



# GCSE Handbook

## Year 10-11 2024-26

Preparing for  
success in  
your GCSES

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

Tutor: \_\_\_\_\_

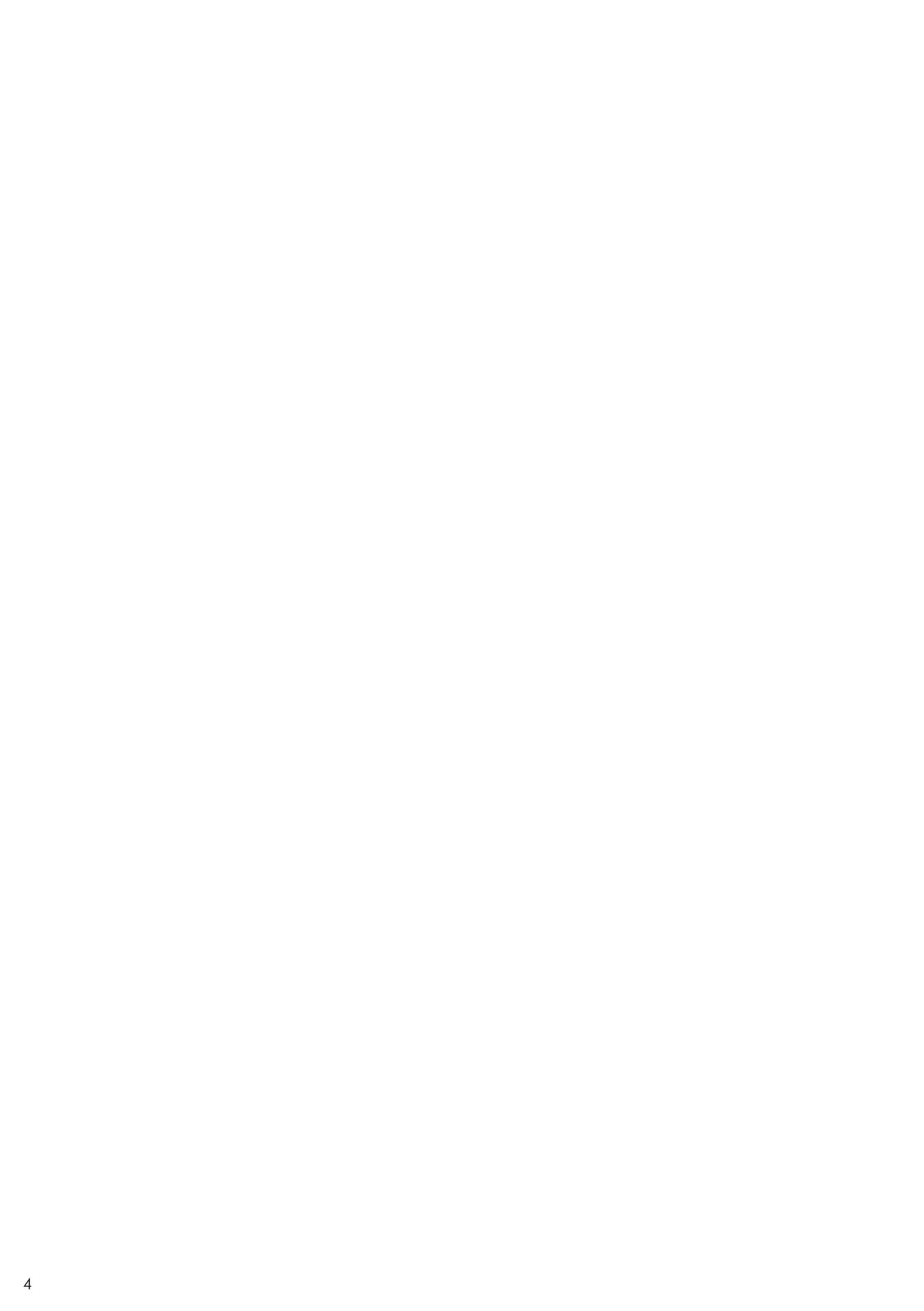


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# Introduction

This booklet is designed to support students and parents in preparing for the GCSE exams this summer.

In addition to the preparation students are doing in lessons and in study hall masterclasses, they should also be working hard at home to ensure they feel confident and well prepared. Parents and carers - your support and encouragement will be vital for this. It is recommended that students spend between 5 and 10 hours each week outside of lessons revising and revisiting their learning.

In this booklet you will find helpful information on

- How to revise
- A detailed breakdown for each GCSE subject

This includes the exam board, a breakdown of the course, and useful revision resources and websites.

Exams can be a stressful time for Year 11 and the support of parents, particularly in helping to organise time and revision makes a huge difference. We know that students who have parents who help them by making sure they have a quiet space, dedicated revision time and friendly reminders, do best in the GCSE exams.

Further revision resources are available on the shared area which all students have access to. If you need any support, please contact the subject teacher, Head of House or Mr Cavanagh.



# Tracking Your Progress

Use the table below to record the subject you are studying, your target grades and key actions to help you secure them.

Subject	Target Grade	Current Grade	Actions
English			
English Literature			
Maths			
Science			
RE			
PE			

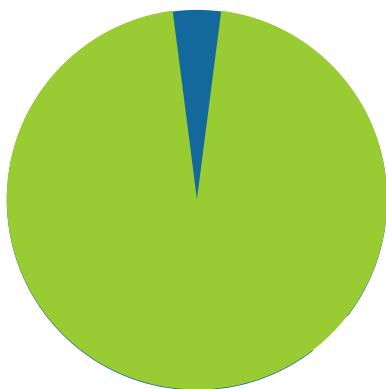
# Revision Top Tips

## What do we mean by revision?

Revising is going back over your learning, practising key skills and rehearsing over and over again **until you know it really well and feel confident.**

Your memory

### Things I'm good at remembering



- Important information
- Lyrics to every song I've ever heard



### WE REMEMBER

What we repeat over and over again

What we manage to connect to other learning

What we use regularly

What we engage with - connect with emotions

You can use this information to help you revise for your exams!

How often do I need to revise?

You need to revise the same topic regularly to make sure you really master it. Take regular breaks- at least 10 minutes every hour. Don't try to remember too much at once- you'll forget it.

How should I revise?

Reading through your notes won't do it. To remember and understand, you have to do something with the information so it means something to you. The following process will help:

Summarise the information you need to learn in your own words to make sure you understand it

Simplify

Using your reduced notes only, explode them to create as much detail as you can - mind map works well for this

Reduce

Explode

Test

Reduce your notes even further into key words or phrases

Test yourself, or get someone else to. You need to revisit information over and over again using quick quizzes to make sure you have really secured it.

# Useful Strategies

1. **Make notes:** when you read something and turn it into your own words, your brain begins to process it and you are more likely to remember the information. Create revision cards with a few notes for each topic that you revisit again and again.
2. **Use post its** and stick key words or facts around your room, so you are seeing them frequently.
3. **Chunk your learning:** You will be much more successful if you try to remember and rehearse one or two facts before gradually adding another and so on.
4. **Past papers:** exam boards tend to sue the same question types over and over again. Using past papers to practice questions will mean you will be rehearsing your timing and responses for the real exam.
5. **Create mind maps:** using key ideas and then exploding them, linking them by colour or pictures is a great way of visually recording information to help you revise.
6. **Test yourself:** create a quiz or ask friends and family to quiz you. GCSE bitesize has lots of quizzes and there are plenty more online too.
7. **Use Youtube:** if you aren't sure how to respond to a practical question, in maths for example, Youtube is full of helpful videos that can remind you.
8. **Rehearse and repeat:** you will need to repeat information over and over if you want to really remember it. Say it aloud, it helps your memory!
9. **Stay positive:** you have been studying these subjects for at least 2 years, you can do it if you stay calm and positive.

## Useful Revision Sites

- School shared area. All subjects have revision materials - use them!
- SENECA <https://senecalearning.com/en-GB/>
- GCSE BBC Bitesize <https://www.bbc.co.uk/bitesize>
- Youtube - Mr Bruff for English <https://www.youtube.com/user/mrbruff>



# English Language

## Key information

- Exam Board – AQA
- Two exam papers (equally weighted)
- One spoken language element (assessed by class teachers)

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	16	36	45	76	86	97	108	117	127

## Course Breakdown

- Paper 1: Fiction and Creative Writing (50%)
- Paper 2: Non-Fiction and Transactional Writing (50%)
- Speaking and listening presentation on a topic of students' choice.

The exam is non-tiered meaning all students will sit the exact same exam papers.

<b>Paper 1: Creative Reading and Writing</b>	
There will be one fiction extract to read.	
<b>Question 1:</b> Read the opening paragraph. List four things you learn about... <b>4 marks</b>	<b>Question 2:</b> Re-read lines... How has the writer used language to...? <b>8 marks</b>
<b>Question 3:</b> How has the writer structured the text to interest you as a reader? <b>8 marks</b>	<b>Question 4:</b> A student said "...". To what extent do you agree with this statement? <b>20 marks</b>
<b>Writing Task:</b> Write a description based on the image provided OR Write the opening to a story with the title '...' <b>40 marks</b>	

<b>Paper 2: Writers' Viewpoints and Perspectives</b>	
There will be two non-fiction extracts to read.	
<b>Question 1:</b> There are 8 statements based on extract X. Identify the four true statements. <b>4 marks</b>	<b>Question 2:</b> Read both texts. They both... Write a summary of the differences between the way they present... <b>8 marks</b>
<b>Question 3:</b> Re-read lines... How has the writer used language to...? <b>12 marks</b>	<b>Question 4:</b> Compare the ways the writers present their different perspectives on... <b>16 marks</b>
<b>Writing Task:</b> Write a letter/article/speech/text for a leaflet/blog based on an opinionative statement. <b>40 marks</b>	

# English Literature

## Key information

- Exam Board – AQA
- Two exam papers

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	16	33	50	68	83	98	113	127	141

## Course Breakdown

- Paper 1: Shakespeare and 19<sup>th</sup> Century Novel (40%)
- Paper 2: Modern Texts and Poetry (60%)

Students are not able to take copies of the texts in with them so must know the books well and remember key quotations.

### Paper 1: Shakespeare and 19<sup>th</sup> Century Novel

#### Question 1:

##### Macbeth by William Shakespeare

Starting with this moment in the play, explore how Shakespeare presents....

**30 marks for content**  
**4 marks for SPG**

### Paper 2: Modern Texts and Poetry

#### Question 1: An Inspector Calls

How does the writer explore the theme of...?

**30 marks for content**  
**4 marks for SPG**

#### Question 2: Anthology Poetry – Power and Conflict

Compare the presentation of... in... and one other poem of your choice.

**30 marks for content**

#### Question 3: Unseen Poetry

Students will be given a poem they have never seen before and will be asked to apply the Park Poetry Process to it before responding to a question based on one of the poem's key themes.

**24 marks**

#### Question 4: Unseen Poetry Comparison

Students will be given a second poem they have never seen before and will be asked to apply the Park Poetry Process to it before comparing it to the poem used in question 3.

**8 marks**

## Revision Resources and Tips



Follow the link or scan the QR code to access the English revision page of the student area for further revision resources including:

- Walking talking mocks
- Practice exam questions
- Example responses
- Revision videos
- Student handbooks
- Printable revision activities

<https://pcshantssch.sharepoint.com/sites/English/SitePages/Revision.aspx>

# Mathematics

## Key information

The GCSE Mathematics exam consists of 3 papers. Each paper is worth 80 marks and has a duration of 90 minutes. Paper 1 is non-calculator, with all other papers requiring calculator.

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
(F) Marks needed	37	67	117	157	186				
(H) Marks needed			26	42	73	105	137	167	197

## Course Breakdown

### Foundation Tier:

- Grades range from 1-5
- 50% of marks are targeted at grades 1 to 3 and the other 50% is targeted from grades 4 to 5



### Higher Tier:

- Grades range from 3-9
- 50% of marks are targeted at grades 4 to 6 and the other 50% is targeted from grades 7 to 9



The best way to prepare for your mathematics exams is to do some mathematics. Trying to memorise formulas and definitions is not a valuable use of time, the more you use the formulas, the better you will become at remembering them. Use list of most common topics below to prioritise your study time across the rest of this year. (Specific topic list relative to threshold tests and mini-mocks are provided throughout the year to compliment this).

Topic	Grade	AQA Foundation
Fractions, Decimals, Percentages	1+	100%
Time Calculations	3+	100%
Types of Number (Square, Cube, Prime)	2+	100%
Form and Solve Equation	5+	100%
Metric Unit Conversions	2+	100%
Write as a Ratio	3+	100%
Calculations with Money	3+	100%
Find Probability	1+	100%
Speed, Distance, Time	4+	100%
Like Terms	1+	100%
Substitution	3+	100%
Fraction of an Amount	2+	100%

Topic	Grade	Edexcel Higher
Product Rule for Counting	6+	100%
Index Laws	4+	100%
Higher Index Laws	7+	100%
SOHCAHTOA	5+	100%
Direct/Inverse Proportion	7+	100%
Multiple Ratio/Problem Solve with Ratio	5+	100%
Density, Mass, Volume	4+	100%
Circle Theorems	7+	100%
Histograms	7+	100%
Compound Interest	5+	100%

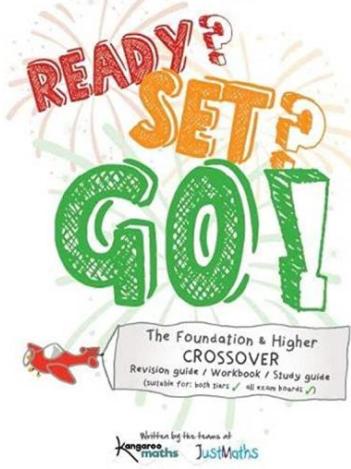
## Revision Resources and Tips

In order to achieve the best possible grades, the onus is on you to complete homework regularly and to a high standard (match or beat the Hegarty Maths average). Make use of the electronic and paper-based resources found on pupil shared area using QR code below or see your teacher for paper-based resources.



**Last year those pupils who regularly attended (75%+ attendance) period 6 mathematics, averaged a grade 5.2 in maths, compared to 3.0 for those who did not attend regularly. 94% of those who attended regularly achieved a grade 4 or more.**

Essential support for GCSE (9-1) mathematics

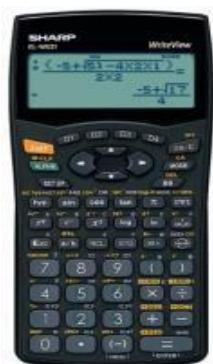


The revision book opposite is what we recommended. This book contains worked examples along with follow up questions equal in challenge to what will be on exam papers. These can be purchased from reception at a reduced price.

Topic list to prepare for mocks and other tests will include page references to this book to support your revision.

The Sharp ELW531 is the calculator you will use for both your mathematics exams and your science exams. It is very important that you are familiar and comfortable with using your calculator.

These can be purchased from school reception at a reduced price.



# Combined Science

## Key information

In Science, you will be awarded two GCSE grades.

You will be assessed by:

- Six written exams each lasting 1hr 15minutes
- Either Foundation or Higher tier papers (Foundation grade 1-5 and Higher from 4-9)
- 70 marks per paper
- Each paper is worth 16.7% of the final GCSE

There will be a mixture of multiple choice, structure, closed short answer and open response questions.

## Likely Grade Boundaries

Combined F Tier Grade	5-5	5-4	4-4	4-3	3-3	3-2	2-2	2-1	1-1	U		
Marks needed	255	235	216	189	162	136	110	84	58	<57		
Grade	4-3	4-4	5-4	5-5	6-5	6-6	7-6	7-7	8-7	8-8	9-8	9-9
(H) Marks needed	80	89	107	126	145	164	183	202	220	238	257	276

## Course Breakdown

Below are the topics covered in each exam and the subtopics to help aid your revision.

Topic		Subtopics			
Biology Paper 1	Cell Biology	<ul style="list-style-type: none"><li>• Cell structure</li><li>• Cell division</li><li>• Transport in cells</li></ul>	Biology Paper 2	Homeostasis and response	<ul style="list-style-type: none"><li>• Homeostasis</li><li>• The human nervous system</li><li>• Hormonal coordination in humans</li></ul>
	Organisation	<ul style="list-style-type: none"><li>• Principles of organisation</li><li>• Animal tissue, organs and organ systems</li><li>• Plant tissue, organs and systems</li></ul>		Inheritance, variation and evolution	<ul style="list-style-type: none"><li>• Reproduction</li><li>• Variation and evolution</li><li>• The development of understanding genetics and evolution</li><li>• Classification of living organisms</li></ul>
	Infection and Response	<ul style="list-style-type: none"><li>• Communicable diseases</li></ul>		Ecology	<ul style="list-style-type: none"><li>• Adaptations, interdependence and competition</li><li>• Organisation of an ecosystem</li></ul>
					<ul style="list-style-type: none"><li>• Biodiversity and the effect of human interaction on ecosystems</li></ul>
	Bioenergetics	<ul style="list-style-type: none"><li>• Photosynthesis</li><li>• Respiration</li></ul>			

Topic	Subtopics	Topic	Subtopics
Chemistry Paper 1	Atomic structure and the periodic table	The rate and extent of chemical change	<ul style="list-style-type: none"> <li>Rate of reaction</li> <li>Reversible reactions and dynamic equilibrium</li> </ul>
	Bonding structure and the properties of matter	Organic chemistry	<ul style="list-style-type: none"> <li>Carbon compounds as fuels and feedstock</li> <li>Fractional distillation</li> </ul>
	Quantitative chemistry	Chemical analysis	<ul style="list-style-type: none"> <li>Purity, formulations and chromatography</li> <li>Identification of common gases</li> </ul>
	Chemical changes	Chemistry of the atmosphere	<ul style="list-style-type: none"> <li>The composition and evolution of the Earth's atmosphere</li> <li>Carbon dioxide and methane as greenhouse gases</li> <li>Common atmospheric pollutants and their sources</li> </ul>
	Energy changes	Using resources	<ul style="list-style-type: none"> <li>Using the Earth's resources and obtaining potable water</li> <li>Life cycle assessment and recycling</li> <li>Using materials</li> </ul>

Topic	Subtopics	Topic	Subtopics
Physics Paper 1	Energy	Forces	<ul style="list-style-type: none"> <li>Forces and their interactions</li> <li>Work done and energy transfer</li> <li>Forces and elasticity</li> <li>Pressure</li> <li>Forces and motion</li> <li>Momentum</li> </ul>
	Electricity	Waves	<ul style="list-style-type: none"> <li>Waves in air, fluids and solids</li> <li>Electromagnetic waves</li> </ul>
	Particle model of matter	Magnetism and electromagnetism	<ul style="list-style-type: none"> <li>Permanent and induced magnetism, magnetic forces and fields</li> <li>The motor effect</li> </ul>
	Atomic structure		

## Revision Resources and Tips

### Useful websites:

- AQA Combined science specification – contains all information about the course and a more detailed look at knowledge and skills of each topic. <https://rb.gy/uxf3lx>
- BBC bitesize – a useful site to revise and quiz yourself on each topic <https://rb.gy/j72hvn>
- Parks Science student shared area – this has a range of revision materials including past papers, revision questions (you must be logged on to view these) <https://rb.gy/wxjdtz>

# Triple Science Higher

## Key information

In science, you will be awarded three GCSEs; Biology, Chemistry and Physics.

You will be assessed by:

- Six written exams each lasting 1hr 45minutes
- Grade range from 1 to 5
- 100 marks per paper
- Each paper is worth 50% of each GCSE.

## Likely Grade Boundaries

Biology Grade	1	2	3	4	5	6	7	8	9
Marks needed (H) (200)	42	51	68	86	104	118	132	199	216

Chemistry Grade	1	2	3	4	5	6	7	8	9
Marks needed (H) (200)	25	36	58	80	103	123	144	199	216

Physics Grade	1	2	3	4	5	6	7	8	9
Marks needed (H) (200)	45	56	77	98	119	134	150	199	216

## Course Breakdown

### GCSE Biology

#### Biology Paper 1

#### Biology Paper 2

Topic	Subtopics	Topic	Subtopics
Cell biology	<ul style="list-style-type: none"><li>• Cell structure</li><li>• Bacteria</li><li>• Cell division</li><li>• Cultures</li><li>• Transport in cells</li></ul>	Homeostasis and response	<ul style="list-style-type: none"><li>• Homeostasis</li><li>• The human nervous system</li><li>• Hormonal coordination in humans</li><li>• The brain</li><li>• The eye</li><li>• Control of body temperature, water and nitrogen</li></ul>
Organisation	<ul style="list-style-type: none"><li>• Principles of organisation</li><li>• Animal tissue, organs and organ systems</li><li>• Plant tissue, organs and systems</li></ul>	Inheritance, variation and evolution	<ul style="list-style-type: none"><li>• Variation and evolution</li><li>• DNA structure</li><li>• Protein synthesis</li><li>• Asexual and sexual reproduction</li><li>• Cloning</li><li>• Genetics and evolution</li><li>• Classification of an ecosystem</li></ul>
Infection and response	<ul style="list-style-type: none"><li>• Communicable disease</li><li>• Plant disease</li><li>• Plant hormones</li><li>• Monoclonal antibodies</li></ul>	Ecology	<ul style="list-style-type: none"><li>• Adaptations, interdependence and competition</li><li>• Organisation of an ecosystem</li><li>• Biodiversity</li><li>• Trophic levels</li><li>• Decomposition</li><li>• Food production</li></ul>
Bioenergetics	<ul style="list-style-type: none"><li>• Photosynthesis</li><li>• Respiration</li></ul>		

# GCSE Chemistry

## Chemistry Paper 1

## Chemistry Paper 2

Topic	Subtopics	Topic	Subtopics
Atomic structure and the periodic table	<ul style="list-style-type: none"> <li>A simple model of the atom, symbols, relative atomic mass, isotopes</li> <li>Periodic table</li> <li>Transition metals - properties and comparison with group 1 metals</li> </ul>	Rate of extent of chemical change	<ul style="list-style-type: none"> <li>Rate of reaction</li> <li>Reversible reactions and dynamic equilibrium</li> </ul>
Bonding, structure and the properties of matter	<ul style="list-style-type: none"> <li>Chemical bonds, ionic, covalent and metallic</li> <li>How bonding and structure are related to the properties of substances</li> <li>Structure and bonding of carbon</li> <li>Bulk and surface properties of matter (nanoparticles)</li> </ul>	Organic chemistry	<ul style="list-style-type: none"> <li>Carbon compounds as fuels and feedstocks</li> <li>Fractional distillation</li> <li>Structure and formulae of alkenes</li> <li>Reactions of alkenes</li> <li>Alcohols</li> <li>Carboxylic acids</li> <li>Addition polymerisation</li> <li>Condensation polymerisation</li> <li>Amino acids and DNA</li> </ul>
Quantitative chemistry	<ul style="list-style-type: none"> <li>Balancing equations using masses</li> <li>Yield</li> <li>Atom economy</li> <li>Using concentrations</li> <li>Use of amount of substances in relation to volume of gases</li> </ul>	Chemical analysis	<ul style="list-style-type: none"> <li>Purity, formulations and chromatography</li> <li>Identification of common gases</li> <li>Flame tests</li> <li>Metal hydroxides</li> <li>Carbonates</li> <li>Halides</li> <li>Sulfates</li> <li>Instrumental methods</li> <li>Flame emission spectroscopy</li> </ul>
Chemical change	<ul style="list-style-type: none"> <li>Reactivity of metals</li> <li>Reactions of acids</li> <li>Titration</li> <li>Electrolysis</li> </ul>	Chemistry of the atmosphere	<ul style="list-style-type: none"> <li>Composition and evolution of the Earth's atmosphere</li> <li>Carbon dioxide and methane as greenhouse gases</li> <li>Common atmospheric pollutants and their sources</li> </ul>
Energy changes	<ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</li> <li>Cells and batteries</li> <li>Fuel cells</li> </ul>	Using resources	<ul style="list-style-type: none"> <li>Using the Earth's resources and obtaining potable water</li> <li>Life cycle assessment</li> <li>Corrosion and its prevention</li> <li>Alloys as useful materials</li> <li>Ceramics, polymers and composites</li> <li>The Haber process</li> <li>Production and uses of NPK fertilisers</li> </ul>

# GCSE Physics

## Physics Paper 1

## Physics Paper 2

Topic	Subtopics	Topic	Subtopics
Energy	<ul style="list-style-type: none"> <li>• Energy changes</li> <li>• Conservation and dissipation of energy</li> <li>• Thermal energy – infrared</li> <li>• National and global energy resources</li> </ul>	Forces	<ul style="list-style-type: none"> <li>• Forces and their interactions</li> <li>• Work done and energy transfer</li> <li>• Forces and elasticity</li> <li>• Forces and motion – speed/velocity</li> <li>• Pressure in liquids</li> <li>• Momentum and change in momentum</li> <li>• Moments</li> <li>• Levers</li> <li>• Gears</li> </ul>
Electricity	<ul style="list-style-type: none"> <li>• Current, potential difference and resistance</li> <li>• Series and parallel circuits</li> <li>• Domestic uses and safety</li> <li>• Energy transfers</li> <li>• Static electricity</li> </ul>	Waves	<ul style="list-style-type: none"> <li>• Waves in air, fluids and solids</li> <li>• Electromagnetic spectrum</li> <li>• Reflection of waves</li> <li>• Sound waves</li> <li>• Waves for detection and exploration</li> <li>• Lenses</li> <li>• Black body radiation</li> </ul>
Particle model	<ul style="list-style-type: none"> <li>• Change of state and the particle model</li> <li>• Internal energy and energy transfers</li> <li>• Particle model</li> <li>• Pressure in gases</li> </ul>	Magnets	<ul style="list-style-type: none"> <li>• Permanent and induced magnetism</li> <li>• Magnetic forces and fields</li> <li>• The motor effect</li> <li>• Loudspeakers</li> <li>• Induced potential</li> <li>• Transformers</li> <li>• National grid</li> </ul>
Atomic structure	<ul style="list-style-type: none"> <li>• Atoms and isotopes</li> <li>• Nuclear radiation</li> <li>• Hazards and uses of radioactive emissions.</li> <li>• Background radiation</li> <li>• Nuclear fusion and fission</li> </ul>	Space	<ul style="list-style-type: none"> <li>• Solar system</li> <li>• Life cycle of a star</li> <li>• Orbits</li> <li>• Red shift</li> </ul>

## Revision Resources and Tips

### Useful websites:

- AQA science specification – contains all information about the course and a more detailed look at knowledge and skills of each topic. <https://rb.gy/uxf3lx>
- BBC bitesize – a useful site to revise and quiz yourself on each topic <https://rb.gy/j72hvn>
- Parks Science student shared area – this has a range of revision materials including past papers, revision questions (you must be logged on to view these) <https://rb.gy/wxjdtz>

# Art and Photography

## Key information

- Exam board AQA
- Component one is the coursework portfolio. This is 60% of your grade
- Your portfolio will contain a selection of best work completed during the duration of the course. This will be individual to the pupil due to project variations in groups and decided through discussion with the pupil
- Component two is the externally assessed unit. This is 40% of your grade
- The externally assessed unit is started in class in January. It culminates in a 10 hour controlled assessment in which final pieces are produced.
- A selection of portfolios and externally assessed units will be externally moderated by AQA

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9	TOP
Marks needed	9	22	35	48	54	61	68	74	81	96

## Course Breakdown

### Component 1: Portfolio

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used.

Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. A selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of **drawing activity** and **written annotation**.

Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

## Component 2: Externally set task

Pupils will be given their externally set paper on 2nd January, it always has seven different starting points. Students must select and respond to one starting point from their chosen title. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

The extended creative response must:

1. Explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.
2. Ensure that the total submission for Component 2 evidences coverage of all four assessment objectives and evidence of drawing activity and written annotation. Students must identify and acknowledge sources which are not their own.

# Computer Science

## Key information

### AQA Computer Science – What you need to know

The exam board we follow is AQA and the qualification number is 8525.

#### **Assessment Objectives:**

AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.
A)3	Analyse problems in computational terms: <ul style="list-style-type: none"><li>• to make reasoned judgements</li><li>• to design, program, evaluate and refine solutions</li></ul>

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Combined Marks 180	15	33	52	71	88	105	123	136	150
Percentage %	8	18	29	39	49	58	68	76	83

## Course Breakdown

### Paper 1: Computational thinking and programming skills

#### **What's assessed**

Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code. The content for this assessment will be drawn from subject content 3.1 and 3.2 above.

#### **How it's assessed**

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

#### **Questions**

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

### Paper 2: Computing concepts

**What's assessed**  
The content for this assessment will be drawn from subject content 3.3 to 3.8 above.

#### **How it's assessed**

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

#### **Questions**

A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

# Revision Resources and Tips

1.1	<b>Systems Architecture</b>  Link: <a href="https://sway.office.com/SmePfeDxyBVGqeYC?ref=Link">https://sway.office.com/SmePfeDxyBVGqeYC?ref=Link</a>	
1.2	<b>Systems Memory</b>  Link: <a href="https://sway.office.com/mKophsuRrU2Lxbta?ref=Link">https://sway.office.com/mKophsuRrU2Lxbta?ref=Link</a>	
1.3	<b>Systems Storage</b>  Link: <a href="https://sway.office.com/IGYBcQHm11UGCdJK?ref=Link">https://sway.office.com/IGYBcQHm11UGCdJK?ref=Link</a>	
1.4	<b>Wired &amp; Wireless Networks</b>  Link: <a href="https://sway.office.com/40dcbgOuhph8ppJn?ref=Link">https://sway.office.com/40dcbgOuhph8ppJn?ref=Link</a>	
1.5	<b>Network Topologies &amp; Protocols</b>  Link: <a href="https://sway.office.com/fTdAfgwNM37kaMLH?ref=Link">https://sway.office.com/fTdAfgwNM37kaMLH?ref=Link</a>	
1.6	<b>Systems Security</b>  Link: <a href="https://sway.office.com/6DEzBfCHB2FG9TgC?ref=Link">https://sway.office.com/6DEzBfCHB2FG9TgC?ref=Link</a>	
1.7	<b>Systems Software</b>  Link: <a href="https://sway.office.com/zrNAagwgaC3QMu9w?ref=Link">https://sway.office.com/zrNAagwgaC3QMu9w?ref=Link</a>	
1.8	<b>Ethical, Legal, Cultural &amp; Environmental Concerns</b>  Link: <a href="https://sway.office.com/ECTKC4uODUxTc9kb?ref=Link">https://sway.office.com/ECTKC4uODUxTc9kb?ref=Link</a>	
2.1	<b>Algorithms – Abstraction and Decomposition</b>  Link: <a href="https://sway.office.com/04TQQVbsZxolfFpf?ref=Link">https://sway.office.com/04TQQVbsZxolfFpf?ref=Link</a>	
2.2	<b>Programming Techniques</b>  Link: <a href="https://sway.office.com/8RbxJoianM8GBuz1?ref=Link">https://sway.office.com/8RbxJoianM8GBuz1?ref=Link</a>	
2.3	<b>Robust Programming</b>  Link: <a href="https://sway.office.com/GD3pNPhpKG9y5DFZ?ref=Link">https://sway.office.com/GD3pNPhpKG9y5DFZ?ref=Link</a>	
2.4	<b>Computational Logic</b>  Link: <a href="https://sway.office.com/dGavNgWhiuLt4lbR?ref=Link">https://sway.office.com/dGavNgWhiuLt4lbR?ref=Link</a>	
2.5	<b>Facilities of Languages, Compilers and Interpreters</b>  Link: <a href="https://sway.office.com/TtqaR0HB8NltskN5?ref=Link">https://sway.office.com/TtqaR0HB8NltskN5?ref=Link</a>	
2.6	<b>Data Representation</b>  Link: <a href="https://sway.office.com/ojCKklcdxu8CxLHG?ref=Link">https://sway.office.com/ojCKklcdxu8CxLHG?ref=Link</a>	

# Geography



## Key Information

- Exam Board: Eduqas
- Three exam papers

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	19	44	68	95	112	129	147	165	184

## Course Breakdown

Qualification Breakdown:

Paper 1 Investigating Geographical Issues 1hr 45min 40%

Paper 2 Problem solving Geography 1hr 30mins 30%

Paper 3 Applied fieldwork enquiry 1hr 30mins 30%



## WHAT WILL I STUDY?

### Changing Places - Changing Economies

You will investigate changes in urban and rural areas and what this might mean in the future in both the UK and around the world. You will investigate issues about development and resources. How has globalisation shaped the world we live in? What are the consequences of uneven development on societies?

### Changing Environments

You will learn about distinctive landscapes in the UK and how they were formed and may change over time. The coastline and rivers of the UK are an important part of our landscape and you will study why flooding occurs and how people try to manage this problem. You will learn about how natural environments are effected change due to human influence, weather events such as storms and climate change. What can we do to reduce the risk of climate change?

### Environmental Challenges

Building on your learning of changing environments you will study the challenges faced in different ecosystems around the world. In hot semi-arid grasslands (think about the environment that you would go on safari in) you will investigate the challenges with access to water and more land turning to desert. How might challenging environments like this be managed sustainably in the future?



## Revision Resources and Tips

- Use the student area resources which include resources from classroom learning: Scan the QR Code
- Complete your weekly homework, this will be set to support and develop students' classroom learning
- Attend master class on a **Monday 3:30pm**
- Ask the class teacher for additional practice exam questions to attempt
- Buy a copy of the revision guide. The school has several discount price copies available through reception.
- Use SENECA for simple revision and quick-fire quizzes. Teachers will support in accessing the correct sections
- Revise using BBC Bitesize (Eduqas Spec): GCSE Geography - Eduqas - BBC Bitesize



<b>Theme 1 - Changing Places - Changing Economies</b>	<b>Theme 2 - Changing Environments</b>	<b>Theme 3 - Environmental Challenges</b>
This theme covers classic geography of urban environments and development. The emphasis is on how places are changing (on a variety of scales) and solutions to the problems that exist.	This theme covers classic physical geography. The emphasis being on processes, management and responses to the issues facing us now and in the future.  <b>Key Idea 2.1: Shaping the landscape - coasts and coastal management</b>	This theme covers various ecosystems and the challenges they face. This theme has an emphasis on the problems facing the environments we depend on and solutions to those problems.  <b>Key Idea 3.1: How ecosystems function</b>
Key Idea 1.1: <b>Urbanisation in contrasting global cities</b>  To what extent is urbanisation a global phenomenon?	How do people and processes contribute to the development of distinctive coastal landscapes in the UK?  How are coastlines managed?  Why is coastal management often controversial?	What is the relationship between climate and biomes at a global scale?  What physical processes and interactions operate within ecosystems?  How are small scale ecosystems in the UK used and managed?
What are the ways of life and current challenges created by urbanisation in two global cities?  What strategies can be used to manage the impacts of urbanisation in global cities?	What are the predicted impacts of climate change on coastal landscapes and communities?	<b>Key Idea 3.2: Ecosystems under threat</b>  How are ecosystems used by people?  How are ecosystems damaged by human activity?
Key Idea 1.2: <b>Urban and rural processes and change in the UK</b>  What changes are taking place in where people live in both urban and rural areas of the UK?	<b>Key Idea 2.2: Shaping the landscape - rivers and river management</b>  How do people and processes contribute to the development of distinctive river landscapes in the UK?	Why and how are ecosystems managed in a sustainable way?  <b>Key Idea 3.3: Water resources and management</b>
What are the distinctive features of urban areas in the UK?  What factors help to drive urban and rural change across the UK?	Why do rivers flood and what are the consequences of flooding?	Why does supply and demand for water vary over time and space?

<p>What is the cause and effect of change in retail provision across the UK?</p>	<p>How can rivers be managed to reduce the risk of flooding?</p>	<p>What happens when demand for water exceeds supply?</p>
<p>What are the issues associated with leisure use in urban and rural areas across the UK?</p>	<p>Why is river flood management often controversial?</p>	<p>What are the challenges of managing water supplies?</p>
<p><b>Key Idea 1.3: A global perspective on development issues</b></p>	<p><b>Key Idea 2.3: Weather and climate</b></p>	<p><b>Key Idea 3.4: Desertification</b></p>
<p>What are global patterns of development?</p>	<p>Why is the UK climate so variable?</p>	<p>What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification?</p>
<p>What are the global processes that connect countries at different levels of development including the UK?</p>	<p>How does the global circulation of the atmosphere create distinctive climate zones?</p>	<p>To what extent does human activity contribute to the problem of desertification?</p>
<p>What are the causes and consequences of uneven development?</p>	<p>How are weather hazards distributed at a global scale and how does this pattern change over time?</p>	<p>How can environments vulnerable to desertification be managed?</p>
<p>What are the advantages of different types of aid project?</p>	<p>What are the causes, impacts and responses to two contrasting extreme weather events?</p>	
	<p><b>Key Idea 2.4: Climate change - cause and effect</b></p> <p>How has climate changed during the Quaternary period?</p> <p>What are the causes of global warming?</p> <p>What are the consequences of climate change?</p> <p>How and why do attitudes to climate change vary?</p> <p>What role can individuals and government in the UK play in reducing the risk of climate change?</p>	

# History

## Key Information

- Exam Board - Edexcel
- 3 Papers

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	13	32	51	70	84	99	114	127	140

## Course Breakdown

Paper 1: thematic study and historic environment.	Paper 2: British depth study and period study	Paper 3: Modern depth study.
<b>Topics</b> <ul style="list-style-type: none"><li>• Section A: Crime and Punishment in Britain, c1000-present and</li><li>• Section B: Whitechapel, c1870-c1900: crime, policing and the inner city.</li></ul>	<b>Topics</b> <ul style="list-style-type: none"><li>• Early Elizabethan England, 1558-1588.</li><li>• Superpower Relations and the Cold War, 1941-1991</li></ul>	<b>Topics</b> <ul style="list-style-type: none"><li>• Weimar and Nazi Germany, 1918-1939.</li></ul>
Exam date: Thursday 18 <sup>th</sup> May 2023 AM	Exam date: Wednesday 7 <sup>th</sup> June 2023 PM	Exam date: Thursday 15 <sup>th</sup> June 2023 AM
<b>How it's assessed:</b> <ul style="list-style-type: none"><li>• Written exam- 1hour 15 minutes</li><li>• Section A: Crime and punishment - 32 marks</li><li>• Section B: Whitechapel- 16 marks.</li><li>• Paper 1 total: 48 marks (+4marks for SPaG)</li><li>• 31% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam made up of 2 booklets- 1 hour 45 minutes.</li><li>• First booklet: Elizabeth- 32 marks</li><li>• Second booklet: Cold War- 32 marks.</li><li>• Paper 2 total: 64 marks.</li><li>• 38% of GCSE</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam- 1hour 20 minutes</li><li>• Paper 3 total: 48 marks (+4marks for SPaG)</li><li>• 31% of GCSE</li></ul>
<b>Question types used in exam:</b> <u>Section A: Crime and punishment:</u> <ul style="list-style-type: none"><li>• Explain one similarity/difference (4)</li><li>• How useful (8)</li><li>• Explain why (12)</li></ul> <ul style="list-style-type: none"><li>• How far do you agree (16)</li></ul> <u>Section B: Whitechapel:</u> <ul style="list-style-type: none"><li>• Describe two features (4)</li><li>• How useful (8)</li><li>• Source follow up (4)</li></ul>	<b>Question types used in exam:</b> <u>Booklet 1: Elizabeth</u> <ul style="list-style-type: none"><li>• Describe two features (4)</li><li>• Explain why (12)</li><li>• How far do you agree (16)</li></ul> <u>Booklet 2: Superpowers</u> <ul style="list-style-type: none"><li>• Explain two consequences (8)</li><li>• Narrative account analysis (8)</li><li>• Explain the importance of (2 x 8)</li></ul>	<b>Question types used in exam:</b> <ul style="list-style-type: none"><li>• Give two things you can infer (4)</li><li>• Explain why (12)</li><li>• How useful (8)</li><li>• What is the main difference (4)</li></ul> <ul style="list-style-type: none"><li>• Why is there a difference (4)</li><li>• How far do you agree with the interpretation (16) (+4 SPaG)</li></ul>

## Revision Resources and Tips

<b>Homework</b> Weekly MCQ homework will be set to test knowledge.	<b>Period 6</b> There will be study hall masterclasses on every week for your class.	<b>Resources on the Student Page</b> All resources are on the GCSE History student page.  <b>SCAN ME</b>
<b>Revision Guides</b> Available from reception.	<b>Seneca</b> Helpful information and interactive activities on the topics we study.	<b>Ask your teacher</b> For additional exam practice or resources to use.

# Psychology

## Key Information

- Exam board: AQA
- Two papers each 1hr 45 min

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	19	39	59	79	95	111	127	141	155

## Course Breakdown

### Paper 1: Cognition and behaviour

#### What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

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

#### Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

### Paper 2: Social context and behaviour

#### What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

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

#### Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

<b>Homework</b> Fortnightly MCQ quiz will be set to support recall of key knowledge. Alongside this, exam question practice and other tasks will be set to support skill development.	<b>Period 6</b> Students will be expected to attend P6 when requested, although all are welcome if they would like to join. P6 will focus on developing specific areas of knowledge and exam technique as needed.	<b>Revision Guides</b> There is a selection of different types of revision guides available, depending on the style that most suits you. One of these can be purchased at a discounted rate through reception.
<b>Seneca</b> This platform will be used to set some of your homework tasks but is also a useful resource for independent revision.	<b>Learn Dojo</b> This site provides a free online revision guide covering every topic for the course. It is useful to read through and review learning from your lesson, and to support independent revision on topics you are less confident with.	<b>Ask Your Teacher</b> If you are unsure, would like additional support, exam practice or information, please speak to your teacher.

# Spanish - MFL

## Key Information

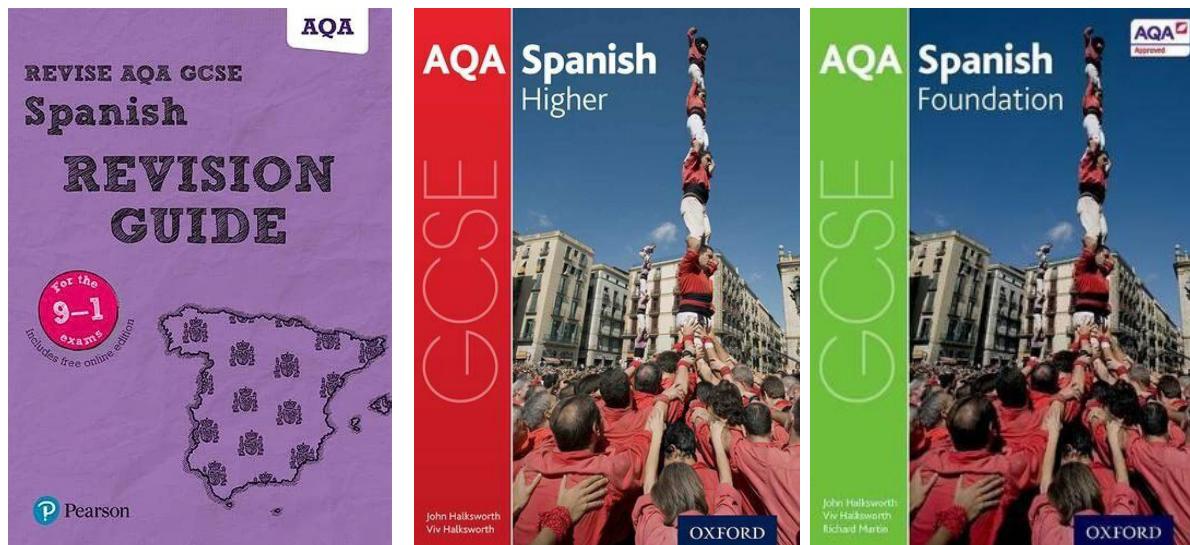
- Exam board AQA.
- There are two tiers: Foundation and Higher.
- MFL students must sit 4 exams: Listening, Speaking, Reading and Writing.
- Speaking Exam must be completed the dedicated window - usually around the 15th April and 15th May.
- Listening and Reading Exams often happen on the same day one after the other.
- Exam dates:  
Listening and reading: 10th June 25  
Writing: 17th June 25

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
(F) Marks needed	24	63	102	141	160				

Grade	1	2	3	4	5	6	7	8	9
(H) Marks needed			95	102	116	130	145	170	195

Based on June 2024



# Course Breakdown

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

## 3.1.1 Theme 1: Identity and culture

**Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points:**

**Topic 1: Me, my family and friends**

- Relationships with family and friends
- Marriage/partnership

**Topic 2: Technology in everyday life**

- Social media
- Mobile technology

**Topic 3: Free-time activities**

- Music
- Cinema and TV
- Food and eating out
- Sport

**Topic 4: Customs and festivals in Spanish-speaking countries/communities**

## 3.1.2 Theme 2: Local, national, international and global areas of interest

**Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points:**

**Topic 1: Home, town, neighbourhood and region**

**Topic 2: Social issues**

- Charity/voluntary work
- Healthy/unhealthy living

**Topic 3: Global issues**

- The environment
- Poverty/homelessness

**Topic 4: Travel and tourism**

## 3.1.3 Theme 3: Current and future study and employment

**Theme 3: Current and future study and employment covers the following four topics:**

**Topic 1: My studies**

**Topic 2: Life at school/college**

**Topic 3: Education post - 16**

**Topic 4: Jobs, career choices and ambitions**

## **Exam Content**

### **3.2.1 Listening: understand and respond to spoken language**

#### **Students are expected to be able to:**

- demonstrate general and specific understanding of different types of spoken language.
- follow and understand clear standard speech using familiar language across a range of specified contexts.
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### **3.2.2 Speaking: communicate and interact in speech**

#### **Students are expected to be able to:**

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.
- take part in a short conversation, asking and answering questions, and exchanging opinions.
- convey information and narrate events coherently and confidently, using and adapting language for new purposes.
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate.
- initiate and develop conversations and discussion, producing extended sequences of speech.
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events.
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view.
- use accurate pronunciation and intonation to be understood by a native speaker.

### **3.2.3 Reading: understand and respond to written language**

#### **Students are expected to be able to:**

- understand and respond to different types of written language.
- understand general and specific details within texts using high frequency familiar language across a range of contexts.
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events.
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes.
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate.
- translate a short passage from Spanish into English.

### **3.2.4 Writing: communicate in writing**

#### **Students are expected to be able to:**

- communicate effectively in writing for a variety of purposes across a range of specified contexts.
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information.
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings.
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events.
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register.
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince.
- translate sentences and short texts from Spanish into English to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

## Assessments

GCSE Spanish has a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening	+ Paper 2: Speaking
<b>What's assessed</b> Understanding and responding to different types of spoken language	<b>What's assessed</b> Communicating and interacting effectively in speech for a variety of purposes
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li><li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li><li>• 25% of GCSE</li></ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Non-exam assessment</li><li>• 7–9 minutes (Foundation Tier) + preparation time</li><li>• 10–12 minutes (Higher Tier) + preparation time</li><li>• 60 marks (for each of Foundation Tier and Higher Tier)</li><li>• 25% of GCSE</li></ul>
<b>Questions</b> <b>Foundation Tier and Higher Tier</b> <ul style="list-style-type: none"><li>• Section A – questions in English, to be answered in English or non-verbally</li><li>• Section B – questions in Spanish, to be answered in Spanish or non-verbally</li></ul>	<b>Questions</b> <b>Foundation Tier and Higher Tier</b> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"><li>• Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)</li><li>• Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)</li><li>• General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)</li></ul>
<b>Paper 3: Reading</b> <b>What's assessed</b> Understanding and responding to different types of written language	<b>Questions</b> <b>Foundation Tier and Higher Tier</b> <ul style="list-style-type: none"><li>• Section A – questions in English, to be answered in English or non-verbally</li><li>• Section B – questions in Spanish, to be answered in Spanish or non-verbally</li><li>• Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)</li></ul>

## Paper 4: Writing

### What's assessed

Communicating effectively in writing for a variety of purposes

### How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

### Questions

#### Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into Spanish (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

#### Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into Spanish (minimum 50 words) – 12 marks

## Revision Resources and Tips

### Useful Sites:

- Revision Edexcel Workbook- Audio Files <http://www.pearsonschoolsandcolleges.co.uk/Secondary/GlobalPages/mfl-revision-audio-samples/mfl-revision-audio--samples.aspx>
- SENECA courses/ BBC Bitesize courses
- MEMRISE - You should aim to spend 20 minutes everyday learning vocabulary on MEMRISE - contact teacher if you've forgotten username/password.
- To write and build GCSE vocabulary. [www.quizlet.com](http://www.quizlet.com)
- To do listening activities on a range of GCSE topics. <http://www.bbc.co.uk/languages/>
- To revise grammar. [www.studyspanish.com](http://www.studyspanish.com)
- To revise grammar and vocabulary. (choose the language on the left-hand side) <https://getrevising.co.uk/resources/level/gcse>

### What can students do to prepare?

- Homework complete weekly. MEMRISE course and listening practice and three speaking questions to write.
- Students are encouraged to purchase a copy of the MFL Revision Workbook from Reception Team or Amazon.
- Use the suggested website to build and revise vocabulary. (MEMRISE)
- Attend study hall masterclasses weekly.
- Download MEMRISE/ Seneca app.

# Religious Studies

## Key Information

- Exam board: AQA
- Two papers each 1hr 45 min

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	24	52	81	110	125	141	157	169	182

## Course Breakdown

Component 1: Beliefs, Teachings and Practices	Component 2 Thematic Studies
<b>What's assessed:</b> <ol style="list-style-type: none"><li>1. Beliefs and Teachings from Buddhism and Christianity</li><li>2. Practices from Buddhism and Christianity</li></ol>	<b>What's assessed:</b> <i>Four religious, philosophical and ethical studies themes, including Buddhist and Christian responses to each:</i> <ol style="list-style-type: none"><li>1. Theme A: Relationships and Families</li><li>2. Theme D: Religion, Peace and Conflict</li><li>3. Theme E: Religion, Crime and Punishment</li><li>4. Theme F: Religion, Human Rights and Social Justice</li></ol>
<b>How its assessed:</b> <ul style="list-style-type: none"><li>• Written exam- 1hour 45 minutes</li><li>• 96 marks (plus 5 marks for SPG)</li><li>• 50% of final GCSE mark</li></ul>	<b>How its assessed:</b> <ul style="list-style-type: none"><li>• Written exam- 1hour 45 minutes</li><li>• 96 marks (plus 5 marks for SPG)</li><li>• 50% of final GCSE mark</li></ul>
<b>Questions:</b> <ul style="list-style-type: none"><li>• Each religion has a common question structure of two five-part questions of 1,2, 4, 5 and 12 marks.</li><li>• The first will be 'Beliefs and Teachings', the second 'Practices'.</li><li>• Each religion is marked out of 48</li></ul>	<b>Questions:</b> <ul style="list-style-type: none"><li>• Each religion has a common question structure of one five-part questions of 1,2, 4, 5 and 12 marks.</li><li>• Each religion is marked out of 48</li></ul>

## Revision Resources and Tips

- Homework- this will be set to support and develop students' classroom learning
- Use the student area resources which include resources from classroom learning and an electronic revision guide
- Attend study hall masterclasses on a Monday, Wednesday or Friday. Teachers will advise students if attendance is compulsory, but every student is always welcome
- Buy a copy of the revision guide. The school has a limited number of discount price copies available through reception. Recommended: AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide. [AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide: With all you need to know for your 2021 assessments \(GCSE Religious Studies for AQA\): Amazon.co.uk: Fleming, Marianne, Nagapriya, Smith, Peter: 9780198422853: Books](#)
- Use GCSEpod- this doesn't cover each topic but does have a range of useful clips for some units. Teachers will support in accessing the correct sections.
- Ask the class teacher for additional practice exam questions to attempt
- Revise Buddhism and Christianity using BBC Bitesize [GCSE Religious Studies - AQA - BBC Bitesize](#)
- Ask class teachers for any other support or advice you need

<b>Homework</b> Fortnightly MCQ quiz will be set to support recall of key knowledge. Alongside this, exam question practice and other tasks will be set to support skill development.	<b>Period 6</b> Students will be expected to attend P6 when requested, although all are welcome if they would like to join. P6 will focus on developing specific areas of knowledge and exam technique as needed.	<b>Revision Guides</b> The revision guide can be purchased through reception and is available on Amazon.  (AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide)
<b>Seneca</b> This platform will be used to set some of your homework tasks but is also a useful resource for independent revision.	<b>BBC Bitesize</b> This site provides a free online information and quizzes for most of the topics we cover in the course.	<b>Ask Your Teacher</b> If you are unsure, would like additional support, exam practice or information, please speak to your teacher.

# Performing Arts - Dance

## Key Information

- Exam board - Pearson



## Course Breakdown

### Component 1 (30%)

#### Exploring the Performing Arts

Develop your understanding of how a professional performance is put together by exploring the processes of producers, directors and writers when creating a performance.

### Component 2 (30%)

#### Developing Skills and Techniques in the Performing Arts

Apply your performing arts skills and techniques.

Create and perform your own piece of drama, dance and/or musical theatre repertoire.

### Component 3 (40%)

#### Responding to a Brief

Collaborate and contribute to a workshop performance as either a performer or a designer, in response to a brief and stimulus.

Component	Description of Pearson-set Assignment	Window for assessment
<b>Component 1: Exploring the Performing Arts</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.  60 marks.	<b>December/January and May/June from 2023 onwards</b>
<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.  60 marks.	<b>December/January and May/June from 2023 onwards</b>

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

# Performing Arts - Drama

## Key Information

- Exam board - Pearson



## Course Breakdown

### Component 1 (30%)

#### Exploring the Performing Arts

Develop your understanding of how a professional performance is put together by exploring the processes of producers, directors and writers when creating a performance.

### Component 2 (30%)

#### Developing Skills and Techniques in the Performing Arts

Apply your performing arts skills and techniques.

Create and perform your own piece of drama, dance and/or musical theatre repertoire.

### Component 3 (40%)

#### Responding to a Brief

Collaborate and contribute to a workshop performance as either a performer or a designer, in response to a brief and stimulus.

Component	Description of Pearson-set Assignment	Window for assessment
<b>Component 1: Exploring the Performing Arts</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment.  60 marks.	<b>December/January and May/June from 2023 onwards</b>
<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.  The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment.  60 marks.	<b>December/January and May/June from 2023 onwards</b>

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

# Performing Arts - Music

## Key Information

- Exam board - Pearson



## Course Breakdown

### Component 1 (30%)

#### Exploring Music Products and Styles

Explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

### Component 2 (30%)

#### Music Skills Development

Develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.

### Component 3 (40%)

#### Responding to a Brief

Get the opportunity to develop and present music in response to a given music brief.

## Component 1

### Exploring Music Products and Styles

Weighting: 30%

**Aim:** explore musical styles and techniques, and gain an understanding of roles in the industry

**Assessment:** internally assessed assignments

During Component 1, your students will:

- **Explore** different styles and genres of music.
- **Take part** in practical workshops to understand stylistic features and characteristics.
- **Learn** about the different products the music industry.
- **Develop** techniques in realising musical products.

## Component 2

### Music Skills development

Weighting: 30%

**Aim:** develop musical knowledge, skills, and techniques and apply them to a music product

**Assessment:** internally assessed assignments

During component 2, your students will:

- **Reflect** on their progress, and on areas for improvement.
- **Choose** a job role and explore the skills needed to fulfil it.
- **Develop** a range of skills.
- **Apply** skills and techniques in a music performance, creation or production.

## Component 3

### Responding to a Commercial Music Brief

**Aim:** put skills into practice by responding to a brief as a composer, performer or producer

**Assessment:** externally assessed task

During component 3, your students will:

- **Choose** an area of the industry that excites them (composer, performer, or producer).
- **Explore** the brief and come up with possible responses and ideas.
- **Use** relevant resources, skills and techniques to develop and refine musical material.
- **Present** their final response (solo or in a group).
- **Review** and reflect their approach to the brief and their final outcome.

# Hospitality and Catering

## Key Information

- Controlled Assessment Deadline March 2024
- Practical Exam February 2024
- One Written Exam June 2024 (one tier entry)

## Summary of Assessment

Unit 1: The hospitality and catering industry

Written examination: 1 hour 20 minutes

40% of qualification

80 marks

Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.

Unit 2: Hospitality and catering in action

Controlled assessment: approximately 12 hours

60% of qualification

120 marks

An assignment brief will be provided by WJEC which will include a scenario and several tasks available via the WJEC Secure Website.

## Likely Grade Boundaries

Unit	Max	Level 2			Level 1				
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	180	162	144	126	108	90	72	54	36
<b>Qualification</b>									
300    270    240    210    180    150    120    90    60									



# Course Breakdown

## Unit 1

Unit title	The hospitality and catering industry
GLH	48
Vocational context	<p>The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity - a form of 'art.' For the public, dining out is not just 'eating,' it is a whole experience, a time to let go and encounter new senses.<sup>2</sup></p> <p>The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all<sup>3</sup>.</p>
Overview of unit	In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.
Topics	<ul style="list-style-type: none"><li><a href="#">1.1 Hospitality and catering provision</a></li><li><a href="#">1.2 How hospitality and catering providers operate</a></li><li><a href="#">1.3 Health and safety in hospitality and catering</a></li><li><a href="#">1.4 Food safety in hospitality and catering</a></li></ul>
Assessment	<p>This unit is externally assessed through a written examination which contributes 40% to the overall qualification grade.</p> <p><b>Duration:</b> 1 hour 20 minutes</p> <p><b>Number of marks:</b> 80</p> <p><b>Format:</b> short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p>

<b>Unit title</b>	Hospitality and catering in action
<b>GLH</b>	72
<b>Vocational context</b>	<p>Career options in the hospitality and catering industry are vast from popular restaurant chains to Michelin-starred restaurants. Careers in catering involve providing food services with the responsibility of customer service, food preparation, cleanliness and hygiene. Food needs to be stored, handled, prepared and cooked correctly to ensure its consumption does not affect people's health. Everyone who has a role to play within the food industry has a responsibility to minimise the risks of causing food borne illness. Chefs and nutritionists are involved in the preparation of menus and reviewing how preparation and presentation methods affect nutritional values. Food on a menu needs to meet the nutritional needs of the customer and be prepared, cooked and served in a certain way to ensure customer appeal and standards are maintained in any establishment; thus food safety and meeting nutritional needs must be the focus of all planning and activities.</p>
<b>Overview of unit</b>	<p>In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.</p> <p>This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:</p> <ul style="list-style-type: none"> <li>• the operation of the front and back of house</li> <li>• hospitality and catering provision to meet specific requirements</li> <li>• health and safety in hospitality and catering provision</li> <li>• food safety</li> <li>• preventative control measures of food-induced ill health.</li> </ul>
<b>Topics</b>	<p>2.1 The importance of nutrition      2.2 Menu planning      2.3 The skills and techniques of preparation, cooking and presentation of dishes      2.4 Evaluating cooking skills</p>
<b>Assessment</b>	<p>This unit is internally assessed through controlled assessment. The assessment contributes 60% to the overall qualification grade.</p> <p><b>Duration:</b> 12 hours</p>
	<p><b>Number of marks:</b> 120</p> <p><b>Format:</b> An assignment brief will be provided by WJEC, which will include a scenario and several tasks. The assignment brief will be set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.</p>

## **Revision Resources and Tips**

Student portal

<https://pcshantssch.sharepoint.com/sites/dt/SitePages/Y11---Hospitality-&-Catering.aspx>

S-cool Revision website

<http://www.s-cool.co.uk/gcse/food-technology/>

BBC Bitesize GCSE Food

<http://www.bbc.co.uk/education/subjects/z48jmp3>

App Learning – Coursework Guidelines and Exam Preparation – Food Technology App

<https://www.itunes.apple.com/gb/app/design-technology-food-technology/id510434584?mt=8>

Revision Book

WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition

[WJEC Level 1/2 Vocational Award Hospitality and Catering \(Technical Award\) Study & Revision Guide – Revised Edition : Tull, Anita: Amazon.co.uk: Books](#)

### **What can students do to prepare?**

- Complete all Controlled Assessment work on time. There are 4 units to complete.
- Revise outside of school in preparation for the exam
- Buy a copy of the WJEC revision guide.
- Attend study hall masterclasses
- Look at the useful sites – especially school portal and download the Food App.

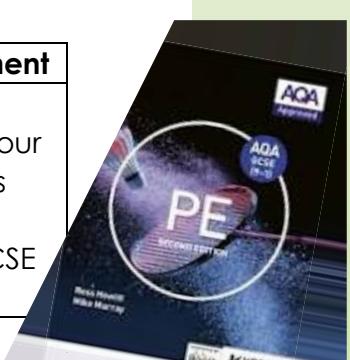
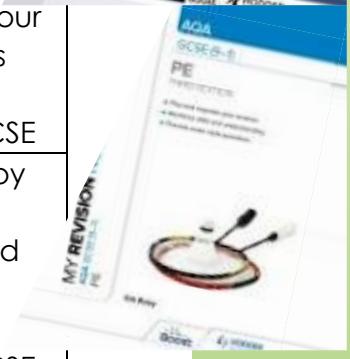
# Physical Education GCSE

## Key Information

- GCSE Physical Education (8582)
- This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

## Likely Grade Boundaries

Grade	1	2	3	4	5	6	7	8	9
Marks needed	34	65	96	127	145	163	181	194	207

Paper	What is assessed	How is it assessed	
Paper 1: The human body and movement in physical activity and sport	<ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Movement analysis</li><li>• Physical training</li><li>• Use of data</li></ul>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• 78 marks</li><li>• 30% of GCSE</li></ul>	
Paper 2: Socio-cultural influences and well-being in physical activity and sport	<ul style="list-style-type: none"><li>• Sports psychology</li><li>• Socio-cultural influences</li><li>• Health, fitness and well-being</li><li>• Use of data</li></ul>	<ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• 78 marks</li><li>• 30% of GCSE</li></ul>	
Non-exam assessment: Practical performance in physical activity and sport	<ul style="list-style-type: none"><li>• Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</li><li>• Analysis and evaluation of performance to bring about improvement in one activity.</li></ul>	<ul style="list-style-type: none"><li>• Assessed by teachers</li><li>• Moderated by AQA</li><li>• 100 marks</li><li>• 40% of GCSE</li></ul>	

# Course Breakdown

## Paper 1 - Applied anatomy and physiology

Students will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport.

- 3.1.1.1 The structure and functions of the musculoskeletal system
- 3.1.1.2 The structure and functions of the cardio-respiratory system
- 3.1.1.3 Anaerobic and aerobic exercise
- 3.1.1.4 The short and long term effects of exercise
- 3.1.2.1 Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- 3.1.2.2 Planes and axes of movement
- 3.1.3 Physical training
- 3.1.3.1 The relationship between health and fitness and the role that exercise plays in both
- 3.1.3.2 The components of fitness, benefits for sport and how fitness is measured and improved
- 3.1.3.3 The principles of training and their application to personal exercise/training programmes
- 3.1.3.4 How to optimise training and prevent injury
- 3.1.3.5 Effective use of warm up and cool down
- 3.1.4.1 Demonstrate an understanding of how data are collected – both qualitative and quantitative
- 3.1.4.2 Present data (including tables and graphs)
- 3.1.4.3 Analyse and evaluate data

## Paper 2 – Sports psychology

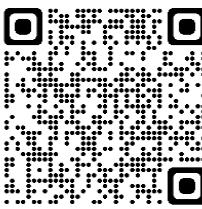
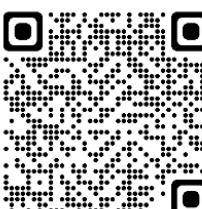
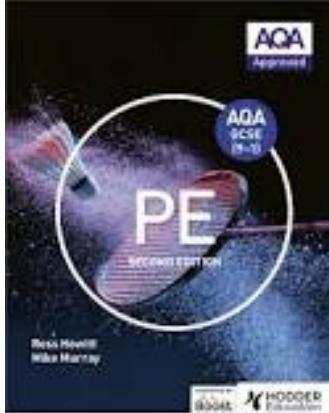
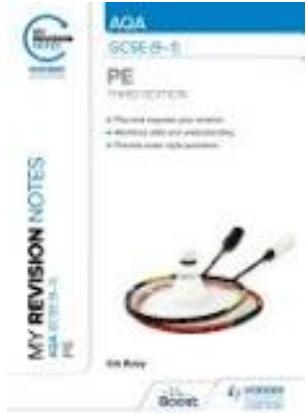
Students will develop knowledge and understanding of the psychological factors that can affect performers in physical activity and sport.

- 3.2.1.1 Classification of skills (basic/complex, open/closed)
- 3.2.1.2 The use of goal setting and SMART targets to improve and/or optimise performance
- 3.2.1.3 Basic information processing
- 3.2.1.4 Guidance and feedback on performance
- 3.2.1.5 Mental preparation for performance
- 3.2.2.1 Engagement patterns of different social groups in physical activity and sport
- 3.2.2.2 Commercialisation of physical activity and sport
- 3.2.2.3 Ethical and socio-cultural issues in physical activity and sport
- 3.2.3.1 Physical, emotional and social health, fitness and wellbeing
- 3.2.3.2 The consequences of a sedentary lifestyle
- 3.2.3.3 Energy use, diet, nutrition and hydration

## How to be successful

- Work hard in all lessons to identify, explain, apply precise examples and justify points.
- Attend study hall sessions.
- Talk to your teacher about any concerns and how to enhance your grade.
- Use the PE student portal page to see lesson content for support.
- Complete the rehearsal questions weekly.

# Useful Revision

Suggested locations	Weblink	QR Code
Student online PE portal	<a href="https://Students - Home (sharepoint.com)"><u>Students - Home (sharepoint.com)</u></a>	
BBC Bitesize PE	<a href="https://www.bbc.co.uk/bitesize/subjects/zx28n39"><u>GCSE Physical Education - AQA - BBC Bitesize</u></a>	
Brianmac Sports Coach	<a href="https://www.brianmac.com/sports-coach"><u>BrianMac Sports Coach</u></a>	
Student book and revision guide-		 

# Physical Education BTEC

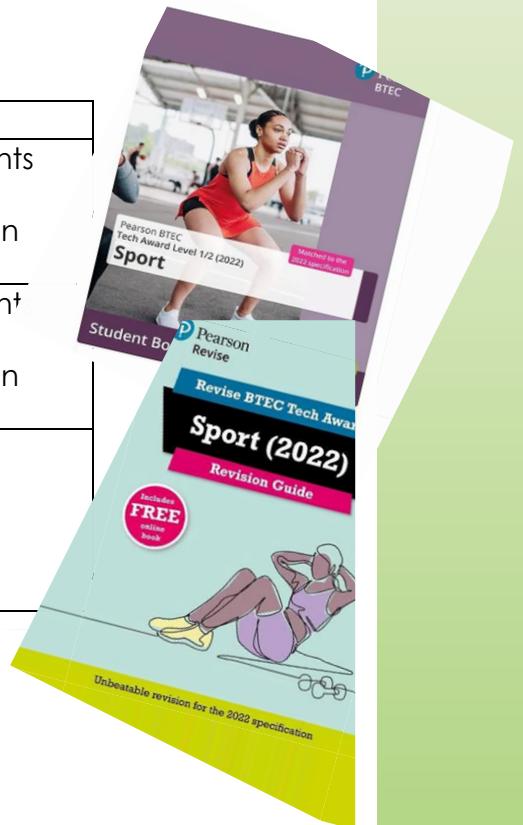
## Key Information

- Pearson BTEC Tech Award Level 2 in Sport

## Likely Grade Boundaries

Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE equivalent	1	2	3	4	5-6	7	8
Marks needed	90	120	150	180	210	240	270

Component	Assessment objectives	Assessment
Component 1:	Preparing Participants to Take Part in Sport and Physical Activity	Internal assignments 60 marks 4 hours application Year 10
Component 2:	Taking Part and Improving Other Participants Sporting Performance	Internal assignment <sup>†</sup> 60 marks 4 hours application Year 10
Component 3:	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	External exam 60 marks 1.5 hours Summer of Yr11



## **Course Breakdown**

### **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity.**

In this section you will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. You will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

A1 - Types and providers of sport and physical activities.

A2 - Types and needs of sport and physical activity participants.

A3 - Barriers to participation in sport and physical activity for different types of participants.

A4 - Methods to address barriers to participation in sport and physical activity for different types of participants.

B1 - Different types of sports clothing and equipment required for participation in sport and physical activity.

B2 - Different types of technology and their benefits to improve sport and physical activity participation and performance.

B3 - The limitations of using technology in sport and physical activity.

C1 - Planning a warm-up.

C2 - Adapting a warm-up for different categories of participants and different types of physical activities.

C3 - Delivering a warm-up to prepare participants for physical activity.

### **Component 2: Taking Part and Improving Other Participants Sporting Performance**

Component 2 will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

A1- Components of physical fitness.

A2- Components of skill-related fitness.

B1- Techniques, strategies and fitness required for different sports.

B2- Officials in sport.

B3- Rules and regulations in sports

C1- Planning drills and conditioned practices to develop participants' sporting skills.

C2- Drills to improve sporting performance.

### **Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity**

In this section you will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. You will also develop an understanding of the body and fitness testing.

A1- The importance of fitness for successful participation in sport.

A2- Fitness training principles.

A3 -Exercise intensity and how it can be determined.

B1- Importance of fitness testing and requirements for administration of each test.

B2- Fitness test methods for components of physical fitness.

B3- Fitness test methods for components of skill-related fitness.

B4- Interpretation of fitness test results.

C1- Requirements for each of the following fitness training methods.

C2- Fitness training methods for physical components of fitness.

- C3- Fitness training methods for skill-related components of fitness.  
 C4 -Additional requirements for each of the fitness training methods.  
 C5- Provision for taking part in fitness training methods.  
 C6- The effects of long-term fitness training on the body systems.  
 D1- Personal information to aid fitness training programme design.  
 D2- Fitness programme design.  
 D3- Motivational techniques for fitness programming.

## How to be successful

- Work hard in all lessons to identify, explain, apply precise examples and justify points.
- Complete all assignments on time – assignments are located on Google Classroom.
- Attend study hall sessions to polish assignments.
- Talk to your teacher about any concerns and how to enhance your grade.
- Use the PE student portal page to see WAGOLLS and lesson content for support.

## Useful Revision

Suggested locations	Weblink	QR Code
Student online PE portal	<a href="https://sharepoint.com">Students - Home (sharepoint.com)</a>	
BBC Bitesize PE	<a href="https://www.bbc.co.uk/bitesize/subjects/zx8t2v4">GCSE Physical Education - Edexcel - BBC Bitesize</a>	
Brianmac Sports Coach	<a href="https://www.brianmac.com/">BrianMac Sports Coach</a>	
Student book and revision guide-		

# D&T: Three-dimensional design

## Key Information

- Students must complete both components

## Likely Grade Boundaries

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Portfolio	96	x3	288
Component 2: Externally set assignment	96	x2	192
Total scaled mark			480

## Course Breakdown

### Component 1: Portfolio

#### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



### Component 2: Externally set assignment

#### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

## **Areas of study**

In Component 1 and Component 2 students are required to work in one or more area(s) of three-dimensional design, such as those listed below:

- architectural design
- sculpture
- ceramics
- product design
- jewellery and body adornment
- interior design
- environmental/landscape/garden design
- exhibition design
- 3D digital design
- designs for theatre, film, and television.

You may explore overlapping areas and combinations of areas.

## **Knowledge and understanding**

- The way sources inspire the development of ideas relevant to three-dimensional design including:
  - how sources relate to historical, contemporary, cultural, social, environmental and creative contexts
  - how ideas, feelings, forms, and purposes can generate responses that address specific needs be these personal or determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.
  - The ways in which meanings, ideas and intentions relevant to three-dimensional design can be communicated include the use of:
    - figurative and non-figurative forms of representation, stylisation, simplification, exaggeration, the relationship between form and surface embellishment, constructional considerations and imaginative interpretation
    - visual and tactile elements such as:
      - colour
      - line
      - form
      - tone
      - texture
      - space
      - proportion
      - decoration
      - scale
      - structure
      - shape
      - pattern.

## **Skills**

Within the context of three-dimensional design, students must demonstrate the ability to:

- use three-dimensional techniques and processes, appropriate to students' personal intentions, for example:
  - model making
  - constructing
  - surface treatment
  - assembling
  - modelling
- use media and materials, as appropriate to students' personal intentions, for example:
  - drawing materials
  - clay
  - wood
  - metal
  - plaster
  - plastic
  - found materials.

## Component 1 and 2 Support

- Visit Student portal - <https://pcshantssch.sharepoint.com/sites/dt/SitePages/Y10---Art-%26-3D-Design.aspx>
- Scan this QR Code



- BBC Bitesize GCSE Art and Design - <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q>

## What can students do to prepare?

- Complete all of Component 1 and 2 on time.
- Work at home to support your Portfolio
- Attend study hall masterclasses .
- Look at the useful sites – especially school portal

# D&T: Graphics

## Key Information

- Students must complete both components

## Likely Grade Boundaries

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Portfolio	96	x3	288
Component 2: Externally set assignment	96	x2	192
Total scaled mark			480

## Course Breakdown

### Component 1: Portfolio

#### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

#### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



### Component 2: Externally set assignment

#### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

#### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

## **Areas of study**

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- interactive design (including web, app and game)
- multi-media
- motion graphics
- signage
- exhibition graphics.

You may explore overlapping areas and combinations of areas.

## **Knowledge and understanding**

The way sources inspire the development of ideas relevant to graphic communication including:

- how sources relate to a given or self-defined brief which might, for example, have a commercial, social or environmental focus or be concerned with other aspects specific to the creative industries
- how ideas, themes, forms, issues and needs can provide the stimulus for creative, imaginative, thoughtful and appropriately focused responses that are fit for a specific intended purpose.
- The ways in which meanings, ideas and intentions relevant to graphic communication can be communicated include the use of:
  - different forms of representation, brand identity, intended message, target audience and working within parameters determined by client and/or audience expectations and requirements
- visual and tactile elements such as:
  - colour
  - line
  - form
  - tone
  - texture
  - shape
  - pattern
  - composition
  - stylisation
  - simplification
  - scale
  - structure

## **Skills**

Within the context of graphic communication, students must demonstrate the ability to:

- use graphic communication techniques and processes, appropriate to students' personal intentions, for example:
  - typography
  - illustration
  - digital and/or non-digital photography
  - hand rendered working methods
  - digital working methods
- use media and materials, as appropriate to students' personal intentions, for example:
  - pencil, pen and ink, pen and wash, crayon, and other graphic media
  - watercolour, gouache and acrylic paint
  - layout materials
  - digital media
  - printmaking
  - mixed media

## Component 1 and 2 Support

- Visit Student portal - <https://pcshantssch.sharepoint.com/sites/dt/SitePages/Year-10-Art-and-Design--Graphics.aspx>
- Scan this QR Code



- BBC Bitesize GCSE Art and Design - <https://www.bbc.co.uk/bitesize/examspecs/zjymp9q>

## What can students do to prepare?

- Complete all of Component 1 and 2 on time.
- Work at home to support your Portfolio
- Attend study hall masterclasses .
- Look at the useful sites – especially school portal

# Hair and Beauty BTEC

## Key Information

- City & Guilds technical award in Hair & Beauty

Component	Maximum raw mark	Scaling factor
<b>Component 1: 201</b>	Exploring the world of Hair & Beauty	Internal assignments 120 GLH 160 TQT Year 10
<b>Component 2: 202</b>	Science of Hair & Beauty	Internal assignments 120 GLH 160 TQT Year 10
<b>Component 3: 203</b>	Design in the Hair & Beauty sector	External exam Summer of Yr11

## Course Breakdown

### Component 1 – Exploring the world of Hair & Beauty

In this section you will explore the different types of industries within the Hair & Beauty sector, exploring a range of key features when looking into careers and the business of this industry. You will complete a range of activities to support with your learning in the areas of work place environments, health & safety and technical aspects of Hair & Beauty. You will also research into 'eras' looking at how Hair & Beauty has developed over a period of time.

#### Understand key features of the hair and beauty sector

##### Topics

- 1.1 The industries within the sector
  - 1.2 Key features of hair and beauty careers
  - 1.3 Business and industry links
- 
2. Understand the development of the hair and beauty sector
- Topics
- 2.1 The key features of hair and beauty in ancient eras and decades of the past hundred years
  - 2.2 Hair and beauty in today's society

## **Component 2: Science of Hair & Beauty**

Within in the component you will explore science associated with the Hair & Beauty world and how it influences the development of products in the hairdressing and cosmetic industry. You will carry out pH testing on a range of products to gain understanding of the ingredients within each Hair & Beauty product and how it can be used on individual users depending on need. Students will be encouraged to look at other products, to think about comparisons of conditioning properties between products and also looking at surface tensions when testing detergents or shampoo's.

### **Understand chemistry of cosmetics and consider their uses within hair and beauty products**

#### **Topics**

- 1.1 The effects of acids and alkalis on hair and skin
  - 1.2 The scientific principles of ingredients in hair and beauty products
  - 1.3 Ingredients in hair and beauty products
  - 1.4 Ethical consideration for testing cosmetics
2. Understand biology related to the hair and beauty sector

#### **Topics**

- 2.1 Anatomy and physiology terminology of hair, skin and nails
- 2.2 Hair, skin and nail conditions and how they can affect or limit treatments and services

## **Component 3: Design in the Hair & Beauty sector**

Within this component you will look into the creative world of design when thinking about a business. You will get the opportunity to create your own design image keeping in mind the skills and techniques learned from previous Hair & Beauty practical sessions. You will produce a design image where you can showcase imaginative and creative skills. How can you apply your design skills into the business world, using your own initiative as well as working within a team.

### **Understand the use of design in business**

#### **Topics**

- 1.1 The importance of using design
  - 1.2 The factors to consider when creating design images
2. Develop technical skills required to create a hair and beauty image

#### **Topics**

- 2.1 Develop technical hair styling skills
  - 2.2 Develop technical make up skills
  - 2.3 Develop technical manicure skills
3. Plan, create and evaluate images for business use

#### **Topics**

- 3.1 Plan design images
- 3.2 Create design images
- 3.3 Review design images

## Likely Grade Boundaries

Assignment-

Synoptic assignment	Pass mark (%)
001	42

Assessments-

Assessment method	Grade scale	% contribution
Synoptic Assignment (001)	X/P/M/D	60%
Exam(002/502)	X/P/M/D	40%

	Pass	Merit	Distinction
Assignment 60%	6	12	18
Exam 40%	6	12	18

## How to be successful

- Work hard in all lessons to identify, explain, apply precise examples and justify points.
- Complete all assignments on time
- Talk to your teacher about any concerns and how to enhance your grade.

## Useful Revision

Suggested locations	Weblink
Student online H&B portal	<a href="https://Students - Home (sharepoint.com)"><u>Students - Home (sharepoint.com)</u></a>
City & Guilds	<a href="https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty#tab=information"><u>https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty#tab=information</u></a>
Hair & Beauty bbc bitesize	<a href="https://www.bbc.co.uk/bitesize/topics/znyyb82"><u>https://www.bbc.co.uk/bitesize/topics/znyyb82</u></a> <a href="https://www.bbc.co.uk/bitesize/topics/znff3k7"><u>https://www.bbc.co.uk/bitesize/topics/znff3k7</u></a>

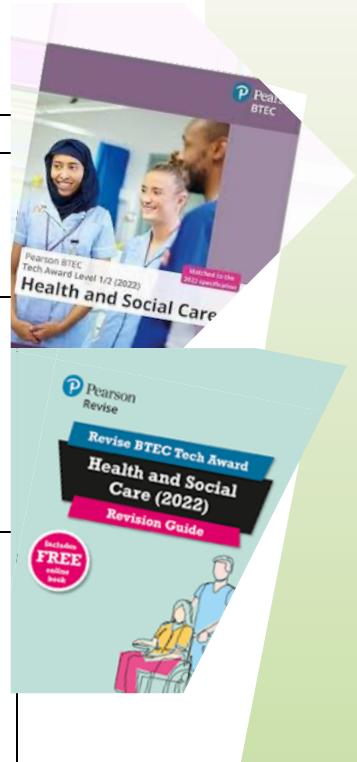
# Health and Social Care

## BTEC

### Key Information

- Pearson BEC Tech Award Level 2 in Health and Social Care

Component	Assessment objectives	Assessment
Component 1:	Preparing Participants to understand human growth	Internal assignments 60 marks 6 hours application Year 10
Component 2:	To understand the different types of health and social care and the barriers to accessing them. To understand and demonstrate the skills, attributes and values required to give care.	Internal assignments 60 marks 6 hours application Year 10
Component 3:	To understand health and wellbeing and be able to apply this knowledge to make connections between different aspects of health and wellbeing in the form of a case study.	External exam 60 marks 1.5 hours Summer of Yr11



### Course Breakdown

#### Component 1 – Human Lifespan development

Learners will explore different aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can impact on individuals' physical, intellectual, emotional and social (PIES) development and how individuals cope with and are supported through changes caused by life events.

A1 – Human growth and development across life stages.

A2- Factors affecting growth and development.

B1- Different types of life events.

B2- Coping with change caused by life events.

#### Component 2: Health and social care services and values

Learners will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

A1- Understanding health care services.

A2- Understanding social care services.

A3- Barriers to accessing these services.

B1- Skills and attributes in health and social care.

B2- Values in health and social care.

B3- The obstacles individuals requiring care may face.

B4- The benefits to individuals of the skills, attributes and values in health and social care practice.

### Component 3: Health and Wellbeing

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.

A1- Factors affecting health and wellbeing.

B1- Interpreting Physiological indicators.

B2- Interpreting Lifestyle indicators.

C1- Understanding a person-centred approach.

C2- Recommendations and actions to improve health and wellbeing.

C3- Barriers and obstacles to following recommendations.

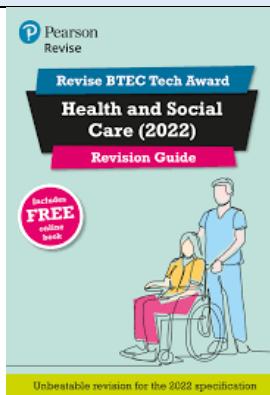
## Likely Grade Boundaries

Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
<b>GCSE equivalent</b>	1	2	3	4	5-6	7	8
<b>Marks needed</b>	90	120	150	180	210	240	270

## How to be successful

- Work hard in all lessons to identify, explain, apply precise examples and justify points.
- Complete all assignments on time – assignments are located on Google Classroom.
- Attend study hall sessions to polish assignments.
- Talk to your teacher about any concerns and how to enhance your grade.
- Use the PE student portal page to see WAGOLLS and lesson content for support.

## Useful revision

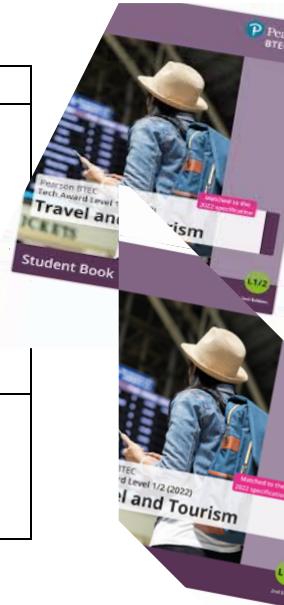
Suggested locations	Weblink	QR Code
Revision resources	<a href="https://getrevising.co.uk/resources/level/gcse/subjects/health_and_social_care">https://getrevising.co.uk/resources/level/gcse/subjects/health_and_social_care</a>	
BBC Bitesize Health and social	<a href="https://www.bbc.co.uk/bitesize/guides/zxj87hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zxj87hv/revision/1</a>	
Student book and revision guide-		
	 	

# Travel and Tourism BTEC

## Key Information

- Pearson BEC Tech Award Level 2 in Travel and Tourism

Component	Assessment objectives	Assessment
Component 1:	Travel and Tourism Organisations and Destinations	Internal assignments 60 marks 6 hours application Year 10
Component 2:	Customer Needs in Travel and Tourism	Internal assignments 60 marks 6.5 hours applicati... Year 10
Component 3:	Influences on Global Travel and Tourism	External exam 60 marks 1.5 hours Summer of Yr11



## Course Breakdown

### Component 1 - Travel and Tourism Organisations and Destinations (controlled assessment)

In this component, you will learn about the different travel and tourism organisations and the products and services they offer. You will also consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community, and you will explore the ways and reasons why travel and tourism organisations may work together.

**Learning outcome A:** Demonstrate an understanding of the UK travel and tourism industry.

**Learning outcome B:** Explore popular visitor destinations.

### Component 2: Customer Needs in Travel and Tourism (controlled assessment)

In this component, you will investigate how market research is used by travel and tourism organisations to identify travel and tourism trends such as types of holiday taken, when they are taken and where. You will consider the different ways organisations may respond to the trends identified.

**Learning outcome A:** Demonstrate an understanding of how organisations identify customer needs and travel and tourism trends.

**Learning outcomes B:** Recognise how the needs and preferences of travel and tourism customers are met.

### Component 3: Influences on Global Travel and Tourism (exam)

In this component, you will consider the factors that may influence travel and tourism and the ways that travel and tourism organisations, destinations and governments respond to these influences and their reasons. For example, to maintain sales and income, diversify economies, increase tourist numbers or reassure visitors. You will explore the possible impacts of tourism such as leakage, habitat loss and employment creation, and consider ways these can be managed by destinations, organisations and governments.

You will investigate how tourism may bring change to destinations over time and how destinations can encourage, manage and develop tourism. You will develop skills in analysing information and making connections for a specific purpose, which will support your progression to Level 2 or Level 3 vocational or academic qualifications.

## Likely Grade Boundaries

Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
<b>GCSE equivalent</b>	1	2	3	4	5-6	7	8
<b>Marks needed</b>	37	42	68	84	108	165	180

## How to be successful

- Work hard in all lessons to identify, explain, apply precise examples and justify points.
- Complete all assignments on time – assignments are located on Google Classroom.
- Attend after school study sessions to polish assignments.
- Talk to your teacher about any concerns and how to enhance your grade.
- Use the Travel and Tourism portal page to see WAGOLLS and lesson content for support.

## Useful revision

Suggested locations	Weblink	QR Code
Student online portal	<a href="#">Students - Home (sharepoint.com)</a>	
Pearson's Travel and Tourism Tech award	<a href="#">Travel &amp; Tourism (2022)   BTEC Tech Awards   Pearson qualifications</a>	
Get Revising	<a href="#">travel and tourism - Revision Cards in GCSE Travel &amp; Tourism (getrevising.co.uk)</a>	
Student book and revision guide-		

# Notes

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much  
**more**<sup>than</sup>  
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