo and Juliet)</b> Analysing how Shakespeare uses language to establish theme and character. Themes:</p> <ul style="list-style-type: none"> <li>• Conflict and Hatred</li> <li>• Love</li> <li>• Patriarchal society</li> <li>• Fate</li> <li>• Retribution (Vengeance)</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Lord and Lady Capulet</li> <li>• Lord and Lady Montague</li> <li>• Tybalt</li> <li>• Juliet</li> <li>• Romeo</li> <li>• Mercutio</li> <li>• Benvolio</li> <li>• Nurse</li> </ul> <p><b>Paper 1 Section B: 19<sup>th</sup> Century Novel (A Christmas Carol)</b> Analysing how Dickens uses language to establish theme and character. Themes:</p> <ul style="list-style-type: none"> <li>• Poverty/The struggles of the poor</li> <li>• Class</li> <li>• Transformation</li> <li>• Family</li> <li>• Forgiveness</li> <li>• Isolation</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Scrooge</li> <li>• Fred</li> <li>• The Cratchits</li> <li>• The Ghosts (Marley, Ghost of Christmas Past, Present and Yet to Come)</li> </ul> <p><b>Paper 2 Section A: Modern Prose (Blood Brothers)</b> Analysing how Russell uses language to establish theme and character. Themes:</p> <ul style="list-style-type: none"> <li>• Superstition</li> <li>• Nature v Nurture</li> <li>• Class</li> <li>• Religion</li> <li>• Violence</li> <li>• Friendship and loyalty</li> </ul> <p>Characters:</p> <ul style="list-style-type: none"> <li>• Mrs Johnstone</li> <li>• Mrs Lyons</li> <li>• Mickey</li> <li>• Edward</li> <li>• Linda</li> <li>• Sammy</li> </ul> <p><b>Paper 2: Section B-Poetry Anthology (Power and Conflict)</b> An essay comparing 2 poems: the one printed in the exam paper and another poem from the anthology. Anthology Poems:</p> <ol style="list-style-type: none"> <li>1. Percy Bysshe Shelley, Ozymandias (1818)</li> <li>2. William Blake, London (1794)</li> <li>3. William Wordsworth, Extract from The Prelude (1798-1850)</li> <li>4. Robert Browning, My Last Duchess (1842)</li> </ol>		

Material to be examined:	<p>5. Alfred Lord Tennyson, The Charge of the Light Brigade (1854)</p> <p>6. Wilfred Owen, Exposure (1917)</p> <p>7. Seamus Heaney, Storm on the Island (1966)</p> <p>8. Ted Hughes, Bayonet Charge (1957)</p> <p>9. Simon Armitage, Remains (2008)</p> <p>10. Jane Weir, Poppies (2009)</p> <p>11. Carol Ann Duffy, War Photographer (1985)</p> <p>12. Imtiaz Dharker, Tissue (2006)</p> <p>13. Carol Rumens, The Émigrée (1993)</p> <p>14. Beatrice Garland, Kamikaze (2013)</p> <p>15. John Agard, Checking Out Me History (2007)</p> <p><b>Paper 2: Section C-Unseen poetry</b></p> <ul style="list-style-type: none"> <li>• Analysis of an unseen poem</li> <li>• Comparing the methods poets use to express their thoughts/feelings in 2 unseen poems</li> </ul>
Format of the examination:	<p><b>ENGLISH LITERATURE</b></p> <p><b>Paper 1 Section A: Shakespeare</b>-30 marks + 4 SPAG) Explore how Shakespeare uses language to show ....</p> <ul style="list-style-type: none"> <li>• in the extract</li> <li>• in the play as a whole</li> </ul> <p><b>Paper 1 Section A: 19<sup>th</sup> Century Novel-A Christmas Carol</b> (30 marks) Explore how Dickens uses language to show ....</p> <ul style="list-style-type: none"> <li>• in the extract</li> <li>• in the play as a whole</li> </ul> <p><b>Paper 2 Section A: Modern Prose-Blood Brothers</b> (30 marks + 4 SPAG) How does Russell use language to ....?</p> <ul style="list-style-type: none"> <li>• in the play as a whole (no extract is provided)</li> </ul> <p><b>Paper 2: Poetry Anthology</b> (30 marks) Compare how poets present the effects of war in '<b>NAME OF POEM</b>' and in one other poem from 'Power and Conflict'.</p> <p><b>Paper 2: Section C-Comparison of 2 unseen poems</b> (8 marks) What are the similarities and/or differences between the methods the poets use to present these feelings/thoughts?</p>
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>• Use the character/theme revision sheets provided by your teacher.</li> <li>• Flash cards-key quotes (A Christmas Carol, Blood Brothers and Romeo and Juliet)</li> <li>• Complete exam questions in timed conditions.</li> <li>• On-line tutorials (search YouTube) exploring the themes and characters in A Christmas Carol, Blood Brothers and Romeo and Juliet)</li> <li>• BBC Bitesize</li> <li>• School website (Year 11 page) PowerPoints (annotated poems from the anthology.)</li> </ul>
Support offered in school:	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Wednesday after school from 3:05pm)</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam</li> <li>• Specific revision guides dealing with the key themes and characters</li> </ul>
Useful links:	<ul style="list-style-type: none"> <li>• School Website</li> <li>• Google Classroom</li> <li>• BBC Bitesize</li> <li>• CGP Revision guides</li> <li>• YouTube-Mr Bruff videos</li> </ul>
Other information:	<p><b>EXAM DATES</b></p> <p>Paper 1: <b>Mon 12 May – 9:00am</b></p> <p>Paper 2: <b>Tue 20 May 9:00am</b></p>

Subject:	Maths – Higher Tier	No. of papers in the Exam series:	3																											
Material to be examined:	<p>There are a wide range of topics that can be assessed at Higher GCSE, too many to name here.</p> <p>Please refer to this document which has been uploaded to Google Classroom (code 2hvbdbd), Classwork Tab under the heading ‘Frequency of Questions’</p> <div>OCR Higher GCSE June 17/18/19/22/23 Nov 17/18/19/20/21/22</div> <table><tr><th colspan="3">Number</th></tr><tr><td>N1/N2 Place Value</td><td>N3 Ordering Decimals</td><td>N4 Reading Scales</td></tr><tr><td></td><td>June 19 P3 Q2</td><td></td></tr><tr><td>N5/N6 Add/Subtract Integers and Decimals</td><td>N7/N8 Time- 12-24 hour/Bus Timetables</td><td>N9 Multiplying and Dividing Large Numbers</td></tr><tr><td>Nov 18 P2 Q5</td><td></td><td></td></tr><tr><td>N10 Multiplying Integers</td><td>N11 Dividing Integers</td><td>N13 Money Questions</td></tr><tr><td></td><td></td><td>Nov 20 P1 Q8</td></tr><tr><td>N14. Negatives In Real Life</td><td>N15 Adding-Subtracting with Negatives</td><td>N16 Multiplying- Dividing with Negatives</td></tr><tr><td></td><td></td><td>June 17 P3 Q6b</td></tr></table> <p>Your class teacher will have provided you with a copy of the above document which lists all the topics that can be asked and illustrates the frequency that each topic has been asked over the previous exam series.</p>			Number			N1/N2 Place Value	N3 Ordering Decimals	N4 Reading Scales		June 19 P3 Q2		N5/N6 Add/Subtract Integers and Decimals	N7/N8 Time- 12-24 hour/Bus Timetables	N9 Multiplying and Dividing Large Numbers	Nov 18 P2 Q5			N10 Multiplying Integers	N11 Dividing Integers	N13 Money Questions			Nov 20 P1 Q8	N14. Negatives In Real Life	N15 Adding-Subtracting with Negatives	N16 Multiplying- Dividing with Negatives			June 17 P3 Q6b
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Format of the examination:	<p><b>Paper 1 – (100 marks) Calculator allowed – 1 hour 30 min</b></p> <p><b>Paper 2 – (100 marks) Non-Calculator – 1 hour 30 min</b></p> <p><b>Paper 3 – (100 marks) Calculator allowed – 1 hour 30 min</b></p> <p>Read each question carefully, there is approximately 1 minute per mark</p> <p>Although the questions generally increase in difficulty, everyone has different strengths so if you struggle with a question move on to the next and come back to it at the end. Don't presume you will not be able to answer the later questions.</p> <p>If you have time at the end of the exam, make sure you check your answers for mistakes.</p>																													
Revision strategies for this subject:	<p><b><i>To get the very best grades, you will need to work at home, using the following...</i></b></p> <p>Your class teacher will have provided you with a revision list for this Mock Series (this will not be available for your actual GCSE in the Summer) which lists both the stcuthbertsmaths code and the independent learning code for Sparx Maths. The revision lists are also uploaded to Google Classroom (code 2hvbdbd)</p> <p>Your main sources of revision will be Sparx Maths, <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a> and <a href="http://www.gcsemathsquestions.co.uk">www.gcsemathsquestions.co.uk</a>.</p> <p>The most effective way to revise is to practice answering exam questions.</p> <p>Using Sparx Maths will allow you to practice questions, have them marked immediately and watch a more specific video to help you should you need it.</p> <p>Use the frequency of questions list alongside <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a> and <a href="http://www.gcsemathsquestions.co.uk">www.gcsemathsquestions.co.uk</a> which contains every GCSE exam question asked, along with the answer and model working out, since 2017 by the three main exam boards.</p> <p>These are organised by topic so you can focus upon those areas which you need to most.</p>																													

<p><b>Revision strategies for this subject:</b></p>	<p>N = Number A = Algebra R = Ratio and Proportion G = Geometry and Measure P = Probability and Statistics</p> <p>This video explains how to use the above to help revise for your GCSE's</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>This video explains how to use the above to help revise for your GCSE's</p> </div> <div style="text-align: center;">  </div> </div> <p>The QR code on the left will show you how to use Corbett Maths to find questions and answers.</p> <p>You will also find a large range of questions with answers on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> under the heading of worksheets.</p>
<p><b>Support offered in school:</b></p>	<ul style="list-style-type: none"> <li>• Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.</li> <li>• Review of learning in class will focus on topics that have been covered earlier in the course.</li> <li>•</li> </ul>
<p><b>Useful links:</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></li> <li>• <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a></li> <li>• <a href="http://www.gcsemathsquestions.co.uk">www.gcsemathsquestions.co.uk</a></li> <li>• <a href="http://www.corbettmaths.com">www.corbettmaths.com</a></li> </ul>
<p><b>Other information:</b></p>	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1; text-align: center; margin-right: 20px;">  </div> <div style="flex: 2;"> <ul style="list-style-type: none"> <li>• Students will need their own Casio scientific calculator for their exam.</li> <li>• 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.</li> </ul> </div> </div> <p><b>EXAM DATES</b></p> <p>Paper 4: <b>Thu 15 May – 9:00am</b>  Paper 5: <b>Wed 04 Jun – 9:00am</b>  Paper 6: <b>Wed 11 Jun – 9:00am</b></p>

Subject:	Maths – Foundation Tier	No. of papers in the Exam series:	3																					
Material to be examined:	<p>There are a wide range of topics that can be assessed at Higher GCSE, too many to name here.</p> <p>Please refer to this document which has been uploaded to Google Classroom (code 2hvbdbd), Classwork Tab under the heading ‘Frequency of Questions’</p> <div>OCR Foundation GCSE June 17/18/19/22/23 Nov 17/18/19/20/21/22</div> <table><tr><th colspan="3">Number (12 - 18%)</th></tr><tr><th>N1/N2 Place Value</th><th>N3 Ordering Decimals</th><th>N4 Reading Scales</th></tr><tr><td></td><td>Mock 2 P2 Q1b Mock 3 P1 Q3 June 17 P1 Q2ai June 18 P3 Q2c Nov 18 P3 Q6 June 19 P3 Q18 Nov 19 P2 Q6 Nov 20 P1 Q5 Nov 21 P1 Q6 Nov 21 P2 Q4b June 22 P1 Q8 Nov 22 P3 Q2</td><td></td></tr><tr><th>N5/N6 Add/Subtract Integers and Decimals</th><th>N7/N8 Time- 12-24 hour/Bus Timetables</th><th>N9 Multiplying and Dividing Large Numbers</th></tr><tr><td>Nov 18 P2 Q17 June 19 P2 Q1ai Nov 19 P2 Q1a Nov 19 P2 Q4b June 22 P2 Q8ai Nov 22 P2 Q3a</td><td></td><td></td></tr><tr><th>N10 Multiplying Integers</th><th>N11 Dividing Integers</th><th>N13 Money Questions</th></tr><tr><td>Nov 17 P2 Q18b Nov 19 P2 Q1b June 22 P1 Q4</td><td>June 17 P2 Q9a Nov 20 P1 Q8 June 22 P1 Q4</td><td>Mock 2 P1 Q11a Mock 3 P2 Q5a June 17 P2 Q3b</td></tr></table> <p>Your class teacher will have provided you with a copy of the above document which lists all the topics that can be asked and illustrates the frequency that each topic has been asked over the previous exam series.</p>			Number (12 - 18%)			N1/N2 Place Value	N3 Ordering Decimals	N4 Reading Scales		Mock 2 P2 Q1b Mock 3 P1 Q3 June 17 P1 Q2ai June 18 P3 Q2c Nov 18 P3 Q6 June 19 P3 Q18 Nov 19 P2 Q6 Nov 20 P1 Q5 Nov 21 P1 Q6 Nov 21 P2 Q4b June 22 P1 Q8 Nov 22 P3 Q2		N5/N6 Add/Subtract Integers and Decimals	N7/N8 Time- 12-24 hour/Bus Timetables	N9 Multiplying and Dividing Large Numbers	Nov 18 P2 Q17 June 19 P2 Q1ai Nov 19 P2 Q1a Nov 19 P2 Q4b June 22 P2 Q8ai Nov 22 P2 Q3a			N10 Multiplying Integers	N11 Dividing Integers	N13 Money Questions	Nov 17 P2 Q18b Nov 19 P2 Q1b June 22 P1 Q4	June 17 P2 Q9a Nov 20 P1 Q8 June 22 P1 Q4	Mock 2 P1 Q11a Mock 3 P2 Q5a June 17 P2 Q3b
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<p><b>Revision strategies for this subject:</b></p>	<p><i>To get the very best grades, you will need to work at home, using the following...</i></p> <p>Your main sources of revision will be Sparx Maths, <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a> and <a href="http://www.gcsemathsquestions.co.uk">www.gcsemathsquestions.co.uk</a></p> <p>The most effective way to revise is to practice answering exam questions.</p> <p>Using Sparx Maths will allow you to practice questions, have them marked immediately and watch a more specific video to help you should you need it.</p> <p>Use the frequency of questions list alongside <a href="http://www.stcuthbertsmaths.com">www.stcuthbertsmaths.com</a> and <a href="http://www.gcsemathsquestions.co.uk">www.gcsemathsquestions.co.uk</a> which contains every GCSE exam question asked, along with the answer and model working out, since 2017 by the three main exam boards</p> <p>These are organised by topic so you can focus upon those areas which you need to most.</p> <p>N = Number A = Algebra R = Ratio and Proportion G = Geometry and Measure P = Probability and Statistics</p> <div data-bbox="331 728 523 913"></div> <p>This video explains how to use the above to help revise for your GCSE's</p> <div data-bbox="331 936 523 1122"></div> <p>You will also find a large range of questions with answers on <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> under the heading of worksheets.</p> <p>The QR code on the left will show you how to use Corbett Maths to find questions and answers.</p>
<p><b>Support offered in school:</b></p>	<ul style="list-style-type: none"> <li>Students will be given past paper questions with the solutions. Solutions may be on QR codes or written.</li> <li>Review of learning in class will focus on topics that have been covered earlier in the course.</li> </ul>
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<p><b>Other information:</b></p>	<div data-bbox="319 1480 528 1686"></div> <ul style="list-style-type: none"> <li>Students will need their own Casio scientific calculator for their exam.</li> <li>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.</li> </ul> <p><b>EXAM DATES:</b>  Paper 1: <b>Thu 15 May – 9:00am</b>  Paper 2: <b>Wed 04 Jun – 9:00am</b>  Paper 3: <b>Wed 11 Jun – 9:00am</b></p>

Subject:	<b>Combined Science: Trilogy</b>	No. of papers in the Exam series:	3
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;"><b>Higher only topics are highlighted in bold.</b></p>		
	<p><b><u>Biology Paper 1</u></b></p> <p>Topics:</p> <p>Cell Biology</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Microscopes</li> <li>• Cell differentiation and specialisation</li> <li>• Chromosomes, mitosis and the cell cycle</li> <li>• Stem cells</li> <li>• Diffusion, osmosis and active transport</li> <li>• Exchange surfaces</li> </ul> <p>Organisation</p> <ul style="list-style-type: none"> <li>• Cells, tissues, organs, systems</li> <li>• Enzymes</li> <li>• Digestion</li> <li>• Food tests</li> <li>• The lungs</li> <li>• The heart</li> <li>• Coronary heart disease</li> <li>• Blood vessels and blood</li> <li>• Plant cell organisation</li> <li>• Transpiration and Translocation</li> </ul> <p>Infection and response</p> <ul style="list-style-type: none"> <li>• Communicable diseases</li> <li>• Viral, fungal, protist and bacterial disease</li> <li>• Preventing disease</li> <li>• Drugs to treat diseases</li> <li>• Developing new drugs</li> </ul> <p>Bioenergetics</p> <ul style="list-style-type: none"> <li>• Photosynthesis and limiting factors</li> <li>• Rate of photosynthesis</li> <li>• Aerobic and anaerobic respiration</li> </ul> <p><b><u>Chemistry Paper 1</u></b></p> <p>Atomic Structure and the Periodic Table</p> <ul style="list-style-type: none"> <li>• Atoms, elements, compounds</li> <li>• Chemical equations</li> <li>• Mixtures and chromatography, separating mixtures</li> <li>• Distillation</li> <li>• History of the atom</li> <li>• Electronic structures</li> <li>• Development of the periodic table</li> <li>• The modern periodic table</li> <li>• Metals and non-metals</li> <li>• Groups 1, 7 and 0 elements</li> </ul> <p>Bonding, structure and properties</p> <ul style="list-style-type: none"> <li>• Ions</li> <li>• Ionic bonding and properties of ionic compounds</li> <li>• Covalent bonding</li> <li>• Simple molecules</li> <li>• Giant covalent structures</li> <li>• Polymers</li> <li>• Allotropes of carbon</li> <li>• Metallic bonding</li> <li>• States of matter</li> <li>• Changing state</li> </ul> <p>Quantitative chemistry</p>		

- 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 of electrical devices
- 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 nervous system
- Reaction time
- The endocrine system

	<ul style="list-style-type: none"> <li>Controlling blood glucose</li> <li>Puberty and the menstrual cycle</li> <li>Fertility</li> <li><b>Adrenaline and thyroxine</b></li> </ul>
Inheritance, Variation and Evolution	<ul style="list-style-type: none"> <li>DNA</li> <li>Reproduction</li> <li>Meiosis</li> <li>Genetic diagrams</li> <li>Inherited disorders</li> <li>Variation and Evolution</li> <li>Selective breeding</li> <li>Genetic engineering</li> <li>Fossils</li> <li>Antibiotic resistant bacteria</li> <li>Classification</li> </ul>
Ecology	<ul style="list-style-type: none"> <li>Competition</li> <li>Abiotic and biotic factors</li> <li>Adaptations</li> <li>Food chains</li> <li>Using quadrats and transects</li> <li>The water and carbon cycle.</li> <li>Biodiversity and waste management</li> <li>Global warming</li> <li>Deforestation and land use</li> <li>Maintaining ecosystems and biodiversity</li> </ul>
<b><u>Chemistry Paper 2</u></b>	
The rate and extent of chemical change.	<ul style="list-style-type: none"> <li>Rate of reaction</li> <li>Factors affecting rate of reaction</li> <li>Measuring and calculating rate of reaction.</li> <li>Reversible reactions</li> <li>- <b>Le Chatelier's principle.</b></li> </ul>
Organic Chemistry	<ul style="list-style-type: none"> <li>Hydrocarbons</li> <li>Fractional distillation</li> <li>Uses and cracking of crude oil.</li> </ul>
Chemical analysis	<ul style="list-style-type: none"> <li>Purity</li> <li>Formulations</li> <li>Chromatography</li> <li>Testing for gases</li> </ul>
Chemistry of the atmosphere	<ul style="list-style-type: none"> <li>Evolution of the atmosphere</li> <li>Greenhouse gases and climate change</li> <li>Carbon footprint</li> <li>Air pollutants.</li> </ul>
Using Resources	<ul style="list-style-type: none"> <li>Finite and renewable resources</li> <li>Reuse and recycling</li> <li>Life cycle assessments</li> <li>Potable water</li> <li>Waste water treatment</li> </ul>
<b><u>Physics Paper 2</u></b>	
Forces	<ul style="list-style-type: none"> <li>Contact and non-contact forces</li> <li>Weight, mass and gravity</li> <li>Resultant forces and work done</li> <li>Calculating forces</li> <li>Forces and elasticity</li> <li>Investigating springs</li> </ul>

	<ul style="list-style-type: none"> <li>• Displacement, distance, speed and velocity</li> <li>• Acceleration</li> <li>• Distance/velocity - time graphs.</li> <li>• Terminal velocity</li> <li>• Newtons three laws of motion</li> <li>• Investigation motion</li> <li>• Stopping distances</li> <li>• Reaction time</li> <li>• Momentum.</li> </ul> <p>Waves</p> <ul style="list-style-type: none"> <li>• Transverse and longitudinal waves</li> <li>• Experiments with waves</li> <li>• Electromagnetic waves</li> <li>• Electromagnetic waves, uses and dangers</li> <li>• Refraction</li> <li>• Radio waves</li> <li>• Investigating IR radiation</li> </ul> <p>Magnetism and electromagnetism</p> <ul style="list-style-type: none"> <li>• Permanent and induced magnetism</li> <li>• Electromagnetism</li> <li>• <b>The motor effect</b></li> <li>• <b>Electric motors</b></li> </ul>
<b>Format of the examination:</b>	<p><b><u>Three papers, each 1 hour 15 minutes:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Biology Paper 1 &amp; 2</b></li> <li>• <b>Chemistry Paper 1 &amp; 2</b></li> <li>• <b>Physics Paper 1 &amp; 2</b></li> </ul>
<b>Revision strategies for this subject:</b>	<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 CGP revision guide.</p> <p>-Taking notes from the required practical videos.</p> <p>-Using the retrieval mats given out with the revision knowledge organisers at intervention and in class.</p>
<b>Support offered in school:</b>	<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 CGP Science revision guide which they can use to support their learning at home alongside what is taught in class.</p>
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• The exam board specification on AQA's website breaks down all the knowledge, content and skills needed for the exams: <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></li> <li>• Revision websites: <ul style="list-style-type: none"> <li>• <a href="https://www.freesciencelessons.co.uk/">https://www.freesciencelessons.co.uk/</a></li> <li>• <a href="https://www.primrosekitten.com/">https://www.primrosekitten.com/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a></li> </ul> </li> </ul>

- Malmesbury Education on YouTube has free videos for all required practical tasks.

<https://www.youtube.com/c/MalmesburyEducation?app=desktop&cbrd=1>



Biology Paper 1

Chemistry Paper 1

Physics Paper 1



Biology paper 2

Chemistry paper 2

Physics paper 2

#### Other information:

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.

A scientific calculator, pencil and ruler, compass and protractor are all needed for the exam.

#### **EXAM DATES**

##### **Higher & Foundation**

Paper 1 (Biology) – ***Tue 13 May – 13:30***

Paper 1 (Chemistry) – ***Mon 19 May – 9:00am***

Paper 1 (Physics) – ***Thu 22 May – 9:00am***

Paper 2 (Biology) – ***Mon 09 Jun – 9:00am***

Paper 2 (Chemistry) – ***Fri 13 Jun – 9:00am***

Paper 2 (Physics) – ***Mon 16 Jun – 9:00am***

<b>Subject:</b>	<b>Computer Science</b>	<b>No. of papers in the Exam series:</b>	2
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<b>Material to be examined:</b>	<b>Paper 1: Principles of Computer Science</b> This paper will assess Topics 1 to 5. <ul style="list-style-type: none"> <li>• Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.</li> <li>• Topic 2: Data – understanding of binary, data representation, data storage and compression.</li> <li>• Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.</li> <li>• Topic 4: Networks – understanding of computer networks and network security.</li> <li>• Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.</li> </ul>		
	<b>Subject content</b>	<b>Students should:</b>	
	<b>1.1 Decomposition and abstraction</b>	1.1.1	understand the benefit of using decomposition and abstraction to model aspects of the real world and analyse, understand and solve problems
		1.1.2	understand the benefits of using subprograms
	<b>1.2 Algorithms</b>	1.2.1	be able to follow and write algorithms (flowcharts, pseudocode*, program code) that use sequence, selection, repetition (count-controlled, condition-controlled) and iteration (over every item in a data structure), and input, processing and output to solve problems
		1.2.2	understand the need for and be able to follow and write algorithms that use variables and constants and one- and two-dimensional data structures (strings, records, arrays)
		1.2.3	understand the need for and be able to follow and write algorithms that use arithmetic operators (addition, subtraction, division, multiplication, modulus, integer division, exponentiation), relational operators (equal to, less than, greater than, not equal to, less than or equal to, greater than or equal to) and logical operators (AND, OR, NOT)
		1.2.4	be able to determine the correct output of an algorithm for a given set of data and use a trace table to determine what value a variable will hold at a given point in an algorithm
		1.2.5	understand types of errors that can occur in programs (syntax, logic, runtime) and be able to identify and correct logic errors in algorithms
		1.2.6	understand how standard algorithms (bubble sort, merge sort, linear search, binary search) work
		1.2.7	be able to use logical reasoning and test data to evaluate an algorithm's fitness for purpose and efficiency (number of compares, number of passes through a loop, use of memory)
	<b>1.3 Truth tables</b>	1.3.1	be able to apply logical operators (AND, OR, NOT) in truth tables with up to three inputs to solve problems



Subject content	Students should:
<b>2.1 Binary</b>	2.1.1 understand that computers use binary to represent data (numbers, text, sound, graphics) and program instructions and be able to determine the maximum number of states that can be represented by a binary pattern of a given length
	2.1.2 understand how computers represent and manipulate unsigned integers and two's complement signed integers
	2.1.3 be able to convert between denary and 8-bit binary numbers (0 to 255, -128 to +127)
	2.1.4 be able to add together two positive binary patterns and apply logical and arithmetic binary shifts
	2.1.5 understand the concept of overflow in relation to the number of bits available to store a value
	2.1.6 understand why hexadecimal notation is used and be able to convert between hexadecimal and binary
<b>2.2 Data representation</b>	2.2.1 understand how computers encode characters using 7-bit ASCII
	2.2.2 understand how bitmap images are represented in binary (pixels, resolution, colour depth)
	2.2.3 understand how analogue sound is represented in binary (amplitude, sample rate, bit depth, sample interval)
	2.2.4 understand the limitations of binary representation of data when constrained by the number of available bits
<b>2.3 Data storage and compression</b>	2.3.1 understand that data storage is measured in binary multiples (bit, nibble, byte, kibibyte, mebibyte, gibibyte, tebibyte) and be able to construct expressions to calculate file sizes and data capacity requirements
	2.3.2 understand the need for data compression and methods of compressing data (lossless, lossy)

Subject content	Students should:
<b>3.1 Hardware</b>	3.1.1 understand the von Neumann stored program concept and the role of main memory (RAM), CPU (control unit, arithmetic logic unit, registers), clock, address bus, data bus, control bus in the fetch-decode-execute cycle
	3.1.2 understand the role of secondary storage and the ways in which data is stored on devices (magnetic, optical, solid state)
	3.1.3 understand the concept of an embedded system and what embedded systems are used for
<b>3.2 Software</b>	3.2.1 understand the purpose and functionality of an operating system (file management, process management, peripheral management, user management)
	3.2.2 understand the purpose and functionality of utility software (file repair, backup, data compression, disk defragmentation, anti-malware)
	3.2.3 understand the importance of developing robust software and methods of identifying vulnerabilities (audit trails, code reviews)
<b>3.3 Programming languages</b>	3.3.1 understand the characteristics and purposes of low-level and high-level programming languages
	3.3.2 understand how an interpreter differs from a compiler in the way it translates high-level code into machine code



Subject content	Students should:
<b>4.1 Networks</b>	4.1.1 understand why computers are connected in a network
	4.1.2 understand different types of networks (LAN, WAN)
	4.1.3 understand how the internet is structured (IP addressing, routers)
	4.1.4 understand how the characteristics of wired and wireless connectivity impact on performance (speed, range, latency, bandwidth)
	4.1.5 understand that network speeds are measured in bits per second (kilobit, megabit, gigabit) and be able to construct expressions involving file size, transmission rate and time
	4.1.6 understand the role of and need for network protocols (Ethernet, Wi-Fi, TCP/IP, HTTP, HTTPS, FTP) and email protocols (POP3, SMTP, IMAP)
	4.1.7 understand how the 4-layer (application, transport, internet, link) TCP/IP model handles data transmission over a network
	4.1.8 understand characteristics of network topologies (bus, star, mesh)
<b>4.2 Network security</b>	4.2.1 understand the importance of network security, ways of identifying network vulnerabilities (penetration testing, ethical hacking) and methods of protecting networks (access control, physical security, firewalls)

Subject content	Students should:
<b>5.1 Environmental</b>	5.1.1 understand environmental issues associated with the use of digital devices (energy consumption, manufacture, replacement cycle, disposal)
<b>5.2 Ethical and legal</b>	5.2.1 understand ethical and legal issues associated with the collection and use of personal data (privacy, ownership, consent, misuse, data protection)
	5.2.2 understand ethical and legal issues associated with the use of artificial intelligence, machine learning and robotics (accountability, safety, algorithmic bias, legal liability)
	5.2.3 understand methods of intellectual property protection for computer systems and software (copyright, patents, trademarks, licencing)
<b>5.3 Cybersecurity</b>	5.3.1 understand the threat to digital systems posed by malware (viruses, worms, Trojans, ransomware, key loggers) and how hackers exploit technical vulnerabilities (unpatched software, out-of-date anti-malware) and use social engineering to carry out cyberattacks
	5.3.2 understand methods of protecting digital systems and data (anti-malware, encryption, acceptable use policies, backup and recovery procedures)

## Paper 2: Application of Computational Thinking

This paper will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- Understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- Understanding how to decompose and analyse problems.
- Ability to read, write, refine and evaluate programs.

Subject content	Students should:
<b>6.1 Develop code</b>	6.1.1 be able to use decomposition and abstraction to analyse, understand and solve problems
	6.1.2 be able to read, write, analyse and refine programs written in a high-level programming language
	6.1.3 be able to convert algorithms (flowcharts, pseudocode*) into programs
	6.1.4 be able to use techniques (layout, indentation, comments, meaningful identifiers, white space) to make programs easier to read, understand and maintain
	6.1.5 be able to identify, locate and correct program errors (logic, syntax, runtime)
	6.1.6 be able to use logical reasoning and test data to evaluate a program's fitness for purpose and efficiency (number of compares, number of passes through a loop, use of memory)
<b>6.2 Constructs</b>	6.2.1 understand the function of and be able to identify the structural components of programs (constants, variables, initialisation and assignment statements, command sequences, selection, repetition, iteration, data structures, subprograms, parameters, input/output)
	6.2.2 be able to write programs that make appropriate use of sequencing, selection, repetition (count-controlled, condition-controlled), iteration (over every item in a data structure) and single entry/exit points from code blocks and subprograms
<b>6.3 Data types and structures</b>	6.3.1 be able to write programs that make appropriate use of primitive data types (integer, real, Boolean, char) and one- and two-dimensional structured data types (string, array, record)
	6.3.2 be able to write programs that make appropriate use of variables and constants
	6.3.3 be able to write programs that manipulate strings (length, position, substrings, case conversion)
<b>6.4 Input/output</b>	6.4.1 be able to write programs that accept and respond appropriately to user input
	6.4.2 be able to write programs that read from and write to comma separated value text files
	6.4.3 understand the need for and be able to write programs that implement validation (length check, presence check, range check, pattern check)
	6.4.4 understand the need for and be able to write programs that implement authentication (ID and password, lookup)
<b>6.5 Operators</b>	6.5.1 be able to write programs that use arithmetic operators (addition, subtraction, division, multiplication, modulus, integer division, exponentiation)
	6.5.2 be able to write programs that use relational operators (equal to, less than, greater than, not equal to, less than or equal to, greater than or equal to)
	6.5.3 be able to write programs that use logical operators (AND, OR, NOT)
<b>6.6 Subprograms</b>	6.6.1 be able to write programs that use pre-existing (built-in, library) and user-devised subprograms (procedures, functions)
	6.6.2 be able to write functions that may or may not take parameters but must return values, and procedures that may or may not take parameters but do not return values
	6.6.3 understand the difference between and be able to write programs that make appropriate use of global and local variables

<b>Format of the examination:</b>	<p><b>Paper 1: Principles of Computer Science</b></p> <p><b>Written examination: 1 hour and 30 minutes</b>  <b>75 marks</b>  <b>50% of the qualification</b></p> <p>Paper 1 is a written examination. This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.</p> <p><b>Paper 2: Application of Computational Thinking</b></p> <p><b>Practical onscreen examination: 2 hours</b>  <b>75 marks</b>  <b>50% of the qualification</b></p> <p>This paper is practical in nature and requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice (IDLE).</p> <p>They will be provided with:</p> <ul style="list-style-type: none"> <li>• Coding files.</li> <li>• A hard copy of the question paper.</li> <li>• Programming Language Subset (PLS) – as an insert in the question paper and an electronic version.</li> <li>• Students should then answer the six compulsory questions onscreen using Python 3.</li> </ul> <p>This assessment consists of six compulsory questions</p>
	<p><b>Revision strategies for this subject:</b></p> <p>Google Classroom – including all resources set by the department  GCSE Edexcel Computer Science Revision Guide.  Flash cards  Website links to short video clips and revision materials.  <a href="https://www.youtube.com/channel/UC0HzEBLIJxlwBAHJ5S9JQg/playlists?view=50&amp;sort=dd&amp;shelf_id=16">https://www.youtube.com/channel/UC0HzEBLIJxlwBAHJ5S9JQg/playlists?view=50&amp;sort=dd&amp;shelf_id=16</a>  Exam practice workbook.  Practise using ambitious vocabulary, varying sentence structures and a range of punctuation.</p>
<b>Support offered in school:</b>	<p>Revision and recall activities of topics in lesson.  Students will be given specimen papers to help them prepare for the format of the exam  Homework set twice a week to strengthen knowledge and recall.</p>
<b>Useful links:</b>	<p>Google classroom  CGP revision guides  Website links to short video clips and revision materials. <a href="https://www.youtube.com/channel/UC0HzEBLIJxlwBAHJ5S9JQg/playlists?view=50&amp;sort=dd&amp;shelf_id=16">https://www.youtube.com/channel/UC0HzEBLIJxlwBAHJ5S9JQg/playlists?view=50&amp;sort=dd&amp;shelf_id=16</a>  <a href="#">Home - BBC Bitesize</a></p>
<b>Other information:</b>	<p><b>EXAM DATES</b>  Paper 1: <b>Mon 12 May – 13:30pm</b>  Paper 2: <b>Tue 20 May – 13:00pm</b></p>

<b>Subject:</b>	<b>Design and Technology</b>	<b>No. of papers in the Exam series:</b>	1
<b>Material to be examined:</b>	<p><b>Section A – Core Technical Principles</b></p> <ul style="list-style-type: none"> <li>• New and emerging technologies</li> <li>• Energy generation and storage</li> <li>• Development in new materials</li> <li>• Systems approach to designing</li> <li>• Mechanical devices</li> <li>• Materials and their working properties</li> </ul> <p><b>Section B – Specialist Technical Principles</b></p> <ul style="list-style-type: none"> <li>• Selection of materials or components</li> <li>• Forces and stresses</li> <li>• Ecological and social footprint</li> <li>• Papers and boards</li> <li>• Timbers</li> <li>• Metals</li> <li>• Polymers</li> <li>• Textiles</li> <li>• Electronics and mechanical systems</li> <li>• Scales of production</li> <li>• Specialist techniques and processes</li> </ul> <p><b>Section C – Designing and making principles</b></p> <ul style="list-style-type: none"> <li>• Designing principles</li> <li>• Making principles</li> </ul>		
<b>Format of the examination:</b>	<p>The Examination is 2 hour and marked out of 100 marks.</p> <p>The examination is split into three sections.</p> <p>Section A: This is worth 20 marks. It consists of 10 multiple choice questions and some short answer questions from different parts of the course.</p> <p>Section B: Is worth 30 marks. It consists of questions from different parts of the course.</p> <p>Section C: Is worth 50 marks. It consists of questions from different parts of the course, a technical drawing question and questions based on the drawing.</p>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Use SENECA learning.</li> <li>• Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson.</li> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Make some revision flashcards from the resources you have available.</li> <li>• Create your own knowledge organisers based on big topics.</li> <li>• Create question and answer cards so friends and family can quiz you.</li> <li>• Revise with a friend who does the same subject.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Revision activities in class.</li> <li>• Retrieval and review of learning every lesson.</li> </ul>		
<b>Useful links:</b>	<p>Google classroom Technology Student SENECA Learning</p>		
<b>Other information:</b>	<p>You are allowed a calculator and a protractor in the examination as well as the normal expected equipment – pen, pencil, ruler and eraser.</p> <p><b>EXAM DATES</b> Paper 1: <b>Wed 18 Jun – 9:00am</b></p>		

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

	<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"> <li>• the plot and characters</li> <li>• specific features or hallmarks of the style/genre of the production</li> <li>• the context of the play/production.</li> </ul>
<b>Format of the examination:</b>	<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>
<b>Revision strategies for this subject:</b>	<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>
<b>Support offered in school:</b>	<p>Intervention offered– every Tuesday</p>
<b>Useful links:</b>	<p><a href="#">11Z GCSE Drama (google.com)</a>  <a href="#">Everybody's Talking About Jamie - London &amp; UK Tour (everybodystalkingaboutjamie.co.uk)</a>  <a href="#">GCSE Drama - AQA - BBC Bitesize</a></p>
<b>Other information:</b>	<p><b>EXAM DATES</b>  Paper 1: <b>Tue 8 May - 9:00am</b></p>











<b>Subject:</b>	<b>Food Preparation and Nutrition</b>	<b>No. of papers in the Exam series:</b>	1
<b>Material to be examined:</b>	<p><b>Food, nutrition, and health</b></p> <ul style="list-style-type: none"> <li>• Macronutrients - protein, fat and carbohydrates – food sources/component structure</li> <li>• Micronutrients - functions</li> <li>• Dietary fibre – function in the body</li> <li>• Water – function in the body</li> </ul> <p><b>Nutritional needs and health</b></p> <ul style="list-style-type: none"> <li>• Making informed choices for a varied and balanced diet – assessing and evaluating recipes</li> <li>• Analysing diets and suggesting improvements</li> <li>• Diet, nutrition and health – nutritional needs of an adult</li> </ul> <p><b>Food science</b></p> <ul style="list-style-type: none"> <li>• Cooking methods</li> <li>• Reasons why food is cooked</li> </ul> <p><b>Functional and chemical properties of food</b></p> <ul style="list-style-type: none"> <li>• Fat – functional properties</li> <li>• Protein – coagulation and denaturation</li> <li>• Carbohydrate and effect of heat</li> <li>• Raising agents</li> </ul> <p><b>Food safety</b></p> <p><u>Food spoilage and contamination</u></p> <ul style="list-style-type: none"> <li>• Microorganisms used in food production</li> <li>• Campylobacter</li> <li>• Food spoilage</li> <li>• Chopping board colours</li> </ul> <p><b>Food choice</b></p> <ul style="list-style-type: none"> <li>• Factors affecting food choice</li> <li>• Sensory evaluation - controlled conditions</li> </ul> <p><b>Food provenance</b></p> <ul style="list-style-type: none"> <li>• Food and the environment – food waste</li> <li>• Food security</li> <li>• Food fortification</li> </ul>		
<b>Format of the examination:</b>	<p>This examination is 1 hour and is marked out of 60.</p> <p><b>This examination is divided into two sections:</b></p> <ul style="list-style-type: none"> <li>• Section A: This is worth 14 marks. It consists of 14 multiple-choice questions from different sections of the course.</li> <li>• Section B: This is worth 46 marks. It consists of questions of different styles from different sections of the course.</li> </ul>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Use SENECA learning.</li> <li>• Use all the PowerPoints that are on your Google Classroom, there are plenty of exam questions and the mark schemes on each topic/lesson.</li> <li>• Make some revision flashcards from the resources you have available.</li> <li>• Create your own knowledge organisers based on big topics.</li> <li>• Create question and answer cards so friends and family can quiz you.</li> <li>• Create mnemonics where possible, e.g., FATTOM (conditions bacteria need to multiply)</li> <li>• Revise with a friend who does the same subject.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• CGP GCSE revision guide supplied to you for use at home and a workbook to accompany.</li> <li>• Revision activities in class.</li> <li>• Retrieval and review of learning every lesson.</li> <li>• Previous KAT tests.</li> </ul>		
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• SENECA learning.</li> <li>• The online textbook <a href="http://www.illuminate.digital/aqafood/">www.illuminate.digital/aqafood/</a></li> <li>• Google Classroom</li> </ul> <p>Username <b>SCUTHBERT3</b> Password <b>STUDENT3</b></p>		
<b>Other information:</b>	<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> <p><b>EXAM DATES</b></p> <p>Paper 1: <b>Tue 17 Jun – 13:00pm</b></p>		

Subject:	<b>Geography</b>	No. of papers:	3
Material to be examined:	<b>Paper 1 (1 ½ hour) (full paper) The challenge of Natural Hazards</b>		
	<b>Section A- Natural hazards</b> <ol style="list-style-type: none"> <li><b>Tectonic Hazards</b> <ul style="list-style-type: none"> <li>Earthquakes and volcanic eruptions are the result of physical processes. Japan and Nepal</li> <li>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. Japan and Nepal</li> <li>Management can reduce the effects of a tectonic hazard. Japan and Nepal</li> </ul> </li> <li><b>Weather Hazards</b> <ul style="list-style-type: none"> <li>Global atmospheric circulation helps to determine patterns of weather and climate.</li> <li>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</li> <li>Tropical storms have significant effects on people and the environment. (Cyclone Idai)</li> <li>The UK is affected by a number of weather hazards. (Somerset Levels floods)</li> <li>Extreme weather events in the UK have impacts on human activity.</li> </ul> </li> <li><b>Climate Change</b> <ul style="list-style-type: none"> <li>Climate change is the result of natural and human factors, and has a range of effects.</li> <li>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</li> </ul> </li> </ol>		
	<b>Section B- The living world</b> <ol style="list-style-type: none"> <li><b>Ecosystems</b> <ul style="list-style-type: none"> <li>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</li> </ul> </li> <li><b>Tropical Rainforests</b> <ul style="list-style-type: none"> <li>Tropical rainforest ecosystems have a range of distinctive characteristics.</li> <li>Deforestation has economic and environmental impacts. (Malaysia)</li> <li>Tropical rainforests need to be managed to be sustainable.</li> </ul> </li> <li><b>Hot deserts</b> <ul style="list-style-type: none"> <li>Hot desert ecosystems have a range of distinctive characteristics.</li> <li>Development of hot desert environments creates opportunities and challenges. (Thar desert)</li> <li>Areas on the fringe of hot deserts are at risk of desertification.</li> </ul> </li> </ol>		
	<b>Section C- UK physical landscapes</b> <ol style="list-style-type: none"> <li><b>UK Physical Landscapes</b> <ul style="list-style-type: none"> <li>The UK has a range of diverse landscapes.</li> </ul> </li> <li><b>Coastal landscapes in the UK</b> <ul style="list-style-type: none"> <li>The coast is shaped by a number of physical processes.</li> <li>Distinctive coastal landforms are the result of rock type, structure and physical processes.</li> <li>Different management strategies can be used to protect coastlines from the effects of physical processes.</li> </ul> </li> <li><b>River landscapes in the UK</b> <ul style="list-style-type: none"> <li>The shape of river valleys changes as rivers flow downstream.</li> <li>Distinctive fluvial landforms result from different physical processes.</li> <li>Different management strategies can be used to protect river landscapes from the effects of flooding.</li> </ul> </li> </ol>		
	<b>Paper 2 (1 ½ hour)</b>		
	<b>Challenges of the Human environment</b>		
	<b>Section A Urban Issues and Challenges</b> <ol style="list-style-type: none"> <li><b>Urban Issues and Challenges (Rio de Janeiro and Liverpool)</b> <ul style="list-style-type: none"> <li>A growing percentage of the world's population lives in urban areas.</li> <li>Urban growth creates opportunities and challenges for cities in LICs and NEEs. (Rio)</li> <li>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. (Liverpool)</li> <li>Urban sustainability requires management of resources and transport. (Freiberg)</li> </ul> </li> </ol> <b>Section B- The changing economic world</b> <ol style="list-style-type: none"> <li><b>The development gap.</b> <ul style="list-style-type: none"> <li>Reducing the development gap, aid, intermediate technology, fair trade</li> </ul> </li> </ol>		
















	<ul style="list-style-type: none"> <li>• Example: tourism in Jamaica</li> <li>• Case study: <b>Nigeria</b></li> </ul> <p>1. <b>The changing UK economy</b></p> <ul style="list-style-type: none"> <li>• Change in the UK economy</li> <li>• Science and business parks</li> <li>• Changing rural landscapes</li> <li>• Infrastructure</li> <li>• North/south divide</li> <li>• UK in the wider world</li> </ul> <p><b>Section C- Resources</b></p> <p>4. <b>Resource management</b></p> <ul style="list-style-type: none"> <li>• Food, water and energy are fundamental to human development.</li> <li>• The changing demand and provision of resources in the UK create opportunities and challenges.</li> </ul> <p>5. <b>Energy (Chambamontera, Peru)</b></p> <ul style="list-style-type: none"> <li>• Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</li> <li>• Different strategies can be used to increase energy supply.</li> </ul> <p><b>Paper 3 (1 ½ hour)</b>  <b>Geographical Applications</b>  <b>Issue evaluation</b></p> <ul style="list-style-type: none"> <li>• A pre-release booklet is available to all students from 20.03.25 (12 weeks before their exam). Each class teacher will spend a series of lessons delivering this content to students</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Unseen fieldwork questions that include a series of question based on fieldwork scenarios, question will include maps, graph and statistic type questions. Students need a calculator.</li> <li>• Seen fieldwork. This includes question on the reasons why we visited Liverpool and the River Douglas in July 2024, and the risks involved. Question will also ask what the did that day, how they collected data, how they presented the data and the conclusions found on that day.</li> </ul>
<b>Format of the examination:</b>	<p><b>Paper 1</b> – Living the Physical Environment (1 ½ hours)  <b>Paper 2</b> – Challenges in the Human Environment (1 ½ hours)  <b>Paper 3</b> – Geographical Application (1 ½ hours)</p> <p>2 papers are made up of 1,2,3,4,6,9-mark questions.</p> <p>Command words – Describe, Explain, Compare, Discuss, Evaluate, Assess, To what extent.</p>
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Revision videos – Mrs Geography YouTube channel, bitesize.</li> <li>• Revision guides</li> <li>• Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK</li> <li>• Flash cards – condense your notes onto flash cards</li> <li>• Mind maps</li> </ul>
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Tuesdays/Wednesdays/Thursday after school from 3-4pm</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam.</li> <li>• Retrieval and factual recall of previous topics every lesson.</li> <li>• Revision homework to be completed weekly given by class teacher, this is in the form of previous knowledge tests that are bespoke to students own areas of development.</li> </ul>
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a></li> <li>• <a href="https://www.youtube.com/watch?v=3qWhU_gJBsM&amp;list=PLp8BSCLLWBUAIPsWgpnApW1gR">https://www.youtube.com/watch?v=3qWhU_gJBsM&amp;list=PLp8BSCLLWBUAIPsWgpnApW1gR</a></li> <li>• <a href="https://www.youtube.com/watch?v=JONAkQaJkZE&amp;list=PLp8BSCLLWBUAIPW1gR&amp;index=2">https://www.youtube.com/watch?v=JONAkQaJkZE&amp;list=PLp8BSCLLWBUAIPW1gR&amp;index=2</a></li> <li>• <a href="https://www.youtube.com/watch?v=6dEkLS2SbU&amp;list=PLp8BSCLLWBUAIPsWW1gR&amp;index=3">https://www.youtube.com/watch?v=6dEkLS2SbU&amp;list=PLp8BSCLLWBUAIPsWW1gR&amp;index=3</a></li> <li>• <a href="#">Revise Tropical Rainforests in 35 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise Hot Deserts in 35 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise Coastal Landscapes in 35 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise River Landscapes in 30 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise Urban Issues (LIC/NEE Context) in 30 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise Urban Issues (UK Context) in 30 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise Sustainable Urban Environments in 21 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="#">Revise the Development Gap in 30 Minutes!   Quick Revision for GCSE Geography - YouTube</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">Revise UK Resource Management &amp; Energy in 35 Minutes!   Quick Revision for GCSE Geography (youtube.com)</a></li> <li>• <a href="https://www.tutor2u.net/live/archive?subject=geography&amp;level=gcse">https://www.tutor2u.net/live/archive?subject=geography&amp;level=gcse</a> – replay archive for live streamed interactive revision sessions covering all topics on the AQA specification</li> <li>• <a href="https://www.tutor2u.net/geography/collections">https://www.tutor2u.net/geography/collections</a> - collection of revision videos, study notes, MCQs and other support materials, by topic group – these will be added to in the run up to the exams</li> </ul>
Other information:	<p>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.</p> <p><b>EXAM DATES:</b>  Paper 1: <b>Wed 14 May – 9:00am</b>  Paper 2: <b>Fri 6 June – 13:30pm</b>  Paper 3: <b>Thu 12 June – 9:00am</b></p>

Visit	Quiz	Exam Question(s)
	Coastal Landscapes in the UK	<ol style="list-style-type: none"> <li>1. Explain how the sea defences shown in Figure 11 help to protect the coastline from erosion. [4 marks]</li> <li>2. Explain how different coastal landforms are created by erosion. Use Figure 12 and your own understanding. [6 marks]</li> <li>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]</li> </ol>
	Urban Issues and Challenges – NEE Rio	<ol style="list-style-type: none"> <li>1. Suggest why sanitation systems in cities in LICs/NEEs create challenges. Use Figure 15 and your own understanding. [4 marks]</li> <li>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]</li> <li>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]</li> </ol>
	Changing Economic World, The UK	<ol style="list-style-type: none"> <li>1. Suggest how the UK is moving towards a post-industrial economy. Use Figure 20 and your own understanding. [6 marks]</li> <li>2. Evaluate the success or likely success of one or more strategies to resolve regional differences in the UK. [9 marks]</li> <li>3. Assess the importance of transport improvements to the UK economy. [9 marks]</li> </ol>
	Ecosystems TRF	<ol style="list-style-type: none"> <li>1. Using Figure 1 and your own knowledge explain how plants have adapted to the physical conditions of the tropical rainforest. (6)</li> <li>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)</li> </ol>
	Hot Deserts	<ol style="list-style-type: none"> <li>1. Using Figure 3 and your own knowledge explain how animals have adapted to survive in a hostile environment you have studied. (6)</li> <li>2. Using a case study, to what extent have opportunities for economic activity been developed in your chosen environment? (9)</li> </ol>
	Hazards Tectonic Hazards	<ol style="list-style-type: none"> <li>1. Using Figure 4 and your own understanding, suggest how plate movements causes tectonic hazards along destructive plate margins (6)</li> <li>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).</li> </ol>
	Weather Hazards Climate Change	<ol style="list-style-type: none"> <li>1. Explain how burning fossil fuels and deforestation may have contributed to global changes in temperature. (4)</li> <li>2. Suggest how extreme weather in the UK can have economic and social impacts. Use Figure 6 and your own understanding. (6)</li> <li>3. Managing climate involves both mitigation and adaptation. Do you agree? Explain your answer. Use Figure 7 and your understanding. (9 +3)</li> <li>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).</li> </ol>
	River Landscapes in the UK	<ol style="list-style-type: none"> <li>1. Explain how oxbow lakes are formed. (4)</li> <li>2. Explain how hard engineering strategies can help reduce the impact of river flooding. Use Figure 9 and your own understanding. (4)</li> <li>3. Explain how physical and human factors may affect flood risk. Use Figure 9 and your own understanding. (6)</li> </ol>













## Paper 1 and 2 geography video revision links











Paper 1	Video blasts (20-30mins info and tasks in each video)	Paper 2	
Tectonic hazards		Urban issues- Rio	
Weather hazards		Urban issues- Liverpool	
Climate change		Sustainable urban living	
Tropical rainforest		Development gap	
Hot deserts		UK economic future	
Coasts		Resource management and energy	
Rivers			

## Year 11 Geography Exam Revision









### Paper 1 Section A

### Paper 1 Section B





Topic	Revision and retrieval questions	Answers	Topic	Revision and retrieval questions	Answers
Intro to natural hazards and tectonic hazards			Ecosystems from a local to global scale		
The impacts and management of tectonic hazards			Managing tropical rainforests sustainably		
Global atmospheric circulation			Physical characteristics of hot deserts		

Tropical storm formation, impacts and management			Opportunities and challenges in a hot desert		
Weather hazards in the UK					
The evidence and reason for climate change					
The effects of climate change and their management					

Paper 1 Section C  
Question 3 Coasts















Topic	Revision and retrieval questions	Answers
The UK's diverse landscape		
Physical processes shaping the coast		
Coastal landforms		
Coastal management		

Question 4 Rivers

Topic	Revision and retrieval questions	Answers
River processes and landforms		
River flooding and management		

Subject:	History – Component 1 part 1	No. of papers in the Exam series:	4: 2 x components of 2 x exam papers
Material to be examined:	<p><b>America 1910-1929</b></p> <p>Why did immigration become such a major issue in American society?</p> <ul style="list-style-type: none"> <li>• America after WWI. The Open Door immigration policy</li> <li>• Restricting immigration, government legislation and xenophobia. Fear of Anarchists</li> <li>• The Red Scare and the Palmer Raids. The Sacco and Vanzetti case</li> </ul> <p>Was America a country of religious and racial intolerance during this period?</p> <ul style="list-style-type: none"> <li>• Religious fundamentalism. The Bible Belt and the Monkey Trial</li> <li>• The treatment of Native Americans</li> <li>• Segregation and the Jim Crow laws. The Ku Klux Klan and black reaction; migration</li> <li>• Role of NAACP and UNIA</li> </ul> <p>Was the 1920s a decade of organised crime and corruption?</p> <ul style="list-style-type: none"> <li>• Prohibition - WCTU, Anti-Saloon league and the 'Dry' campaign</li> <li>• Effects of Prohibition – Speakeasy culture. Organised crime and Al Capone. St Valentine's Day Massacre</li> <li>• Corruption, President Harding, The 'Ohio Gang' and the Teapot Dome Scandal</li> </ul> <p>What were the causes of the economic boom experienced in the 1920s?</p> <ul style="list-style-type: none"> <li>• America's economic position in 1910 – assets and natural resources. Impact of the First World War</li> <li>• Impact of hire purchase. New industries and technologies</li> <li>• Mass production and Laissez faire. Individualism, protectionism and isolation</li> </ul> <p>What factors led to the end of prosperity in 1929?</p> <ul style="list-style-type: none"> <li>• Overproduction and the impact on old industries</li> <li>• Falling customer demands and effects of trade tariffs</li> <li>• Over speculation of the stock market. The Wall Street Crash – Panic selling and Black Thursday</li> </ul> <p>How did popular entertainment develop during this period?</p> <ul style="list-style-type: none"> <li>• Silent movies. Popularity of the cinema and movie stars</li> <li>• Development of talkies</li> <li>• Role of popular music – Jazz, the radio and gramophone. Speakeasy culture</li> </ul> <p>How did the lifestyle and status of women change during this period?</p> <ul style="list-style-type: none"> <li>• Role of women before WWI. Impact of the First World War on women's roles</li> <li>• Influence of Jazz culture. Flappers, feminism and new fashions</li> <li>• Opposition to the flapper lifestyle</li> </ul>		
Format of the examination:	<p><b>America 1910-1929 1 hour</b></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"> <li>• <i>Revision videos can be found on Google Classroom.</i></li> <li>• <i>Knowledge booklets should be taken home and used for revision.</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK.</i></li> <li>• <i>Flash cards – condense your notes onto flash cards.</i></li> <li>• <i>Mind Maps.</i></li> <li>• <i>Answer practice questions and hand in to your teacher.</i></li> </ul>		
Support offered in school:	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Wednesday B week afterschool for X band (HBN) and Friday A week for Y band (JGS).</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam – QR codes and Google Classroom.</li> <li>• Intervention to be organised by the class teacher.</li> <li>• Retrieval and factual recall of previous topics every lesson.</li> </ul>		
Useful links:	<ul style="list-style-type: none"> <li>• Google Classroom.</li> <li>• <a href="#">The USA: A nation of contrasts, 1910-1929 - GCSE History Revision - WJEC - BBC Bitesize</a></li> </ul>		
Other useful information:	<p>The exam is 1 hour in total.</p> <p>Use your revision booklets and KOs to prepare at home.</p> <p>Use the QR codes below to access your revision resources.</p> <p><b>EXAM DATES</b></p> <p><b>Component 1H: The USA 1910-1929 <i>Fri 16 May – 9:00am</i></b></p>		

# America: A Nation of Contrasts 1910-29





Resource	Details	QR code			
Revision booklet	This revision guide include the following: A list of how the exam questions are structured Key knowledge and key words Practice questions and guidance Use the 'How do we revise in history document'		Youtube clip: The changing role of women	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.	
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.		Youtube clip: The causes of the boom	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.	
Revision powerpoint	Here is a revision ppt which will take you through the entire America course.		Youtube clip: Those who did not benefit from the boom	Use this video to revise the groups of people who did not benefit from the economic boom in America.	
Mock exam walk through	In this video I am talking through an America exam paper. Revision idea: Pause the video at each question and then attempt it. Press play and self-mark/improve your answer.		Youtube video: The causes of the depression in America	This video talks about the causes of the Wall Street Crash and the depression.	
Bitesize website	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.		Recorded Lessons: KKK and purpose question	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.	
Youtube clip: Immigration	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.		Recorded lessons: Black reaction	In this lesson we talk about the reaction of black people in America. Use this video to revise the NAACP and the UNIA.	
Youtube clip: Racial tension	Use this video to revise racism and discrimination within America. The video covers the Jim Crow Laws, Segregation and the actions of the KKK.		Recorded Lessons: The Teapot Dome Scandal	In this lesson we explore the Teapot Dome Scandal. Use this video to revise this topic area.	





















<b>Subject:</b>	<b>History – Component 1 part 2</b>	<b>No. of papers in the Exam series:</b>	<b>4: 2 x components of 2 x exam papers</b>
<b>Material to be examined:</b>	<p><b><u>Elizabeth 1558-1603</u></b></p> <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?</p>		



	<p>The importance of popular entertainment, Cruel sports, Entertainment enjoyed by the rich Elizabethan theatre; design, plays, attitudes towards the theatre</p> <p>The problem of religion - How successfully did Elizabeth deal with the problem of religion?</p> <p>Religious problems in 1559, Aims of the Religious Settlement</p> <p>The middle way. Acts of Supremacy and Uniformity. Reactions to the Settlement.</p> <p>The Catholic threat - Why were the Catholics such a serious threat to Elizabeth?, Early toleration</p> <p>Excommunication in 1570; Recusancy Rebellion of Northern Earls</p> <p>Catholic Plots – Ridolfi, Throckmorton, Babington, The role of Mary, Queen of Scots</p> <p>The Spanish Armada - How much of a threat was the Spanish Armada? Reasons for the Armada</p> <p>War in the Netherlands, Course of the Armada – events in the Channel, Calais, ‘fireships’ and return to Spain. Results of the Armada</p> <p>The Puritan threat - Why did the Puritans become an increasing threat during Elizabeth’s reign?</p> <p>Puritanism; challenge to the Settlement. Puritan opposition in Parliament and Privy Council</p> <p>Measures taken to deal with the Puritan challenge.</p>
Format of the examination:	<p><b>Elizabeth 1558-1603 1 hour</b></p> <p>1.What can be learnt from Sources _ and _ about _____? (4 marks)</p> <p>2.To what extent does this source accurately explain _____? (8 marks)</p> <p>3.Why was _____ significant during _____? (12 marks)</p> <p>4.Explain the connections between TWO of the following that are to do with _____(10 marks)</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> <li>_____</li> </ul> <p>Issues chosen: _____ and _____</p> <p>5.Read the interpretation provided below and answer the question which follows.</p> <p>“ _____ ”</p> <p>How far do you agree with this interpretation of _____? (16 + 3 VCOP)</p>
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>• <i>Revision videos can be found on Google Classroom.</i></li> <li>• <i>Knowledge booklets should be taken home and used for revision.</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK.</i></li> <li>• <i>Flash cards – condense your notes onto flash cards.</i></li> <li>• <i>Mind Maps.</i></li> <li>• <i>Answer practice questions and hand in to your teacher.</i></li> </ul>
Support offered in school:	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Wednesday B week afterschool for X band (HBN) and Friday A week for Y band (JGS).</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam – QR codes and Google Classroom.</li> <li>• Intervention to be organised by the class teacher.</li> <li>• Retrieval and factual recall of previous topics every lesson.</li> </ul>
Useful links:	<ul style="list-style-type: none"> <li>• Google Classroom.</li> <li>• <a href="#">Elizabeth I - GCSE History Revision - Eduqas - BBC Bitesize</a></li> </ul>
Other useful information:	<p>The exam is 1 hour in total.</p> <p>Use your revision booklets and KOs to prepare at home.</p> <p>Use the QR codes below to access your revision resources.</p> <p><b>EXAM DATES</b></p> <p><b>Component 1B: Elizabethan 1558-1603</b></p> <p><b>Fri 16 May – 9:00am</b></p>

### Elizabeth 1558-1603









Resource	Details	QR code	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		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.	
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 video: Question 2 walk through	This video talks you through how to answer question 2 which is the 8 mark source accuracy question.	

Revision powerpoint	Here is a revision ppt which will take you through the entire Elizabeth course.		Revision video: Question 3 walk through	This video talks you through how to answer question 3 which is the 12 mark significance question.	
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.		Revision video: Question 4 walk through	This video talks you through how to answer question 4 which is the connections 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.		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.	
Example questions	Here is a large set of example questions. You can use these to test yourself and practice your exam technique.		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 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 video: Question 2 walk through	This video talks you through how to answer question 2 which is the 8 mark source accuracy question.	
Revision notes and summary	Here you will find revision notes summarised for you, with an activity at the end for you to complete.		Revision video: Question 3 walk through	This video talks you through how to answer question 3 which is the 12 mark significance question.	
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: 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 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 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 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 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 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 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 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.	











<b>Subject:</b>	<b>History – Component 2 part 1</b>	<b>No. of papers in the Exam series:</b>	<b>4: 2 x components of 2 x exam papers</b>
<b>Material to be examined:</b>	<p><b>Changes in Entertainment and Leisure in Britain, C500 to present day</b>  Entertainment on stage and screen from medieval times to the present day.  The development of sport from medieval times to the present day.  The development of music medieval times to the present day.  Changing holiday patterns from medieval times to the present day.  The development of children's entertainment from medieval times to the present day.  The development of blood sports from medieval times to the present day.  Local study: Butlins</p>		
<b>Format of the examination:</b>	<p><b>Changes in Entertainment and Leisure in Britain, C.500 to the present day – 1 hour</b>  Q1 – Use sources A, B and C to identify one similarity and one difference (4 marks)  <i>You need to look at what the sources are showing you. Select one similarity and one difference in the topic named.</i>  Q2 – Which of the two sources is the more reliable to an historian studying XXX over time? (6 marks)  <i>Discuss the content, authorship, audience and purpose of the sources. Use your own knowledge to explain. Come to a final judgement overall.</i>  Q3 – Describe XXX (3 marks)  <i>You must paint a word picture of the topic in the question and ensure you are using language in the question. Use detailed knowledge – people, dates, events and statistics.</i>  Q4 – Explain why XXX (8 marks)  <i>You must show knowledge of the topic in the question and discuss the topic referring back to the question. Keep referring to the WHY and the wider context. What has changed at the time which influences the topic in question?</i>  Q5 – Outline how the XXX has changed from C.500 to the present day? (16 marks)  <i>You must tell the story and discuss the change of a topic over 3 time periods: Medieval, early modern and modern. You should mention how things are the same and how things have changed.</i>  Q6a – Describe two XXX at Butlins (8 marks)  <i>You must describe two key features from the historical site of Butlins. Use detailed knowledge; people, dates, events and statistics.</i>  Q6b – Explain why Butlins is a good example of XXX. (12 marks)  <i>You must show what happened over time, how things stayed the same or changed. You must include historical knowledge; people, dates, events and statistics. The wider context is key here. How is Butlins reflecting changes that happened?</i></p>		
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• Revision videos can be found on Google Classroom.</li> <li>• Knowledge booklets should be taken home and used for revision.</li> <li>• Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK.</li> <li>• Flash cards – condense your notes onto flash cards.</li> <li>• Mind Maps.</li> <li>• Answer practice questions and hand in to your teacher.</li> </ul>		
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• Revision sessions will take place on Wednesday B week afterschool for X band (HBN/LDR), and Friday A week for Y band (JGS).</li> <li>• Students will be given specimen papers to help them prepare for the format of the exam – QR codes and Google Classroom.</li> <li>• Intervention to be organised by the class teacher.</li> <li>• Retrieval and factual recall of previous topics every lesson.</li> </ul>		
<b>Useful links:</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zxvfnbk">https://www.bbc.co.uk/bitesize/topics/zxvfnbk</a></li> <li>• Google Classroom.</li> </ul>		
<b>Other useful information:</b>	<p>The exam is 1 hour 15 in total.  Butlins is question 6a and 6b of your entertainment paper. Make sure you know this topic inside and out as this is worth 20 marks.  Use your revision booklets and KOs to prepare at home.  Use the QR codes below to access your revision resources.</p> <p><b>EXAM DATES</b>  Component 2: Entertainment and Leisure  <b>Thu 05 Jun – 9:00am</b></p>		

### History exam 1: Entertainment and Leisure

Resource	Details	QR code
Revision booklet	This revision guide include the following: <ul style="list-style-type: none"> <li>A list of how the exam questions are structured</li> <li>Key knowledge and key words</li> <li>Practice questions and guidance</li> </ul> Use the 'How do we revise in history document' to help you 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 Entertainment and Leisure course.	
Bare Bones	This booklet is a basic summary of the Entertainment unit. It also includes revision ideas and suggestions. This is perfect for somebody who finds large booklets and lots of information overwhelming.	
Butlins Revision Guide	Butlins is worth 20 marks on your Entertainment and Leisure paper so it is important that you are confident with the knowledge needed. This revision guide was created by the exam board and includes knowledge and some information.	
Butlins revision ppt	This powerpoint is an overview of the Butlins topic area. Use this to create your own revision resources such as timelines, flashcards and mindmaps.	
Mock exam walk through	In this video I am talking through an Entertainment exam paper. Stop the video after Q5. Revision idea: Pause the video at each question and then attempt it. Press play and self-mark/improve your answer.	
Q5 model answers	This document has got a model answer for all possible question 5s. This question is worth 20 marks, it is important that you know how to structure this answer. You need three paragraphs: Medieval, Early modern and Modern.	









### Revision summary videos

















Below are some short videos talking you through the topic areas on your entertainment paper.

Topic area	QR code	Resource	Details	QR code
Sport from c.500 to the present day		Youtube clip: The Butlins Story	This link will take you to a 45-minute documentary which celebrated 75 years of Butlins. The video is a mixture of real footage and people talking about their experiences at Butlins. Use this to revise aspects of life at Butlins. Use this after you have revised using the booklets on the front page.	
Entertainment on stage and screen from c.500 to the present day		Youtube clip: Butlins in the 1970s	This video shows footage of the facilities and entertainment available at Butlins during the 1970s.	
Holidays from c.500 to the present day		Youtube clip: Teacher video focused on Sport over time	Here a teacher has recorded herself talking through the Sport topic area. The video covers the medieval era, the early modern and the modern era. As you watch you can make revision notes on the three areas and pause the teacher when needed.	
Music and dance styles from c.500 to the present day				
Children's entertainment from c.500 to the present day				

Subject:	<b>History – Component 2 part 2</b>	No. of papers in the Exam series:	4: 2 x components of 2 x exam papers
Material to be examined:	<p><b>Paper 2: The Development of Germany, 1919-1991</b></p> <p>How successful was the Weimar republic in dealing with Germany's problems after 1919?</p> <ul style="list-style-type: none"> <li>• The impact of war and impact of the Treaty of Versailles.</li> <li>• Opposition to the Weimar government.</li> <li>• Economic and political reform under Stresemann.</li> <li>• Improved foreign relations – Foreign policy of the Weimar government.</li> </ul> <p>How did the Nazis take total control of Germany by 1934?</p> <ul style="list-style-type: none"> <li>• Reasons for Nazi support: The great depression, Propaganda, Fear of Communism.</li> <li>• Hitler as Chancellor.</li> <li>• Steps to dictatorship and consolidation of power.</li> <li>• The creation of the police state.</li> </ul> <p>How were the lives of the German people affected by Nazi rule between 1933 and 1939?</p> <ul style="list-style-type: none"> <li>• Economic control – Reducing unemployment.</li> <li>• Control of workers – DAF and removal of Trade Unions.</li> <li>• The treatment of women: The three Ks.</li> <li>• Children and education, youth groups and indoctrination.</li> <li>• The treatment of Jews up to 1939.</li> </ul> <p>Why did life change for the German people during the Second World War?</p> <ul style="list-style-type: none"> <li>• Changing conditions on the Home Front; impact of Allied Bombing.</li> <li>• Opposition to the Nazis: Youth, Church and Military.</li> <li>• The treatment of Jews: Use of concentration camps and deportation.</li> <li>• The impact of defeat – Denazification, liberation of concentration camps, Nuremberg trials and division of Germany.</li> </ul> <p>Why were conditions in West and East Germany different after 1949?</p> <ul style="list-style-type: none"> <li>• Impact of the division of Germany.</li> <li>• Economic recovery in the West.</li> <li>• Soviet control and repression in the East.</li> <li>• The separation of Germany by 1961.</li> </ul> <p>How did relations between the two Germanies change between 1949 and 1991?</p> <ul style="list-style-type: none"> <li>• The emergence of the two Germanies.</li> <li>• The Berlin Blockade and Airlift.</li> <li>• The significance of the Berlin Wall.</li> <li>• The importance of Brandt and Ostpolitik.</li> </ul> <p>What factors led to the reunification of Germany in 1990?</p> <ul style="list-style-type: none"> <li>• The collapse of communism in Eastern Europe.</li> <li>• The role of Helmut Kohl.</li> <li>• The end of the Cold War.</li> <li>• The fall of the Berlin Wall and reunification.</li> </ul>		
Format of the examination:	<p><b>The Development of Germany 1919-1991 – 45 minutes</b></p> <p>QUESTION 1 Describe _____ [5]</p> <p>Use depth knowledge: People, places, key events, dates and statistics.</p> <p>QUESTION 2 How far _____ [6]</p> <p>This question requires a final overall judgement.</p> <p>QUESTION 3 Arrange _____ in order of their significance in _____ Explain your choices. [9]</p> <p>Describe what the feature is, and then explain why it is important. Any order will do!</p> <p>QUESTION 4 Explain why _____ [8]</p> <p>You must explain the wider context in your answer. For example, not just how Berlin caused tension in the Cold War, but explain WHY. This is the background and the events which have led up to this.</p> <p>QUESTION 5 How important was _____? [12]</p> <p>[In your answer you should discuss _____ alongside other factors in order to reach a judgement.]</p> <p>The body of your answer should be about the topic in the question, but you need to compare it to other factors in order to reach an overall judgement.</p>		
Other useful information:	<p>Timing will be your biggest barrier, practice answering exam questions in timed conditions.</p> <p>Use the QR codes below to access your revision resources for Germany.</p> <p><b>EXAM DATES</b></p> <p><b>Component 2: Germany 1919-1991 Thu 05 Jun – 9:00am</b></p>		

### Germany 1919-1991

Resource	Details	QR code
Germany 1919-1991 specification video	In this video I talk about how the Germany exam is structured and which knowledge you need to know to ensure you get a good grade.	
Germany revision booklet	This revision guide includes the following: <ul style="list-style-type: none"> <li>• A list of how the exam questions are structured</li> <li>• Key knowledge and key words</li> <li>• Practice questions and guidance</li> </ul> Use the 'How do we revise in history document' to help you use this booklet.	
Germany 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.	
Germany Who's Who?	This document lists key figures from the Germany unit, helping you distinguish between important people, such as the three Soviet leaders. Use this resource to test yourself on their identities and significance. You could create a timeline highlighting their roles in key events or make flashcards with the person's name on one side and their actions on the other.	
Mock exam walk-through	In this video I am talking through a full Germany exam paper. Revision idea: Pause the video at each question and then attempt it. Press play and self-mark/improve your answer.	
BBC Bitesize	The entire 1919-1991 course is not on BBC Bitesize, however you can revise the first part of the unit: 1919-1929.	
Germany revision PowerPoint	Here is a revision ppt which will take you through the entire Germany course.	
Bare Bones Germany	This booklet is a basic summary of the Germany unit. It also includes revision ideas and suggestions. This is perfect for somebody who finds large booklets and lots of information overwhelming.	

Lesson title	QR code	Lesson title	QR code	Lesson title	QR code	Lesson Title	QR code
Stresemann		Economic Miracle		The role of the SA		Life in East and West Germany	
Wall Street Crash and depression		Hitler Youth		Political scheming		Berlin Blockade and Airlift	
Fear of Communism		German home front during WWII		Hitler's consolidation of power		Berlin Wall 1961	
Hitler's use of propaganda		Division of Germany		The Terror State		Reunification	


Subject:	<b>Physical Education</b>	No. of papers in the Exam series:	2
Material to be examined:	<p><b>Paper 1 – Fitness and Body Systems</b></p> <p>This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.</p> <p><b>Topic 1: Applied anatomy and physiology</b></p> <ul style="list-style-type: none"> <li>• The structure and functions of the Musculo-skeletal system</li> <li>• The structure and functions of the cardio-respiratory system</li> <li>• Anaerobic and aerobic exercise</li> <li>• The short- and long-term effects of exercise</li> </ul> <p><b>Topic 2: Movement analysis</b></p> <ul style="list-style-type: none"> <li>• Lever systems, examples of their use in activity and the mechanical advantage they provide in movement</li> <li>• Planes and axes of movement</li> </ul> <p><b>Topic 3: Physical training</b></p> <ul style="list-style-type: none"> <li>• The relationship between health and fitness and the role that exercise plays in both</li> <li>• The components of fitness, benefits for sport and how fitness is measured and improved</li> <li>• The principles of training and their application to personal exercise/ training programmes</li> <li>• The long-term effects of exercise</li> <li>• How to optimise training and prevent injury</li> <li>• Effective use of warm up and cool down</li> </ul>		
Format of the examination:	<p><b>Paper 1 – Fitness and Body Systems 1 hr 30 mins – 80 marks (36% of Qualification)</b></p> <p><b>Section A:</b> Anatomy and Physiology and Movement Analysis  <b>Section B:</b> Physical Training  <b>Section C: One</b> extended response (9mark) on Physical Training topic only (They will be asked to <b>Evaluate</b>)</p> <p>For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.</p> <p><b>Calculators may be used</b> in the examination.</p>		
Material to be examined:	<p><b>Paper 2 – Health and Performance</b></p> <p>This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will be assessed on their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.</p> <p><b>Topic 1: Health, fitness and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Physical, emotional and social health, fitness and wellbeing</li> <li>• The consequences of a sedentary lifestyle</li> <li>• Energy use, diet, nutrition and hydration</li> </ul> <p><b>Topic 2: Sport psychology</b></p> <ul style="list-style-type: none"> <li>• Classification of skills (basic/ complex, open/closed)</li> </ul>		

	<ul style="list-style-type: none"> <li>• The use of goal setting and SMART targets to improve and/or optimise performance</li> <li>• Guidance and feedback on performance</li> <li>• Mental preparation for performance</li> </ul> <p><b>Topic 3: Socio-cultural influences</b></p> <ul style="list-style-type: none"> <li>• Engagement patterns of different social groups in physical activity and sport</li> <li>• Commercialisation of physical activity and sport</li> <li>• Ethical and socio-cultural issues in physical activity and sport</li> </ul>
<b>Format of the examination:</b>	<p><b>Paper 2 – Health and Performance 1 hr 15 mins – 60 marks (30% of qualification)</b></p> <p><b>Section A:</b> Health, fitness and wellbeing  <b>Section B:</b> Sport psychology and Socio-cultural influences  <b>Section C: One</b> extended response (9mark) related to Topic 2: Sport psychology or Topic 3: Socio-cultural influences ((They will be asked to <b>Evaluate</b>)).</p> <p>For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.</p> <p><b>Calculators may be used</b> in the examination.</p>
<b>Revision strategies for this subject:</b>	<ul style="list-style-type: none"> <li>• <i>Revision videos – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>Test yourself – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>Checkpoints – Use The Everlearner (Theeverlearner.com)</i></li> <li>• <i>BBC Bitesize</i></li> <li>• <i>QLA document should be used to help them identify topics to focus their revision</i></li> <li>• <i>Practice past exam questions</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK</i></li> <li>• <i>Flash cards – condense your notes onto flash cards</i></li> <li>• <i>Mind Maps</i></li> </ul>
<b>Support offered in school:</b>	<ul style="list-style-type: none"> <li>• <i>Revision tasks will be set on The Everlearner</i></li> <li>• <i>Students will be given specimen papers to help them prepare for the format of the exam</i></li> <li>• <i>Students will be set homework linked to revising topics and answering exam questions</i></li> <li>• <i>Students have prepared their own revision diagrams in lesson to use before the exams</i></li> <li>• <i>Retrieval and factual recall of previous topics every lesson</i></li> </ul>
<b>Useful links:</b>	<p>School website</p> <p>Google classroom</p> <p>Bbcbitesize.com</p> <p>Theeverlearner.com</p>
<b>Other information:</b>	<p><b>EXAM DATES:</b></p> <p>Paper 1: <b>Mon 19 May – 13:30pm</b></p> <p>Paper 2: <b>Mon 9 Jun – 13:30pm</b></p>


Subject:	<b>Health and Social Care</b>	No. of papers in the Exam series:	1
Material to be examined:	<p><b>Component 3 Exam: Health and Well-Being</b>  Learners will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.</p> <p>AO1 Knowledge of health and wellbeing  AO2 Understanding of health and wellbeing  AO3 Apply knowledge and understanding of health and wellbeing  AO4 Make connections between aspects of health and wellbeing</p> <p><b>Factors that affect health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Physical, lifestyle, social, cultural, economic, environmental factors</li> <li>• The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event</li> </ul> <p><b>Interpreting health indicators</b></p> <ul style="list-style-type: none"> <li>• Physiological indicators</li> <li>• Lifestyle indicators</li> </ul> <p><b>Person-centred approach to improving health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Explore the use of the person-centred approach in health and social care settings.</li> <li>• Recommendations and actions to improve health and wellbeing</li> <li>• Barriers and obstacles to following recommendations</li> </ul>		
Format of the examination:	<p><b>Component 3 Exam: Health and Well-Being – 2 hrs : 60 marks</b></p> <p>External assessment set and marked by Pearson, completed under exam conditions. The assessment will be completed in <b>2 hours</b> within the period timetabled by Pearson. <b>60 marks</b>.</p>		
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>• <i>Use revision guide</i></li> <li>• <i>QLA document should be used to help them identify topics to focus their revision</i></li> <li>• <i>Practice past exam questions</i></li> <li>• <i>Knowledge organisers – LOOK, SAY, COVER, WRITE, CHECK</i></li> <li>• <i>Flash cards – condense your notes onto flash cards</i></li> <li>• <i>Mind Maps</i></li> </ul>		
Support offered in school:	<ul style="list-style-type: none"> <li>• <i>Intensive revision day</i></li> <li>• <i>Students will be given specimen papers to help them prepare for the format of the exam</i></li> <li>• <i>Students will be set homework linked to revising topics and answering exam questions</i></li> <li>• <i>Students have prepared their own revision diagrams in lesson to use before the exams</i></li> <li>• <i>Retrieval and factual recall of previous topics every lesson</i></li> </ul>		
Useful links:	<p>The Everlearner.com</p> <p>Google classroom</p> <p>Bbcbitessize.com</p>		
Other information:	<p><b>EXAM DATE:</b>  Paper 1: <b>Tue 6 May – 9:00am</b></p>		



Subject:	Spanish	No. of papers in the Exam series:	4							
Material to be examined:	<b>Paper 1 – Listening</b>									
	<b>Higher</b>									
	50 marks – 45 minutes (including 5 minutes reading time)									
	<b>Foundation</b>									
	40 marks – 35 minutes (including 5 minutes reading time)									
	<b>THEME 1 – IDENTITY AND CULTURE</b>									
	<ul style="list-style-type: none"><li>- Me, my family and friends</li><li>- Technology in everyday life</li><li>- Free time activities</li><li>- Customs and festivals in Spain</li></ul>									
	<b>THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST</b>									
	<ul style="list-style-type: none"><li>- Home, town, neighbourhood and region</li><li>- Social issues</li><li>- Global issues</li><li>- Travel and tourism</li></ul>									
	<b>THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT</b>									
	<ul style="list-style-type: none"><li>- My studies/Life at school</li><li>- Post-16 Education</li><li>- Jobs, career choices and ambitions</li></ul>									
	<b>Paper 2 – Reading</b>									
	<b>Higher</b>									
	60 marks – 1 hour									
	<b>Foundation</b>									
60 marks – 55 minutes										
<b>THEME 1 – IDENTITY AND CULTURE</b>										
<ul style="list-style-type: none"><li>- Me, my family and friends</li><li>- Technology in everyday life</li><li>- Free time activities</li><li>- Customs and festivals in Spain</li></ul>										
<b>THEME 2 – LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST</b>										
<ul style="list-style-type: none"><li>- Home, town, neighbourhood and region</li><li>- Social issues</li><li>- Global issues</li><li>- Travel and tourism</li></ul>										
<b>THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT</b>										
<ul style="list-style-type: none"><li>- My studies/Life at school</li><li>- Post-16 Education</li><li>- Jobs, career choices and ambitions</li></ul>										
<b>Paper 3 Writing</b>										
<b>THEME 3 – CURRENT AND FUTURE STUDY AND EMPLOYMENT</b>										
<ul style="list-style-type: none"><li>- My studies/Life at school</li></ul>										
<table><tr><td colspan="2"><b>Higher</b></td></tr><tr><td><b>Q1</b></td><td><b>Structured writing task:</b> Students respond to 4 bullet points. 90 words in total (approx.) (16 marks)</td></tr><tr><td><b>Q2</b></td><td><b>Open-ended writing task:</b> Students respond to two bullet points. 150 words in total (approx.) (32 marks)</td></tr><tr><td><b>Q3</b></td><td><b>Translation:</b> From English into Spanish. 50 words minimum. (12 marks)</td></tr></table>			<b>Higher</b>		<b>Q1</b>	<b>Structured writing task:</b> Students respond to 4 bullet points. 90 words in total (approx.) (16 marks)	<b>Q2</b>	<b>Open-ended writing task:</b> Students respond to two bullet points. 150 words in total (approx.) (32 marks)	<b>Q3</b>	<b>Translation:</b> From English into Spanish. 50 words minimum. (12 marks)
<b>Higher</b>										
<b>Q1</b>	<b>Structured writing task:</b> Students respond to 4 bullet points. 90 words in total (approx.) (16 marks)									
<b>Q2</b>	<b>Open-ended writing task:</b> Students respond to two bullet points. 150 words in total (approx.) (32 marks)									
<b>Q3</b>	<b>Translation:</b> From English into Spanish. 50 words minimum. (12 marks)									



150 word Higher








90 word Foundation / Higher



150 word Higher



90 word Foundation / Higher

Format of the examination:	<b>Foundation</b> <b>Q1</b> Open-ended writing task: Describe a photo 4 sentences in total (8 marks) <b>Q2</b> Structured writing task: Students respond to 4 bullet points. 40 words in total (approx.) Choice of 2 questions. (16 marks) <b>Q3</b> Translation: From English into Spanish 35 words minimum (10 marks) <b>Q4</b> 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
	<b>Speaking Exam</b> The speaking exam will last between 7-9 minutes <b>Foundation</b> (including +12 minutes supervised preparation time and 10-12 minutes <b>Higher</b> (including +12 minutes supervised preparation time)		
	<b>Higher / Foundation</b> <b>Q1</b> Role Play 2 minutes (approx.) <b>Q2</b> Photo card 2 minutes (max) Foundation 3 minutes (max) Higher <b>Q3</b> 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 <b>Foundation</b> and 5-7 minutes <b>Higher</b>		
			
	<div>Role Play</div> <div>Photo card</div> <div>General conversation</div>		
Revision strategies for this subject:	<ul style="list-style-type: none"> <li>- Revision videos on GC.</li> <li>- Vocabulary list given on GC using – LOOK, SAY, COVER, WRITE, CHECK .</li> <li>- Flash cards – condense your notes onto flash cards .</li> <li>- Mind maps</li> <li>- RAG core vocabulary/ grammar in each unit and use that as a guide to prioritise revision.</li> </ul>		
Support offered in school:	<ul style="list-style-type: none"> <li>- Intervention sessions available after school time</li> <li>- Tiered-specific grammar session.</li> <li>- Lunch time drop in</li> </ul>		
Useful links:	<ul style="list-style-type: none"> <li>- Google classroom</li> <li>- School website</li> <li>- Online access to Kerboodle.com</li> <li>- BBC AQA Bitesize Spanish</li> <li>- Seneca</li> <li>- Duolingo</li> <li>- Linguascope.co.uk</li> </ul>		
Other information:	Revision guides and grammar work books provided by school. <b>EXAM DATES</b> <b>Higher &amp; Foundation</b> Speaking test: <b>Fri 02 May – 9:00am</b> Listening test: <b>Tue 10 Jun – 9:00am</b> Reading test: <b>Tue 10 Jun – 9:00am</b> Writing test: <b>Tue 17 Jun – 9:00am</b>		



### Week of 24/03/25

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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### Week of 31/03/25

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### Week of 07/04/2

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 14/04/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 21/04/25**

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**Week of 28/04/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 05/05/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 12/05/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 19/05/25**

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**Week of 26/05/25**

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**Week of 02/06/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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**Week of 09/06/25**

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
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## Week of 16/06/25

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[illegible]



# **St Cuthbert's Catholic High School**

*Live life in all its fullness*

## **St. Cuthbert's Catholic High School**

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