



# George Stephenson High School

## **Year 11 Revision Guide 2024**

Within this booklet you will find information that will help you to prepare fully for each subject. Details including exam dates/times, course structure, exam advice, advance information and useful resources for revision are all included. Please see your subject teacher if you need any more information.

### **Included subjects:**

- ✓ English Language
- ✓ English Literature
- ✓ Maths
- ✓ Science
- ✓ Geography
- ✓ History
- ✓ Spanish
- ✓ French
- ✓ Applied Studies
- ✓ Art, Design, Graphics, Textiles and Photography
- ✓ Business Studies
- ✓ Computer Science
- ✓ Health and Social Care
- ✓ Hospitality and Catering
- ✓ Media
- ✓ Religious Studies
- ✓ Digital Information Systems
- ✓ Music
- ✓ Performing Arts (Drama)
- ✓ Sport

# **ENGLISH LANGUAGE**

**Specification:** Edexcel English Language [Edexcel GCSE English Language \(2015\) | Pearson qualifications](#)

**Specification Code:** 1ENO

**Exam Dates:**

Paper 1: Thursday 23 May 2024 am

Paper 2: Thursday 6 June 2024 am

**English Language Paper 1: Fiction and Imaginative Writing (1 hour 45-minute exam. 40% of the total GCSE)**

## **Section A: Reading**

- Study and analyse selections from a range of prose fiction.
- The length of the 19th – century fiction will be approximately 650 words.

### **How to revise for this section of the exam:**

- Use GCSE Bitesize- <https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr>
- Read extracts from 19th-century fiction. For example, ‘Oliver Twist’, ‘Frankenstein’, ‘Wuthering Heights’.
- Look on the internet for extracts to read.
- Think about the purpose of the extract – what is happening, how has the writer tried to engage the reader?
- Q3 is for 6 marks. It will ask you how the writer uses language and structure to reveal something in the text. For example: tension, changing mood, emotions.
- Q4 is for 15 marks. This question asks you to evaluate how successfully something has been achieved in the text. For example, tension.
- Use PECS and Spite.

## **Section B: Imaginative Writing**

- The writing tasks are linked by a theme to the reading extract.
- One of the writing tasks will provide two images to help generate ideas.

For example:

- Write about a time when you or someone you know, tried to hide something. Look at the images provided and write about a frightening experience.
- Make sure you know all the different language techniques you could use within your writing. These include similes, metaphors, personification, interesting adjectives, repetition, rhetorical question, personal voice, dialogue, alliteration, listing, colour imagery, paragraphing for effect, adverbs, interesting punctuation.
- Focus on the structure of your writing- try to have a setting, dilemma, climax, resolution, ending.
- Plan your response before you begin.

**English Language Paper 2: Non-fiction and Transactional Writing (2 hour and 5 minutes exam. 60% of the total GCSE)**

## **Section A: Reading**

- Study a range of 20th and 21st century non-fiction texts. (Including literary non-fiction)

- Two unseen non-fiction extracts. One of these texts will be literary non-fiction.
- The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words.
- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended responses on the extracts.

**How to revise for this section of the exam:**

- Use GCSE Bitesize- <https://www.bbc.co.uk/bitesize/examspecs/zgvg6fr>
- Q3 asks you to analyse how language and structure are used within the text.
- Q6 asks you to evaluate how successfully something has been achieved in the extract. Use PECS and SPITE.
- Q7a asks you to identify similarities between the two texts.
- Q7b asks you to compare how the two texts present their ideas and perspectives.
- Read non-fiction extracts online/read newspaper articles.
- Read non-fiction extracts online/ read newspaper articles.
- Q3 asks you to analyse how language and structure are used within the text.
- Q6 asks you to evaluate how successfully something has been achieved in the extract. Use PECS and SPITE.
- Q7a asks you to identify similarities between the two texts.

**Section B: Transactional Writing**

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus/or audience.

For example:

Write a letter to MI6, applying for a position as an Intelligence Officer. In your letter you could:

- State why you are interested in the position
- Describe the experience and skills that make a good candidate
- Explain the difference you can make to your country As well as any other ideas you might have.

Or

Write an article for a newspaper, exploring how technology can track our movements.

You could write about:

- The ways we are tracked, e.g. phones, computers, CCTV, supermarket scanners
- Who tracks us, e.g. the police, large businesses, the government
- What the benefits are and/or what the problems could be As well as any other ideas you might have.

- Responses are marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.
- Make sure you know all the different language techniques you could use within your writing. These include: similes, metaphors, personification, interesting adjectives, repetition, rhetorical question, personal voice, dialogue, alliteration, listing, colour imagery, paragraphing for effect, adverbs, interesting punctuation.

# **ENGLISH LITERATURE**

**Specification:** Edexcel English Literature <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

**Specification Code:** 1ETO

**Exam Dates:**

Paper 1: Monday 13 May 2024 am

Paper 2: Monday 20 May 2024 am

**English Literature Paper 1: Shakespeare and Post-1914 Literature (1 hour and 45 minutes. 50% of GCSE)**

## **Section A: Shakespeare – ‘Macbeth’**

- Q1a – extract question. Out of 20 marks.
- You are assessed for AO2 – analysis of language, structure and form.
- Q1b – whole text question. Out of 20 marks.
- You are assessed for AO1 – interpretation of text (15 marks) and AO3 – context (5 marks)

### **Areas for revision:**

- Characters – key points about major and minor characters with key quotations/ examples.
- Themes – key quotations, Shakespeare’s message
- Context – audience response, divine right of kings, role of women, James I, witchcraft.
- Key episodes – soliloquies, key extracts, think about their importance to the play as a whole. (Think about theme development, character revelation, character development, tension)
- Language and structure – use of imagery, connotations of words, soliloquies, sentence structure, repetition, questioning, rhyme, rhythm, foreshadowing, blank verse, where events happen in the play, how a speech begins and ends.
- For Section B, you need to think about the writer’s key message/big ideas etc.

## **Section B: Post 1914 Literature British Play. ‘An Inspector Calls’**

- Out of 40 marks
- A choice of two questions

### **You are assessed for:**

- AO1 – interpretation of the text (16 marks)
- AO3 – relationship between text and context (16 marks)
- AO4 – spelling, punctuation and grammar (8 marks)

### **Areas for revision:**

- Context - audience reaction, socialism, capitalism, Priestley’s message within the play, role of women and the divide between the classes.
- Characters – key quotations, any changes within characters, how are they presented at the start and the end of the play. Think about the role of Inspector Goole – how does Priestley use him to get

across his message to the audience, the difference between the older and younger generations in the play, who learns anything in the play.

- Themes- key theme of responsibility, respectability, power, status, remorse, pride, love, time. Learn key quotations connected with key themes

## **English Literature Paper 2 Section A: 19th Century Novel**

### **Section A: 'A Christmas Carol'/'Jekyll and Hyde'**

- Q1a - An extract question to answer. Out of 20 marks.
- You are assessed for AO2 – analysis of language, structure and form.
- Q1b – whole text question. Out of 20 marks.
- You are assessed for AO1 – interpretation of text.

#### **Areas for revision:**

- Characters – key points about major and minor characters with key quotations/examples.
- Themes – key quotations, Dickens' message
- Context – not assessed for this but it is a good idea to understand why Dickens has written the novella 'A Christmas Carol'. What is he trying to teach the reader?
- Key episodes – key extracts, think about their importance to the novella as a whole. (Think about theme development, character revelation, character development, tension)
- Language and structure – use of imagery, connotations of words, sentence structure, repetition, questioning, foreshadowing, where events happen in the novella, juxtaposition, pathetic fallacy, listing etc.
- For Section B, you need to think about the writer's key message/big ideas etc.

### **Section B: Poetry**

- You are asked to answer one question in Part 1 from the collection you have studied – CONFLICT.
- It is out of 20 marks
- You are assessed for AO2 – language, structure and form (15 marks) and AO3 – context (5 marks)
- Part 2 is unseen poetry. Read the two poems and answer the question.
- It is out of 20 marks
- You are assessed for AO1 – personal interpretation (8 marks) and AO2 – language, structure and form (12 marks)

#### **Areas for revision:**

- Re-read the poems
- Learn key quotations
- Learn to identify language and structural techniques within the poems.
- You must compare – have a go at doing this in your own time.
- Get used to looking at poems you haven't studied before – try to identify language and structural points within the poems.

# **MATHEMATICS**

**Specification:** Pearsons Edexcel Mathematics

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

**Specification Code:** 1MA1

**Exam Dates:**

Paper 1 (non-calc)- Thursday 16th May 2024 am

Paper 2 (calculator)- Monday 3rd June 2024 am

Paper 3 (calculator)- Monday 10th June 2024 am

- Each paper is 1 hour 30 minutes, worth 80 marks and all are equally weighted.
- In summer 2024, formula sheets will be provided in the exam. Make sure you are familiar with the way in which formulae are presented, as this may be different to the way you are used to.
- The foundation tier formula sheet can be viewed [here](#).
- The higher tier formula sheet can be viewed [here](#).
- It is highly recommended that you continue to learn formulae, where possible, and use these sheets as a back-up. The most important thing is that you understand how a formula works, how to use it and how to rearrange it. Note that formulae are not always given in the most accessible way.
- Formulae which were previously given in the question when required will continue to be given in the question.

**General Exam Tips:**

- Make sure you show all working out as this is normally worth marks even if you get the answer incorrect. If the question specifically asks for working, you will not score full marks if you don't, even if your answer is correct.
- Always give the correct units in your answer (m<sup>2</sup>, cm, kg etc.) Check whether the answer requires a length, area or volume and choose appropriate units.
- If a calculator is allowed, push the reset button or to reset a Casio, type shift, 9,3, =, AC before the exam begins. It should be in 'DEG' mode. Try a simple sum to make sure the calculator is working properly.
- Re-read each question and make sure you have answered exactly what the question asked, especially on percentage increase/decrease questions.
- Make sure you ask for tracing paper when answering questions on transformations.
- If you must decide whether something is correct or incorrect or which option is best, make sure you state your decision at the end of your working out. A decision with no working will not score any marks.
- If the question asks you to justify your answer or give reasons for each stage of your working, make sure you do so otherwise you will not be able to score full marks.
- Use a pencil to draw graphs and diagrams in case you make a mistake. All other questions must be answered in pen.
- When answering geometry questions, see if the question is 'drawn to scale'. If it is, you can use measuring instruments such as a ruler or protractor. Otherwise, you will need to use knowledge, such as angle facts, instead.
- Always show all of your construction lines when using a compass.
- Attempt every question. Even if you can't finish it, make a start. Think about what maths you know that is relevant. You may earn some marks and these all add to your final score.

- Finally, make sure you have answered every question - check the back page of the exam booklet!

### **Revision Resources for Mathematics:**

#### ★ **Sparx Maths** <https://sparxmaths.com/>

- Personalised questions based on your own strengths and weaknesses – the more you do, the more focused the questions will be on improving your knowledge
- Independent Learning section can be used to select topics based on your mock exam QLA

#### ★ **Maths Genie**

<http://mathsgenie.co.uk/>

- Exam papers and exam questions organised by topic

#### ★ **Corbett Maths**

<http://corbettmaths.com/>

- Topic based exam style questions
- Video tutorials for each topic to go with practice questions
- Practice exam papers
- 5-a-day worksheets (five mixed questions to test your knowledge)

#### ★ **Dr Frost Maths** <https://drfrostmaths.com/>

- Videos and self-marking exam questions
- All students should have a log in already using their school email address

#### ★ **OnMaths** <https://onmaths.com/>

- Self-marking exam papers and topic based questions

#### ★ **Mr Barton's GCSE Page** <http://mrbartonmaths.com/students/gcse/>

- Notes, examples, interactive questions and topic revision

#### ★ **Foundation Revision Posters** <http://lhmaths.wordpress.com/brainframes/>

- Topic-specific revision posters
- Click the link underneath 'Foundation GCSE in one poster' for all you need to revise

#### ★ **Pearson Revise App**

- Available in app stores for free
- Exam board designed revision resources and questions (several subjects available within the app)

# **SCIENCE**

**Specification:** Edexcel Science <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-0>

## **Exam Dates:**

Biology 1: Friday 10 May am

Chemistry 1: Friday 17 May am

Physics 1: Wednesday 22 May am

Biology 2: Friday 7 June pm

Chemistry 2: Tuesday 11 June am

Physics 2: Friday 14 June pm

## **CHANGES FOR THE SUMMER 2024 EXAMS**

- **Formula sheets for physics will be provided**, so there is no need to learn the formulas, you do need to be able to use the formula and, in some cases, rearrange them, so it is still worth being familiar with them. (For GCSE Physics and Combined Sciences.

## **Edexcel (9-1) - Combined Science GCSE (1SC0)**

- There are six papers in total and this will gain you 2 GCSEs for Combined Science: 2 for Biology, 2 for Chemistry and 2 for Physics.
- Each paper is 1hr 10mins – 60 marks (16.7% of the GCSE)

Biology-

Paper 1- Topics 1- 5

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines

Paper 2- Topics 1 + 6-9

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry-

Paper 3- Topics 1-4

- Key concepts in chemistry,
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria

Paper 4- Topics 5-8

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science

Physics-

Paper 5- Topics 1-6

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity

Paper 6- Topics 1 + 8-15

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter



## **Edexcel (9-1) - Single Sciences (Triple) GCSE**

### Specification Links:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Biology>
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Chemistry>
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#%2Ftab-Physics>
- There are **six papers** in total and this will gain you 3 separate GCSEs (Biology, Chemistry, Physics). You will sit 2 papers each for Biology, Chemistry and Physics.
- Each paper is 1hr 45mins – 100 marks (50% of the GCSE)

### Biology-

#### Paper 1- Topics 1- 5

- Key concepts in biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines

#### Paper 2- Topics 1 + 6-9

- Key concepts in biology
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

### Chemistry-

#### Paper 3- Topics 1-5

- Key concepts in chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Separate chemistry 1

#### Paper 4- Topics 1 + 6-9

- Key concepts in chemistry
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science
- Separate chemistry 2

### Physics-

#### Paper 5- Topics 1-7

- Key concepts of physics
- Motion and forces
- Conservation of energy
- Waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy

#### Paper 6- Topics 1 + 8-15

- Key concepts of physics
- Energy - Forces doing work
- Forces and their effects
- Electricity and circuits
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

## **Practical Work in Science (these are assessed throughout the exam papers)**

### **Biology Core Practicals:**

- Investigate biological specimens using microscopes, including magnification calculations and labelled scientific drawings from observations
- Investigate the effect of pH on enzyme activity
- Investigate osmosis in potatoes
- Investigate the effect of light intensity on the rate of photosynthesis
- Investigate the rate of respiration in living organisms
- Investigate the relationship between organisms and their environment using fieldwork techniques, including quadrats and belt transects

### **Chemistry Core Practicals:**

- Investigate the composition of inks using simple distillation and paper chromatography
- Investigate the change in pH on adding powdered calcium hydroxide or calcium oxide to a fixed volume of dilute hydrochloric acid
- Investigate the preparation of pure, dry hydrated copper sulfate crystals starting from copper oxide including the use of a water bath
- Investigate the electrolysis of copper sulfate solution with inert electrodes and copper electrodes
- Investigate the effects of changing the conditions of a reaction on the rates of chemical reactions by:
  - measuring the production of a gas (in the reaction between hydrochloric acid and marble chips)
  - observing a colour change (in the reaction between sodium thiosulfate and hydrochloric acid)

### **Physics Core Practicals:**

- Investigate the relationship between force, mass and acceleration by varying the masses added to trolleys
- Investigate the suitability of equipment to measure the speed, frequency and wavelength of a wave in a solid and a fluid
- Investigate refraction in rectangular glass blocks in terms of the interaction of electromagnetic waves with matter
- Construct electrical circuits to:
  - investigate the relationship between potential difference, current and resistance for a resistor and a filament lamp by test series and parallel circuits using resistors and filament lamps
  - Investigate the densities of solid and liquids
- Investigate the properties of water by determining the specific heat capacity of water and obtaining a temperature-time graph for melting ice
- Investigate the extension and work done when applying forces to a spring

## MATHEMATICS IN BIOLOGY

Combined Topic	Equation / Skill	Support and Tips
Standard Form	Converting numbers in and out of standard form	<a href="https://www.youtube.com/watch?v=Dme-G4rc6NI">https://www.youtube.com/watch?v=Dme-G4rc6NI</a>
Microscopy and Total Magnification	Calculating Total Magnification	<a href="https://www.youtube.com/watch?v=vrZxPVmhZzM">https://www.youtube.com/watch?v=vrZxPVmhZzM</a>
Microscopy and Magnification Calculations	Magnification = Image Size ÷ Real (or actual) Size	<a href="https://www.youtube.com/watch?v=VBdVARYWq1c">https://www.youtube.com/watch?v=VBdVARYWq1c</a>
Standard International (SI) Units	Always use the following units unless directed otherwise:  Mass = Kilograms (kg)  Length = Metre (m)  Time = Second (s)	To make the size of numbers more manageable larger or smaller unit prefixes can be used (e.g. length in metres): Giga (10 <sup>9</sup> ) Mega (10 <sup>6</sup> ) Kilo (1000) Deci (0.1) Centi (0.01) Milli (0.001) Micro (10 <sup>-6</sup> ) Nano (10 <sup>-9</sup> )
Rates of Reaction	Rate = 1 ÷ Time OR Rate = Change ÷ Time	<a href="https://www.youtube.com/watch?v=GCPfvzyrpEU">https://www.youtube.com/watch?v=GCPfvzyrpEU</a> At pH4 it takes 34seconds for enzyme X to break down carbohydrate. Calculate rate. 1/34 = 0.029s <sup>-1</sup> OR If 24cm <sup>3</sup> oxygen was released in 50 seconds. Calculate rate. 24/50 = 0.48cm <sup>3</sup> s <sup>-1</sup> Note: Units of rate are often given in seconds <sup>-1</sup> (or s <sup>-1</sup> )
Percentage Change	% change = (final mass – initial mass) ÷ initial mass) x100	<a href="https://www.youtube.com/watch?v=T6-0MwmCpE8">https://www.youtube.com/watch?v=T6-0MwmCpE8</a>
Calculating BMI	BMI = Weight (kg) ÷ Height <sup>2</sup> (m)	<a href="https://www.youtube.com/watch?v=glZT0Ew0ugU">https://www.youtube.com/watch?v=glZT0Ew0ugU</a>
Calculating Waist-Hip-Ratio	Waist-to-hip ratio = waist circumference ÷ hip circumference	<a href="https://www.youtube.com/watch?v=jyL8UfGZMJE">https://www.youtube.com/watch?v=jyL8UfGZMJE</a>
Determining Volume	Volume = length x width x height	<a href="https://www.youtube.com/watch?v=iHBvVU8mO50">https://www.youtube.com/watch?v=iHBvVU8mO50</a> Units = m <sup>3</sup>
Calculating Surface Area	Surface Area = length of surface x width of surface	<a href="https://www.youtube.com/watch?v=daJFLVAQrRA">https://www.youtube.com/watch?v=daJFLVAQrRA</a> Units = m <sup>2</sup>
Surface Area to Volume Ratio	See above for equations	E.g. The surface area of a hippo is 64m <sup>2</sup> and its volume is 32m <sup>3</sup> . Calculate the surface area to volume ratio. This can be written as 64:32 or simplified into n:1 by dividing both sides by the volume to produce 2:1
Cardiac Output Equation	Cardiac Output = Stroke Volume x Heart Rate	<a href="https://www.youtube.com/watch?v=cSmiYJBLrU">https://www.youtube.com/watch?v=cSmiYJBLrU</a>
Sampling	Predicting total population sizes	<a href="https://www.youtube.com/watch?v=yLHz2Ea10Mg">https://www.youtube.com/watch?v=yLHz2Ea10Mg</a>
Calculating the Range	Range = Largest value – smallest value	<a href="https://www.youtube.com/watch?v=ORoX5y6H6Cc">https://www.youtube.com/watch?v=ORoX5y6H6Cc</a>

## MATHEMATICS IN BIOLOGY

Combined Topic	Equation / Skill	Support and Tips
Calculating the Average	$(\text{Add all values}) \div \text{total values}$	<a href="https://www.youtube.com/watch?v=95h7qAkz5QY">https://www.youtube.com/watch?v=95h7qAkz5QY</a>
Calculating Uncertainty	$\text{Uncertainty} = \text{range} \div 2$	If the range was 0.04 m/s; uncertainty is $0.04 \div 2 = \pm 0.02\text{m/s}$
Calorimetry	$Q = mc\Delta T$	<a href="https://www.youtube.com/watch?v=SagNcyN1yUQ">https://www.youtube.com/watch?v=SagNcyN1yUQ</a> <a href="https://www.youtube.com/watch?v=Ak7PN8tn4cU">https://www.youtube.com/watch?v=Ak7PN8tn4cU</a> Energy in food (J) = mass of water (g) x 4.2 x temperature change of water ( $^{\circ}\text{C}$ )  The specific heat capacity (or 'c' in our equation) is always 4.2. You must remember this
Zones of Inhibition / Area	Area of a circle: $\pi r^2$	<a href="https://www.youtube.com/watch?v=BkblI2mAMP8">https://www.youtube.com/watch?v=BkblI2mAMP8</a> <a href="https://www.youtube.com/watch?v=O-cawByg2aA">https://www.youtube.com/watch?v=O-cawByg2aA</a>
Biomass efficiency	$\text{Efficiency} = \text{Gain in mass} \div \text{total biomass intake}$	<a href="https://www.youtube.com/watch?v=sgh1OWm0oTQ">https://www.youtube.com/watch?v=sgh1OWm0oTQ</a>

### MATHEMATICS IN CHEMISTRY

Combined Topic	Equation / Skill	Support and Tips
Balancing equations	Balancing chemical equations	<a href="https://www.youtube.com/watch?v=2Juem0lcifE">https://www.youtube.com/watch?v=2Juem0lcifE</a> <a href="https://www.youtube.com/watch?v=TsFXJpVy7pwre">https://www.youtube.com/watch?v=TsFXJpVy7pwre</a>
Relative formula /molecular mass	RFM/RMM = sum of the relative atomic mass of each atom of each element in a molecule	<a href="https://www.youtube.com/watch?v=q49NwlrjaFw">https://www.youtube.com/watch?v=q49NwlrjaFw</a>
Relative atomic mass from isotopic abundance	Calculating relative atomic mass (which is a mean of all isotopes) when given the abundance of each isotope	<a href="https://www.youtube.com/watch?v=SdhLTfma_Eg">https://www.youtube.com/watch?v=SdhLTfma_Eg</a>
Number of moles	No of moles = mass (g) ÷ relative formula mass	Always check mass is given in grams, if not convert. <a href="https://www.youtube.com/watch?v=-fNVmDwJk">https://www.youtube.com/watch?v=-fNVmDwJk</a> <a href="https://www.youtube.com/watch?v=Md4BQL91U6w">https://www.youtube.com/watch?v=Md4BQL91U6w</a>
Avogadro's constant	How many particles in a mole $6.02 \times 10^{23}$	If question asks how many particles in a given number of moles, multiply the number of moles by avogadro's constant. Eg. In 0.5 moles there is $(0.5 \times 6.02 \times 10^{23} = 3.01 \times 10^{23}$ particles)
Concentration	Concentration ( $\text{gdm}^{-3}$ ) = mass (g) ÷ volume ( $\text{dm}^3$ )	Always check that mass is given in g and volume is given in $\text{dm}^3$ , if not convert. <a href="https://www.youtube.com/watch?v=3G3KQIyoZDI">https://www.youtube.com/watch?v=3G3KQIyoZDI</a>
Empirical formula	The simplest ratio of elements in a compound	Use SMARDIDI S = symbol of each element M = mass Ar = relative atomic mass Di = divide (mass/relative atomic mass) Di = divide all numbers by the smallest number <a href="https://www.youtube.com/watch?v=hGOrioFln-w">https://www.youtube.com/watch?v=hGOrioFln-w</a> (NOT just higher tier as it says in video!)
Limiting reactants	Calculating the amount of product produced when one of the reactants is limited (not in excess)	<a href="https://www.youtube.com/watch?v=MuzOmFhiE8o">https://www.youtube.com/watch?v=MuzOmFhiE8o</a>
Reacting masses	Balancing an equation when you are given the masses of the reactants	<a href="https://www.youtube.com/watch?v=TV6n5MFH6IU">https://www.youtube.com/watch?v=TV6n5MFH6IU</a> <a href="https://www.youtube.com/watch?v=4wTSLBBBMo0">https://www.youtube.com/watch?v=4wTSLBBBMo0</a>
Rf value (chromatography)	Distance travelled by solute ÷ distance travelled by solvent	Make sure the distances are in the same units before entering it into the equation <a href="https://www.youtube.com/watch?v=-XCPPB-sBFU">https://www.youtube.com/watch?v=-XCPPB-sBFU</a>

MATHEMATICS IN CHEMISTRY		
Combined Topic	Equation / Skill	Support and Tips
Changing pH	Increase $H^+$ concentration by a factor of 10, pH rises by 1	Eg. If the concentration of $H^+$ rises from 0.005 to 0.05 and the pH started at pH 3, it has now changed to pH 2 (more $H^+$ means more acidic). If the concentration rises from 0.005 to 0.5 and the pH started at pH 3, it has now changed to pH 1.
Rate of reaction	Amount of reactant used $\div$ time OR Amount of product formed $\div$ time	<a href="https://www.youtube.com/watch?v=GCPfzyrpEU">https://www.youtube.com/watch?v=GCPfzyrpEU</a>
Bond energies	Overall energy change = energy required to break bonds $\div$ energy released by forming bonds	<a href="https://www.youtube.com/watch?v=eExCBkp4jB4">https://www.youtube.com/watch?v=eExCBkp4jB4</a> <a href="https://www.youtube.com/watch?v=PdValXAVUOc">https://www.youtube.com/watch?v=PdValXAVUOc</a>
Converting units	Converting from $cm^3/dm^3$ mg/g/kg	$1000cm^3 = 1dm^3$ (important in concentration calculation when inputting volume – always convert to $dm^3$ ) 1000mg in 1g 1000g in 1Kg (important in any calculations involving mass – always convert to grams)
Calculating the mean	Mean = sum of all numbers $\div$ how many numbers there are	
Significant figures	Always round to the lowest number of significant figures given in the question	The first significant figure is the first number that it is not zero.
Gradient	Change in y $\div$ change in x	<a href="https://www.youtube.com/watch?v=6LV63WtuvJg">https://www.youtube.com/watch?v=6LV63WtuvJg</a>
Half equations	Constructing half equations to represent oxidation and reduction	<a href="https://www.youtube.com/watch?v=gnbuTl2aril">https://www.youtube.com/watch?v=gnbuTl2aril</a>
Triple Science Topics Only	Equation / Skill	Example / Tips / Tricks
Titration	Using no of moles and concentration equations together to find an unknown concentration or volume	Write down all the information you are given about each chemical before you start – this helps to see any gaps. If it is a wordy question, draw or imagine the experiment in steps and label. <a href="https://www.youtube.com/watch?v=x8DLLCNMKAs">https://www.youtube.com/watch?v=x8DLLCNMKAs</a>
Percentage yield	Percentage yield = (Actual yield $\div$ theoretical yield) $\times$ 100	<a href="https://www.youtube.com/watch?v=9EV0Oq8g708">https://www.youtube.com/watch?v=9EV0Oq8g708</a>
Atom Economy	Atom economy = (total Mr of desired products $\div$ total Mr of all products) $\times$ 100	<a href="https://www.youtube.com/watch?v=h1-Vj6eh-mM">https://www.youtube.com/watch?v=h1-Vj6eh-mM</a>
Molar volume	Molar volume ( $dm^3mol^{-1}$ ) = gas volume ( $dm^3$ ) $\div$ number of moles	<a href="https://www.youtube.com/watch?v=tYE-1nywlFs">https://www.youtube.com/watch?v=tYE-1nywlFs</a>

#### USEFUL WEBSITES:

Quizlet <https://quizlet.com/en-gb>

SENECA <https://app.senecalearning.com/login>

Primrose kitten <https://www.primrosekitten.com/pages/get-exam-ready-gcse-science-edexcel>

## PHYSICS FORMULA

For exams in 2024 you will be provided with this formula sheet in your exams.

distance travelled = average speed × time		
acceleration =	$\frac{\text{change in velocity}}{\text{time taken}}$	$a = \frac{(v - u)}{t}$
force = mass × acceleration		$F = m \times a$
weight = mass × gravitational field strength		$W = m \times g$
efficiency =	$\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$	
<b>HT</b>	<b>momentum = mass × velocity</b>	$p = m \times v$
wave speed = frequency × wavelength		$v = f \times \lambda$
wave speed = distance ÷ time		$v = \frac{x}{t}$
density = mass ÷ volume		$\rho = \frac{m}{V}$
work done = force × distance moved in direction of force		$E = F \times d$
change in gravitational potential energy = mass × gravitational field strength × change in vertical height		$\Delta GPE = m \times g \times \Delta h$
kinetic energy = $\frac{1}{2}$ × mass × (speed) <sup>2</sup>		$KE = \frac{1}{2} \times m \times v^2$
power = work done ÷ time taken		$P = \frac{E}{t}$
energy transferred = charge moved × potential difference		$E = Q \times V$
charge = current × time		$Q = I \times t$
potential difference = current × resistance		$V = I \times R$
power = energy transferred ÷ time taken		$P = \frac{E}{t}$
electrical power = current × potential difference		$P = I \times V$
electrical power = current squared × resistance		$P = I^2 \times R$
force exerted on a spring = spring constant × extension		$F = k \times x$

If you are taking GCSE 9-1 Physics, you also need to know these equations

moment of a force = force × distance normal to the direction of the force		
pressure = force normal to surface ÷ area of that surface		$P = \frac{F}{A}$

# **GEOGRAPHY**

**Specification:** AQA Geography <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

**Specification Code:** 8035

## **Exam dates:**

Paper 1 Friday 17 May 2024 pm

Paper 2 Wednesday 5 June 2024 am

Paper 3 Friday 14 June 2024 am

## **Exam tips**

- Use examples and case studies whenever possible in all examinations.
- Refer to figures given in your responses e.g. use the data.
- Read the questions carefully.
- Underline the key terms in the question and annotate, to plan your answer.
- Do not list when answering a question.
- Develop each point's significance in relation to the question.
- Point, Evidence, Explain Link (PEEL) paragraphs.

**ON EACH EXAMINATION PAPER ONLY ANSWER THE QUESTIONS ON THE UNITS THAT YOU HAVE STUDIED.**

## **Paper 1: Physical Geography (1 hour 30 minutes)**

- Section A- Hazards Question 1
- Section B- Living World Question 2
- Section C- Physical Landscapes in the UK:
  - Coastal Landscapes in the UK Question 3
  - River Landscapes in the UK Question 4

## **Paper 2: Human Geography (1 hour 30 minutes)**

- Section A- Urban Issues and Challenges Question 1
- Section B- The Changing Economic World Question 2
- Section C- Resource Management Question 3
- Optional section- Water Question 5
- Do not answer Question 4 (Food) or Question 6 (Energy)

## **Paper 3: Issue Evaluation and Fieldwork (1 hour 30 minutes)**

- Answer all questions.

## **Revision Resources:**

**Exam revision resources have been shared via email and are available on one drive- [GCSE Geography Revision Resources](#)**

Revision sessions after school - Wednesday 3pm.

Knowledge organisers.

SWAY resources.

Revision Guide.

Exercise Book.

Quizlet. <https://quizlet.com/GSHSGEOGRAPHY> (Select folders and click on the KS4 study sets.)

PiXL booklets.



<b>Command Word</b>	<b>Meaning</b>
Assess	Make an informed judgement.
Calculate	Work out the value of something
Compare	Identify similarities and differences.
Complete	Finish the task by adding given information.
Describe	Say what you see/set out characteristics.
Discuss	Present key points about different ideas or strengths and weaknesses of an idea.
Evaluate	Judge from available evidence.
Explain	Set out purposes or reasons.
Give	Produce an answer from recall.
Identify	Name or otherwise characterise.
Justify	Support a case with evidence.
Outline	Set out main characteristics.
State	Express in clear terms.
Suggest	Present a possible case.
To what extent	Judge the importance or success of (strategy, scheme, project).
Use evidence to support this statement	To select and present information to prove or disprove something.

# HISTORY

**Specification:** AQA History <https://www.aqa.org.uk/subjects/history/gcse/history-8145>

**Specification Code:** 8154

## **Exam Dates:**

Paper 1: Wednesday 15 May 2024 AM

- Section A USA 1920-1975 8145/1A/D (1 hour)
- Section B; Korea and Vietnam 1950-1975 8145/1B/D (1 hour)

Paper 2: Tuesday 4 June 2024 PM

- Section A Health and the People 8145/2A/A (1 hour)
- Section B; Restoration England, 1660-1985 8145/2B/D (1 hour)

- Unit 1: Understanding the modern world

- This will account for 50% of your GCSE.
- Paper one topics are divided into Section A and Section B;
- *Section A, period study*; America, 1920-1973: Opportunity and inequality – 1 hour
- *Section B, wider world depth study*; Conflict and tension in Asia, 1950-1975 – 1 hour

- Unit 2: Shaping the nation

- This will account for 50% of your GCSE.
- Paper two topics are divided into Section A and Section B;
- *Section A, thematic study*; Britain: Health and the people: c1000 to the present day – 1 hour
- *Section B, depth study*; Restoration England, 1660-1685 – 1 hour

- **REVISE THOROUGHLY!** You will not achieve anywhere near your potential grade unless you spend time reading through notes, revision guides, APPs, You Tube clips, and actually learning the **KEY FACTS**. **Use your knowledge tests as a starting place. Ask for extra past questions/papers from your teacher. Try to make the exam skills sessions on a Week 2 Tuesday 8-8.30 AM.**

- **WATCH THE CLOCK!** Timing is essential in both History exams as you have lots of questions to answer in the time given. You will have about 1.5 minutes per mark, which is about 12 minutes for an 8-mark question. Some of the larger essay questions have SPAG marks attached, so pay attention to spellings and don't waffle too much on a question if you have no idea about the answer!

- **ATTEMPT ALL THE QUESTIONS YOU ARE GIVEN!** Don't give up just because a question looks tricky, try to write something relevant to the topic given in the question, source or interpretation.

- **READ QUESTIONS CAREFULLY!** Try to work out the 'concept'; does it want causes? Events? Significance/importance? Make sure you refer to the source/interpretation if you are asked to, that is the point of the question!

- **WEBSITES:** Britain: Health and the people: c1000 to the present day; Use **You Tube BBC Teach**; Medicine Through Times short clips on each section for revision.

## UNIT 1- HOW TO ANSWER THE QUESTIONS

### USA

<p>Qu.1 <u>How do interpretations differ?</u> 4 marks</p> <p style="text-align: center;"><b>* 6 MINS * *CONTENT ONLY*</b></p> <ul style="list-style-type: none"> <li>✓ Give at least 2 ways the interpretations are different</li> <li>✓ Mention what A says that is different to B (mention both)</li> </ul>	<p>Qu.2 <u>Why are the interpretations different?</u> 4M</p> <p style="text-align: center;"><b>* 6 MINS * *PROVENANCE ONLY*</b></p> <ul style="list-style-type: none"> <li>✓ Give at least 2 reasons why different</li> <li>✓ Nature (type of source e.g speech)</li> <li>✓ Origin (author, date)</li> <li>✓ Purpose (reason for doing)</li> </ul>
<p>Qu.3 <u>Which interpretation is more convincing?</u> 8M</p> <p style="text-align: center;"><b>* 12 MINS * * CONTENT ONLY*</b></p> <ul style="list-style-type: none"> <li>✓ 3 paragraphs (1 on A being convincing, 1 on B being convincing and 1 on judgement about which is more and why)</li> <li>✓ Mention what the interpretation shows that is convincing</li> <li>✓ Support what the interpretation shows with own knowledge</li> </ul>	<p>Qu.4 <u>Describe ..</u> 4 marks</p> <p style="text-align: center;"><b>* 6 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Mention at least 2 factors (3 if possible)</li> <li>✓ Describe facts relevant to Qu</li> <li>✓ Link facts to Qu</li> </ul>
<p>Qu.5 <u>In what ways did ...</u> 8 marks</p> <p style="text-align: center;"><b>* 12 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Underlined key points of the question</li> <li>✓ Included at least 2 factors (ideally 3)</li> <li>✓ Good factual support</li> <li>✓ Included developed explanation</li> <li>✓ Used PEEAL</li> </ul> <p><b>Point</b> (refer to bullet point as Qu focus)</p> <p><b>Evidence</b> (facts linked to Qu)</p> <p><b>Explain</b> (Explanation of facts linked to Qu)</p> <p><b>Analysis/Link</b> (Judgement linked to Qu)</p>	<p>Qu.6 <u>Which is more important?</u> 12 marks</p> <p style="text-align: center;"><b>* 18 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ 3 paragraph structure (1 on 1<sup>st</sup> bullet point, 1 on 2<sup>nd</sup> bullet point, 1 on judgement)</li> <li>✓ Include facts on both points</li> <li>✓ Use PEEAL</li> <li>✓ Include a judgement of which was more important and say why</li> <li>✓ For higher levels, could think about whether <b>short or long term</b></li> <li>✓</li> </ul> <p><b>Point</b> (refer to bullet point as Qu focus) <b>Evidence</b> (facts about bullet points) <b>Explain</b> (explanation of facts linked to Qu)</p> <p><b>Analysis/Link</b> (how important/significant &amp; make a judgement linked to Qu)</p>
<h3 style="margin: 0;">KOREA/ VIETNAM</h3>	
<p>Qu1. <u>Source supports/opposes...How do you know?</u> 4 marks</p> <p style="text-align: center;"><b>* 6 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Identified 2 ways the content supports or opposes</li> <li>✓ Supported what the source shows with own factual knowledge</li> </ul>	<p>Qu.2 <u>How useful are sources ..?</u> 12 marks</p> <p style="text-align: center;"><b>* 18 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Mention both sources</li> <li>✓ What do the sources show that makes them useful? What do the sources miss out that limits its use? (own knowledge)</li> <li>✓ In what ways is the NOP (nature, origin and purpose of the sources) reliable?</li> <li>✓ In what ways is the NOP (nature, origin and purpose of the sources) unreliable?</li> <li>✓ Judgement - which is more useful and why?</li> </ul>

Qu.3 Write an account.. 8 marks.

**\* 12 MINS \***

- ✓ underline key words to focus attention on what the question wants
- ✓ can be descriptive depending on specifics of Qu
- ✓ mention 2-3 factors (paragraphs)
- ✓ use PEEAL for structure

**Point** (factor relevant to question)

**Evidence** (factual detail supporting your argument)

**Explain** (explaining facts linked to Qu)

**Analysis/Link** (sentence at end of paragraph to show importance/ judgement linked to question)

Qu.4 'Quote' How far do you agree with the statement?  
16 marks (SPaG 4 marks)

**\* 24 MINS \***

- ✓ Underline key words in the question
- ✓ Used factual detail
- ✓ Explained 'stated (quoted)' factor
- ✓ Explained other factors
- ✓ Provided a supported judgement of how far you agree with the statement

**Point**(factor relevant to question – you agree or disagree with the statement)

**Evidence** (factual detail supporting your argument)

**Explain** (explaining 'Quote' and other factors)

**Analysis/Link** (how important, judgement linked to question of 'how far' you agree)

## UNIT 2- HOW TO ANSWER THE QUESTIONS

### MEDICINE

Qu.1 How useful is Source..? 8 marks

**\* 12 MINS \***

- ✓ Use the content of the source – what does it say that is accurate? What does it miss out/is it inaccurate?
- ✓ Explain the provenance (focus on PURPOSE) of the source, what is good about reliability? What is bad?
- ✓ Use your own knowledge as context

Qu.2 Explain the significance of ... 8 marks

**\* 12 MINS \***

- ✓ Underlined key points of the question
- ✓ Worked out the concept of the Qu (cause? Importance?)
- ✓ Included at least 2 factors (ideally 3)
- ✓ Good factual support
- ✓ Included developed explanation
- ✓ Used PEEAL

**Point** (refer to concept point as Qu focus)

**Evidence** (facts linked to Qu)

**Explain** (Explanation of facts linked to Qu)

**Analysis/Link** (Judgement linked to Qu)

Qu.3 Compare two events. – similar/different?.. 8 marks.

**Tips**

**\* 12 MINS \***

- ✓ Underline key words to focus attention on what the question wants
- ✓ Describe BOTH factors (in paragraphs)
- ✓ Compare/link the two points in a detailed summary
- ✓ OR, Write several paragraphs comparing aspects of the two events, one part at a time

**Point** (factor relevant to question)

**Evidence** (factual detail supporting your argument)

**Explain** (explaining facts linked to Qu)

**Analysis/Link** (sentence at end of paragraph to show importance/ judgement linked to question)

Qu.4 'Quote' has been the main factor in...?

16 marks

(SPaG 4 marks)

**Tips \* 24 MINS \* \*INCLUDE AT LEAST 3 TIME PERIODS\***

- ✓ Underline key words in the question
- ✓ Used factual detail
- ✓ Explained 'stated (quoted)' factor FIRST
- ✓ Explained other factors (try to get two 'other' factors)
- ✓ Provided a supported judgement of how far you agree with the quoted factor being the most important – and compare/link to the other factors

**Point** (factor relevant to question – you agree or disagree with the statement)

**Evidence** (factual detail supporting your argument)

**Explain** (explaining 'Quote' or/other factors)

**Analysis/Link** (how important, judgement linked to question of

'how far was that factor the main one' you agree

### RESTORATION

<p>Qu. 1 <u>How convincing is the interpretation?</u> 8 marks</p> <p><b>Tips* 12 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ INTERPRETATION – WHAT IT SAYS not WHERE IT IS FROM</li> <li>✓ 1 paragraph on what points are in the content (what it shows)</li> <li>✓ 1 paragraph on what points are MISSING from the content (what it doesn't show or exaggerates)</li> </ul> <ul style="list-style-type: none"> <li>✓ Or, Zig-zag between the two</li> <li>✓ Mini-conclusion</li> </ul>	<p>Qu.2 <u>Explain the importance of ...</u>8 marks</p> <p><b>Tips* 12 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Underlined key points of the question</li> <li>✓ Worked out the concept of the Qu (cause? Importance? Impact?)</li> <li>✓ Included at least 2 factors (ideally 3)</li> <li>✓ Good factual support</li> <li>✓ Included developed explanation</li> <li>✓ Used PEEAL</li> </ul> <p><b>Point</b> (refer to concept point as Qu focus)</p> <p><b>Evidence</b> (facts linked to Qu)</p> <p><b>Explain</b> (Explanation of facts linked to Qu)</p> <p><b>Analysis/Link</b> (Judgement linked to Qu)</p>
<p>Qu.3. <u>Write an account..</u> 8 marks.</p> <p><b>Tips* 12 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ underline key words to focus attention on what the question wants</li> <li>✓ can be descriptive depending on specifics of Qu</li> <li>✓ mention 2-3 factors (paragraphs)</li> <li>✓ use PEEAL for structure</li> </ul> <p><b>Point</b> (factor relevant to question)</p> <p><b>Evidence</b> (factual detail supporting your argument)</p> <p><b>Explain</b> (explaining facts linked to Qu)</p> <p><b>Analysis/Link</b> (sentence at end of paragraph to show importance/ judgement linked to question)</p>	<p>Qu.4 'Quote' How far does a study of London Coffeehouses</p> <p><u>support this statement...?</u> 16 marks</p> <p><b>Tips* 24 MINS *</b></p> <ul style="list-style-type: none"> <li>✓ Underline key words in the question</li> <li>✓ 1<sup>st</sup> Paragraph AGREES with quote</li> <li>✓ 2<sup>nd</sup>/3<sup>rd</sup> Paras DISAGREES AND shows other factors</li> <li>✓ Provided a supported judgement of how far you agree with the quoted factor being the most important – and compare/link to the other factors</li> </ul> <p><b>Point</b> (factor relevant to question – you agree or disagree with the statement)</p> <p><b>Evidence</b> (factual detail supporting your argument)</p> <p><b>Explain</b> (explaining 'Quote' or/other factors)</p> <p><b>Analysis/Link</b> (how important, judgement linked to question of 'how far was that factor the main one' you agree)</p>

# **SPANISH**

**Specification:** AQA Spanish <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>

**Specification Code:** 8698

## **Exam Dates:**

Speaking Exams- Week beginning 22 April 2024

Paper 1 (Listening) and Paper 3 (Reading)- Tuesday 4 June 2024 am

Paper 4 (Writing)- Monday 10 June 2024 pm

## **Speaking Exam-**

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time

Role Play, Photo card and General Conversation (Themes 1, 2 and 3)

Please revise from your Speaking Booklets and Role play, photo card preparation material given to you by your class teacher. All material should be in your GCSE revision file.

## **Reading and Listening Exams-**

Look at these important tips for your Listening and Reading papers:

### **Spelling**

- Pay attention to letter combination in Spanish; especially in numbers such as ie> siete, sientate ei> seis, veinte
- Careful with ph> it is always F in Spanish The same for words ending in –tion > -ción in Spanish
- Learn your numbers
- Numbers are essential!!! You need them for the time, dates and prices ...so learn them. Pay attention to : Sesenta / setenta/ veinte/ treinta/ Cien/ dos cientos/ Nueve/ novecientos

### **Linking words**

- Linking words are ESSENTIAL to get your answers right in the Questions of P/N/P+N
- Look for-
  - Addition : y, e, además, también, o , u
  - Showing contrast: pero, sin embargo, aunque
  - Giving opinions : en mi opinión, desde mi punto de vista
  - Likes and dislikes
- Make sure you recognise : Me gusta ( mucho) No me gusta ( nada ) Me encanta Me chifla / Me interesa/fascina/molesta / Detesto/odio / No soporto/ no aguanto
- Don' t take for granted basic expressions such as Buen fin de semana/ Buena suerte/ Feliz cumpleaños / Buen apetito/ Buen trabajo/ Feliz Navidad/ Que tengas un buen día
- Mostly seen in the section from Spanish-English
- It is very important that you recognise all Wh- Questions in Spanish
- Even though it is Reading and Listening paper, there is some written translation work involved so grammar needs to be accurate: all of the below are followed by the infinitive-
  - me gustaría quisiera hay que
  - Detesto
  - debería
  - tener que
  - any verb of like and dislike

Me gustaria VISITAR Madrid  
Quisiera TRABAJAR en un banco

### **Tenses:**

- Make sure you study tenses; present, past (preterite and imperfect) and future ( there are 2 future tenses and a conditional tense).
- Adjectives:
- You need to be able to recognise plenty of adjectives in all SIX topics, and more than DIVERTIDO and ABURRIDO is expected of you.
- Check adjectives for describing PERSONALITY (always a favourite in the exam)

### **Vocabulary**

- Pay special attention to most difficult vocabulary on WEATHER/ ENVIRONMENT / HOUSEHOLD CHORES/ FURNITURE
- But don't underestimate PLACES/FOOD AND DRINK/DIRECTIONS

### **Where to find help-**

- Use your Kerboodle book - it's online
- Your class notes
- Your GCSE revision guide and revision file
- Quizlet for vocabulary learning
- Attend MFL Breakfast Club
- Attend MFL 9 Club
- Complete AQA past papers
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [studyspanish.com](http://studyspanish.com) [www.linguascope.com](http://www.linguascope.com)
- <http://www.bbc.co.uk/languages/>

### **Other Strategies to help you get the most marks from your Reading and Listening Papers**

- Multiple choice questions: Examiners like to mention all the pictures to confuse you! It isn't necessarily going to be the first picture they mention. Be careful if they mention a negative in the question, and listen out for the little words like "no", "nunca", "nada" in the answer: what is the next picture they mention after a negative word?
- English comprehension questions: use the question to help you work out what you have to listen for. "How many" is asking for a number, "when" is asking for a day or time, "where" for a place, "what" for an activity, "why" for a reason, and so on.
  - Make sure you are answering the question. Be careful when the question has a bolded word like "most", "even worse", "never", etc or is asking for a negative.
  - Make sure you word the answer well with a verb included. (Example: what is Julia doing after watching TV? Avoid answer just "homework" and aim to include a verb if necessary "doing homework").



# **FRENCH**

**Specification:** AQA French <https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

**Specification Code:** 8658

## **Exam Dates:**

Speaking Exams- Week beginning 22 April 2024

Paper 1 (Listening) and Paper 3 (Reading)- Tuesday 14 May 2024 am

Paper 4 (Writing)- Friday 24 May 2024 am

## **Speaking Exam-**

- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time

Role Play, Photo card and General Conversation (Themes 1, 2 and 3)

Please revise from your Speaking Booklets and Role play, photo card preparation material given to you by your class teacher. All material should be in your GCSE revision file.

## **Top Ten Strategies for Listening, Reading and Memorising Vocabulary**

### **Listening**

- 1) What type of text is it: conversation, advert, news programme?
- 2) What is the topic: try to get the gist /main message?
- 3) Predict – what is likely/unlikely given the topic?
- 4) Listen to the tone of the speakers' voices for clues
- 5) Pick out cognates – words that look like English words
- 6) Identify phrases which are unfamiliar (if you can try to repeat them back to yourself over again)
- 7) Hold the unfamiliar sounds in your head, say them over and over
- 8) Break down the stream of words into individual sounds
- 9) Try to write the sounds down and relate them to written words previously seen/learned
- 10) Listen out for the clues of tense/ word order

### **Reading**

- 1) What type of text: poem, newspaper article, brochure?
- 2) Examine pictures/title for clues?
- 3) Go for the gist – skip out words that aren't essential
- 4) Say the text out loud (perhaps not ideal in exam)
- 5) Identify how a sentence breaks down and which are the separate parts of it (nouns/verbs)
- 6) Make sensible guesses
- 7) Pick out cognates (words which look like English)
- 8) Analyse unknown words – break the word down/have you seen them anywhere before?
- 9) Work out the grammar behind the words/phrases – is there past tense/future tense?
- 10) Look at punctuation for clues/question marks/capital letters

### **Memorising**

- 1) Read words out loud
- 2) Read the words in silence many times

- 3) Cover up the words
- 4) Test yourself / Get a friend to test you
- 5) Write down the difficult words
- 6) Repeat the words to a rhythm
- 7) Do the words rhyme with anything else?
- 8) Break up the words into syllables
- 9) Can you associate the words with anything else?
- 10) Sing them to a tune you know/make up a tune to the words you need to know.

### Where to find help-

- Use your Kerboodle book - it's online
- Your class notes
- Your GCSE revision guide and revision file
- Quizlet for vocabulary learning
- BBC BITESIZE
- Attend MFL Breakfast Club
- Complete AQA past papers
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk)
- [www.linguascope.com](http://www.linguascope.com)
- <http://www.bbc.co.uk/languages/>

You should also be revising vocabulary for each topic using the Quizlet.com links on this document. Complete the checklist below as you revise each topic:

Topic	Quizlet link
Family & Friends	<a href="https://quizlet.com/_6tyqrn?x=1jqt&amp;i=3g7stp">https://quizlet.com/_6tyqrn?x=1jqt&amp;i=3g7stp</a>
Marriage	<a href="https://quizlet.com/_7t5sr3?x=1jqt&amp;i=3g7stp">https://quizlet.com/_7t5sr3?x=1jqt&amp;i=3g7stp</a>
Technology	<a href="https://quizlet.com/_9p3fev?x=1jqt&amp;i=3g7stp">https://quizlet.com/_9p3fev?x=1jqt&amp;i=3g7stp</a>
Hobbies and Sport	<a href="https://quizlet.com/_5y9ds?x=1jqt&amp;i=3g7stp">https://quizlet.com/_5y9ds?x=1jqt&amp;i=3g7stp</a>
Food	<a href="https://quizlet.com/_9kmz8v?x=1jqt&amp;i=3g7stp">https://quizlet.com/_9kmz8v?x=1jqt&amp;i=3g7stp</a>
Festivals	<a href="https://quizlet.com/_9kmzrs?x=1jqt&amp;i=3g7stp">https://quizlet.com/_9kmzrs?x=1jqt&amp;i=3g7stp</a>
Home	<a href="https://quizlet.com/_2h7phv?x=1jqt&amp;i=3g7stp">https://quizlet.com/_2h7phv?x=1jqt&amp;i=3g7stp</a>
Town and region	<a href="https://quizlet.com/_6qngph?x=1jqt&amp;i=3g7stp">https://quizlet.com/_6qngph?x=1jqt&amp;i=3g7stp</a>
Charity	<a href="https://quizlet.com/_4jnu26?x=1jqt&amp;i=3g7stp">https://quizlet.com/_4jnu26?x=1jqt&amp;i=3g7stp</a>

# **APPLIED STUDIES**

**Specification:** Eduqas Construction and the Built Environment

[https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab_keydocuments)

## **Exam Dates:**

<b>Unit</b>	<b>Unit Title</b>	<b>Type of Assessment</b>	<b>%</b>	<b>Assessment date</b>
Unit 1	Introduction to the Built Environment	External (Exam, 90 minutes)	40%	Wednesday 12 <sup>th</sup> June 2024 (PM)
Unit 3	Constructing the Built Environment	Internal (x3 Non-Exam Assessment – NEA coursework's, 10 hours each)	60%	June (Year 10) till March (Year 11)

## **Unit 1 - Introduction to the Built Environment**

This unit introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with reduction measures that can be employed.

In studying for this unit, learners will develop knowledge, skills and understanding in the following areas of content: The exam will last 1 hour and 30 minutes, it will be made up of short and extended response questions.

- 1.1 - The sector
- 1.2 - The built environment life cycle
- 1.3 - Types of building and structure
- 1.4 - Technologies and materials
- 1.5 - Building structures and forms
- 1.6 - Sustainable construction methods
- 1.7 - Trades, employment and careers
- 1.8 - Health and safety

1. Qualification specification, key documentation and sample exam material:  
[https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/level-1-2-vocational-award-in-construction-and-the-built-environment/#tab_keydocuments)
2. Online revision for each of the 8 sub-units that you need to know for your exam:  
<https://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=96&lvlId=2>
3. Log into your Quizizz account and retry those which you have already sat -  
<https://quizizz.com/?lng=en>
4. Coursework Companion (textbook) link: <https://amzn.eu/d/h4hD9tF>
5. You can have access to past mock papers you have completed within lessons, see feedback for improvement.
6. Mini-mock for each of the sub-units above, please ask for another copy.
7. Access to your workbook/file (own notes) for revision.

**Students are also invited to attend Construction Club to revise or to make up time missed during their NEA. This is every Wednesday 3-4pm.**

## Specification: VTCT Hair and Beauty

<https://qualifications.vtct.org.uk/finder/qualfinder/1Qualification%20Specification/CO2A5.pdf>

To be awarded the VTCT Level1/2 Technical Award in the Study of the Hair and Beauty, learners must achieve a Level 1 pass or higher in the following assessments.

Assessment by examination (external written exam 120 minutes, 40% weighting)

Non-exam assessment (synoptic assignment, 20 hours, 60% weighting)

The qualification consists of three mandatory units:

**\*UCO90**-Business and entrepreneurship in hair and beauty sector.

LO1 – Understand the structure and concept of hair and beauty businesses.

LO2 – Understand enterprise and entrepreneurship in the hair and beauty sector.

LO3 – Understand marketing and its role in the promotion of hair and beauty. products and services

**\*UCO91**-Anatomy, physiology, and cosmetic science

LO1 - Understand the role of cosmetic ingredients.

LO2 – Understand the structure and function of the integumentary system.

LO3 – Understand the development of hair and beauty products.

**\*UCO92**-Design in the hair and beauty sector

LO1 – Understand design briefs in the hair and beauty sector.

LO2 – Know how to plan and develop a design brief project.

LO3 – know how to present and review a design brief project.

### Useful Links-

- <https://qualifications.vtct.org.uk/finder/qualfinder/2Specimen%20Assessment%20Material/CO2A5.pdf>
- <https://qualifications.vtct.org.uk/finder/qualfinder/3Exemplar%20examination%20paper/CO2A5.pdf>
- <https://qualifications.vtct.org.uk/finder/qualfinder/3Examinations%20Resource%20for%20Teachers%20and%20Assessors%20-%20Command%20Verb/CO2A5.pdf>
- You will have access to past mock papers you have completed within lessons.
- Mini-mock for each of the sub-units above found in your Success Passport.
- Access to your Success Passports for each unit above for revision.

# ART AND DESIGN

**Specification:** AQA Art and Design [AQA | Art and Design | GCSE | Art and Design](#)

**Specification Codes:**

GCSE Art Graphics 8203

GCSE Art Textiles 8204

GCSE Fine Art 8202

GCSE Photography 8206

**Exam Dates:**

Textiles and Graphics	Fine Art	Photography
Thursday 25 <sup>th</sup> April	Monday 29 <sup>th</sup> April	Wednesday 1 <sup>st</sup> May
Friday 26 <sup>th</sup> April	Tuesday 30 <sup>th</sup> April	Friday 3 <sup>rd</sup> May

**AQA GCSE Art**  
**60% Portfolio of work**  
**40% Final Examination (10 hour Exam)**

A unit of work is a ‘package’ of work produced in response to a single starting point. To be successful you need to show evidence of:

- Planning
- Keeping written and visual records
- Research
- Produce experiments and exploration studies
- Safe working practice with techniques
- Review, modify, develop and improve your work
- Finalising your ideas
- Presenting a final outcome or outcomes.

A01 Develop ideas through investigation	A02 Refine and Experiment
<ul style="list-style-type: none"> <li>• Select and recreate a small section inspired by your source’s work, exploring the same materials and or mark making techniques your source has.</li> <li>• Take influence from a place / feeling / event</li> <li>• Recreate a section of your work but change the scale / colour / materials used and comment on the changes.</li> <li>• Select Art specific key terms that link to your sources or ideas and create a paragraph that explains your thoughts about the work.</li> <li>• Recreate the work of your chosen Artist through photography, taking great care over lighting and composition to make sure your photo looks like the original.</li> <li>• Design a teapot / bag / mug / shoe for your source using elements of their work for inspiration.</li> <li>• Identify the best ideas in your work so far with tags to show how the idea or techniques are linked with the work of your source(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Try re-creating a small section or part of a drawing or design using a range of media e.g. print / collage / frottage . Develop and explore your best ideas (play to your strengths)</li> <li>• Make a range of thumbnail sketches that show how you might refine your composition / ideas for a finished outcome.</li> <li>• Design ideas (A4 drawings and experiments for a variety of ideas with notes that you could take forward as a final outcome).</li> <li>• Identify the best ideas in your work so far with tags that show why the idea or are effective and how you might develop them or use them next time.</li> <li>• Manipulate some of your own photographs for this project in Photoshop, or print them and make a photomontage.</li> <li>• Photocopy work, chop it up and rearrange making a variety of new compositions.</li> </ul>
A03 Record Observations	A04 Present a Personal Response
<ul style="list-style-type: none"> <li>• Observational drawings</li> <li>• Drawings from imagination</li> <li>• Take photographs (close ups / composition ideas / related objects). Make sure they are carefully composed and link to the rest of your work.</li> <li>• Write down and explore your intentions – How will you make it? Which techniques are most appropriate?</li> <li>• Try ‘drawing’ in with wire / in 3D / wrong hand / continuous line / without looking at the page - make sure the techniques are relevant to your intentions.</li> <li>• Take rubbings of textures and surface qualities that link to your project.</li> <li>• Recreate the work of your chosen Artist through photography or collage taking care over composition to make sure your image looks like the original (visual analysis).</li> </ul>	<ul style="list-style-type: none"> <li>• Give a personal response to the work of other sources.                             <ul style="list-style-type: none"> <li>• Work in the style of your source to a finished quality</li> <li>• Try a ‘what happened next?’ approach to the work of other Artists. Imagine what the moment after the artwork is representing looks like. Recreate the result in any of your chosen materials.</li> <li>• Take influence from Artist and source subject matter, techniques, materials and / or use of colour.</li> </ul> </li> <li>• Respond to sources work through written comments (select art specific key terms that link to your work and your source(s), create a paragraph that explains your personal interpretation of the work.</li> <li>• Produce samples of work that realise your intentions, show strong links to your sketchbook and your chosen source(s).</li> <li>• Produce a detailed plan for an alternative outcome.</li> <li>• Create a page of ‘if I had all the time and money in the world’ ideas linked to your final outcome.</li> </ul>

<b>Formal Elements</b>	The parts used to make a piece of artwork.
<b>Line</b>	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.
<b>Shape</b>	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be geometric or irregular.
<b>Form</b>	Form is a three dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
<b>Tone</b>	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called <b>highlights</b> and the darker areas are called <b>shadows</b> .
<b>Texture</b>	This is to do with the <b>surface quality</b> of something, the way something feels or looks like it feels. There are two types of texture: <b>Actual texture</b> really exists, so you can feel it or touch it; <b>Visual texture</b> is created using marks to represent actual texture.
<b>Pattern</b>	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a <b>motif</b> . Motifs can be simple shapes or complex arrangements.
<b>Colour</b>	Red, yellow and blue are <b>primary colours</b> , which means they can't be mixed using any other colours. In theory, all other colours can be mixed from these three colours.
<b>Media</b>	The materials and methods used to produce a piece of art or design.
<b>Composition</b>	How the elements of the work are put together.

Places to visit.

- Laing Art Gallery
- Baltic Centre for Contemporary
- Side Gallery
- Great North Museum

### Colour Theory



This is called a Colour Wheel.

Primary	Secondary
red + yellow	=orange
red + blue	=purple
blue + yellow	=green

- Tertiary colours are created by mixing a primary colour and the secondary colour next to it on the colour wheel.
- Colours that are next to each other on the colour wheel are called **harmonious**.
- **Complementary** colours are colours that are **opposite** each other on the colour wheel. When complementary colours are used together they create **contrast**. Adding a colour's complimentary colour will usually make a darker shade. This is often preferable to adding black.
- Warm colours are colours on the red side of the wheel. These are red and include orange, yellow and browns.
- Cool colours are colours on the blue side of the wheel. These are blue and include green, purple and

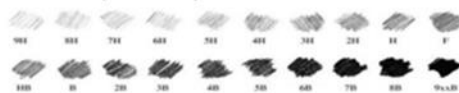
POST-IT-NEWS

### Grades of pencil

Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black

In art the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely to be an HB (Hard Black) in the middle of the scale.



### Making object look 3D

To prevent your drawings from looking 'flat', you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil to create different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will help the objects appear 3D.



## Marks you need to get!

	9	8	7	6	5	4	3	2	1-	U
A0 mark	81-96	74-80	68-73	61-67	54-60	47-53	34-46	-33		14-0
	Exceptional ability	Highly developed	consistent	Moderate ability	Some ability	Minimal				

**AO1** EXPLORE  
BEGIN TO LINK  
THEME IMAGES  
WRITTEN ANALYSIS  
LINK ARTIST WORK TO  
IDEAS AND ARTWORK

**AO2** EXPERIMENT  
WITH A RANGE  
LINKING TECHNIQUES  
TO ARTISTS  
AND THEMES  
TEXTILES OF MEDIA  
CLAY  
WATERCOLOUR  
PENCIL AND INK

**AO3** IDEAS  
LINKING TO OBSERVATIONAL  
DRAWINGS  
LINKING TOGETHER  
PLANS, DESIGNS  
IN A RANGE OF EXPLANATIONS  
DIFFERENT MEDIA ANNOTATION

**AO4** FINAL  
MEANINGFUL PIECE OF WORK  
INFORMED  
RESPONSE  
LINK BETWEEN  
QUALITY AND ARTIST  
RELEVANT

Each assessment objective is worth 24 marks.

Total /96

40% of final grade.

# How do I...Annotate my contact sheet?



## Your Opinions

Circle or highlight your favourite photographs on your contact sheet

Cross or highlight your least favourite photographs

On your circled and crossed photos explain why you have identified these as the best / worst

## Crop Lines

Draw on to your contact sheet to show where you would like to crop your subject matter/composition

## Techniques

Note down any composition rules, effects and lighting methods used in your images

## Camera Settings

Using the right click and get info method find out the shutter speed, F stop, ISO, white balance... Note these next to your thumbnails and say why these settings were used and evaluate the success

The camera was set to f2 to get a shallow depth of field .

I experimented with slightly different angles for these 4 images. I don't think that any of them are very effective, they do not have enough interest in them

A simple composition using the rule of thirds

One of my favourite images from the shot is this one because I like the way that the soldier is the only spot of colour in the image and so draws your eye to him immediately

# How do I...Analyse a photographers work?



ALL students should answer the green questions, MOST students should answer the orange questions and SOME students might answer the blue questions.

## 1. Basic Information

The name of the photographer

What country are they from? (This is important as it puts the work into context)

The name and date of the series that you are interested in

The name and date of any images you choose from the series to analyse

What is the image/series about? (This could be researched or your own opinion)

## 2. Visual Qualities (select one photo to write about in detail)

What does the photograph show?

What is the main focus/ where is your eye drawn to?

What do you like about the image?

What composition style have they used? leading lines, framing, the rule of thirds...etc

How have they used the lighting in the image?

If they have used people in their photos can you read any body or facial language?

Can you talk about any of the formal elements that are shown? Line, Colour, Shape, Form, Texture, Pattern, Tone...

How has the artist achieved the meaning, concept or message in the image?

What techniques has the artist used to create the meaning/concept or message?

## 3. Camera Settings

Where have they focused the camera?

Discuss the aperture settings used? Shallow/long depth of field

What shutter speed do you think they have they used?

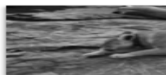
## 4. Relate to your own work

This is VERY important so do not leave it out! By answering this question you will be explaining to the examiner just how you intend to use this investigation work to inspire your own work.

How will you be influenced by this photographers work when planning and taking your own photos?



<http://www.pinterest.com/>  
A visual discovery tool that you can use to collect ideas for the different projects and themes (great for finding artists and other examples of GCSE artwork)



<http://www.nhm.ac.uk/visit/wpy.html>  
Images from the Wildlife photographers competition. This is an annual competition, which also has a category for young photographers.



<http://photofocus.com/>  
Photofocus is a helpful and educational resource for the aspiring and professional photographer. This is a "blogazine" style website that has content from accomplished photographers and artists.



<http://expertphotography.com/>  
Lots of tutorials and guides on how to achieve a wide range of photographic techniques.



<https://www.flickr.com>  
A great source for inspiration, most photos will also have the exposure information about the photo.



<http://www.digitalcameraworld.com/>  
More tutorials, hints and tips and articles about all things photographic.

# **BUSINESS STUDIES**

**Specification:** OCR Business Studies <https://ocr.org.uk/qualifications/gcse/business-j204-from-2017/>

**Specification Code:** J204

**Exam Dates:**

Business 1 exam: Tuesday 14 May 2024 (pm)

Business 2 exam: Wednesday 5 June 2024 (pm)

The course is 100% examined, over 2 exams, with each exam being 50% of the total grade.

## **Exam 1 (Business 1)**

- This examination is composed of Units 1 (Business Activity), 2 (Marketing) & 3 (People).
- 80 marks are available and students have 1 hour 30 minutes to complete the paper.

To prepare for this examination, in terms of knowledge, students must use their A3 work booklets that they have been working on in class, ideally alongside the revision book that we have been promoting (these can be purchased from GSHS). Students also need to ensure they are confident in the use of the key terminology – key terms worksheets are available for each unit. Students should not underestimate how important it is to prepare in terms of exam strategy. My advice would be for students to focus on the strategy for a 3 mark ‘analyse’ question, a 3 mark ‘recommend’ question and a 7 mark ‘evaluate’ question as key priorities. This exam will test students’ quantitative skills as well as their ability to write at length, therefore students should bring their own calculator into the exam. All students should be familiar with the acronym DISCO-M and know how to deploy this approach when evaluating.

## **Exam 2 (Business 2)**

- This examination is composed of Units 4 (Operations), 5 (Finance), 6 (Influences on business) & 7 (The interdependent nature of business).
- 80 marks are available and students have 1 hour 30 minutes to complete the paper.

To prepare for this examination, the A3 booklets, key terms sheets and the revision guide are the ideal place to start in terms of knowledge. Students should not underestimate how important it is to prepare in terms of exam strategy, and again the advice is listed above.

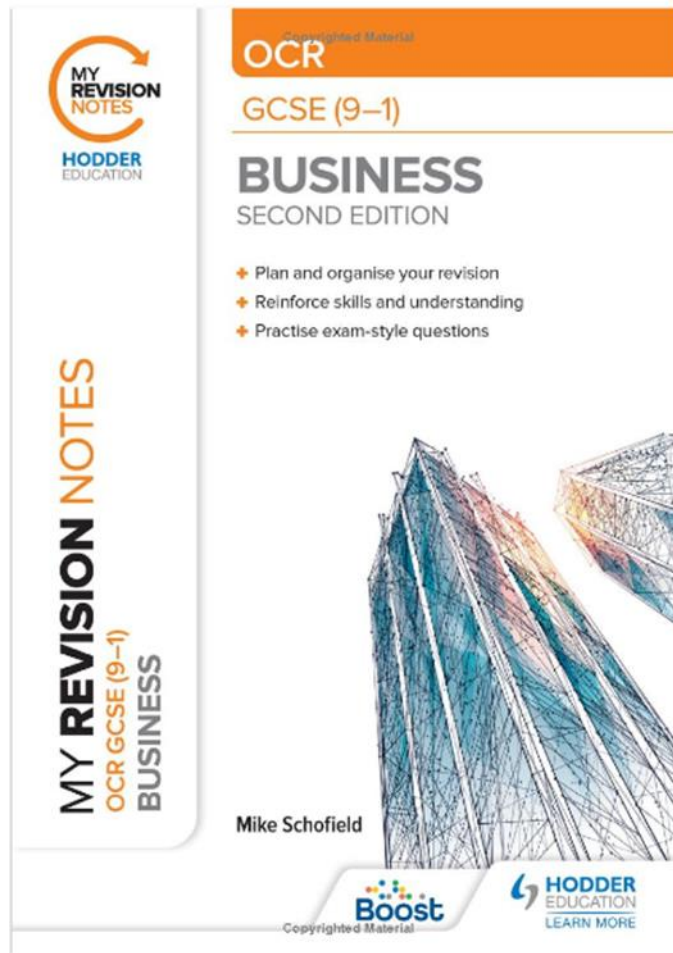
## **Top tips:**

- Keep track of time!
- You have 90 minutes to achieve 80 marks, ie 1 mark per minute plus 10 minutes reading time.
- Attempt all of the questions!
- Don’t give up just because a question looks tricky, take a deep breath, read the case study and the question again and then try to write something relevant to the topic given in the question.
- Relating to the case study - Remember to relate your response to the case study given. Be sure to talk specifically about the business and how the topic may affect them.



The key 'quick' revision resource

Within class we are using the following;



Students find that this gives them all the crucial core knowledge that they need for each of their seven units (covering both exams) and is highly recommended.

**After school revision sessions take place on a Thursday/Monday, and students need to inform their teacher of their attendance in advance (it is also helpful if students let us know problem areas so that we can ensure that these are a key focus of the sessions).**

# **COMPUTER SCIENCE**

**Specification:** OCR Computer Science

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

**Specification code:** J277

**Exam Dates:**

Paper 1 – 15 May 2024

Paper 2 – 21 May 2024

**GCSE Computer Science is assessed through 2 exam papers taken in the terminal year of the qualification.**

**Paper 1 – Computer Systems – 50% of the overall mark**

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural, and environmental impacts of digital technology

**Paper 2 – Computational thinking, algorithms and programming – 50% of the overall mark**

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

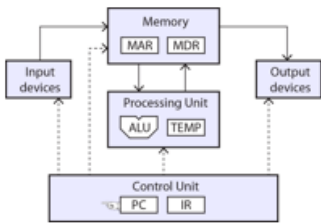
Please make use of SMART Revise for all aspects of the course this has been purchased as individual licenses for each of you, paid for by the school. <https://smartrevise.online/>

Below are subject knowledge organisers for each of the topics on the specification, please make use of these when completing revision. You will have access to all course materials through your OneNote, including all workbooks, and an online text book with practice questions for every topic.

# Paper 1 | GCSE Computer Science | Hardware | Required knowledge

## Systems architecture

- **The purpose of the CPU**
- **Von Neumann architecture**
  - Memory Address Register [MAR]
  - Memory Data Register [MDR]
  - Program counter
  - Accumulator
- **Common CPU components and their function**
  - Arithmetic Logic Counter [ALU]
  - Control unit [CU]
  - Cache
- **Function of the CPU as fetch / execute instructions stored in memory**
- **How common characteristics of CPUs affect their performance:**
  - Clock speed
  - Cache size
  - Number of cores
- **Embedded systems:**
  - Purpose
  - Examples of embedded systems.



## Memory

- **Random Access Memory [RAM]**
  - Purpose of RAM in a computer system.
- **Read Only Memory [ROM]**
  - Purpose of ROM in a computer system.
- **The difference between RAM and ROM.**
- **Virtual Memory**
  - How it works
  - The need for VM
  - How to prevent the need for VM
- **Flash memory**
  - How it is constructed
  - Appropriate use

## Wired & Wireless networks

- **Types of network**
  - Local Area Network [LAN]
  - Wide Area Network [WAN]



## Storage

- **Secondary Storage**
  - The need for secondary storage
  - Data capacity / calculation of data capacity requirements.
- **Common types of storage**
  - Optical
    - Different examples of optical storage
  - Magnetic
  - Solid State
- **Suitable storage devices / media for a given application**
  - Advantages / Disadvantages using the following characteristics:
    - Capacity
    - Speed
    - Portability
    - Durability
    - Reliability
    - Cost



wiseGEEK

# Paper 1 | GCSE Computer Science | Networks | Required knowledge

## Wired & Wireless networks

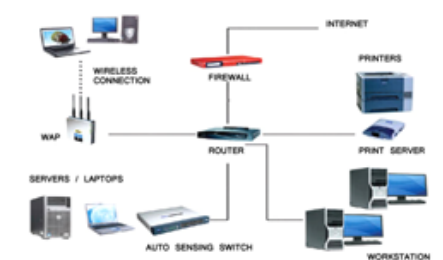
- **Types of network**
  - Local Area Network [LAN]
  - Wide Area Network [WAN]
- **Factors that affect the performance of networks:**
  - Bandwidth
  - Latency
  - Error rate
  - Transmission media
- **Different roles of computers in a network:**
  - Client-server network
  - Peer-to-peer network
- **Hardware needed to connect standalone computers into a Local Area Network:**
  - Wireless Access Points
  - Router
  - Switch
  - Network Interface Card (NIC)
  - Transmission Media
- **The Internet**
  - Definition
  - Domain Name Server [DNS]
  - Web hosting
    - Benefits / Drawbacks
  - The cloud
    - Benefits / Drawbacks
  - Virtual networks

## Network topologies, protocols & layers

- **Topologies**
  - Star
  - Mesh
  - Bus / Ring – why are these no longer used?
- **Wi-Fi:**
  - Frequency & channels
  - Encryption
- **Ethernet**
  - Definition
- **IP addressing & MAC addressing**
- **Protocols:**
  - Transmission Control Protocol / Internet Protocol [TCP/IP]
  - Hyper Text Transfer Protocol [HTTP]
  - Hyper Text Transfer Protocol Secure [HTTPS]
  - File Transfer Protocol [FTP]
  - Post Office Protocol [POP]
  - Internet Message Access Protocol [IMAP]
  - Simple Mail Transfer Protocol [SMTP]
- **The concept of layers**
  - TCP/IP stack
- **Packet Switching**
  - What is a packet?
  - How are packets sent around a network?



TCP/IP model	Protocols and services	OSI model
Application	HTTP, FTP, Telnet, NTP, DHCP, PING	Application
Transport	TCP, UDP	Presentation
Network	IP, ARP, ICMP, IGMP	Session
Network Interface	Ethernet	Transport
		Network
		Data Link
		Physical



# Paper 1 | GCSE Computer Science | System security | Required knowledge

- **Forms of attack**
  - Passive vs. Active
- **Threats posed to networks (how each is carried out // suitable examples):**
  - Malware
  - Phishing
  - Social engineering (people as the weak point in secure systems)
  - Brute force attacks
  - Denial of service attacks
  - Data interception and theft
  - The concept of SQL injection
  - Poor network policy.

- **Identifying and preventing vulnerabilities:**
  - Penetration testing
  - Network forensics
  - Network policies
  - Anti-malware software
  - Firewalls
  - User access levels
  - Passwords
  - Encryption
    - Symmetric
    - A-Symmetric



Key

A	Corrupted	D	Deleted
B	Lost	E	Hacked
C	Destroyed	F	Damaged



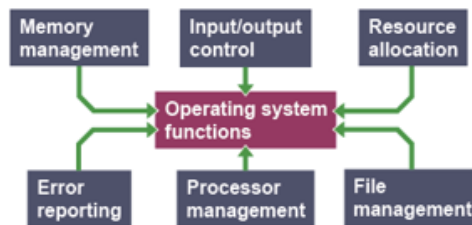
Key

A	Back up files
B	Log off after use
C	Safe file storage
D	Passwords
E	Authorised personnel
F	Antivirus

# Paper 1 | GCSE Computer Science | System software | Required knowledge

- Purpose of systems software
- Functionality of systems software.

- **Operating systems [O.S.]:**
  - Example of current O.S.
  - User interface
    - Command line
    - Graphical User Interface [GUI]
    - Voice input
  - Memory management / multi-tasking
  - Peripheral management & drivers
  - User management
  - File management



- **Utility system software**
  - Why is utility software needed?
- **Examples:**
  - Encryption software
  - Defragmentation
  - Data compression
    - Lossy
    - Lossless
  - The role and methods of backup:
    - Full
    - Incremental



# Paper 1 | GCSE Computer Science | Ethical, legal, cultural & environmental issues | Required knowledge

- How to investigate & discuss Computer Science technologies while considering:
  - Ethical issues
    - Definition
    - Examples
  - Legal issues
    - Definition
    - Examples
  - Cultural issues
    - Definition
    - Examples
  - Environmental issues
    - Definition
    - Examples
  - Privacy issues
    - Definition
    - Examples

- How key stakeholders are affected by technologies.
- Environmental impact of Computer Science.
- Cultural impact of Computer Science.
- Open source vs. Proprietary software.
- Legislation relevant to Computer Science
  - The Data Protection Act 1998
  - Computer Misuse Act 1990
  - Copyright Designs & Patents Act 1998
  - Creative Commons Licensing
    - Different levels of licensing.
  - Freedom of Information Act 2000

# Paper 2 | GCSE Computer Science | Computational thinking | Required knowledge

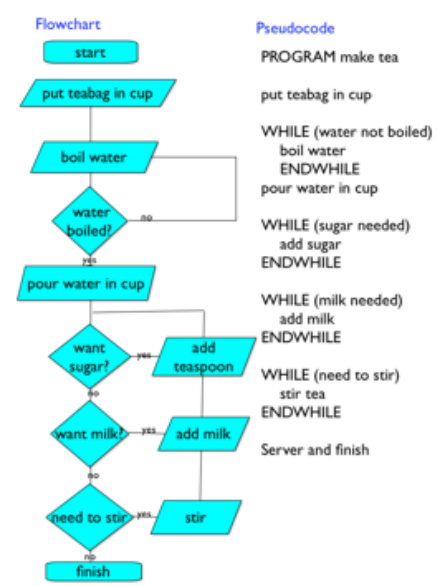
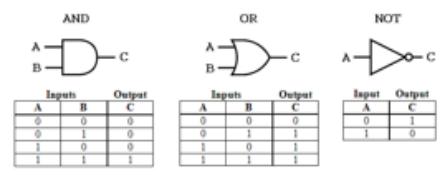
## ALGORITHMS

- Computational thinking
  - Abstraction
  - Decomposition
  - Algorithmic thinking
- Standard searching algorithms
  - Binary search
  - Linear search
- Standard sorting algorithms
  - Bubble sort
  - Merge sort
  - Insertion sort
- How to produce algorithms using:
  - Pseudo code
  - Flowcharts
- Interpret, correct or complete algorithms.



## COMPUTATIONAL LOGIC

- Why data is represented in computer systems in binary form.
- Simple logic diagrams using the operations:
  - AND
  - OR
  - NOT
- Truth tables
- Combining Boolean operators to two levels using:
  - AND
  - OR
  - NOT
- Applying logical operators in appropriate truth tables to solve problems.
- Applying computing-related mathematics:
  - +
  - -
  - /
  - \*
  - Exponentiation (^)
  - MOD
  - DIV



# Paper 2 | GCSE Computer Science | Programming | Required knowledge

## Programming techniques

- Sequence
- Selection
  - IF... ELSE...
- Iteration
  - For & While
- Basic string manipulation

- file handling operations:
  - open
  - read
  - write
  - close
- the use of records to store data
- the use of SQL to search for data

- Arrays
  - one dimensional arrays
  - two dimensional arrays

- Sub programs
  - Functions
  - Procedures

- ### Data types
- Integer e.g. 23
  - Real e.g. 23.7
  - Character e.g. A or 5
  - String e.g. A546TH
  - Boolean e.g. TRUE or FALSE.

- ### Operations
- ADD +
  - SUBTRACT -
  - DIVIDE /
  - MULTIPLY \*
  - MOD
  - DIV

### Comparison operators

Comparison operator	Meaning
= or ==	Is equal to
>	Is greater than
<	Is less than
<> or !=	Is not equal to
>=	Greater than or equal to
<=	Less than or equal to

- Operator priority: BIDMAS

- ### Robust programs
- defensive design considerations:
    - input sanitisation/validation
    - planning for contingencies
    - anticipating misuse
    - authentication
  - maintainability:
    - Comments & Indentation

- Purpose of testing
- Types of testing
  - Iterative
  - Final / terminal
- Selecting and using appropriate test data
- Logic errors
  - Definition & examples.
- Syntax errors
  - Definition & examples.

## Translators & facilities of languages

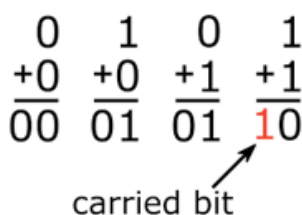
- ### Low level languages:
- Machine language
    - Op-code
    - Operand
  - Assembly language
    - Mnemonics
- ### High level languages:
- Source code
  - Assembler
  - Compiler
  - Interpreter
- ### Integrated development environment (IDE).
- Source code editor.
  - Error debugger.
  - Run time environment.
  - Translator (compiler or interpreter).
  - Automation tools

# Paper 2 | GCSE Computer Science | Data representation | Required knowledge

- ### Numbers
- Binary – base 2.
  - Denary – base 10.
  - Converting from binary to denary.
  - Converting from denary to binary.
  - Adding binary numbers.
    - Overflow error
  - Units.
    - Nibble
    - Byte
    - Kilobyte
    - Megabyte
    - Gigabyte
    - Terabyte

- ### Hexadecimal (hex) numbers
- Hex – base 16
  - Converting between hex and denary.
  - Converting between hex and binary.

- ### Check digits
- What are they?
  - How do they work?



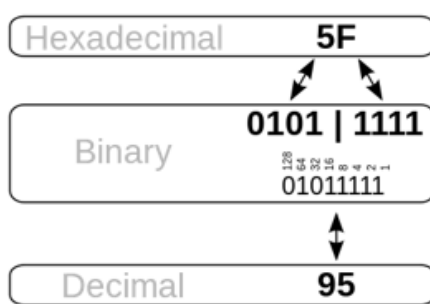
- ### Characters
- Character set.
    - Definition
    - ASCII
    - Unicode

- ### Images
- Stored in binary on a computer.
  - Metadata
  - Pixel
  - Colour depth
  - Resolution
  - Bitmap images
  - Vector images

- ### Sound
- Metadata
  - Sample rate
    - Quality of sound
    - File size
  - Sample interval
    - how sampling intervals and other factors affect the size of a sound file and the quality of its playback
  - Bit rate

- ### Compression
- Need for compression
  - Types of compression
    - Lossy
    - Lossless

Binary	Hex	Decimal
0000	0	0
0001	1	1
0010	2	2
0011	3	3
0100	4	4
0101	5	5
0110	6	6
0111	7	7
1000	8	8
1001	9	9
1010	A	10
1011	B	11
1100	C	12
1101	D	13
1110	E	14
1111	F	15



# **HEALTH AND SOCIAL CARE**

**Specification:** OCR Cambridge Nationals L1+2 <https://ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>

**Specification Code:** J835

**Exam Date:** Wednesday 5 June PM

## **COURSEWORK UNITS**

Students have now finished both of their coursework units (60% of final grade). However, some students have opted to resit the first unit of coursework to improve their grade. If you are doing the coursework resit, you must be regularly agreeing with your teacher the times that you can attend after school. The department is currently providing staff to help on Mondays, Wednesdays, and Fridays.

## **EXAM UNIT**

- The exam paper is 1 hour and 15 minutes long
- The exam unit is worth 40% of the final grade.
- The exam date is **Wednesday 5 June in the afternoon**

### **Preparing for success in the exam:**

- Attend all scheduled after school Exam practice sessions –we will agree the dates for these shortly.
- We will give you the following things that you must use for revision:
  - A specification which needs to be used like a checklist- this shows everything that is on the exam.
  - Previous exam practise papers
  - Your exercise books to revise exam content.
  - Flash cards- we will guide you on how to write these.
  - Glossary of key words
  - Brainscape – online revision website (virtual flash cards)
- Learn how answer exam questions using the **VIPS process** you have been taught in lessons and use the **Verbometer** to learn how to answer specific exam verbs correctly.
- Use exam questions to practice writing structured answers- you may want to use highlighters afterwards to self-assess that your structure is correct.

**Students must attend all Health and Social Care lessons up until the exam.**

# **HOSPITALITY AND CATERING**

**Specification:** WJEC Hospitality and Catering L1+2 [https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-hospitality-and-catering/#tab_keydocuments)

**Specification Code:** 5409QA

**Exam Date:** Thursday 20 June am

## **COURSEWORK UNITS**

Students have now finished their controlled assessment unit (60% of final grade). The department is currently in the process of internally assessing this before an external moderation is completed.

## **EXAM UNIT**

- The exam paper is 1 hour and 20 minutes long.
- The exam unit is worth 40% of the final grade.
- The exam date is **Thursday 20 June in the morning.**

### **Preparing for success in the exam:**

- **The specification and all lessons are on teams to help with revision**
- **We advise all students to buy the revision textbook**- we are selling these in the department at the heavily discounted price of £5. They include everything that is on this exam.
- Attend all scheduled after school Exam practice sessions –we will agree the dates for these shortly.
- We will give you the following things that you must use for revision:
  - A specification which needs to be used like a checklist- this shows everything that is on the exam.
  - Previous exam practise papers
  - Your exercise books to revise exam content.
  - Flash cards- we will guide you on how to write these.
  - Glossary of key words
  - Brainscape – online revision website (virtual flash cards)
- Learn how answer exam questions using the **VIPS process** you have been taught in lessons and use the **Verbometer** to learn how to answer specific exam verbs correctly.
- Use exam questions to practice writing structured answers- you may want to use highlighters afterwards to self-assess that your structure is correct.

**Students must attend all Hospitality and Catering lessons up until the exam.**



# **MEDIA STUDIES**

**Specification:** Eduqas Media Studies [https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments)

**Specification Code:** C680QS

**Exam Dates:**

Component 1 – Tuesday 13th May 2024

Component 2 – Tuesday 20th May 2024

**Course-**

Component 1 (40% of GCSE)

Component 2 (30% of GCSE)

Component 3 (30% of GCSE) is coursework

## **What's in the Component 1 exam?**

**Section A:** 55 minutes (including 10 minutes of making notes on the unseen text)

This section assesses media language and representation in relation to the following media forms:

- Advertising and marketing (adverts and film posters): No Time to Die, The Man with the Golden Gun, This Girl Can and Quality Street.
- Magazine covers (GQ Raheem Sterling and Pride Naomie Harris)
- Newspaper front pages (The Sun Jabs Army and The Guardian Boris Johnson)

In Section A there will be two questions which are split into sub-questions:

- Question 1 (15 marks) will assess **media language** connected to **one** of the above set products
- Question 2 (30 marks) will assess **context** and **representation** in relation to a **different media form** from that's assessed in question 1

Part B requires a **comparison of an unseen resource with a set product** in the same media form.

This question requires an **extended response**

**Section B: 35 minutes**

**This section assesses Media Industries and Audiences in relation to the following media forms:**

<b>Newspapers</b>	<b>Radio</b>
<p><b><i>The Sun</i></b></p> <ul style="list-style-type: none"><li>• one complete print edition of the newspaper <b>and</b> selected key pages from <i>The Sun</i> website</li></ul>	<p><b><i>The Archers</i></b></p> <ul style="list-style-type: none"><li>• one complete episode of <i>The Archers</i> <b>and</b> selected key pages from <i>The Archers</i> website</li></ul>
<b>Film</b>	<b>Video Games</b>
<p><b><i>No Time to Die, 12 (2021)</i></b></p>	<p><b><i>Fortnite (2017)</i></b></p>

<p>Media industries/ cross-media study only</p> <ul style="list-style-type: none"> <li>selected key pages from the <i>No Time to Die</i> section of the Official James Bond 007 website</li> </ul>	<ul style="list-style-type: none"> <li>selected key pages from the <i>Fortnite</i> website</li> <li>extracts from the game may be considered to illustrate industry and audience issues</li> </ul>
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In Section B there will be 2 questions:

- one stepped question on media industries
- one stepped question on audiences.

### **What's in the Component 2 exam?**

This component assesses all areas of the theoretical framework and contexts of the media in relation to **television** and **music**.

#### **Section A: Television**

Set texts: **Modern Family (15) S08,Ep2 (2016)**

**Friends (12) S01,Ep1 (1994)**

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

#### **Section B: Music (music videos and online media)**

<b>Music Video</b>		<b>Online</b>
<b>Contemporary music videos</b>	<b>Music videos from the 1980s and early 1990s</b>	<b>Websites linked to the chosen contemporary music videos and artists</b>
<p><b>Two</b> music videos from the following options:  <b>Either</b> Katy Perry, <i>Roar</i> (2013)  <b>or</b> Taylor Swift, <i>Bad Blood</i> (2014)  <b>AND</b>  <b>Either</b> Pharrell Williams, <i>Freedom</i> (2015)  <b>or</b> Bruno Mars, <i>Uptown Funk</i> (2014)</p>	<p>The following music video :   TLC, <i>Waterfalls</i> (1995)</p>	<p><b>Either</b>  <a href="http://www.katyperry.com/">http://www.katyperry.com/</a>  <b>Or</b> <a href="http://taylorswift.com/">http://taylorswift.com/</a>  <b>AND</b>  <b>Either</b>  <a href="http://www.brunomars.com/">http://www.brunomars.com/</a>  <b>Or</b> <a href="http://pharrellwilliams.com/">http://pharrellwilliams.com/</a>  <b>Social and participatory media</b> in relation to an artist's website will be studied.  Reference should be made at least to <b>Facebook</b> and <b>Twitter</b></p>

- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences, or media contexts.

**Media Studies revision websites:**

Mrs Fisher YouTube channel an excellent source of revision videos for the set texts and Media theories.

<https://www.youtube.com/@mrsfisher8961>

The Eduqas exam board website has all the past papers, the exam specification and the set text booklets freely available.

[https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments)

# **RELIGIOUS STUDIES**

**Specification:** AQA GCSE Religious Studies A [AQA | Religious Studies | GCSE | Religious Studies A](#)  
**Specification Code:** AQA8062NA

## **Exam Dates:**

- Paper 1- Monday 9 May 2024- AM
- Paper 2- Tuesday 16 May 2024- PM

The GCSE RS full course is made up of 2 papers, each lasting 1 hour and 45 minutes- there are 4 topics on each paper.

**Paper 1: The Study of Religion, Beliefs, Teachings and Practices.** Topics- Christian beliefs, Christian practices, Jewish beliefs and Jewish practices.

**Paper 2: Thematic Studies.** Topics- Religion, Relationships and Families, Religion and Life, Religion, Peace and Conflict and Religion, Human Rights and Social Justice.

In both exams, you are advised to answer all the AO1 mark questions in the first 45 minutes. This will then allow you to spend the hour left answering the 4 AO2/ 12 mark questions. Remember, there will be SPAG marks attached to one of the AO2 questions and up to 5 extra marks available.

**Question A is always a one-mark question and is multiple choice.**

e.g: Which one of the following best expresses the idea that the divine (God, gods or ultimate reality) is beyond this world?

A) Omnipotent B) Omniscient C) Transcendent D) Immanent [1 mark]

**Question B is always a two-mark question and will ask you to give/ list. You do not need to write in full sentences. Often you will only need to state 2 things but use your common sense.**

e.g: Give two criteria of a Just War. [2 marks]

**Question C is always a four-mark question and will be an explanation question. You can spend up to 4 minutes answering this question.**

Paper 1, 4-mark question styles:

Explain two ways in which \_\_\_\_\_ influences Christians/ Jews today. [4 marks]

Explain two contrasting ways/ examples/ practices of Christian/ Jewish \_\_\_\_\_. [4 marks]

Paper 2, 4-mark question styles:

e.g., Explain two contrasting beliefs/ teaching in contemporary British society about \_\_\_\_.

In your answer, you should refer to the main religious tradition of Great Britain and one or more other religious traditions. [4 marks]

The main religious tradition is Christianity. You must refer to Christian beliefs and teachings in your answer or you won't be credited.

e.g., Explain two similar beliefs/ teachings about \_\_\_\_\_. [4 marks]

Explain two contrasting beliefs/ teachings about \_\_\_\_\_. [4 marks]

‘Contrasting’ means ‘different’.

**Question D is always a five-mark question and will be an explanation question and will ask you include a reference to a religious teaching in your answer. You can spend up to 5 minutes answering this question.**

Paper 1, 5-mark question styles:

Explain two Christian/ Jewish teachings about \_\_\_\_\_. Refer to sacred writings or another source of Christian/ Jewish belief and teaching in your answer. [5 marks]

Explain two ways in which Christians/ Jews [do a religious practice]. Refer to sacred writings or another source of Christian/ Jewish belief and teaching in your answer. [5 marks]

Explain two reasons why Christians/ Jews [do a named religious practice]. Refer to sacred writings or another source of Christian/ Jewish belief and teaching in your answer. [5 marks]

Paper 2, 5-mark question styles:

Explain two religious beliefs about \_\_\_\_\_. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]

Explain two religious beliefs about the use of zero hour contracts. Refer to sacred writings or another source of religious belief and teaching in your answer. [5 marks]

**Question E is always a twelve-mark question and will have a quotation followed by the instruction “Discuss this statement. You should include different and supported points of view and a personal viewpoint. You must refer to Christianity/ Judaism in your answer.**

Evaluate this statement.

In your answer you:

- Should refer to scripture, sacred writings or other religious texts
- Should give reasoned arguments in support of this statement
- Should give reasoned arguments to support a different point of view
- Should reach a justified conclusion. [12 marks]

**USEFUL WEBSITES-**

- [GCSE Religious Studies - AQA - BBC Bitesize](#)
- [Welcome to Wise Revise - YouTube](#)
- [Home - RE:quest \(request.org.uk\)](#)
- [About God in Judaism | My Jewish Learning](#)

If you have any further questions, please email [arigby@gshs.org.uk](mailto:arigby@gshs.org.uk)

# **BTEC Tech Award in Digital Information Systems**

**Specification: Edexcel Digital Information Systems**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

**Specification Code:**

**Exam date:** Thursday 2 May 2024

## **Component 1 and 2 – Coursework Units**

The BTEC Tech Award is a 60% coursework subject. 40% examination

Students must take responsibility at all times for keeping up to date with their coursework and keeping to all deadlines as this will affect their overall grade.

## **Component 3 – Examination Unit**

The written exam unit is worth 40% of the final grade.

Students have been gifted a revision guide by the department and revision sways are available for most topics on OneNote.

There are four main areas of revision:

<b>Modern Technologies</b> <ul style="list-style-type: none"><li>• Communication technologies</li><li>• Cloud storage and computing</li><li>• Using cloud technologies</li><li>• Modern team working</li><li>• Inclusivity and accessibility</li></ul>	<b>Implications of Digital Systems</b> <ul style="list-style-type: none"><li>• Shared data</li><li>• Environmental issues</li><li>• Equal access</li><li>• Acceptable use policies</li><li>• Data protection</li><li>• Criminal use</li></ul>
<b>Planning and Communication</b> <ul style="list-style-type: none"><li>• Data flow diagrams</li><li>• Flowcharts</li><li>• System Diagrams</li><li>• Tables</li></ul>	<b>Cyber Security</b> <ul style="list-style-type: none"><li>• System attacks and external threats</li><li>• Internal threats and impact of breaches</li><li>• User restrictions and finding weaknesses</li><li>• Data level protection</li><li>• Policy backups and recovery</li></ul>

## **Key websites for revision**

<https://www.knowitallninja.com/>

[https://www.youtube.com/watch?v=OjHh80lfmdU&list=PL04uZ7242\\_M5C7q2Xry39ZSe3hOb3etQQ](https://www.youtube.com/watch?v=OjHh80lfmdU&list=PL04uZ7242_M5C7q2Xry39ZSe3hOb3etQQ)

(to search in youtube search “btec dit revision” and it is the playlist by Mr Brown)

# GCSE Music

**Specification:** Eduqas GCSE Music <https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>

**Specification Code:** 601/8131/X

**Exam Date:** Monday 17 June 2024 pm

## **Component 1 and 2 – Coursework Units (60% final grade)**

- Component 1- Performance (30% final grade)  
(internal deadline- 26<sup>th</sup> April 2024, external deadline – 5<sup>th</sup> May 2024)  
Students need to complete 4-6 minutes of performances, with at least 1 minute being ensemble performance. This is internally marked and moderated by the exam board.
- Component 2- Composition (30% final grade)  
(internal deadline- 26<sup>th</sup> April 2024, external deadline – 5<sup>th</sup> May 2024)  
Students need to complete 3-6 minutes of composition across two compositions.  
One composition must fit a brief given by the exam board, the other is a free brief. This is internally marked and moderated by the exam board.

## **Component 3 – Examination Unit (40% final grade)**

The listening exam will last approximately 1 ¼ hours, consisting of 8 questions (two on each area of study). There will be a question on each of the set works (Africa- Toto & Badinerie- JS Bach) and one extended writing question.

To answer the set works questions you will need to have studied the pieces very carefully, and revised things such as the form/structure of the piece, important chord patterns and any interesting features.

You should also learn about the background – who was the composer? When was it written? Was it written for a specific purpose? Etc. The set work for AoS 1 includes a viola, so in question 1 only you are expected to be able to work out the notes written in the alto clef.

The diagram illustrates the notes on a five-line staff for both Treble and Bass clefs. It is organized into four quadrants:

- Treble Clef Notes:** Shows the notes E, F, G, A, B, C, D, E, F on the lines and spaces of a treble clef staff. A red arrow points to the Treble Clef symbol.
- Bass Clef Notes:** Shows the notes G, A, B, C, D, E, F, G, A on the lines and spaces of a bass clef staff. A red arrow points to the Bass Clef symbol.
- Line Notes:** Shows the notes E, G, B, D, F on the lines of a treble clef staff and G, B, D, F, A on the lines of a bass clef staff.
- Space Notes:** Shows the notes F, A, C, E on the spaces of a treble clef staff and A, C, E, G on the spaces of a bass clef staff.

## Alto Clef Notes



There is a list of terms in Appendix C of the specification which contains all of the words you need to know, apart from anything specific relating to the set works. You should be able to understand these terms and use them yourself. You will also need to learn any specific terms relating to the set works. You have created flashcards and been given Knowledge organisers with all of these key words in them.

Questions in your music exam will be testing your knowledge in three areas:

- Elements of Music – melody, harmony, tonality, form and structure, dynamics, sonority, texture, tempo, rhythm, metre
- Context – the time or place for which the music was written, or if it describes something like a story or emotion
- Language – reading and writing in the treble and bass clef in simple and compound time, Roman numerals for chords I, ii, iii, IV, V and vi in a major key, contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F, G(7) and Am, reading and writing key signatures to four sharps and flats, and musical vocabulary from Appendix C.

Key signatures and Roman numerals for chords in a major key.

Major Key	Minor Key	Chord Roman Numerals
C major	A minor	I, ii, iii, IV, V, vi, vii°
G major	E minor	
D major	B minor	
A major	F# minor	
E major	C# minor	
F major	D minor	
Bb major	G minor	
Eb major	C minor	
Ab major	F minor	
Db major	Bb minor	

The diagram shows the following chord symbols in a major key:

- 1 I
- 2 ii
- 3 iii
- 4 IV
- 5 V
- 6 vi
- 7 vii°



## Simple Time Signatures

## Compound Time Signatures

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Crotchet Beat	$\frac{2}{4}$ ♩ ♩	$\frac{3}{4}$ ♩ ♩ ♩	$\frac{4}{4}$ ♩ ♩ ♩ ♩
Minim Beat	$\frac{2}{2}$ ♩ ♩	$\frac{3}{2}$ ♩ ♩ ♩	$\frac{4}{2}$ ♩ ♩ ♩ ♩
Quaver Beat	$\frac{2}{8}$ ♪ ♪	$\frac{3}{8}$ ♪ ♪ ♪	$\frac{4}{8}$ ♪ ♪ ♪ ♪

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Dotted Crotchet Beat	$\frac{6}{8}$ ♩. ♩.	$\frac{9}{8}$ ♩. ♩. ♩.	$\frac{12}{8}$ ♩. ♩. ♩. ♩.
Dotted Minim Beat	$\frac{6}{4}$ ♩. ♩.	$\frac{9}{4}$ ♩. ♩. ♩.	$\frac{12}{4}$ ♩. ♩. ♩. ♩.
Dotted Quaver Beat	$\frac{6}{16}$ ♪. ♪.	$\frac{9}{16}$ ♪. ♪. ♪.	$\frac{12}{16}$ ♪. ♪. ♪. ♪.

One question in the exam will require a longer response. This could be in any area of study but will not be based on a set work.

You should use the PEEL paragraph format:

P- Point- Which element of music are you using.

E- Evidence- Where in the piece can you hear this element- it might be a section of the piece or a particular instrument.

E- Explain- Explain using key musical terminology how this element is being used.

L- Link- Link this back to the theme of the question.

Example answer:

The piece uses Melody in an interesting way in the violins at the beginning of the piece. They are playing a descending pattern, consisting mainly of scalar semiquavers. This is in a very high register for the violin, and the two violins are playing harmonising notes in thirds. This links to the theme of 'Autumn' as it represents the leaves falling from the tops of the trees down to the ground. The scalar nature shows it is a gentle falling, and the harmonising thirds makes it sound calming, like it is natural for leaves to fall in Autumn.

One question will require you to notate the pitch or rhythm of a short part of the music. There are lots of melodic and rhythmic dictation activities to practice online, try <https://www.teoria.com>

The best practice for this examination is to listen to a wide variety of music and focus on how the elements of music are being used. For example, is the melody conjunct or disjunct? Is the tonality major or minor? How is the rhythm made up? Practice using the words which apply to each element of music. You will have been given a pack with a range of practice listening activities, and you will be emailed the answers to check your answers. If you are incorrect, try and listen carefully again and see if you can hear where you went wrong.

All students being entered for the exam must:

- Attend all scheduled school Exam sessions
- Use the resources given to practice the skills needed for the exam
- Ensure all performing and composing coursework is completed by the internal deadline.
- Attend all lessons up until the exam date (including individual/small group music tuition provided by external tutors)

# **BTEC Tech Award in Performing Arts (Drama)**

**Specification: Edexcel BTEC Tech Award in Performing Arts (Drama)**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html>

## **Component 1 and 2 – Coursework Units**

The BTEC Tech Award is a 60% coursework subject. 40% examination  
Students must take responsibility at all times for keeping up to date with their coursework and keeping to all deadlines as this will affect their overall grade.  
All coursework units are complete.

## **Component 3 – Examination Unit**

The external exam unit is worth 40% of the final grade. All students have had the opportunity to sit a mini mock for this exam just before the release on the exam brief in January. They will sit the real exam in the window between January 2024 and May 2024.

This is not a 'typical' exam, so the format is quite different. In January 2024 the exam board will release the exam paper and accompanying brief. We will have time under 'informal exam conditions' where students will be expected to work as a group to prepare practical work and individually to produce written notes to support their response to the exam paper and brief. After this time students must undertake four activities in the window from January to May 2024.

Activity 1- Initial response to the brief- 1 hour computer based 'formal conditions' exam. Students will have time to prepare an A4 sheet of notes to take into the exam with them. It is imperative that students use this opportunity to support their writing and make the most of the opportunity to take notes in with them. Notes cannot exceed one side of A4 and must be in note form only- full sentences are not allowed. Students will use these notes to answer pre-given questions in 1 hour on the computers.

Activity 2- Skills log – 1 hour computer based 'formal conditions' exam. Students will have time to prepare an A4 sheet of notes to take into the exam with them. This has the same expectations as activity 1.

Activity 3- Creating their workshop performance- Students must perform their workshop performance to an audience and will be assessed on their practical drama skills as well as the appropriateness of what they have devised in line with the brief. Students will have 8 hours to complete the task and their performance needs to be 7-15 minutes in length. Students must work as part of a group, so good attendance has an impact on everyone.

Activity 4- Final review- The final part of the exam is a 1-hour computer based 'formal conditions' exam. Students will be allowed one A4 side of notes to take in to support them in writing their final review. This has the same expectations as activity 1.

All students being entered for the exam must:

- Attend all scheduled school Exam sessions (including after school sessions provided)
- Use the resources on basecamp to support their creation of notes and help develop their answers.
- Attend all lessons up until the exam date

**How can students revise for drama?**

Students should use **Basecamp** to access PowerPoints, Activity log examples and note preparation documents used in their mini mock.

They can practice writing an activity log, staying within the 1-hour time scale as well as 800-word limit.

They can also practice writing notes that are only 3 words long per bullet point.

# Sport

**Specification:** BTEC Tech Award in Sport

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html>

**Exam Date:**

Thursday 9 May am- 1 hour 30 minutes.

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

Learning Outcome A: The Importance of fitness for successful participation in sport.

- Components of Physical Fitness and the sports they benefit.
- Components of Skill-Related Fitness and the sports they benefit.
- Fitness Training Principles – FITT & Additional Principles (Progressive Overload, Specificity, Individual Differences, Adaptation, Reversibility, Variation, Rest and Recovery.)
- Exercise Intensity – Heart rate, training zones, The Borg Rating of Perceived Exertion Scale, Repetition Max, Technology to measure exercise intensity.

Learning Outcome B: Importance of fitness testing and requirements for administration of each fitness test.

- Reasons for fitness testing
- Pre-test procedures
- Further requirements of administration of fitness tests
- Reliability, validity and practicality of tests
- Fitness test methods and interpretation of results;

<b>Component of Physical Fitness</b>	<b>Fitness Tests</b>
<b>Aerobic Endurance</b>	<i>Multi Stage Fitness Test (MSFT), Yo-Yo Test, Harvard Step Test, 12 Minute Cooper Run.</i>
<b>Muscular Endurance</b>	<i>One Minute Press Up Test, One Minute Sit Up Test, Timed Plank Test.</i>
<b>Flexibility</b>	<i>Sit and Reach Test, Shoulder Flexibility Test, Calf Muscle Flexibility Test.</i>
<b>Speed</b>	<i>30 Metre Sprint Test, 30 Meter Flying Sprint.</i>
<b>Muscular Strength</b>	<i>Grip Dynamometer, One Rep Maximum.</i>
<b>Body Composition</b>	<i>Body Mass Index, Bioelectrical Impedance Analysis, Waist to Hip Ratio</i>
<b>Component of Skill-Related Fitness</b>	<b>Fitness Tests</b>
<b>Agility</b>	<i>Illinois Agility Run, T-test.</i>
<b>Balance</b>	<i>Stork Stand Test, Y Balance Test.</i>
<b>Coordination</b>	<i>Alternate hand wall toss test, Stick Flip Coordination Test.</i>
<b>Reaction Time</b>	<i>Ruler Drop Test, Online Reaction Time Test.</i>
<b>Power</b>	<i>Vertical Jump Test, Standing Broad Jump, Margaria Kalamen Power Test</i>

## Learning Outcome C: Requirements for each of the fitness Training Methods

- Warm up – Pule Raiser activities, Mobility and Stretching.
- Link each training method to associated component of fitness.
- Aerobic Endurance: Continuous Training, Circuit Training, Fartlek Training, Interval Training.
- Muscular Endurance: Free Weights, Fixed Resistance Machines, Circuit Training.
- Flexibility: Static Active Stretching, Static Passive Stretching, Proprioceptive Neuromuscular Facilitation (PNF).
- Muscular Strength: Free Weights & Fixed Resistance Machines.
- Speed: Acceleration Sprints, Interval Training, Resistance Drills.
- Agility: Speed, Agility and Quickness Training (SAQ).
- Power: Plyometrics.
- Balance: Static Balance, Dynamic Balance
- Additional requirements for each training method.
- The effects of long-term fitness training on the body.

## Learning Aim D: Personal information to aid training fitness programme design.

- Aims and Objectives
- Personal Information
- Fitness Programme Design
- Motivation for Fitness Programming
- Goal Setting

### **Revision Resources**

**SWAY Document** - <https://sway.cloud.microsoft/xvkjcDoooqSPtUb3?play> (document has been e-mailed to all students – will need to log in using school Outlook account)

**Revision Booklets** – For each Learning Aim, handed out in class (please see your teacher if you need another copy).

**Textbooks (Pearson website)** - [Sport \(2022\) | BTEC Tech Award | Pearson qualifications](#)

**Course Materials (Pearson website)** - [Sport \(2022\) | BTEC Tech Award | Pearson qualifications](#)