

# Preparing for Success In Your GCSEs This Summer





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# Introduction

This booklet is designed to support students and parents in preparing for the GCSE exams this summer. Exam boards have made small adjustments to the content of exams this summer to reflect the interruption to study caused by Coronavirus, but all exams are scheduled for May - June 2022 and are expected to run as planned.

In addition to the preparation students are doing in lessons and in their period 6s, 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 in general, as well as 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.

We hope you find this booklet useful. 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.

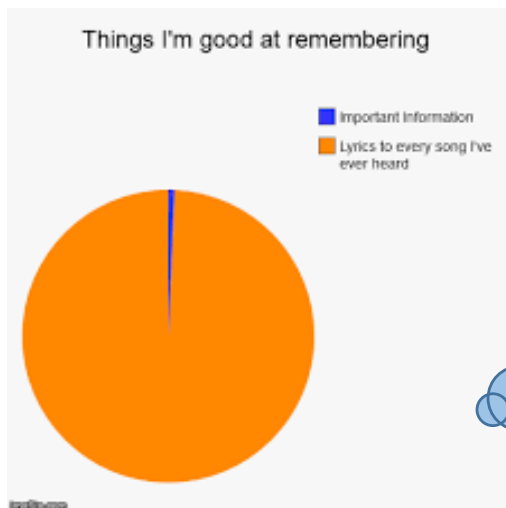
Subject	Target Grade	Current Grade	Actions
English			
English Literature			
Maths			
Science			
RE			
PE			

# 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



Does this sound like you?

Then use it to your advantage.

### 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.

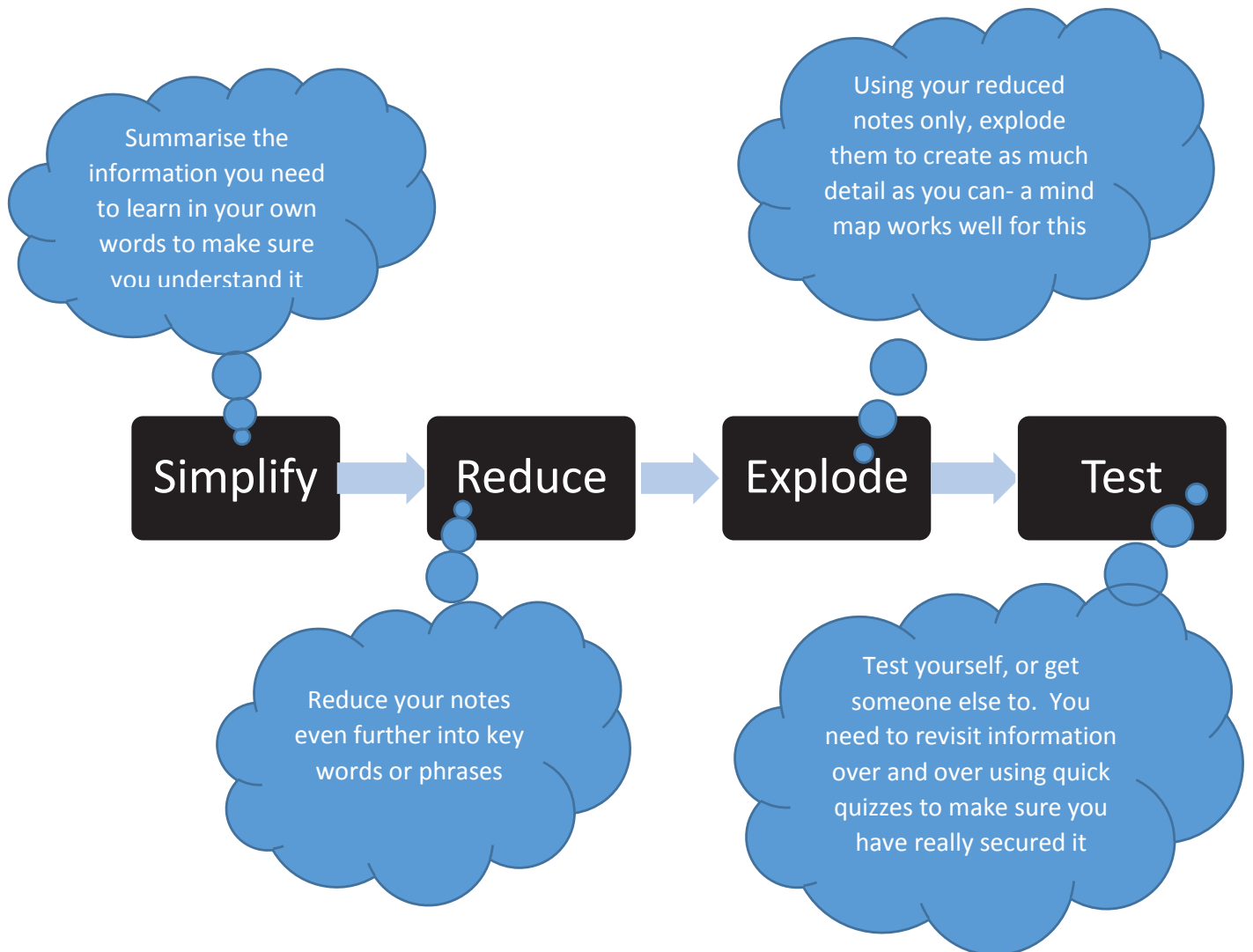
Take regular breaks- at least 10 minutes every hour

Don't try to remember too much at once- you'll forget it

## How should I revise?



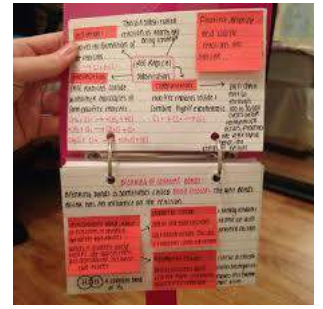
Reading through your notes won't do it. To remember and understand, you have to do something with the information so it means something to you. The following process will help:





# 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.



# Preparing for Success

- Exam board AQA
- Component one coursework portfolio is 100% of grade – no exam unit due to covid adaptations
- 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
- A selection of portfolios will be externally moderated by AQA

## Key information:

### 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.

What students can do to prepare:

- Ensure coursework is up to date and an accurate reflection of capabilities
- Attend regular 'drop in' period 6 sessions.
- Attend compulsory period 6 sessions when requested.
- Extend and improve on classwork during independent study time (home-work).
- Borrow equipment where necessary to ensure you can produce your best work.

Useful Websites:

- Student art guide, resources, inspiration and sketchbook ideas  
<http://www.studentartguide.com/>
- Pinterest - Excellent image resource  
<https://uk.pinterest.com/>
- Saatchi Gallery - Resource for gathering contemporary artists work  
<https://www.saatchiart.com/>
- Tate Modern - Modern artist and art information for research  
<https://www.tate.org.uk/art>

# Computer Science

## OCR Computer Science – What you need to know

The exam board we follow is OCR and the qualification number is J277.

Assessment Objectives:	
AO1	Demonstrate knowledge and understanding of the key concepts and principles of Computer Science
AO2	Apply knowledge and understanding of key concepts and principles of Computer Science.
AO3	Analyse problems in computational terms: <ul style="list-style-type: none"><li>• to make reasoned judgements</li><li>• to design, program, evaluate and refine solutions</li></ul>

### Paper 1: Computer Systems

#### Topics:

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

Networks – design, topologies, uses, security

Ethical, legal cultural and environmental impact of technology

#### Assessment objectives: AO1 and AO2

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

### Paper2: Computational Thinking, Algorithms and Programming

#### Topics:

Programming fundamentals, Computational logic, Programme design, Trace tables

#### Assessment objectives:









##### Section 1: AO1, AO2 and AO3

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







##### Section 2: AO3

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

Use the following links to support your revision:

	Title	QR Code
1.1	<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/lGYBcQHm11UGCdJK?ref=Link">https://sway.office.com/lGYBcQHm11UGCdJK?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/tTdAfgwNM37kaMLH?ref=Link">https://sway.office.com/tTdAfgwNM37kaMLH?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/zrNAagwgqC3QMu9w?ref=Link">https://sway.office.com/zrNAagwgqC3QMu9w?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>	

Use the following links to support your revision:

	Title	QR Code
2.1	<b>Algorithms – Abstraction and Decomposition</b> Link: <a href="https://sway.office.com/04TQQVbsZxolfPpf?ref=Link">https://sway.office.com/04TQQVbsZxolfPpf?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/dGavNqWhiuLt4lbR?ref=Link">https://sway.office.com/dGavNqWhiuLt4lbR?ref=Link</a>	
2.5	<b>Facilities of Languages, Compilers and Interpreters</b> Link: <a href="https://sway.office.com/TtqqR0HB8NIItSkN5?ref=Link">https://sway.office.com/TtqqR0HB8NIItSkN5?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>	





# Performing Arts - Dance



**Dance**

**Exam Board - RSL**

## Course Breakdown:

<b><u>Ensemble unit- tasks:</u></b>	<b><u>Key tasks for learners to complete</u></b>
<p>The learner can:</p> <p>1.1 Work collaboratively to rehearse a dance piece</p> <p>1.2 Perform in the chosen dance genre demonstrating:</p> <ol style="list-style-type: none"> <li>Knowledge and understanding of the technique and vocabulary of the chosen genre</li> </ol>	<ul style="list-style-type: none"> <li>Undertake weekly technique exercises showing accuracy and control.</li> <li>Learn and develop movement material within small groups showing a secure knowledge of the creative process including choreographic devices,</li> </ul>
<ol style="list-style-type: none"> <li>Co-ordination</li> <li>Musicality</li> <li>Physical awareness and control</li> <li>Spatial awareness</li> </ol> <p>2.1 Reflect on the performance and their own contribution and identify strengths and areas for development.</p> <p>2.2 Describe what they most enjoyed and found most challenging about the style.</p>	<p>teamwork skills and time management.</p> <ul style="list-style-type: none"> <li>Reflect on your personal contribution within every lesson making specific notes on strengths and weaknesses setting clear targets for improvements.</li> <li>Watch back footage to add specific notes based on personal physical, technical and expressive skills.</li> <li>What were your strengths?</li> <li>What were your weaknesses?</li> <li>How can you improve for next time?</li> <li>How did you contribute within the lesson?</li> <li>Type up x2 logs using specific questions to address.</li> <li>Evaluate your own performance describing strengths, weaknesses and targets. Explain what you particularly enjoyed about the style of your piece and what you found most challenging about the style.</li> </ul>
<b><u>Evidence for all tasks 1-3</u></b>	
<p>Work must not exceed 1500 Words or 5 minutes of video evidence. A mixture of evidence can be supplied should students choose this option an equal portion should be provided in line with exceed limits.</p> <p><b>Final footage of Ensemble piece</b>  <b>Typed evaluation.</b>  <b>50% of course total</b></p>	<ul style="list-style-type: none"> <li><b><u>Final footage of performance.</u></b></li> <li><b><u>X2 detailed log entries.</u></b></li> <li><b><u>Final evaluation</u></b></li> </ul>

# Performing Arts - Drama



**Drama**

**Exam Board - RSL**

## Course Breakdown:

<b><u>Performing Text (Internal)</u></b>	<b><u>Live Performance (External)</u></b>
<p><b><u>Explore and understand</u></b></p> <p>Throughout group sessions you will explore the context of the two chosen texts, looking in detail at one scene from each. One text will be a modern text (1940 to present day) and the other a classic text (1580-1930).</p> <p>You will complete a detailed report which gives a comprehensive description of the following:</p> <ol style="list-style-type: none"> <li>1. The context of the two texts and the purpose of the chosen scene from each text. 1.1</li> <li>2. The writers use of language and the challenges this presents for you as a performer 1.2</li> <li>3. How the writer has used language to communicate your character. 1.3</li> <li>4. Techniques which can be used to lift the text off the page to help you convey your character.</li> </ol> <p><b><u>Rehearse, Perform and Reflect</u></b></p> <p>Having gained a comprehensive understanding of the texts, it is time to begin rehearsing the selected scenes. Your understanding of the context of the text will be invaluable in helping you to portray your given characters. The performance of your chosen scenes will take place in class, in a workshop performance.</p> <p>Throughout rehearsal and performance, you should demonstrate accomplished</p>	<p><b>Task 1 – Planning for your live performance</b> What to do? The first task is all about how you will plan for your live performance. Go through each criterion and produce work that covers all of elements listed within it. Remember that you must achieve a Pass in all criteria so make sure not to leave any out.</p> <ol style="list-style-type: none"> <li>1.1 Statement of personal aims. You must think about what you want to achieve with your live performance to an audience. Do this by creating a statement of personal aims that relate to the live performance.</li> <li>1.2 Ideas for the performance. You need to propose ideas for the performance that incorporate ideas from your chosen pathway (dance or acting).</li> <li>1.3 Production plan. You must create a production plan for the performance that meets the needs of the brief</li> <li>1.4 Health and Safety. As part of your project you must consider the health and safety implication of the live performance. You should think about what could go wrong or present danger during a live performance, and what measures you may be able to put in place to stop these from occurring during your performance.</li> </ol> <p><b>Task 2 – The Performance</b> What to do? For task 2 you will be presenting your performance to a live audience.</p> <ol style="list-style-type: none"> <li>2.1 Rehearse with others You must work with others to plan and rehearse the performance and be adaptable during the rehearsal process. Record these adaptations in a log of rehearsals.</li> <li>2.2 Present a performance to an audience. For this task you must present your</li> </ol>

<p>skills in performing your lines, showing effective vocal skills. This includes ensuring that pace, tone, clarity, articulation, rhythm, and musicality are all used appropriately and effectively to support the portrayal of your character.</p> <p style="text-align: right;">2.1</p> <p>Reflection is an essential part of a performer's life. Following the workshop performance, you will complete an evaluation which identifies strengths and areas for improvement. Being detailed and specific in your evaluation will help you get the most from the process, using this to inform future projects.</p> <p>You may present this evaluation as a written report or as a verbal discussion with your tutor. Once again, your tutor will support you in identifying the most suitable format for this.</p>	<p>performance in front of an audience at the event specified in the brief. Make sure that your individual contribution to the performance meets the brief and lasts the appropriate amount of time:</p> <p>2.3 Demonstrate your performance skills (dancing or acting only) Within your dancing or acting performance, you must demonstrate the relevant skills that you have developed throughout your study. These will differ with each learner and will depend on your chosen pathway</p> <p><b>Task 3 – Evaluation.</b></p> <p>What to do?</p> <p>Task 3 is your project evaluation. Following the performance, you will need to review how your performance went. To do this you will need to gather, and respond to, feedback from the audience or tutor(s) at the event. You will also need to give a self-assessment of your performance that includes strengths and areas to improve.</p> <p>3.1 Review your performance in light of the feedback you have received</p> <p>3.2 Suggest ways to improve future performances</p> <ul style="list-style-type: none"> <li>•Look at your strengths – what did you do well?</li> <li>•Look at areas for development – what could you improve on?</li> </ul> <p>Could you have communicated the theme more effectively? What would you do differently next time?</p>
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## English Language Exam Information

- The exam is non-tiered, meaning all students will sit the same exam papers.
- The exam is made up of two exam papers, each worth 50% of the overall GCSE grade.
- Each exam paper requires students to complete four reading based questions and one writing task.

## Exam Paper Breakdown:

<b>Paper 1</b> (Fiction and Creative Writing)	<b>Paper 2</b> (Non-fiction and Transactional Writing)
<ul style="list-style-type: none"> <li>• Students read one unseen extract from a fictional text</li> <li>• Four reading questions based on the extract making up 25% of the total GCSE grade:               <ul style="list-style-type: none"> <li>○ Q1 – information retrieval</li> <li>○ Q2 – language analysis</li> <li>○ Q3 – structure analysis</li> <li>○ Q4 – evaluation of the text</li> </ul> </li> <li>• One writing task based on the same theme as the extract. This could be:               <ul style="list-style-type: none"> <li>○ A description</li> <li>○ The opening to a narrative</li> </ul> </li> <li>• There will be a choice of two tasks – students complete one.</li> <li>• The writing task makes up 25% of the overall exam grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read two unseen extracts from non-fiction texts. One will be a pre-1914 text.</li> <li>• Four reading questions based on these extracts, making up 25% of the total GCSE grade:               <ul style="list-style-type: none"> <li>○ Q1 – true or false</li> <li>○ Q2 – summary writing</li> <li>○ Q3 – language analysis</li> <li>○ Q4 – comparison of writers' perspectives</li> </ul> </li> <li>• One writing task based on an opinionated statement. The task could be:               <ul style="list-style-type: none"> <li>○ Letter</li> <li>○ Speech</li> <li>○ Article</li> <li>○ Blog entry</li> </ul> </li> <li>• The writing task makes up 25% of the overall exam grade.</li> </ul>
<b>Exam time:</b> 1 hour 45 minutes	<b>Exam time:</b> 1 hour 45 minutes
<p>Students will also complete a spoken element which is graded at pass, merit or distinction level. This is assessed in their classrooms and graded by their English teacher. This does not affect their overall grade; it is reported separately on their GCSE exam certificate.</p>	

## **English Literature Exam Information**

- The exam is non-tiered meaning all students sit the same exam papers.
- The exam is made up of two papers, which are not equally weighted. The exam board are yet to confirm final weightings.
- The exam papers have changed this year due to Covid-19. AQA have reduced the exam content meaning schools may drop one of the components. The component to be dropped is still to be decided based on teacher and student input. Students will be informed of the final decision during the Autumn 2 half term, if not sooner.

### **Exam Paper Breakdown:**

<b>Paper 1</b> (Anthology Poetry and Novel)	<b>Paper 2</b> (Shakespeare and Unseen Poetry)
<ul style="list-style-type: none"><li>• One question based on the anthology of poetry, in which students compare two poems from the fifteen studied in class.</li><li>• One question focused on EITHER:<ul style="list-style-type: none"><li>○ Jekyll and Hyde</li><li>○ Animal Farm</li><li>○ An Inspector Calls</li></ul>Text to be confirmed based on teacher and student input.</li><li>• Both parts of the exam require an extended essay response.</li></ul>	<ul style="list-style-type: none"><li>• One question focused on Shakespeare's Macbeth (extended essay response).</li><li>• One question focused on an unseen poem (extended essay response).</li><li>• One question comparing two unseen poems (short essay response).</li></ul>
<b>Exam time:</b> 1 hour 40 minutes	<b>Exam time:</b> 1 hour 45 minutes
The exam board are yet to confirm the weightings of each exam.	



## **Provisional Exam Dates**

Please note that these may change at the exam board's discretion.

18 <sup>th</sup> May 2022	English Language Paper 1
25 <sup>th</sup> May 2022	English Literature Paper 1
8 <sup>th</sup> June 2022	English Literature Paper 2
10 <sup>th</sup> June 2022	English Language Paper 2

All English exams have been provisionally timetabled for the morning of these dates.

## **Cambridge iGCSE English Language Information**

Students at Park Community School are lucky to be provided with the opportunity to sit the iGCSE English Language exam alongside the AQA exam.

This exam requires students to demonstrate the same skills as the AQA paper, is recognised as a valid qualification by colleges and employers, and is structured so that students are awarded a grade of 9-1.

However, the iGCSE qualification is structured differently. It has a 50% coursework element and a 50% exam based element. Students produce three pieces of coursework in advance of the exam, with the opportunity to redraft. They then sit one exam paper which requires students to read three extracts, which are each followed by a series of single word responses and shorter essay responses.

Allowing students to sit both exam routes means they have two opportunities to achieve a GCSE English Language grade. The two different exams complement each other meaning all tasks completed in lessons prepare them for both exams simultaneously without additional work to be completed.

Cambridge have not released their provisional exam dates, but these are usually towards the end of May / beginning of June. Coursework deadlines are the end of March.

## **Revision Guidance for English**



Students can log into the school GCSE Pod account. They will find revision videos for each of the GCSE Literature texts and for GCSE English Language, covering topics such as effective writing strategies and how to structure an essay.



Students have been encouraged to sign up to Seneca for free using their school email account. Once signed in, students can join their class code (their English teacher will have provided them with this) and can access assignments. These assignments are broken down and structured to re-teach students key information before testing them and re-teaching.

### **BBC Bitesize**

This is a free revision site provided by the BBC. Students can complete a range of activities linked to their GCSE English Language and Literature exams.



E-chalk is a website where students can complete a variety of activities linked to both Language and Literature GCSEs, including tasks that improve spelling, punctuation and grammar. The school username is pcshants and the password is echalk – students must log in with these details to access the activities.

## **English area of the Park student website**

In the student area of the Park website, students can access the English revision page. In here, students will find revision guides, links to audio texts, practice exam papers, walking talking mock videos and lots of other revision tools created by the English department.

## **Revision Booklets**

These are available to purchase from Reception and exist for all Literature texts, as well as the Language GCSE. Please see the price list provided by Reception to place orders.

***Students have been taught a range of revision strategies, which are also available in the English Revision area of the student***

# Geography

## GCSE Geography

### Key Information:

- Exam Board: AQA
- Three exam papers

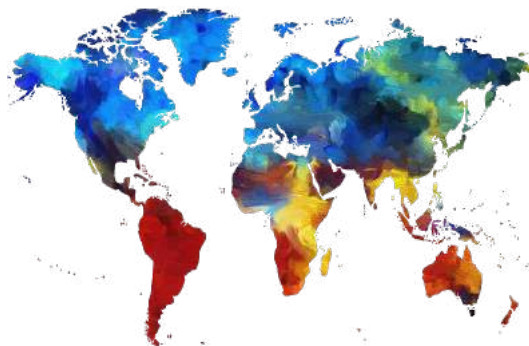
### The Course:

#### Qualification breakdown:

Paper 1 Physical Geography

Paper 2 Human Geography

Paper 3 Pre-release decisions and unseen fieldwork



Paper 1		
A: The Challenge of Natural Hazards	B: The Living World	C: Physical Landscapes in the UK
<b>TECTONIC HAZARDS</b> Tectonic plates Plate Margins and physical processes The effects of earthquakes Responses to earthquakes Living with the risk from tectonic hazards Reducing the risk from tectonic hazards (PPP) <b>CASE STUDIES:</b> Nepal and L'Aquila	<b>ECOSYSTEMS</b> Small scale ecosystems - Nutrient cycles, food webs and food chains. E.g. Pond How change affects ecosystems Global ecosystems	<b>COASTAL LANDSCAPES</b> Wave types and characteristics Weathering and mass movement Coastal marine, erosion, deposition processes Coastal landforms at Swanage <b>CASE STUDY</b> Managing coasts: hard and soft engineering, and managed retreat <b>CASE STUDY</b> Lyme Regis
<b>WEATHER HAZARDS</b> Global atmospheric circulation Tropical storms (where, how, and structure) Reducing the effects <b>CASE STUDY:</b> Typhoon Haiyan Weather hazards in the UK Extreme weather in the UK <b>CASE STUDY:</b> Somerset floods 2014	<b>TROPICAL RAINFORESTS</b> Environmental characteristics Causes of deforestation in Malaysia <b>CASE STUDY</b> Impacts of deforestation in Malaysia Managing tropical rainforests Sustainable management of tropical rainforests	<b>RIVER LANDSCAPES</b> Changes in rivers and their valleys Fluvial (river) processes River erosion landforms River erosion and deposition landforms <b>CASE STUDY</b> River Tees Factors affecting flood risk Managing floods: hard and soft engineering Managing floods at Banbury <b>CASE STUDY</b>
<b>CLIMATE CHANGE</b> Evidence of climate change Natural and human causes Managing the impacts of climate change	<b>HOT ENVIRONMENT</b> Environmental characteristics Opportunities for development Challenges of development Causes of environmental threats Reducing threats <b>CASE STUDY:</b> Thar Desert	

Paper 2	
A: Urban issues and challenges	C: Challenges of resource management
<b>THE URBAN WORLD</b> Megacities Rio de Janeiro; social, economic and environmental challenges Improving Rio's challenges Managing the growth of cities Planning for Rio's development	<b>RESOURCE MANAGEMENT</b> Global distribution of resources Provision of food in the UK Provision of water in the UK Provision of energy in the UK
<b>URBAN CHANGE IN THE UK</b> Where do we live? Portsmouth; social and economic opportunities Urban change and the impact on the environment	<b>WATER MANAGEMENT</b> Global water supplies The impact of water insecurity How can water supplies be increased? <b>CASE STUDY:</b> Lesotho Highland water project Sustainable supplies <b>CASE STUDY:</b> The Wakel River Basin project
<b>URBAN SUSTAINABILITY</b> Planning of urban sustainability Sustainable living in Freiburg Sustainable traffic management	

Paper 3 Application and Skills		
Issue Evaluation	Unfamiliar Fieldwork	Geographical Skills
This is a synoptic section which has a pre-release resource booklet for study	Investigating fieldwork techniques Secondary Data Theory of primary data collection Processing and presenting data Analysing and reaching conclusions Evaluating fieldwork	Cartographic skills Graphical Skills Statistical Skills

#### What can students do to prepare:

- Homework- this will be set to support and develop students' classroom learning
- Use the student area resources which include resources from classroom learning
- Attend period 6 on a 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 several discount price copies available through your Geography teacher and reception. Recommended: [GCSE 9-1 Geography AQA Revision Guide - Google Books](#)
- Use SENECA for simple revision and quick-fire quizzes. Teachers will support in accessing the correct sections
- Ask the class teacher for additional practice exam questions to attempt
- Revise using BBC Bitesize (AQA Spec): [GCSE Geography - AQA - BBC Bitesize](#)
- Ask class teachers for any other support or advice you need

#### Exam Question Types:

- **1-mark:** Multiple-choice, select the correct answer
- **2-mark:** two words or simple statements
- **4-mark:** two points each explained (PEPE)
- **9-mark:** three paragraphs including a justified conclusion linking in case studies using PECCEL.

## GCSE History (Edexcel)

### Key information

Paper 1: thematic study and historic environment.	Paper 2: British depth 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 <i>and</i></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> </ul>	<b>Topics</b> <ul style="list-style-type: none"> <li>Weimar and Nazi Germany, 1918-1939.</li> </ul>
Exam date: Thursday 19 <sup>th</sup> May 2022 AM	Exam date: Thursday 16 <sup>th</sup> June 2022 AM	Exam date: Thursday 9 <sup>th</sup> June 2022 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.</li> <li>37.5% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam- 55 minutes</li> <li>Paper 2 total: 32 marks.</li> <li>25% 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>37.5% 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> <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> <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>	<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> <li>Why is there a difference (4)</li> <li>How far do you agree with the interpretation (16) (+4 SPaG)</li> </ul>

### What students can do to prepare:

<b>Homework</b> This will be set to support and develop student's classroom learning.	<b>Period 6</b> In J06 on a Wednesday or in S05 on a Friday. Students will be told if it is compulsory, but all are welcome to attend!	<b>Resources on the Student Page</b> All resources are on the GCSE History student page. <div data-bbox="1217 1715 1361 1895" data-label="Image"> </div>
<b>Revision Guides</b> Available from reception.	<b>GCSE POD</b> Helpful videos for a variety of topics. Ask your teacher for guidance.	<b>Ask your teacher</b> For exam additional exam practice or resources to use.



# Hospitality and Catering

## How to prepare for Vocational Hospitality and Catering 2022

### Key information

- Exam board is EDUQAS (WJEC)
- One tier entry (all students sit the same exam)
- Controlled Assessment counts towards 30%
  - Completed in lesson time – deadline January
- Practical Assessment counts towards 30%
  - 4 hours long, completed in school kitchens in February
- Written Exam counts towards 40%
  - 1hr 1/2 long at will be sat in exam hall
- There is only 1 tier of grading. Pass, Merit or Distinction.

Each unit grade achieved by learners will be translated to a unit point for the purpose of awarding the qualification. Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 1	2	4	6	8
Unit 2	3	6	9	12

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below:

Overall grading points	
Level 1 Pass	5-8
Level 2 Pass	9-13
Level 2 Merit	14-17
Level 2 Distinction	18-19
Level 2 Distinction*	20

### Exam Schedule

Controlled Assessment Deadline	End of January 2022
Practical Exam	February 2022
Written Exam	May 2022

## **Useful Sites:**

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

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

- Complete all Controlled Assessment work on time. There are 8 units to complete.
- Revise outside of school in preparation for the exam
- Buy a copy of the WJEC CGP revision guide.
- Attend period 6 on a Wednesday. Teachers will advise students if attendance is compulsory, but every student is ALWAYS welcome.
- Look at the useful sites – especially school portal and download the Food App.



### **Revision Topics per question**

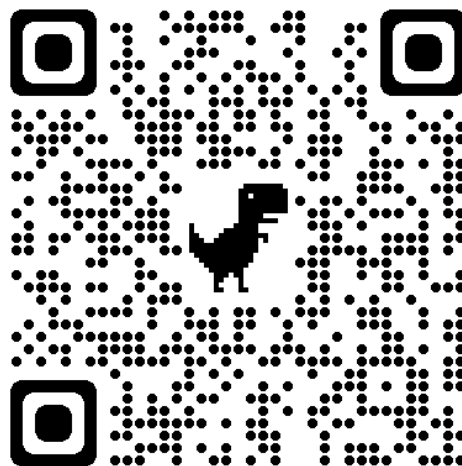
Question 1	Food basics, equipment etc True False Questions
Question 2	Specific food ingredients – eg, High risk foods
Question 3	Food specific terminology
Question 4	Nutrition and eatwell plate
Question 5	Health and safety, health and hygiene in the kitchen
Question 6	Cooking a product from scratch and the recipe/method.
Question 7	Government guidelines/introduce healthy food and/or food packaging
Question 8	Positives and negatives about a specific type of catering eg high end restaurant
Question 9	Cooking equipment. Discussion of a specific food topic. SPAG marked here.



# Mathematics

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.

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 opposite or see your teacher for paper-based resources.



## Period 6:

- Wednesday
- C01, 02, 03, 11



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.

### Most common topics on Foundation tier:

	Topic	Hegarty Maths clip
1.	Probability	351, 352, 386
2.	Money	750, 751, 752
3.	Charts and tables	423, 424, 425
4.	Percentages	88, 97, 149
5.	Substitution, formulae and Proof	155, 325
6.	Fractions	77, 80
7.	Ratio	329, 330, 331
8.	Place value & 4 operations	13, 14, 24
9.	Averages and Spread	419
10.	Angles	455
11.	Equations	177, 188
12.	Proportion	341, 739
13.	Expressions	151, 154
14.	Sequences	196, 197, 198
15.	Area and Perimeter	549, 550, 539
16.	Estimation & Rounding	131
17.	Indices and Roots	101, 110
18.	Linear graphs	206, 207
19.	Bearings and Scale drawing	492, 864
20.	Number types	28, 99, 100



### Most common topics on Higher tier:

	Topic	Hegarty Maths clip
1.	Index form	110
2.	Solving equations	176, 186,
3.	Rearrange formulae	285
4.	Standard form	133
5.	Area and circumference of a circle	538, 539
6.	Compound measures	738
7.	Histograms	442, 443
8.	Factorising quadratic expressions	228
9.	Trigonometry (SOH CAH TOA)	508
10.	Simplifying surds	115
11.	Compound percentages	94, 95
12.	Using the quadratic formula	241
13.	Upper and lower bounds	137, 138, 139
14.	Volume and surface area	571, 589
15.	Simultaneous equations	192
16.	Direct and indirect proportion	343, 346
17.	nth term linear and quadratic sequences	198, 248
18.	Reverse percentage problems	96
19.	Completing the square	235
20.	Area and perimeter of sectors	545, 546, 547





# Performing Arts - Music



**Drama**

**Exam Board - RSL**

## Course Breakdown:

<p><b>UNIT 1</b></p> <p><b>Instrumental Study – Tasks 1- 3</b></p> <ul style="list-style-type: none"> <li>To develop individual musicianship, instrument control and technical ability.</li> <li>To further knowledge of health and safety when using a chosen instrument.</li> <li>To identify personal goals in relation to their chosen instrument(s) and record progress through an interactive log/blog OR Vlog</li> </ul> <p><b>Evidence</b>  <b>Tasks 1 - 3</b>  <b>Work must not exceed 1500 Words or 8 minutes of video evidence. A mixture of evidence can be supplied should students choose this option an equal portion should be provided in line with exceed limits.</b>  <b>35% of final Grade</b></p>	<p><b>Tasks for learners to complete:</b>  <b>Tasks 1 - 3</b></p> <ul style="list-style-type: none"> <li>Create a presentation/magazine article on the health and safety hazards in relation to their chosen instrument including personal approach to using the instrument correctly and the maintenance of their instrument.</li> <li>Select a minimum of five precise goals to work on over an agreed period with their teacher and or tutor.</li> <li>Actively take part in the rehearsal process and show improvements through written and video evidence. (Log/Blog or Vlog)</li> </ul>
<p><b>UNIT 2</b></p> <p><b>Musical Knowledge Tasks 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>To create a presentation insightfully contrasting two contemporary musical genres focussing on 4 key musical elements.</li> <li>To write a song analysis comprehensively describing the following musical elements:</li> </ul> <p><b>Tonality</b>  <b>Tempo</b>  <b>Lyrical Content</b>  <b>Instrumentation</b>  <b>Evidence types</b>  <b>Task 1</b>  <b>Evidence should not exceed 1 800 words or 10 minutes of video evidence.</b>  <b>Task 2</b>  <b>Evidence should not exceed 1200 words or 6 minutes of video</b>  <b>Evidence</b>  <b>30% of final Grade</b></p>	<p><b>Tasks for learners to complete:</b>  <b>Task 1 musical elements</b></p> <ol style="list-style-type: none"> <li>The factors that contributed to the genre's inception</li> <li>Identify significant artists that continued to influence popularity of the genre throughout time</li> <li>Describe key/significant events and artists that had a positive impact on the genre's success/popularity</li> <li>The fashion associated with the genre and how they have developed over time to create strong imagery.</li> </ol> <ul style="list-style-type: none"> <li><b>Task 2 Musical elements:</b>  <b>Tonality</b>  <b>Tempo</b>  <b>Lyrical Content</b>  <b>Instrumentation</b>  <b>Production Techniques</b></li> </ul>

# Psychology

## GCSE Psychology

### Key Information:

- Exam Board- AQA
- Two paper, each 1:45
- Paper 1- 17/5/21 pm
- Paper 2 6/6/21 pm

### The Course:

Paper 1: Cognition and behaviour
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Memory</li><li>• Perception</li><li>• Development</li><li>• Research methods</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: multiple choice, short answer and extended writing (25 marks)</li><li>• Section B: multiple choice, short answer and extended writing (25 marks)</li><li>• Section C: multiple choice, short answer and extended writing (25 marks)</li><li>• Section D: multiple choice, short answer and extended writing (25 marks)</li></ul>

Paper 2: Social context and behaviour
<b>What's assessed</b> <ul style="list-style-type: none"><li>• Social influence</li><li>• Language, thought and communication</li><li>• Brain and neuropsychology</li><li>• Psychological problems</li></ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 45 minutes</li><li>• 100 marks</li><li>• 50% of GCSE</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: multiple choice, short answer and extended writing (25 marks)</li><li>• Section B: multiple choice, short answer and extended writing (25 marks)</li><li>• Section C: multiple choice, short answer and extended writing (25 marks)</li><li>• Section D: multiple choice, short answer and extended writing (25 marks)</li></ul>

**What can students do to prepare:**

- Homework- this will be set to support and develop students' classroom learning
- Use the student area resources which include resources from classroom learning
- Attend period 6 on a Monday. 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

[My Revision Notes: AQA GCSE \(9-1\) Psychology: Amazon.co.uk: Marshall, Molly, Firth, Susan: 9781510425941: Books](#)

- Ask the class teacher for additional practice exam questions to attempt
- Revise online using the link below
- [GCSE Psychology Revision Resources 9-1 | Learndojo.org](#)
- Ask class teachers for any other support or advice you need



# Religious Studies

## GCSE Religious Studies

### Key Information:

- Exam Board: AQA (A)
- Two exam papers 1:45 each
- Paper 1: 16/5/21 am
- Paper 2 26/5/21 pm

### The Course:

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> <p><i>Four religious, philosophical and ethical studies themes, including Buddhist and Christian responses to each:</i></p> <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>

### What can students do to prepare:

- 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 period 6 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

### Exam Question Types:

- **1-mark:** Multiple-choice, select the correct answer
- **2-mark:** two words or simple statements
- **4-mark:** two points each explained (PEPE)
- **5-mark:** two points each explained with a quote or source of authority (PEPER)
- **12-mark:** three to five paragraphs including a justified conclusion. Use FARM to help you



# Science

## AQA **Combined Science Trilogy**

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.

### 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>



**to reach the 50% threshold!**

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

	Topic	Subtopics		Topic	Subtopics
<b>Biology Paper 1</b>	Cell Biology	<ul style="list-style-type: none"> <li>Cell structure</li> <li>Cell division</li> <li>Transport in cells</li> </ul>	<b>Biology Paper 2</b>	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
<b>Chemistry Paper 1</b>	Atomic structure and the periodic table	<ul style="list-style-type: none"> <li>A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes</li> <li>The periodic table</li> </ul>	<b>Chemistry Paper 2</b>	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	<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> </ul>		Organic chemistry	<ul style="list-style-type: none"> <li>Carbon compounds as fuels and feedstock</li> <li>Fractional distillation</li> </ul>
	Quantitative chemistry	<ul style="list-style-type: none"> <li>Conservation of mass and the quantitative interpretation of chemical equations</li> <li>Use of amount of substance in relation to masses of pure substances</li> <li>Use of amount of substance in relation to volumes of gases</li> </ul>		Chemical analysis	<ul style="list-style-type: none"> <li>Purity, formulations and chromatography</li> <li>Identification of common gases</li> </ul>
	Chemical changes	<ul style="list-style-type: none"> <li>Reactivity of metals</li> <li>Reactions of acids</li> <li>Electrolysis</li> </ul>		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	<ul style="list-style-type: none"> <li>Exothermic and endothermic reactions</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 and recycling</li> <li>Using materials</li> </ul>

	Topic	Subtopics		Topic	Subtopics
<b>Physics Paper 1</b>	Energy	<ul style="list-style-type: none"> <li>• Energy changes in a system, and the ways energy is stored</li> <li>• before and after such changes</li> <li>• Conservation and dissipation of energy</li> <li>• National and global energy resources</li> </ul>	<b>Physics Paper 2</b>	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	<ul style="list-style-type: none"> <li>• Current, potential difference and resistance</li> </ul>		Waves	<ul style="list-style-type: none"> <li>• Waves in air, fluids and solids</li> </ul>
		<ul style="list-style-type: none"> <li>• Series and parallel circuits</li> <li>• Domestic uses and safety</li> <li>• Energy transfers</li> </ul>			<ul style="list-style-type: none"> <li>• Electromagnetic waves</li> </ul>
	Particle model of matter	<ul style="list-style-type: none"> <li>• Changes of state and the particle model</li> <li>• Internal energy and energy transfers</li> <li>• Particle model and pressure</li> </ul>		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	<ul style="list-style-type: none"> <li>• Atoms and isotopes</li> <li>• Atoms and nuclear radiation</li> <li>• Hazards and uses of radioactive emissions and of background radiation</li> </ul>			



# Spanish - MFL

## How to prepare for GCSE Spanish 2021-2022

- 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 in April 2022.
- Listening and Reading Exam must be completed between May-June 2022.
- Exam boards will include an extra optional question in the writing assessment to help students to focus on fewer themes in their writing.
- Specific exam dates to be confirmed by Ofqual after Christmas 2021.
- Results days in summer 2022- Thursday 25<sup>th</sup> August.
- Revise AQA GCSE Spanish Revision Workbook: for the 9-1 exams (Revise AQA GCSE MFL 16): for home learning, 2021 assessments and 2022 exams



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> (Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)		<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>

### **Note: Paper 2: Speaking**

Teachers and students should prepare for spoken language in 2022 to be assessed in the normal way, through formal speaking tests. There will be a contingency of using the published criteria to award an endorsed grade if it's not possible for the formal tests to go ahead as planned.

### Paper 3: Reading

#### What's assessed

Understanding and responding to different types of written language

#### How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

#### Questions

##### Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Spanish, to be answered in Spanish or non-verbally
- Section C – translation from Spanish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier)



### Paper 4: Writing

#### What's assessed

Communicating effectively in writing for a variety of purposes

#### Optionality for Paper 4 (Writing)

There will be more optionality in the Writing component for summer 2022.

Writing papers will include an additional optional question for the overlap question at both tiers (Question 4/Question 1) and for Higher tier Question 2.

This is so students can answer on their preferred theme. For each optional question, the theme will be given in the introduction to the question in the question paper.

#### Foundation tier

There will be an additional option for Question 4 and this will be numbered in the question paper as Question 4.3. Students will need to answer **one** question from a choice of three.

#### Higher tier

There will be an additional option for Question 1 and this will be numbered in the question paper as Question 1.3. Students will need to answer **one** question from a choice of three. There will be an additional option for Question 2 and this will be numbered in the question paper as Question 2.3. Students will need to answer **one** question from a choice of three.

#### Paper 4 (Writing) exam time extended

To give students time to read all of the optional questions carefully before making a choice, we'll be adding an extra five minutes to the scheduled exam time at both tiers for the Writing paper in Summer 2022. Here are the updated exam times.

Foundation tier: 1 hour 5 minutes

Higher tier: 1 hour 20 minutes

## Useful Sites:

Revision Edexcel Workbook- Audio Files

<http://www.pearsonschoolsandfecolleges.co.uk/Secondary/GlobalPages/mfl-revision-audio-samples/mfl-revision-audio--samples.aspx>

Linguascope GCSE Revision Vocabulary

[www.linguascope.com](http://www.linguascope.com)

username: parkhavant

password: ilovespanish

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 vocabulary.

[www.zut.or.uk](http://www.zut.or.uk)

To revise grammar.

[www.studystpanish.com](http://www.studystpanish.com)

To revise grammar and vocabulary. (choose the language on the left-hand side)

<https://getrevising.co.uk/resources/level/gcse>



# Sport

**Exam board:** Pearson

**Specification:** BTEC Level 2 First Award in Sport

## Units of study for the course and assessment–

- Unit 1 – Fitness for Sport and Exercise  
**Exam – removed. TAG grade.**
- Unit 2 – Practical Sports Performance
- Unit 3 – Training for Personal Fitness
- Unit 4 – The Sports Performer in Action

### Unit 1 – Fitness for Sport and Exercise

**Aims** – to understand the components of fitness and principles of training, applying different training methods, exploring fitness testing and data analysis.

**Assignment – Exam Removed**

### Unit 2 – Practical Sports Performance

**Aims** – To understand the rules, regulations and scoring systems, practically demonstrating skills, techniques and tactics and reviewing performance.

**Assignment** – LA.A-PowerPoint, LA.B-Word/Practical, LA.C-Word

### Unit 3 – Training for Personal Fitness

**Aims** – Design a personal training programme, understand exercise adherence factors, implement a training programme to achieve goals and review the outcomes from training.

**Assignment** – LA.A-D-Word Essay

### Unit 4 – Sports Performer in Action

**Aims** – to understand the short-term responses and long-term adaptations on the body systems to exercise. Applying the knowledge of energy systems during sports performance.

**Assignment** – LA.A-PowerPoint, LA.B-Word Poster





### What can students do 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 TEAMS.
- Any outstanding assignments from year 10 to be completed by Christmas.
- Attend period 6 sessions when needed but every student is ALWAYS welcome.
- Talk to your teacher about any concerns.
- Use the PE students page to see WAGOLLS and lesson content for support.



### Period 6 – Tuesday (KO1) and Thursday (JO4)

Students will be selected to attend these sessions to focus on refining and improving assignment attainment.

In addition, PE staff are available every day after school to support or through emails.

### Useful sites –

PE Student portal - [Year 11 \(sharepoint.com\)](https://sharepoint.com)

BBC Bitesize – PE - [GCSE Physical Education - BBC Bitesize](https://www.bbc.com/bitesize)

BrainMac Sports Coach - [BrianMac Sports Coach](https://www.brianmacsportscoach.com)

Unit	Assignment	Completed
2 Practical Sports Performance	LA.A – PowerPoint Rules and Regulations	
	LA.B – Word Large sheets and practical	
	LA.C – Word Check lists and review paragraphs	
3 Training for Personal Fitness	LA.A-D – Word Essay for personal training programme	
4 Sports Performer in Action	LA.A – PowerPoint Energy systems	
	LA.B – Word Effects of exercise posters	



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# Notes



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