George Stephenson High School

Year 11 Revision Guide 2025

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: Friday 23 May 2025 (am)
Paper 2: Friday 6 June 2025 (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 12 May 2025 (am)
Paper 2: Tuesday 20 May 2025 (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 15 May 2025 am
Paper 2 (calculator)- Wednesday 4 June 2025 am
Paper 3 (calculator)- Wednesday 11 June 2025 am

- Each paper is 1 hour 30 minutes, worth 80 marks and all are equally weighted.
- In summer 2025, 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 (m2, 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: Tuesday 13 May PM

Chemistry 1: Monday 19 May am

Physics 1: Thursday 22 May am

Biology 2: Monday 9 June am

Chemistry 2: Friday 13 June am

Physics 2: Monday 16 June am

CHANGES FOR THE SUMMER 2025 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 b 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	https://www.youtube.com/watch?v=Dme-G4rc6NI
Microscopy and Total Magnification	Calculating Total Magnification	https://www.youtube.com/watch?v=vrZxPVmhZzM
Microscopy and Magnification Calculations	Magnification = Image Size ÷ Real (or actual) Size	https://www.youtube.com/watch?v=VBdVARYWq1c
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 (10^9) Mega (10^6) Kilo (1000) Deci (0.1) Centi (0.01) Milli (0.001) Micro (10^{-6}) Nano (10^{-9})
Rates of Reaction	Rate = 1 ÷ Time OR Rate = Change ÷ Time	https://www.youtube.com/watch?v=GCPfvzyrpEU At pH4 it takes 34seconds for enzyme X to break down carbohydrate. Calculate rate. 1/34 = $0.029s^{-1}$ OR If $24cm^3$ oxygen was released in 50 seconds. Calculate rate. 24/50 = $0.48cm^3s^{-1}$ Note: Units of rate are often given in $seconds^{-1}$ (or s^{-1})
Percentage Change	% change = (final mass – initial mass) ÷ initial mass) x100	https://www.youtube.com/watch?v=T6-0MwmCpE8
Calculating BMI	BMI = Weight (kg) ÷ $Height^2$ (m)	https://www.youtube.com/watch?v=glZT0Ew0ugU
Calculating Waist-Hip-Ratio	Waist-to-hip ratio = waist circumference ÷ hip circumference	https://www.youtube.com/watch?v=jyL8UfGZMJE
Determining Volume	Volume = length x width x height	https://www.youtube.com/watch?v=iHBvVU8mO50 Units = m^3
Calculating Surface Area	Surface Area = length of surface x width of surface	https://www.youtube.com/watch?v=daJFLVAQrRA Units = m^2
Surface Area to Volume Ratio	See above for equations	E.g. The surface area of a hippo is $64m^2$ and its volume is $32m^2$. 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	https://www.youtube.com/watch?v=cSmiiYJBLrU
Sampling	Predicting total population sizes	https://www.youtube.com/watch?v=yLHz2Ea10Mg
Calculating the Range	Range = Largest value – smallest value	https://www.youtube.com/watch?v=ORoX5y6H6Cc

MATHEMATICS IN BIOLOGY		
Combined Topic	**Equation / Skill**	**Support and Tips**
Calculating the Average	(Add all values) ÷ total values	https://www.youtube.com/watch?v=95h7qAkz5QY
Calculating Uncertainty	Uncertainty = range ÷ 2	If the range was 0.04 m/s; uncertainty is 0.04 ÷ 2 = ±0.02m/s
Calorimetry	Q = mcΔT	https://www.youtube.com/watch?v=SagNcyN1yUQ https://www.youtube.com/watch?v=Ak7PN8tn4cU Energy in food (J) = mass of water (g) x 4.2 x temperature change of water (°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: πr^2	https://www.youtube.com/watch?v=BkbLI2mAMP8 https://www.youtube.com/watch?v=O-cawByg2aA
Biomass efficiency	Efficiency = Gain in mass ÷ total biomass intake	https://www.youtube.com/watch?v=sgh1OWm0oTQ

MATHEMATICS IN CHEMISTRY		
Combined Topic	**Equation / Skill**	**Support and Tips**
Balancing equations	Balancing chemical equations	https://www.youtube.com/watch?v=2Juem0lcifE https://www.youtube.com/watch?v=TsFXJpVy7pw re
Relative formula /molecular mass	RFM/RMM = sum of the relative atomic mass of each atom of each element in a molecule	https://www.youtube.com/watch?v=q49NwIrjaFw
Relative atomic mass from isotopic abundance	Calculating relative atomic mass (which is a mean of all isotopes) when given the abundance of each isotope	https://www.youtube.com/watch?v=SdhLTfma_Eg
Number of moles	No of moles = mass (g) ÷ relative formula mass	Always check mass is given in grams, if not convert. https://www.youtube.com/watch?v=-_-fNVmDwJk https://www.youtube.com/watch?v=Md4BQL91U6w
Avogadro's constant	How many particles in a mole 6.02×10^{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 ($0.5 \times 6.02\ 10^{23} = 3.01 \times 10^{23}$ particles)
Concentration	Concentration (gdm^{-3}) = mass (g) ÷ volume (dm^3)	Always check that mass is given in g and volume is given in dm^3, if not convert. https://www.youtube.com/watch?v=3G3KQIyoZDI
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 https://www.youtube.com/watch?v=hGOrioFIn-w (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)	https://www.youtube.com/watch?v=MuzOmFhiE8o
Reacting masses	Balancing an equation when you are given the masses of the reactants	https://www.youtube.com/watch?v=TV6n5MFH6IU https://www.youtube.com/watch?v=4wTSLBBBMo0
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 https://www.youtube.com/watch?v=-XCPPB-sBFU

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 ÷ time OR Amount of product formed ÷ time	https://www.youtube.com/watch?v=GCPfvzyrpEU
Bond energies	Overall energy change = energy required to break bonds ÷ energy released by forming bonds	https://www.youtube.com/watch?v=eExCBkp4jB4 https://www.youtube.com/watch?v=PdValXAVUOc
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 ÷ 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 ÷ change in x	https://www.youtube.com/watch?v=6LV63WtuvJg
Half equations	Constructing half equations to represent oxidation and reduction	https://www.youtube.com/watch?v=gnbuTl2ariI
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. https://www.youtube.com/watch?v=x8DLLCNMKAs
Percentage yield	Percentage yield = (Actual yield ÷ theoretical yield) x 100	https://www.youtube.com/watch?v=9EV0Oq8g708
Atom Economy	Atom economy = (total Mr of desired products ÷ total Mr of all products) x 100	https://www.youtube.com/watch?v=h1-Vj6eh-mM
Molar volume	Molar volume (dm^3mol^{-1}) = gas volume (dm3) ÷ number of moles	https://www.youtube.com/watch?v=tYE-1nywlFs

USEFUL WEBSITES:

Sparx Science past papers: https://sparxscience.com/

Physics and Maths Tutor pat papers: https://www.physicsandmathstutor.com/

Study Mind past papers: https://studymind.co.uk/

Quizlet flashcards: https://quizlet.com/en-gb

SENECA revision and self-assessment: https://app.senecalearning.com/login

Primrose kitten revision and quizzes: https://www.primrosekitten.com/pages/get-exam-ready-gcse-science-edexcel

UKScienceGuy revision: https://www.freesciencelessons.co.uk/

PHYSICS FORMULA

For exams in 2025 you will be provided with an extended formula sheet in your exam following disrupted learning due to COVID.

If you're taking **GCSE (9–1) Combined Science** or **GCSE (9–1) Physics**, you will need these equations:

HT = higher tier

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

	force exerted on a spring = spring constant × extension	$F = k \times x$
	(final velocity)^2 – (initial velocity)^2 = 2 × acceleration × distance	$v^2 - u^2 = 2 \times a \times x$
HT	**force = change in momentum ÷ time**	$F = \frac{(mv - mu)}{t}$
	energy transferred = current × potential difference × time	$E = I \times V \times t$
HT	**force on a conductor at right angles to a magnetic field carrying a current = magnetic flux density × current × length**	$F = B \times I \times l$
	For transformers with 100% efficiency, potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p \times I_p = V_s \times I_s$
	change in thermal energy = mass × specific heat capacity × change in temperature	$\Delta Q = m \times c \times \Delta\theta$
	thermal energy for a change of state = mass × specific latent heat	$Q = m \times L$
	energy transferred in stretching = 0.5 × spring constant × (extension)^2	$E = \frac{1}{2} \times k \times x^2$

If you're taking **GCSE (9–1) Physics**, you also need these extra equations:

	moment of a force = force × distance normal to the direction of the force	
	pressure = force normal to surface ÷ area of surface	$P = \frac{F}{A}$
HT	$\frac{\text{potential difference across primary coil}}{\text{potential difference across secondary coil}} = \frac{\text{number of turns in primary coil}}{\text{number of turns in secondary coil}}$	$\frac{V_p}{V_s} = \frac{N_p}{N_s}$
	to calculate pressure or volume for gases of fixed mass at constant temperature	$P_1 \times V_1 = P_2 \times V_2$
HT	**pressure due to a column of liquid = height of column × density of liquid × gravitational field strength**	$P = h \times \rho \times g$

END OF EQUATION LIST

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 14 May 2025 (am)
- Paper 2 6 June 2025 (pm)
- Paper 3 12 June 2025 (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
- Decode the questions - underline the key terms and annotate, to plan your answer
- 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
Knowledge organisers (copies in school)
SWAY resources – https://www.gshs.org.uk/geography click on the relevant links
Revision Guide
Exercise Book
Quizlet. https://quizlet.com/GSHSGEOGRAPHY (Select folders and click on the KS4 study sets)
Quiz booklet summaries (copies in school)

Command Word	Meaning
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: Friday 16 May 2025 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: Thursday 5 June 2025 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. Use your access to **Educake.co.uk** to complete quizzes set by your teachers AND use the **Revision Wizard on Educake** – to give yourself further tests

UNIT 1- HOW TO ANSWER THE QUESTIONS

USA

Qu.1 How do interpretations differ? 4 marks

*** 6 MINS * *CONTENT ONLY***

- ✓ Give at least 2 ways the interpretations are different
- ✓ Mention what A says that is different to B (mention both)

Qu.2 Why are the interpretations different? 4M

*** 6 MINS * *PROVENANCE ONLY***

- ✓ Give at least 2 reasons why different
- ✓ Nature (type of source e.g speech)
- ✓ Origin (author, date)
- ✓ Purpose (reason for doing)

Qu.3 Which interpretation is more convincing? 8M

*** 12 MINS * * CONTENT ONLY***

- ✓ 3 paragraphs (1 on A being convincing, 1 on B being convincing and 1 on judgement about which is more and why)
- ✓ Mention what the interpretation shows that is convincing
- ✓ Support what the interpretation shows with own knowledge

Qu.4 Describe .. 4 marks

*** 6 MINS ***

- ✓ Mention at least 2 factors (3 if possible)
- ✓ Describe facts relevant to Qu
- ✓ Link facts to Qu

Qu.5 In what ways did ... 8 marks

*** 12 MINS ***

- ✓ Underlined key points of the question
- ✓ Included at least 2 factors (ideally 3)
- ✓ Good factual support
- ✓ Included developed explanation
- ✓ Used PEEAL

Point (refer to bullet point as Qu focus)

Evidence (facts linked to Qu)

Explain (Explanation of facts linked to Qu)

Analysis/Link (Judgement linked to Qu)

Qu.6 Which is more important? 12 marks

*** 18 MINS ***

- ✓ 3 paragraph structure (1 on 1st bullet point, 1 on 2nd bullet point, 1 on judgement)
- ✓ Include facts on both points
- ✓ Use PEEAL
- ✓ Include a judgement of which was more important and say why
- ✓ For higher levels, could think about whether **short or long term**
- ✓

Point (refer to bullet point as Qu focus) **Evidence** (facts about bullet points) **Explain** (explanation of facts linked to Qu)

Analysis/Link (how important/significant & make a judgement linked to Qu)

KOREA/ VIETNAM

Qu1. Source supports/opposes...How do you know? 4 marks

*** 6 MINS ***

- ✓ Identified 2 ways the content supports or opposes
- ✓ Supported what the source shows with own factual knowledge

Qu.2 How useful are sources ..? 12 marks

*** 18 MINS ***

- ✓ Mention both sources
- ✓ What do the sources show that makes them useful? What do the sources miss out that limits its use? (own knowledge)
- ✓ In what ways is the NOP (nature, origin and purpose of the sources) reliable?
- ✓ In what ways is the NOP (nature, origin and purpose of the sources) unreliable?
- ✓ Judgement - which is more useful and why**?**

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) ✓ Try to get in chronological order ✓ 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

Qu. 1 How convincing is the interpretation? 8 marks

***Tips** 12 MINS ***

- ✓ INTERPRETATION – WHAT IT SAYS not WHERE IT IS FROM
- ✓ 1 paragraph on what points are in the content (what it shows*) – try to get 2 ways it IS convincing*
- ✓ BRIEFLY mention any poor or missing content (what it doesn't show or exaggerates)
- ✓ Mini-conclusion – how useful? Useful for showing what? To whom?

Qu.2 Explain the importance of …8 marks

***Tips** 12 MINS ***

- ✓ Underlined key points of the question
- ✓ Worked out the concept of the Qu (cause? Importance? Impact?)
- ✓ 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. Write an account.. 8 marks.

***Tips** 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), try to get in chronological order
- ✓ 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 does a study of the Royal Observatory demonstrate'…

support this statement…? 16 marks

***Tips** 24 MINS ***

- ✓ Underline key words in the question
- ✓ 1st Paragraph AGREES with quote
- ✓ 2nd/3rd Paras DISAGREES AND shows 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)

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 7 April 2025
Paper 1 (Listening) and Paper 3 (Reading)- Tuesday 10 June 2025 AM
Paper 4 (Writing)- Tuesday 17 June 2025 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.

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, they are essential!!! You need them for the time, dates and prices ...so learn them. Pay attention to : sesenta 60/ setenta 70/ veinte 20/ treinta 30/ cien 100/ dos cientos 200/ nueve 9 / quinientos 500/ novecientos 900

Linking words

- Linking words are ESSENTIAL to give the correct answers to the following Question Type P/N/P+N or T/F/NM
- 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 How What When Where how much
- 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 + infinitive
  - 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 10 Topics in 10 weeks and complete the Home Learning for each week
- Complete AQA past papers
- www.languagesonline.org.uk
- studyspanish.com 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").

Buena Suerte

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

Exam Dates:

Unit	Unit Title	Type of Assessment	%	Assessment date
Unit 1	Introduction to the Built Environment	External (Exam, 90 minutes)	40%	Monday 9 June 2025 (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
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
LO! - 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 Textiles 8204

GCSE Fine Art 8202

GCSE Photography 8206

Exam Dates:

Textiles	Fine Art	Photography
Tuesday 7 May	Thursday 1 May	Monday 28 April
Wednesday 8 May	Friday 2 May	Tuesday 29 April

AQA GCSE Art

60% Portfolio of work

40% Final Examination (10 hour Exam)

You have two units of work – coursework and your EST, which you are currently working on now. At the end of this project, you will have a two-day exam with your teacher to make what you have planned in your project.

You are marked to the Assessment Objectives, below. Read this and make sure that you have done enough to hit all these AO. They are all marked out of 24, giving you a total mark out of 96.

AO1 Develop ideas through investigation	AO2 Refine and Experiment
• Select and recreate a small section inspired by your source's work, exploring the same materials and or mark making techniques your source has. • Take influence from a place / feeling / event • Recreate a section of your work but change the scale / colour / materials used and comment on the changes. • Select Art specific key terms that link to your sources or ideas and create a paragraph that explains your thoughts about the work. • 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. • Design a teapot / bag / mug / shoe for your source using elements of their work for inspiration. • 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).	• 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) • Make a range of thumbnail sketches that show how you might refine your composition / ideas for a finished outcome. • Design ideas (A4 drawings and experiments for a variety of ideas with notes that you could take forward as a final outcome). • 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. • Manipulate some of your own photographs for this project in Photoshop, or print them and make a photomontage. • Photocopy work, chop it up and rearrange making a variety of new compositions.
AO3 Record Observations	**AO4 Present a Personal Response**

• Observational drawings
• Drawings from imagination
• Take photographs (close ups / composition ideas / related objects). Make sure they are carefully composed and link to the rest of your work.
• Write down and explore your intentions – How will you make it? Which techniques are most appropriate?
• 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.
• Take rubbings of textures and surface qualities that link to your project.
• 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).
	• Give a personal response to the work of other sources.
	  • Work in the style of your source to a finished quality
	  • 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.
	  • Take influence from Artist and source subject matter, techniques, materials and / or use of colour.
	• 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.
	• Produce samples of work that realise your intentions, show strong links to your sketchbook and your chosen source(s).
	• Produce a detailed plan for an alternative outcome.
	• Create a page of 'if I had all the time and money in the world' ideas linked to your final outcome.

How do I...Annotate my contact sheet?

AO3

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

How do I...Analyse a photographers work?

AO1

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)

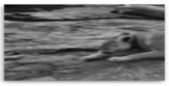
2. Visual Qualities (select one photo to write about in detail)
What does the photograph show?
What is the main focus/ where is your eye drawn to?
What do you like about the image?
What composition style have they used? leading lines, framing, the rule of thirds...etc
How have they used the lighting 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 Paper 1 - **Fri 9 May pm**
Business Paper 2 - **Fri 16 May pm**

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

Exam 1: Business 1

This exam covers Units 1 (Business Activity), 2 (Marketing), and 3 (People).

- **Duration:** 1 hour 30 minutes
- **Marks Available:** 80

Students should revise using the A3 work booklets provided in class, along with the recommended revision guide (available for purchase at GSHS). Key terminology is critical; worksheets for each unit are available to support this. In terms of exam strategy, students should focus on answering:

- 3-mark 'analyse' and 'recommend' questions
- 7-mark 'evaluate' questions

Additionally, students need to practise their quantitative skills and writing at length. They should bring their own calculator and be familiar with using the acronym *DISCO-M* for evaluation tasks.

Exam 2: Business 2

This exam covers Units 4 (Operations), 5 (Finance), 6 (Influences on Business), and 7 (The Interdependent Nature of Business).

- **Duration:** 1 hour 30 minutes
- **Marks Available:** 80

Preparation resources include the A3 booklets, key terms sheets, and the revision guide. The same exam strategies mentioned for Exam 1 apply here as well.

Top Tips for Both Exams:

- **Time Management:** Use the 90 minutes effectively—aim for 1 mark per minute, with 10 minutes for reading.
- **Attempt Every Question:** Don't give up if a question seems difficult read the case study carefully and write a relevant response.
- **Case Study Application:** Always relate your answers to the specific business in the case study.

Helpful Resources

Revision Guides and Textbooks: Crucial core knowledge that they need for each of their seven units (covering both exams) and is highly recommended.

- **My Revision Notes: OCR GCSE (9-1) Business** by Mike Schofield: A comprehensive guide offering structured revision and exam-style tasks. These are available in class.
- **CGP GCSE OCR Business Revision Guide**: Easy-to-read summaries, practice questions, and exam tips tailored to the OCR specification. Available at CGP Books. I have sent out information on this book as the school can purchase it at a discounted price, please see parent mail if interested.

Online Revision Platforms

- **BBC Bitesize**: Offers easy-to-understand materials tailored to the OCR GCSE Business specification. Link to BBC Bitesize
- **BusinessEd**: Provides theory notes and revision materials specifically designed for OCR GCSE (9-1) Business.Visit BusinessEd

Flashcards and Quizzes

- **Quizlet**: Provides pre-made and custom-made flashcards for OCR GCSE Business topics. Search for specific topics or create your own sets.Visit Quizlet
- **Brainscape**: Online flashcards to help reinforce key concepts for the OCR GCSE Business exam.Visit Brainscape

Practice Papers

- **Revision World**: Access past OCR GCSE Business Studies exam papers and marking schemes for practice.Revision World Business Papers

After school revision sessions will be sent to parent/carers via parent mail.

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 – 12 May 2025 (afternoon)
Paper 2 – 20 May 2025(afternoon)

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

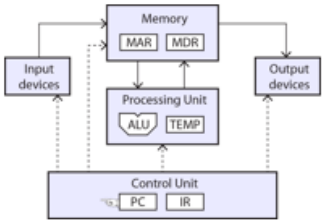
- **Random Access Memory [RAM]**
  - Purpose of RAM in a computer system.
- **Read Only Memory [ROM]**
  - Purpose of ROM in a computer system.
- **The difference between RAM and ROM.**
- **Virtual Memory**
  - How it works
  - The need for VM
  - How to prevent the need for VM
- **Flash memory**
  -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



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

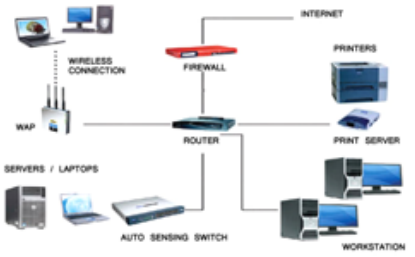
- **The Internet**
  - Definition
  - Domain Name Server [DNS]
  - Web hosting
    - Benefits / Drawbacks
  - The cloud
    - Benefits / Drawbacks
  - Virtual networks

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, FTTP, Telnet, NTP, DHCP, PING	Application
		Presentation
		Session
Transport	TCP, UDP	Transport
Network	IP, ARP, ICMP, IGMP	Network
Network Interface	Ethernet	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

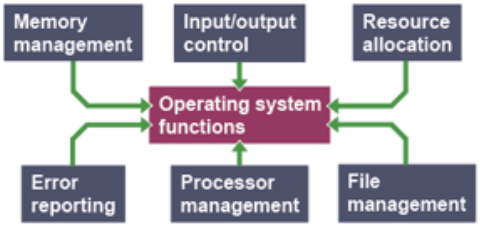
A	Back up files
B	Log off after use
C	Safe file storage
D	Passwords
E	Authorised personnel
F	Antivirus

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

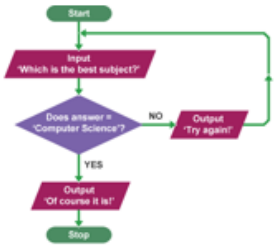
ALGORITHMS

- **Computational thinking**
  - Abstraction
  - Decomposition
  - Algorithmic thinking

- **Standard searching algorithms**
  - Binary search
  - Linear search

- **Standard sorting algorithms**
  - Bubble sort
  - Merge sort
  - Insertion sort

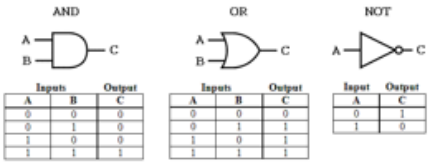
- **How to produce algorithms using:**
  - Pseudo code
  - Flowcharts
- **Interpret, correct or complete algorithms.**



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

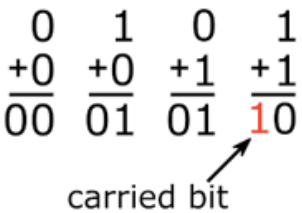
Integrated development environment (IDE).
- Source code editor.
- Error debugger.
- Run time environment.
- Translator (compiler or interpreter).
- Automation tools

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?



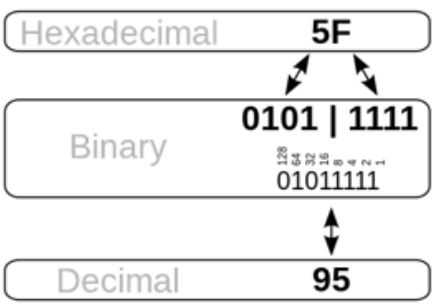
Characters
- Character set.
  - Definition
  - ASCII
  - Unicode

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 4 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 4 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.

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
Specification Code: 5409QA
Exam Date: Thursday 19 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 19 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.

MEDIA STUDIES

Specification: Eduqas Media Studies https://www.eduqas.co.uk/qualifications/media-studies-gcse/#tab_keydocuments
Specification Code: C680QS
Exam Dates:
Component 1 – Wednesday 14 May 2025
Component 2 – Thursday 22 May 2025

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 one 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 Vogue Malala)
- 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:

Newspapers	**Radio**
The Sun • one complete print edition of the newspaper **and** selected key pages from *The Sun* website	***The Archers*** • one complete episode of *The Archers* **and** selected key pages from *The Archers* website
Film	**Video Games**
***No Time to Die*, 12 (2021)**	***Fortnite* (2017)**

Media industries/ cross-media study only • selected key pages from the *No Time to Die* section of the *Official James Bond 007* website	• selected key pages from the *Fortnite* website • extracts from the game may be considered to illustrate industry and audience issues

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)

Music Video		**Online**
Contemporary music videos	**Music videos from the 1980s and early 1990s**	**Websites linked to the chosen contemporary music videos and artists**
Two music videos from the following options: **Either** Lizzo, *Good as Hell* (2019) **or** Taylor Swift, *The Man* (2020) ***AND*** **Either** Justin Bieber *Intentions* (2020) **or** Stormzy, *Superheroes* (2020)	**T**he following music video : TLC, Waterfalls (1995)	**Either** http://www.lizzo.com/ **Or** http://taylorswift.com/ ***AND*** **Either** http://www.justinbieber.com/ **Or** http://stormzy.com/ **Social and participatory media** in relation to an artist's website will be studied. Reference should be made at least to ***Facebook*** and ***Twitter***

We study Taylor Swift, Stormzy and TLC Waterfalls.

• 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

RELIGIOUS STUDIES

Specification: AQA GCSE Religious Studies A AQA | Religious Studies | GCSE | Religious Studies A
Specification Code: AQA8062NA

Exam Dates:

- Paper 1- Tuesday 13 May 2025- AM
- Paper 2- Wednesday 21 May 2025- 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'.

<u>Question D is</u> 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.

<u>Paper 1, 5-mark question styles:</u>

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]

<u>Paper 2, 5-mark question styles:</u>

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]

<u>Question E is</u> 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]

<u>USEFUL WEBSITES-</u>

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

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: Wednesday 1 May 2025 (afternoon)

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:

Modern Technologies • Communication technologies • Cloud storage and computing • Using cloud technologies • Modern team working • Inclusivity and accessibility	**Implications of Digital Systems** • Shared data • Environmental issues • Equal access • Acceptable use policies • Data protection • Criminal use
Planning and Communication • Data flow diagrams • Flowcharts • System Diagrams • Tables	**Cyber Security** • System attacks and external threats • Internal threats and impact of breaches • User restrictions and finding weaknesses • Data level protection • Policy backups and recovery

Key websites for revision

https://www.knowitallninja.com/

https://www.youtube.com/watch?v=0jHh80IfmdU&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 16 June 2025 pm

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

- Component 1- Performance (30% final grade)
  (internal deadline- 26th April 2024, external deadline – 5th 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- 26th April 2024, external deadline – 5th May 2024)

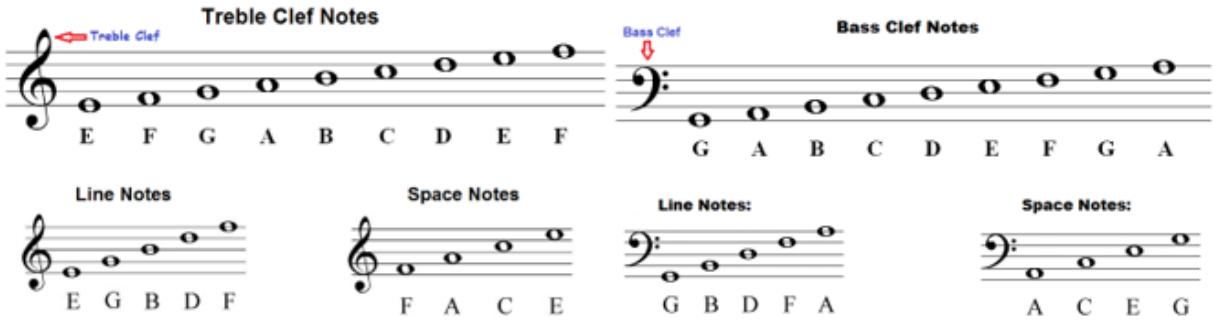
  Students need to complete 3-6 minutes of composition across two compositions. One composition must fit a brief given by the exam board, the other is a free brief. This is internally marked and moderated by the exam board.

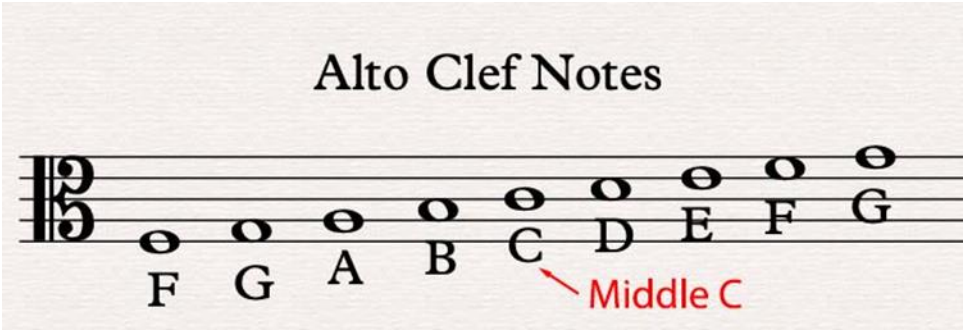
Component 3 – Examination Unit (40% final grade)

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.

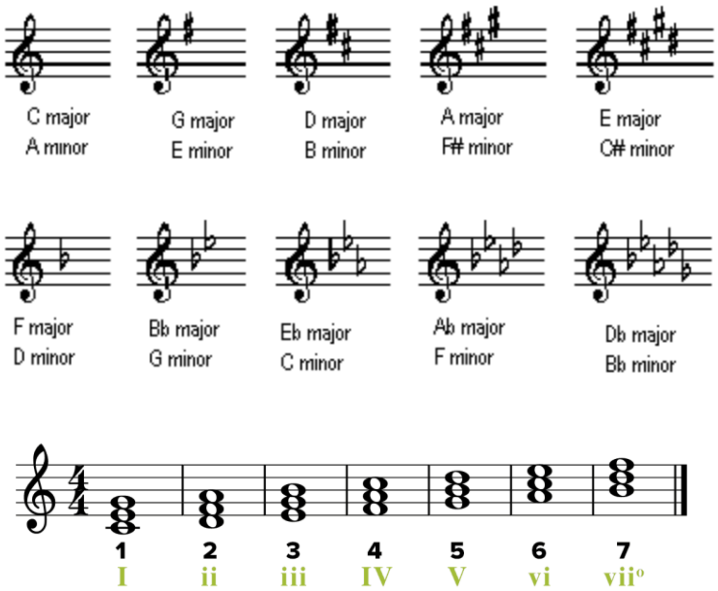




There is a list of terms in Appendix C of the specification which contains all of the words you need to know, apart from anything specific relating to the set works. You should be able to understand these terms and use them yourself. You will also need to learn any specific terms relating to the set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



Simple Time Signatures

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Crotchet Beat	2/4	3/4	4/4
Minim Beat	2/2	3/2	4/2
Quaver Beat	2/8	3/8	4/8

Compound Time Signatures

Type Of Beat	Duple Time	Triple Time	Quadruple Time
Dotted Crotchet Beat	6/8	9/8	12/8
Dotted Minim Beat	6/4	9/4	12/4
Dotted Quaver Beat	6/16	9/16	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 scalic 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 scalic nature shows it is a gentle falling, and the harmonising thirds makes it sounds 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)

GCSE Drama

Specification: AQA GCSE Drama AQA | Drama | GCSE | GCSE Drama
Specification Code: 8261
Exam Date: Thursday 8 May 2025 (AM)
Component 2 and Component 3 (Coursework Units)
Component 2: Devising

Performance completed ✓
The Devising log - due 7th March
Each student is required to complete a Devising log documenting the creation and development of their ideas to communicate meaning through a devised piece and analysing and evaluating their individual contribution to the devising process and the final devised piece. (Max 2500 words).

The Devising log must comprise three sections, each marked out of 20 marks:
- **Section 1: Response to a stimulus**
- **Section 2: Development and collaboration**
- **Section 3: Analysis and evaluation**.

Section 1: Response to a stimulus
In this section students are expected to explain their initial ideas, research and intentions for the devised piece.

The student must explain:
- their initial response to the stimuli presented by the teacher and the stimulus they chose
- the ideas, themes and settings they have considered for the devised piece in response to the stimulus they chose
- their research findings
- their own dramatic aims and intentions
- the dramatic aims and intentions of the piece as a whole.

Section 2: Development and collaboration
In this section students are expected to explain the process they undertook to refine their initial ideas and intentions into a final devised piece.

The student must explain:
- how they developed and refined their own ideas and those of the pair/group
- how they developed and refined the piece in rehearsal
- how they developed and refined their own theatrical skills during the devising process
- how they responded to feedback
- how they as individuals used their refined theatrical skills and ideas in the final piece.

Section 3: Analysis and evaluation
This section offers students the opportunity to demonstrate their analytical and evaluative skills with respect to their own devised work.
Students are expected to analyse and evaluate the ways in which they individually contributed to the devising process as a whole and to the final devised piece, exploring their strengths and the

learning opportunities taken from the experience.

Students should analyse and evaluate:
• how far they developed their theatrical skills
• the benefits they brought to the pair/group and the way in which they positively shaped the outcome
• the overall impact they had as individuals.

Students should also appraise those areas for further development in their future devising work (ie the aspects that did not go as well as they'd hoped).

In the context of this section:
• to 'analyse' is to identify and investigate
• to 'evaluate' is to assess the merit of the different approaches used and formulate Judgements.

Component 3: Texts In Practice

Extremal examiner is coming into school Thursday 3 April.

All students have picked their performance extracts and now need to memorise the lines.

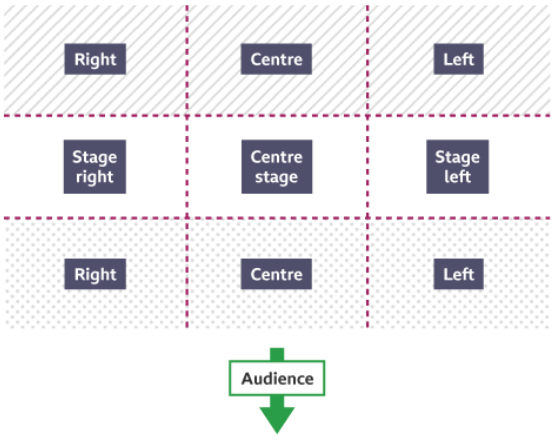
Ways to help memorise lines:

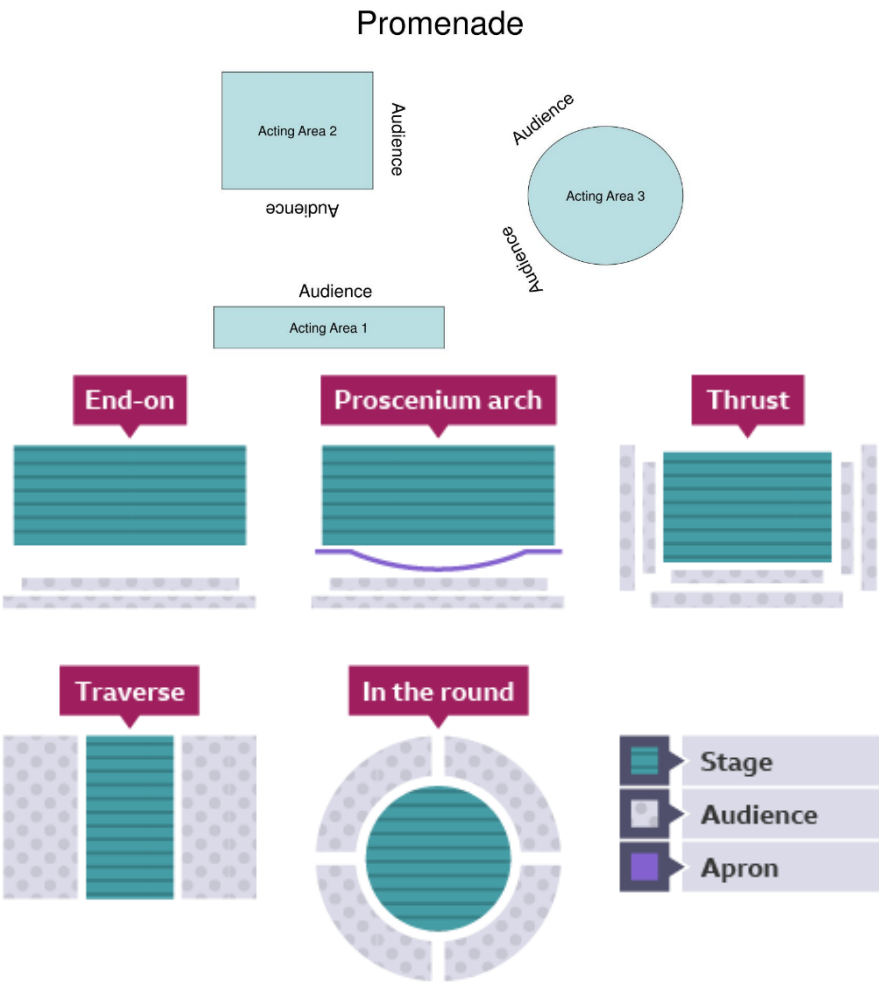
1. Run lines with someone else
2. Write your lines out
3. Record someone else saying the lines and listen like a song
4. Have others quiz you on your next line.
5. Use a mnemonic device i.e. "See you later" write out as "SYL"
6. Learn cue lines

<u>Component 1: Understanding Drama (Written Exam)</u>

<u>Section A</u>

<u>Stage Directions and Stage configurations</u>

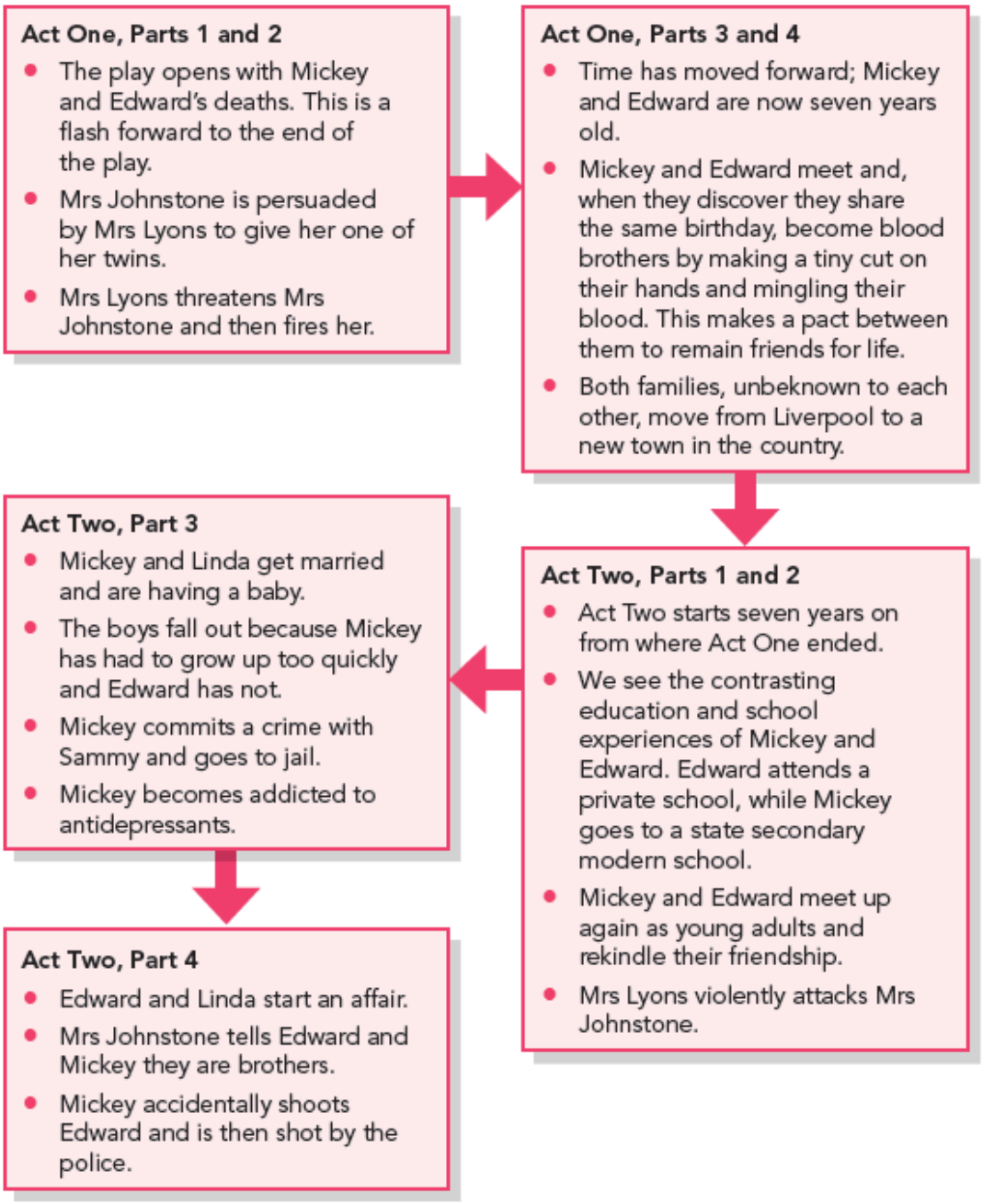




Theatre Roles

• playwright • performer • understudy • lighting designer • sound designer • set designer • costume designer • puppet designer • technician • director • stage manager • theatre manager	You need to know what the responsibilities of the role are in the rehearsals, production and performance.

Section B – Blood Brothers



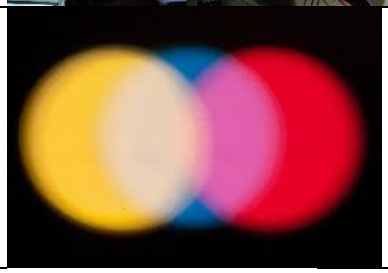
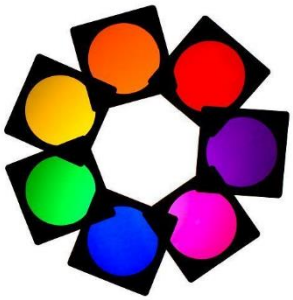
4 x short and extended answers on the play you have studied. You answer from the perspective of a performer.

It will give you an extract to focus on and you answer questions based on how you would use your vocal/physical skills to act parts out and explain your intended effect on the audience.

- 4 Marks: Design- set, costume, lighting and sound - remember 1950s -1980s/ Liverpool / Industrialisation / Recession / Split of social classes / themes of the play – violence, superstition, nature vs nurture
- 8 Marks: How to act the character in the extract provided
- 12 Marks: Spatial relationships between two characters in an extract provided (interaction and reactions)
- 20 Marks: How to play that character in this extract and the play as a whole

Types of lighting:

Type of light	description	Picture
Fresnel	soft edge and soft shadows	
Parcan	Sealed beam used for strong light and special effects	
Profile	hard firm edge	
Follow-spot	spotlight highlighting one character, it can follow the character around the stage	
Flood	floods an area with light	

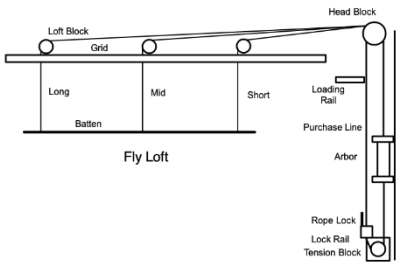
A ‘State’	Refers to which lights are on and the brightness/intensity levels. When the lighting changes state new lights and levels will be used.	
Crossfade	When one state is gradually replaced by the other	
Gels	Coloured material placed Infront of lights to provide a colour on stage.	
Gobo	Metal that is cut out into a shape and placed in front of the lantern to show shapes and patterns on the stage.	
Barndoor	Shutters on a Fresnel light that stop light spilling and give it a sharp line.	
Preset	When the lighting state is already set up within the lighting board and ready to be used.	
LEDs	Allows you to use the same light for different colours.	

Projections	Projecting images onto white cloth can add to the scenery and all scene changes to happen quickly	

Sound Design – Any sound that is not created by the actor

What is the purpose for the sound chosen?	Time period Atmosphere Location Symbolism
Diegetic or Non-diegetic	**Diegetic** sound is sound that a character can hear within the world of the play such as listening to the radio. **Non-diegetic** sound is sound that exists outside the world of the play. The audience can hear the sound, but the characters cannot.
Sound effects	the artificial reproduction of sounds that help to create realism on stage, e.g. the sound of a window smashing.
Live or recorded	A sound designer will consider whether to include the use of live music and sound effects either instead of or in addition to pre-recorded sound. This decision will depend on the style of the show and the budget.
Sourcing	Sourcing is the process of locating or producing an effect or a piece of music, e.g using online music libraries.
Underscoring	Underscoring is the use of music underneath dialogue to help create an atmosphere or to convey a theme.
Mixing	Mixing is the process of layering one sound with another. This can be done live or pre-recorded. For example, a *soundscape* could include a sound effect of rain on a window mixed with whispered voices.

Set Design – Needs to reflection the time period, location, class, atmosphere.

Type of setting	description	Picture
Flat	A lightweight timber frame covered in canvas.	
Projection	Projecting images onto white cloth can add to the scenery and all scene changes to happen quickly	
Gauze	a transparent open-mesh gauze of cotton or linen with a stiff finish for use in theatrical scenery and in curtains	
Fly rail	These systems are used to lift (or fly) scenery from the stage into a space above the stage (the fly loft) by means of mechanical hoists.	
Cyclorama	a large white drape or screen that is positioned upstage and can be lit using floodlights to create a block of colour	
Trucks	a moving platform on which a piece of scenery is built to facilitate scene changing	
Revolve	a turntable built into the stage floor on which scenery can be set and then turned	

Prop	A prop is considered to be anything movable or portable on a stage or a set	
Pyrotechnics	the use of fireworks within theatre to create effects. E.g. explosions.	
Entrances and Exits	The entrance on each side of a theatre's main stage are called "wing entrances" and the exits are called "wing exits."	
Texture	The materials used within set design provide different textures that help to create the feel of a set. For example, a room with rustic, wooden-plank floorboards and flat blinds will feel very different to a room with soft, thick carpets and velvet curtains.	

<u>Costume Design</u> – Needs to show time period, location, class, character personality, purpose.

Things to consider:

- colour
- condition
- cut
- fabric
- Fit
- adornments
- hair and make-up
- practicalities
- shape
- texture
- Shoes

How to describe acting skills for 8,12,20 Mark questions

Voice	Facial Expressions	Body Language	Gesture	Proxemics / Movement
Scream	Wink	Shaking/nodding head	Raising hands	Moving forward
Shout	Cheerful	Shrug	Clenching fists	Moving away
Mumble	Frown	Slowly	Rubbing hands	Pulling towards
Stutter	Wide eyed	Open / Closed	Rubbing eyes	Invading personal space
Controlled	Eyebrows raised	Shoulders hunched	Biting nails	Circling
Slowly	Mouth wide open	Quickly	Hands on hips	Intimidating
Croaky	Eyes narrowed	Skipping	Hands behind back	Comforting
Quietly	Sad	Plodding	Stroking chin	Ignoring
Strong	Jaw tensed	Slow	Head in hands	Turning your back
Melodic	Upper lip curled	Running	Playing with hair	Grabbing clothing
Clear	Flared nostrils	Alert	Crossing arms	Making eye contact
Breathy	Rolling eyes	Leaning	Waving	Breaking eye contact
Wheezy	Glare	Pacing	Scratching head	High level
Intonation	Stare	Kneeling	Throwing hands	Low level

Section C - Live Theatre Question (32 Marks)

1 x question (from a choice) on a piece of live theatre you have seen. You are only answering on acting.
You should be able to discuss a variety of aspects of one production giving a personal analysis and evaluation
of the theatrical elements and how successfully meaning was communicated to the audience.
A03 is worth 12 marks and assesses your knowledge and terminology
A04 is worth 20 marks and assesses your analysis and evaluation

Here are some example structures for these approaches:

1.	2.	3.
Introduction	Introduction	Introduction
Use of voice	Moment 1	Actor A
Physical skills	Moment 2	Actor B
Use of space	Moment 3	Actor C
Summary	Summary	Summary

How to write a paragraph for a moment:

- **Point** - *'Carter used her physical skills effectively to help reinforce her characterisation of countess Elena Andrenyl.'*
- **Describe** - *'As Carter attempts to make her way to her room, she walked across the train carriage tentatively, moving with a bold and fast pace that slowed down and stopped abruptly, when confronted by Ratchett (Simon Cotton). She also held her hands in front of her with her eyes turned away avoiding Ratchett's gaze.*
- **Analyse** - *'This showed that she was determined to get to her cabin on the train but was made to feel uneasy and slightly intimated by Ratchett blocking her path. However, from her stopping close to Ratchett and using an upright posture, it shows although she is nervous she is standing her ground.*
- **Evaluate** - *'Her use of movement was effective in demonstrating to the audience that The Countess is of status and class and even a man as vile and self-important as Ratchett would not intimidate her. Her use of movement and physicality helped to demonstrate her character's determination and strength in the face of obstacles. I found this to be a poignant moment where I realised the strength of this character and was curious to see what else she would do.*

<u>Evaluative phrases: Some suggestions</u>

- The way the opening was staged worked well because …
- The decision to set the scene by ….. was successful because …
- The designer/actor/director quickly established the setting by …
- They immediately brought out the drama through/by …
- I was gripped/intrigued/enthralled/completely engaged by…
- Drama/tension/contrast was effectively created at the beginning by ….
- One moment/idea that worked well was … I liked the way the …
- The interpretation of… worked effectively because …
- An effective moment was when …
- This was a good way of showing … This was a good idea because ….
- … clearly communicated/ established/ indicated/ represented/ showed …
- … was dramatic/ tense/ realistic … … created/ added tension
- The scene/moment more effective by …
- The scene was made dramatic/ tense by…
- The characterisation of… successfully conveyed…. by …(staging skills)

Resources

GCSE Drama - AQA - BBC Bitesize
Free GCSE Drama AQA Revision Content — Study Rocket
AQA GCSE Drama Revision | Quizlet
Murder on the Orient Express on stage. UK Tour 2024-25
Metamorphosis | Frantic Assembly

Sport

Specification: BTEC Tech Award in Sport
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/sport-2022.html
Exam Date: Thursday 8 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;

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

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