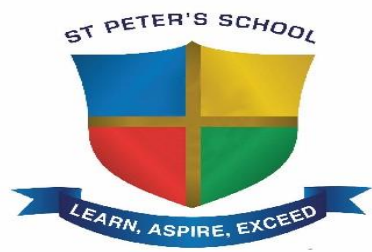




Key Stage 4 Revision Evening

Revision Evening



It is **never too early** to start revising.

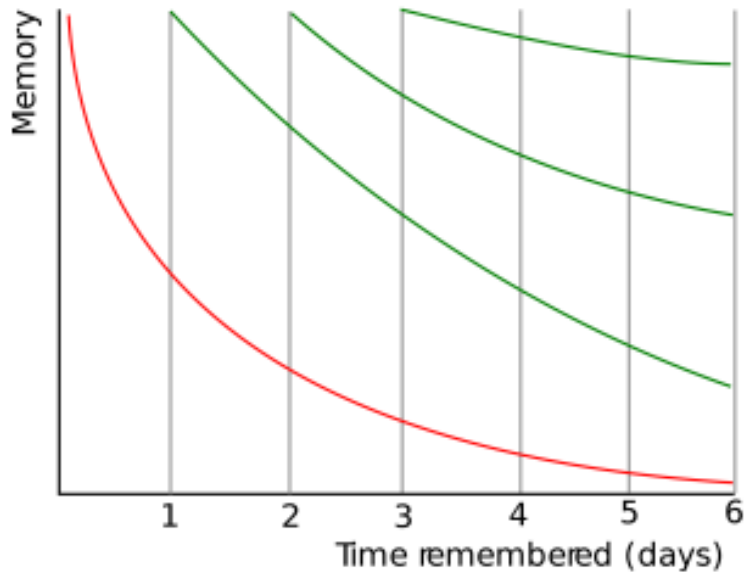
The key is making sure that what you are doing is effective.

What does effective revision look like?

Revision Evening



The Forgetting Curve



This graph shows the rates of 'forgetting'. The red line indicates the drop off from the initial lesson or period of studying. If that content is re-studied, you can see the drop off is far more gradual. In this graph, studying for the 4th time, over a period of time, means there is minimal 'forgetting'.

Crucially, he discovered that with regular revisiting of material, it was recalled quicker, and then forgotten slower. This is called distributed or spaced practice.

The most useful starting point is the work of Hermann Ebbinghaus from 1885 (replicated by Murre and Dros in 2015 with similar results).

Revision Evening



| High Effectiveness | Moderate Effectiveness | Low Effectiveness |
|--|---|--|
| <ul style="list-style-type: none">•Practice Testing•Distributed Practice (returning to topics over a longer period of time) | <ul style="list-style-type: none">•Interleaved practice (chunking up and mixing up topics)•Elaborative interrogation (Asking 'why' and making connections)•Self-explanation (linking new information to existing information) | <ul style="list-style-type: none">•Summarisation•Highlighting/underlining•Keyword mnemonic•Image use•Rereading |

Data taken from a study in 2013 entitled: "Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology"

Revision Evening



6 most important strategies for learning material:

The Learning Scientists

- **Spaced Practice:** Space out studying and revision over the longest time possible.
- **Retrieval practice:** Practice recalling information – don't allow notes or revision guides straight away.
- **Elaboration: *Why?*** Explaining and describing ideas with as much detail as possible, linking to other topics and areas of study.
- **Interleaving:** Break topics into smaller chunks and then switch between them in a revision schedule.
- **Concrete Examples:** Ensure specific and clear examples are used to show understanding of complex ideas.
- **Dual Coding:** Put words and visuals together to help learn things in slightly different ways: infographics, timelines, cartoons, diagrams etc.

Revision Evening



Our brains can be very good at convincing us that we know things that we don't actually know that well... and the only way to find out is by testing! Some are surprised that the best way to learn, is actually by testing a lot.

What would an effective hour of revision look like?

- Spend 20 minutes revising **Topic B**
- Spend **25 minutes doing exam questions** on **Topic A** (revised last week)
- **Review your answers with the mark scheme, textbook or notes.**
- **Identify areas you were not clear on – for further revision**
- Remember to **schedule an exam question on Topic B for next week!**

Interleaving

retrieval practice

Distributed/spaced practice

Revision Evening



3 key points to remember

1. **Test yourself** (retrieval practice)

Practice retrieving the information. It is what you will have to do in the exam and it is the only way that you can be sure you remember understand and can apply that knowledge.

2. Try to look at a variety of topics in a session revise one topic, test yourself on what you revised last session. (interleaved practice)

3. Spread your revision over time (distributed/spaced practice) come back to things on a regular basis. This is the most effective way of remembering.

“But you can't revise for English!”

How to revise English at GCSE



What do students study?



AQA English Language

Paper One: Literary Fiction

Paper Two: Viewpoints and Perspectives (Non-Fiction)

AQA English Literature

Paper One: *A Christmas Carol* and Shakespeare

Paper Two: *Animal Farm*, 'Conflict and Power' poetry and unseen poetry

English Literature

| | | |
|---|--|---|
| "No one believes more firmly than Comrade Napoleon that all animals are equal" | Sunday-morning meetings would come to an end | "Carried a whip in his trotter" |
| "It had become usual to give Napoleon the credit for every successful achievement" | Napoleon + Power | "reputation for getting his own way" |
| make himself responsible for their education | Father of all Animals Terror of Mankind | "Never mind the milk, comrades!" |

- ☺ Quote cards or flashcards
- ☺ Chapter or scene summary cards
- ☺ Theme and character mind maps
- ☺ Five minute theme challenges
- ☺ Knowledge organisers
- ☺ Planning essays with extracts
- ☺ Re-read your texts

English Literature

English Lit: GCSE
Animal Farm -
Quotations →

1.1.2 Snowball

Key quotes characterising Snowball:

| | |
|---|--|
| "Often won over the majority with his brilliant speeches" | Popular and eloquent. |
| "Quicker in speech and more inventive" | Intelligent and a good leader. |
| "In league with _____ from the very start" | Scapegoat. |
| "He himself dashed straight for Jones" | Brave leader and committed to defending Animalism. |
| "Conjured up pictures of fantastic machines" | Has noble intentions. |

Feedback?

Check

English Literature

Fire

..... eyed fury be my
conduct now

fool

Mab

wings

Romeo, Romeo, art
thou Romeo?

I would the were
married to her grave

Oh then I see Queen
have been with you

With love's light did I
o'erperch these walls

A pair of star-cross'd lovers
take their

wherefore

life

English Language

GCSE English Language

Teaching from: September 2015

Exams from: June 2017
Specification code: 8700
QAN code: 6014292/3

Our specification is designed to inspire and motivate your students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible, accessible to all students.

It enables your students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.

We've developed two equally-balanced papers, each assessing reading and writing in an integrated way.

[Download specification](#)

[Specification >](#)
[Specification at a glance >](#)
[Sample papers and mark schemes >](#)

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname _____
Forename(s) _____
Candidate signature _____

GCSE ENGLISH LANGUAGE

Paper 2 Writers' viewpoints and perspectives

Monday 12 June 2017 Morning Time allowed: 1 hour and 45 minutes

Materials
For this paper you must have:
• **Source A** and **Source B** – which are provided as a separate insert.

Instructions

- Answer **all** questions.
- Use black ink or black ball-point pen.
- Fill in the boxes on this page.
- You must answer the questions in the spaces provided.
- Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- There are 40 marks for **Section A** and 40 marks for **Section B**.
- You are reminded of the need for good English and clear presentation in your answers.
- You will be assessed on the quality of your **reading** in **Section A**.
- You will be assessed on the quality of your **writing** in **Section B**.

Advice

- You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
- You should make sure you leave sufficient time to check your answers.

| For Examiner's Use | |
|--------------------|------|
| Question | Mark |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| TOTAL | |

IBM Jun 17/EG

8700/2

English Language (8700)

- Introduction
- Specification at a glance
- Subject content
- Scheme of assessment
- Non-exam assessment administration
- General administration
- Planning resources
- Teaching resources
- Assessment resources**

Assessment resources

June 2018 papers and mark schemes





Insight report: results at a glance June 2018 (833.7 KB)

November 2017 papers and mark schemes

Non exam assessment: Examiner report November 2017 (55.1 KB)
 Paper 1: Examiner report November 2017 (69.8 KB)
 Paper 1: Insert (Modified A3 36pt) November 2017 (456.4 KB)
 Paper 1: Insert (Modified A4 18pt) November 2017 (455.1 KB)
 Paper 1: Insert November 2017 (473.4 KB)
 Paper 1: Mark scheme November 2017 (356.1 KB)
 Paper 1: Question paper (Modified A3 36pt) November 2017 (1.4 MB)
 Paper 1: Question paper (Modified A4 18pt) November 2017 (1.3 MB)
 Paper 1: Question paper November 2017 (1.4 MB)
 Paper 2: Examiner report November 2017 (80.9 KB)
 Paper 2: Insert (Modified A3 36pt) November 2017 (5.7 MB)
















English Language









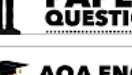
Uploads ▶ PLAY ALL

| | | | |
|---|--|--|--|
|  <p>HOW TO REVISE GCSE ENGLISH LANGUAGE 12:18</p> |  <p>Mailbox Monday Q&A 18:02</p> |  <p>STUDENT EXEMPLARS 11:35</p> |  <p>Mailbox Monday Q&A 13:47</p> |
| <p>How to Revise GCSE English Language 5.1K views • 2 days ago</p> | <p>Mailbox Monday: 4th March 2019 1.1K views • 6 days ago</p> | <p>Student Exemplars: 'Ozymandias' vs 'Extract fro... 2.8K views • 1 week ago</p> | <p>Mailbox Monday: 25th February 2019 1.3K views • 1 week ago</p> |

HOME VIDEOS PLAYLISTS COMMUNITY CHANNELS ABOUT 🔍

Created playlists SORT BY

| | | | | |
|--|--|---|---|---|
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 1 40 Updated 2 days ago VIEW FULL PLAYLIST</p> |  <p>AQA ENGLISH LANGUAGE PAPER 2 QUESTION 1 44 Updated 2 days ago VIEW FULL PLAYLIST</p> |  <p>STUDENT EXEMPLARS 53 VIEW FULL PLAYLIST</p> |  <p>Mailbox Monday: Your Questions 150 VIEW FULL PLAYLIST</p> |  <p>AQA GCSE ENGLISH LITERATURE 29 VIEW FULL PLAYLIST</p> |
|  <p>J.B Priestley's 'An Inspector Call' ANALYSIS 32 VIEW FULL PLAYLIST</p> |  <p>100% FULL MARKS EXAM ANSWERS 16 VIEW FULL PLAYLIST</p> |  <p>'JEKYLL AND HYDE' ANALYSIS 21 VIEW FULL PLAYLIST</p> |  <p>'ROMEO AND JULIET' ANALYSIS 55 VIEW FULL PLAYLIST</p> |  <p>The Great Gatsby 13 VIEW FULL PLAYLIST</p> |
|  <p>MR BRUFF VS THE GREATEST SHOWMAN SONG REVISION 26 VIEW FULL PLAYLIST</p> |  <p>'TWELFTH NIGHT' ANALYSIS 5 VIEW FULL PLAYLIST</p> |  <p>'A CHRISTMAS CAROL' ANALYSIS 16 VIEW FULL PLAYLIST</p> |  <p>YOU TELL ME! 11 VIEW FULL PLAYLIST</p> |  <p>'MY LAST DUCHESSE' ANALYSIS 56 VIEW FULL PLAYLIST</p> |

| | |
|---|--|
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 1 10:35</p> | <p>AQA GCSE English Language Paper 1 Question 1 mrbruff</p> |
|  <p>WHAT 2017 TEACHES US ABOUT 201 8:47</p> | <p>Learning From the 2017 Exams: English Language Paper 1 Question 1 mrbruff</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 2 15:38</p> | <p>AQA GCSE English Language Paper 1 Question 2 mrbruff</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 2? 5:24</p> | <p>Did You Know This About Paper 1 Question 2? mrbruff</p> |
|  <p>WHAT 2017 TEACHES US ABOUT 201 6:47</p> | <p>Learning From the 2017 Exams: English Language Paper 1 Question 2 mrbruff</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 3 16:14</p> | <p>AQA GCSE English Language Paper 1 Question 3 mrbruff</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 2 15:38</p> | <p>AQA GCSE English Language Paper 1 Question 2 mrbruff ✓ 545K views</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 3 16:14</p> | <p>AQA GCSE English Language Paper 1 Question 3 mrbruff ✓ 435K views</p> |
|  <p>AQA ENGLISH LANGUAGE PAPER 1 QUESTION 4 11:31</p> | <p>AQA GCSE English Language Paper 1 Question 4 mrbruff ✓ 333K views</p> |

Top Tips for Both Exams



**KEEP
CALM
& ENJOY
ENGLISH
CLASS**

- ☺ Use your exercise books and classwork from throughout the year
- ☺ Visit the AQA website and look at the resources that are on offer there
- ☺ Make sure you know what gets marks for each question – this can then form a checklist for you when writing your answers in the exam
- ☺ Attend intervention on a Monday after school (Year 11)

Faculty of Mathematics



Qualifications

GCSE

GCSE Mathematics

- 8300H
- 8300F

*Level 2 Further Maths

*GCSE Statistics

Post 16

A' level Mathematics

- Discrete
- Statistics
- Mechanics

Level 3 Mathematical Studies (Core Maths)

* A' level Further Mathematics (STEP/ MAT)

Competitions

KS5 - Ritangle

KS3 – KS5 Maths challenge (Senior /intermediate/ junior)

Faculty of Mathematics



Course Overview (5 year mastery route for KS3 & KS4)

- **One curriculum for all** - No artificial ceiling imposed on what learners can achieve.
- **Curriculum organised into mastery half terms** - Develop conceptual understanding and make connections
- **Spiralling cumulative curriculum** - Concepts revisited regularly (retrieval practise). Helps develop fluency
- **Consistent lesson structure** - Ensures implementation of all associated pedagogic principles
- **Split into 'Foundation' and 'Higher' tier groups at the end of KS3**
 - Provides opportunities for further exploration of depth with higher ability students

Faculty of Mathematics



Maths is not a spectator sport!

Practise solving questions with increasing level of difficulty. Look beyond exam board

Revise topics in rotation. Gradually reduce reliance on notes and formula sheets

Build up to exam conditions during independent learning (90 minutes papers)

Use of P.E.Q in tandem with the examiner's report & mark schemes is encouraged

Remember! it is a two year course. Importance of recording, organising and consolidating material covered in class

Faculty of Mathematics



Useful websites

- [Parallel](#)
- [Hegartymaths](#)
- [Corbettmaths](#)
- [Seneca](#)
- [Khan Academy](#)
- [Dr Frost](#)
- [Mr Barton](#)
- [Miss B](#)
- [Mathscourses.co.uk](#)
- [Grade 4 Essentials for GCSE Maths](#)

Faculty of Mathematics





Courses

Biology (8461)

Chemistry (8462)

Physics (8463)

Combined Science Trilogy (8464)



Key areas for revision

Required practical's

- 21 - trilogy, 10 – biology, 8 – chemistry, 10 - physics
- Take up **25% of the marks in each paper**
- Need to be able to write methods
- Understand the theory behind the practical
- Describe and explain results

Please see revision support sheet sent out with letters for links to useful websites

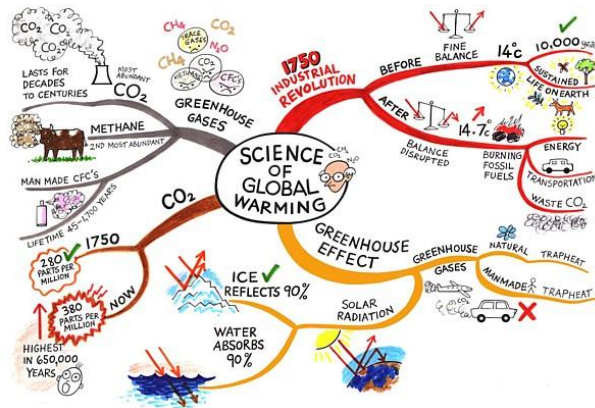
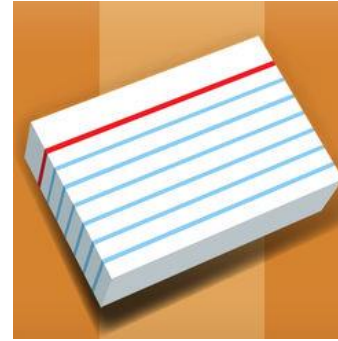
Learn and practise using physics equations (triple and higher)

- 23 equations to be memorised

Revision Strategies

Start learning:

- Key words and definitions
- Write out methods for required practical's
- List all physics equations



Make links between lessons / topics

- Mind maps / posters
- Flash cards
- Use internet resources and make notes

Check understanding

- Workbook questions
- Past paper questions
- Use mark scheme to mark

Intervention opportunities:

- Intervention lessons after assessment
- Science City will have 6th formers tutoring TBC
- Practice exam techniques in lesson
- Feedback given after book checks
- Teachers will be identifying target pupils and developing intervention program for them.

| Course | Combined Science: trilogy | Biology | Chemistry | Physics |
|-------------------------------|---|--|--|---|
| Units assessed by exam | There are <u>six papers</u> : two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. | Two exam papers , the first assessing units 1-4 and the second 5-7 | Two exam papers , the first assessing units 1-5 and the second 6-10 | Two exam papers , the first assessing units 1-4 and the second 5-8 |
| Written Exam details | <ul style="list-style-type: none"> • 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE | <ul style="list-style-type: none"> • 1 hour 45 minutes • Foundation and Higher Tier • 100 marks • 50% of GCSE | | |
| Question style | Multiple choice, structured, closed short answer, and open response | | | |

| Paper | Topics | Required practicals (trilogy) |
|--------------------|---|--|
| Biology 1 | Cell Biology; Organisation; Infection and response; and Bioenergetics | Microscopy Osmosis Food tests Enzymes Photosynthesis |
| Biology 2 | Homeostasis and response; Inheritance, variation and evolution; and Ecology. | Reaction time Field investigations |
| Chemistry 1 | Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes | Making Salts Electrolysis Temperature changes |
| Chemistry 2 | The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. | Rates of reaction Chromatography Water purification |
| Physics 1 | Energy; Electricity; Particle model of matter; and Atomic structure | Specific heat capacity Resistance I-V characteristics Density |
| Physics 2 | Forces; Waves; and Magnetism and electromagnetism (Space - triple) | Force and extension Acceleration Waves Radiation and absorption |

BTEC Performing Arts

How to revise for Drama



What do students study?



Component One

Exploring the Performing Arts

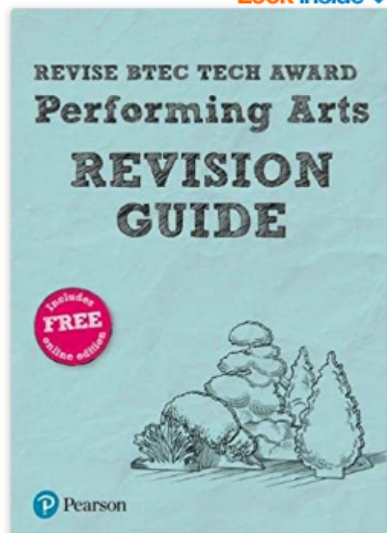
Component Two

Developing Skills and Techniques
in the Performing Arts

Component Three

Responding to a Brief

Look inside ↴



Pearson REVISE BTEC Tech Award Performing Arts Revision Guide: for home learning, 2022 and 2023 assessments and exams Paperback – 25 Oct. 2018

by Sally Jewers (Author), Heidi McEntee (Author), Paul Webster (Author)

★★★★☆ 51 ratings

[See all formats and editions](#)

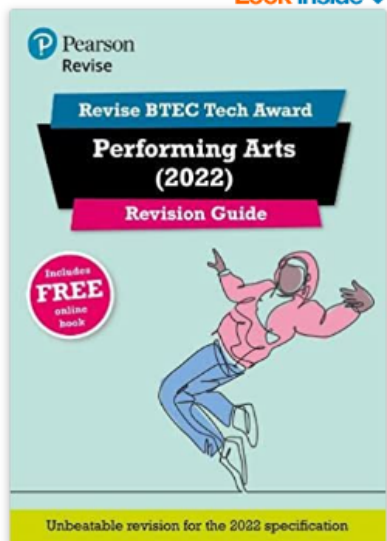
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6 Used from £3.79
10 New from £5.09

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Our revision resources are the smart choice for those revising for the external assessment for the Performing Arts BTEC Tech Award.

This book will help you to:

Look inside ↴



Pearson REVISE BTEC Tech Award Performing Arts 2022 Revision Guide: for home learning, 2022 and 2023 assessments and exams Paperback – 16 Sept. 2022

by Heidi McEntee (Author)

★★★★☆ 51 ratings

[See all formats and editions](#)

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£6.49 incl. VAT ✓prime

1 New from £6.49

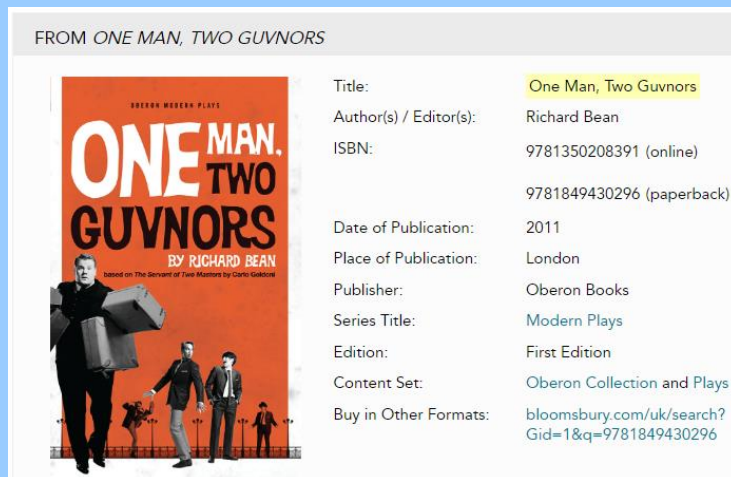
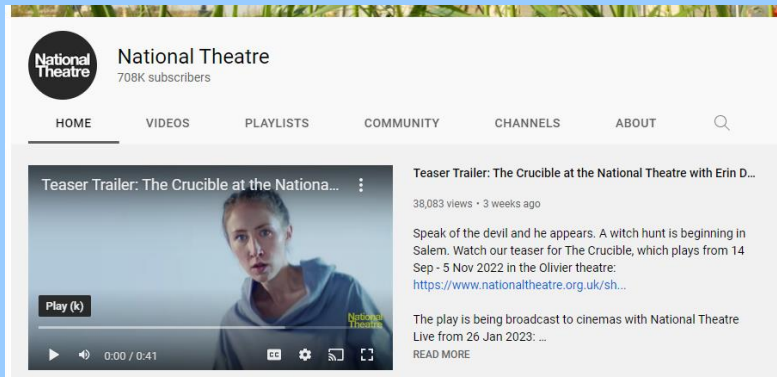
[Pre-order Price Guarantee. Details](#) ✓

Our BTEC Tech Award (2022) revision resources are there to support you when you're getting ready for your external assessment.

This book will help you to:

- Revise all the essential content and key skills

What can students revise at home?



- Get students to as much live theatre as possible
- National Theatre YouTube channel
- Drama Online Library school login
- Watch interviews with actors, directors, producers, costume designers, sound designers etc!
- Help learn those lines!



Sports Studies



Subject title

OCR Level 1/2 Cambridge National in Sport Studies

Exam board

OCR

How many papers

Students must complete three units:

One mandatory externally assessed unit (exam)

One mandatory centre-assessed unit (NEA)

One optional centre-assessed unit (NEA) from a choice of two.

Length of exam

| Unit R184: Contemporary issues in sport | Unit R185: Performance and leadership in sports activities | Unit R187: Increasing awareness of Outdoor and Adventurous Activities |
|--|---|---|
| <p>48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam</p> | <p>48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated</p> | <p>24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated</p> |
| <ul style="list-style-type: none"> o Issues which affect participation in sport o The role of sport in promoting values o The implications of hosting a major sporting event for a city or country o The role National Governing Bodies (NGBs) play in the development of their sport o The use of technology in sport. | <ul style="list-style-type: none"> o Key components of performance o Applying practice methods to support improvement in a sporting activity o Organising and planning a sports activity session o Leading a sports activity session o Reviewing your own performance in planning and leading a sports activity session. | <ul style="list-style-type: none"> o Provision for different types of outdoor and adventurous activities in the UK o Equipment, clothing and safety aspects of participating in outdoor and adventurous activities o Plan for and be able to participate in an outdoor and adventurous activity o Evaluate participation in an outdoor and adventurous activity |



Sports Studies



What the students need to revise.

Students would only need to revise for the exam which takes place at the end of year 11.

Where they might find past exam papers etc

Past papers are not available yet but previous past papers can be used and staff will provide these

Sport Studies

Revision Guide and Workbook

Thomas Jagger



Sports Studies

Hints and tips for revision

- Listen to the teacher and complete work in lesson, then no need for intervention
- Use all available resources; lesson notes, workbooks, textbooks, friends, teacher and most importantly you!
- Practice, practice, practice. Lionel Messi didn't become the best just by chance!
- Revision guides available (only for the exam content;
- <https://www.cambridge.org/gb/education/subject/vocational/cambridge-national-sport-studies/cambridge-national-sport-studies-level-1-level-2-digital-revision-guide-and-workbook-2-years-revision-guide-and-workbook-digital-access-2-years?isbn=9781009119771&format=DO#contents>



Sports Science



Subject title

OCR Level1/2 Cambridge National in Sport Science

Exam board

OCR

How many papers

Students must complete three units:

One mandatory externally assessed unit (exam)

One mandatory centre-assessed unit (NEA)

One optional centre-assessed unit (NEA) from a choice of two.

Length of exam

| | | |
|---|--|--|
| R180: Reducing the risk of sports injuries and dealing with common medical conditions | R181: Applying the principles of training: fitness and how it affects skill performance | R183: Nutrition and sports performance |
| 48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam | 48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated | 24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated |
| By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions. | By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. | By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer. |



Sports Science



What the students need to revise.

Students would only need to revise for the exam which takes place at the end of year 11.

Where they might find past exam papers etc

Past papers are not available yet but previous past papers can be used and staff will provide these

Sport Science

Digital Revision Guide and Workbook



Sports Science

Hints and tips for revision

- Listen to the teacher and complete work in lesson, then no need for intervention
- Use all available resources; lesson notes, workbooks, textbooks, friends, teacher and most importantly you!
- Practice, practice, practice. Lionel Messi didn't become the best just by chance!
- Revision guides available (only for the exam content;
- <https://www.cambridge.org/gb/education/subject/vocational/cambridge-national-sport-science/cambridge-national-sport-science-level-1-level-2-digital-revision-guide-and-workbook-2-years-revision-guide-and-workbook-digital-access-2-years?isbn=9781009113168&format=EB>

Cambridge NATIONALS LEVEL 1/2



SPORT SCIENCE AND SPORT STUDIES

Subject title

OCR Level 1/2 Cambridge National in Sport Studies

Exam board

OCR

How many papers

Students must complete four units:

One mandatory externally assessed unit (exam)

One mandatory centre-assessed unit (NEA)

Two optional centre-assessed unit (NEA) from a choice of five.

Length of exam

| | | | |
|--|--|--|---|
| R051: Contemporary issues in sport | R052: Developing sports skills | R053: Sports leadership | R056: Developing knowledge and skills in outdoor activities |
| Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks |
| This unit sets the context of sport within the wider environment and how it reflects society and its values. Students will explore a range of topical and contemporary issues in sport, as well as the promotion of values and ethical behaviour through sport. Students will also learn about the role of high-profile sporting events and national governing bodies in advancing sports' attempts to positively impact upon society and showcase their worth beyond providing entertainment. | Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity. Students will also improve their understanding of the rules to allow them to act in a number of officiating roles within an activity. | Whether voluntary or professional, the role of the sport leader is imperative in any sport. Adopting the role of coach, manager, teacher or team captain, sport leaders can shape the development of sport by influencing and inspiring those around them to participate and perform in sporting activities. In this unit, students learn more about different leadership roles and styles. They will then go on to plan and deliver effective and safe sessions and evaluate their own performance. | Organisations increasingly use outdoor and adventurous activities as the basis for team away-days and teambuilding exercises, requiring individuals to work collaboratively and develop their problem-solving and communication skills as a group. Students will develop their knowledge about different outdoor activities, how to plan an outdoor activity and be able to participate in one. They will develop their communication, decision making and leadership skills in challenging scenarios and environments. |

Cambridge NATIONALS LEVEL 1/2



SPORT SCIENCE AND SPORT STUDIES

What the students need to revise.

Students would only need to revise for the exam which takes place at the end of year 11.

Where they might find past exam papers etc

Past papers can be found here.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/assessment/>

SPORT STUDIES



Symond Burrows
Sue Young

Sports Studies

Hints and tips for revision

- Listen to the teacher and complete work in lesson, then no need for intervention
- Use all available resources; lesson notes, workbooks, textbooks, friends, teacher and most importantly you!
- Practice, practice, practice. Lionel Messi didn't become the best just by chance!
- Revision guides available (only for the exam content;
- <https://www.hoddereducation.co.uk/subjects/sport-pe/products/general/my-revision-notes-cambridge-national-sport-studie>

Cambridge NATIONALS LEVEL 1/2



SPORT SCIENCE AND SPORT STUDIES

Subject title

OCR Level 1/2 Cambridge National in Sport Science

Exam board

OCR

How many papers

Students must complete four units:

One mandatory externally assessed unit (exam)

One mandatory centre-assessed unit (NEA)

Two optional centre-assessed unit (NEA) from a choice of five.

Length of exam

| Unit R041: Reducing the risk of sports injuries | Unit R042: Applying principles of training | Unit R043: The body's response to physical activity | Unit R045: Sports nutrition |
|--|---|--|--|
| Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks | Centre-assessed tasks OCR-moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks |
| Taking part in sport and physical activity puts the body under stress. Students will learn how to reduce the risk of injury when taking part in sport through activities such as warm-ups, and knowing how to respond to injuries and medical conditions in a sport setting are all vital skills within the sport and leisure industry | The role of a coach is to keep their performers in peak condition by monitoring individuals' fitness and designing bespoke training programmes. Students will learn the principles of training and how different methods target different components of fitness. They will also learn how to conduct fitness tests, interpret the results and design and evaluate fitness programmes. The OCR-set assignment brings this together through demonstration of this knowledge and skills in a practical task. | Understanding how the body changes and responds to physical activity means that body systems can be optimised to improve sports performance and healthier lifestyles. Students will learn about the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles in physical activity and how to measure and record short-term and long-term effects of physical activity. | Correct nutrition is a vital part of a sport person's preparation; incorrect nutrition can lead to deterioration in performance and overall health. Students will learn about different nutrients and supplements and their importance to different activity types. They will also learn about the effects of a poor diet on performance and health and will develop and evaluate diet plans for performers. |

Cambridge NATIONALS LEVEL 1/2



SPORT SCIENCE AND SPORT STUDIES

What the students need to revise.

Students would only need to revise for the exam which takes place at the end of year 11.

Where they might find past exam papers etc

Past papers can be found here.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-science-level-1-2-j802-j812/assessment/>

my **revision** notes

Cambridge National Level 1/2

SPORT SCIENCE



Sue Young
Symond Burrows

 **HODDER**
EDUCATION
LEARN MORE

Sports Studies

Hints and tips for revision

- Listen to the teacher and complete work in lesson, then no need for intervention
- Use all available resources; lesson notes, workbooks, textbooks, friends, teacher and most importantly you!
- Practice, practice, practice. Lionel Messi didn't become the best just by chance!
- Revision guides available (only for the exam content;
- <https://www.hoddereducation.co.uk/subjects/sport-pe/products/general/my-revision-notes-cambridge-national-sport-scienc>

GCSE Art & Design: Fine Art & GCSE Photography

Exam board: Eduqas

Course Structure

Component 1: Portfolio 60% of GCSE

- The portfolio is internally set and marked through 3 projects, two in Year 10 & one in Year 11 to be completed by Christmas 2022.

Component 2: Externally Set Assignment 40% of GCSE

- Externally set theme and internally marked.
- The exam paper is released January 2nd 2023, the evidence created in the preparation period takes the same form as a portfolio project.
- The final outcome is produced over a 10 hour period (2 school days) before the Easter holiday.

* Both components are moderated by Eduqas.

Search

All teams

Art and Design 113Ad1 2022 SPS

Home page
Class Notebook
Assignments
Grades
Reflect
Insights

Channels
General

General Posts Files Resources - Student R... +

+ New Upload Sync Open in SharePoint

Documents > General > Class Materials

| Name | Modified | Modified By |
|------------------------------------|-------------|-------------|
| GCSE ART Knowledge Organisers | July 19 | D Glover |
| GCSE Project Structure 2022 23.doc | September 5 | D Glover |

Students have paper copies of project booklets / tick charts, these are also on TEAMS.

Search

All teams

Art and Design 102Ad1 2022 SPS

Home page
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Reflect
Insights

Channels
General

General Posts Files Resources - Student R... +

+ New Upload Sync Open in SharePoint

Documents > General > Class Materials

| Name | Modified | Modified By |
|--|-------------|-------------|
| GCSE ART Knowledge Organisers | July 19 | D Glover |
| GCSE Project 1 Inside Outside 2022 23.docx | September 5 | D Glover |

The knowledge organisers on TEAMS give top tips from the exam board for successfully meeting the assessment criteria & achieving your best!

The 4 assessment objectives apply to Component 1 & 2

AO1 Develop ideas through investigations, demonstrating critical understanding of sources.

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3 Record ideas, observations and insights relevant to intentions as work progresses.

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

GCSE Art & Design: Resource Sheet 8

GCSE Art & Design: Resource Sheet 1

A01 - Contextual understanding: *Develop ideas through investigations, demonstrating critical understanding of sources.*
Helpful definition: **Critical understanding** can mean understanding that is the result of making careful judgements.

What's the purpose of this AO?

In the same way that you develop writing abilities by studying novels, poems and other kinds of written material, the purpose of this AO requires that you study different visual sources to promote your art & design abilities.

This should help to:

- increase your knowledge and understanding of works of art & design produced in different times and places
- raise awareness of the methods and approaches used by artists and designers
- reflect on their intentions (why they produced their work) and purposes (what it was made for)
- enable close analysis of selected works of art and design.

This can:

- provide starting points for generating creative ideas and inform further development
- start a search for connections between contextual sources and your own work
- allow comparisons and contrasts to be made
- prompt research and development of more refined approaches.

What sources should be explored?

These can be artefacts, images and other visual and written references. There are lots of examples that you can access on the internet and through TV programmes, but the best sources are found in museums, galleries, craft and design workshops and even specialist shops. Whenever possible, try to explore sources at first hand because this will make it easier to make authentic personal observations in developing your critical skills.

What are critical skills?

These are sometimes mistakenly thought to be about making negative observations. Critical skills are used to ask the right questions and probe deeply to find answers. It also means considering different kinds of information, such as those that are biographical, descriptive and evaluative, in order to reach well informed judgements. These skills are also developed in other subjects, such as in your language lessons and by asking and responding to higher order questions.

Tip: Practise your critical skills by reviewing the work of a past student, trying to arrive at fair and balanced judgements, giving reasons for your decisions. Apply to your own work what you learn from doing this.

Achieving your best in this AO

This is best shown by:

- thoughtfully using images and words together to demonstrate that you have understood, in some depth, relevant works of art and design
- investigating **why** and **how** they were produced
- analysing selected examples, using methods such as *Content, Form, Process and Mood*
- making evident why you chose to study selected examples and how they inform your own approach.

Top Tips from students & teachers

- Be organised!
- Put EVERYTHING in your sketchbook/flip-folder or digital sketchbook, it shows the time you have taken and the process that has led you to your final piece
- Take lots of your own photos, this gives you choice to inspire your ideas and are evidence for AO3.
- Take ownership of your project and how you respond to the theme
- Work on your project outside of lesson every week
- Experiment with new media and styles. Use both manual manipulation techniques as well as digital.
- Analyse everything - it is really important to write about your work and the work of other artists to show your understanding. Analysing also gives you the chance to explain what went well but also what didn't go to plan - if you are worried that a piece of art isn't your best, this is your chance to tell the examiner why you don't like it and what you would do differently.
- Carefully choose your artists / contextual references to ensure you are interested in them which will make your work more interesting to you.
- Complete annotations as you go along!

**Intervention available
in the Art Department
at tutor time
(students selected) &
after school
Wednesday and
Thursday**

and finally ...
we exhibit all student
work at the GCSE & A
Level Art Exhibition in
the Summer term of
Year 11 for Parents /
carers & friends to
attend.

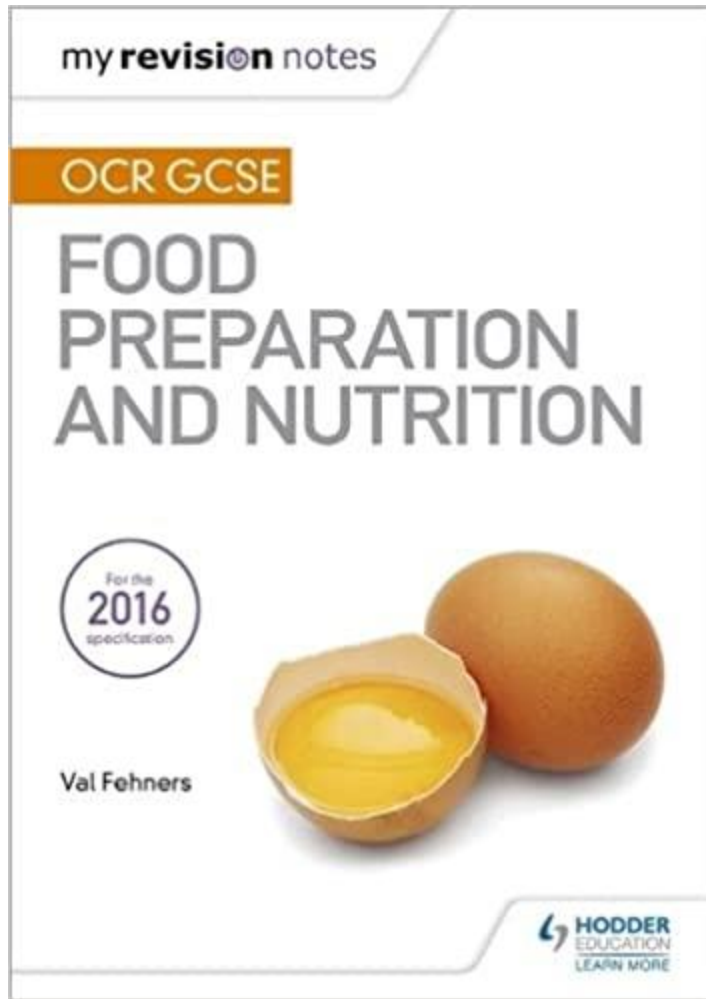
GCSE Food Preparation and Nutrition (OCR)

| Assessment Component | Time and Marks | % of Qualification |
|--------------------------------|--------------------------------|--------------------|
| Written examination paper | 100 marks 1 hour 30 minutes | 50% |
| NEA 1: Food investigation task | 45 marks | 15% |
| NEA 2: Food preparation task | 105 marks | 35% |

Written Examination Paper Breakdown:


- Section A: Nutrition
- Section B: Food – provenance, production and choice
- Section C: Cooking and food preparation
- Section D: Skill requirements – preparation and cooking techniques


There will be a variety of question styles. Some will be short-answer questions and others will require a longer answer. If the quality of writing in a response will be marked an asterisks (*) will be present.





Revision Guide: students have been loaned a revision guide.


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
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
 Chat


 Assignments

 Teams


 Calendar

 Calls

 Files



< All teams



Food Technology 113Hk1 20... ⋮

Home page

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Insights

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General











General

Posts
Files ▼
Resources - Student R... +

+ New ▼
↑ Upload ▼
↗ Share
🔗 Copy link
↻ Sync
↓ Download
⋮

Documents > General > Class Materials ↔ > **REVISION RESOURCES**

| | Name ▼ | Modified ▼ | Modified By ▼ |
|---|---|---|--|
|  | 📌 BBC podcasts on nutrition and the BBC Bite... | A few seconds ago | P Curry |
|  | 📌 Micronutrients - Minerals reference sheet.d... | A few seconds ago | P Curry |
|  | 📌 Micronutrients - Vitamins reference sheet.d... | A few seconds ago | P Curry |
|  | 📌 revision tips videos.pptx | A few seconds ago | P Curry |
|  | 📌 GCSE-Food-Technology-section-B-revision-... | A few seconds ago | P Curry |
|  | 📌 Section 1 Revision Quiz.pptx | A few seconds ago | P Curry |
|  | 📌 Vitamins test.docx | A few seconds ago | P Curry |
|  | 📌 13weeksofrevision.docx | A few seconds ago | P Curry |

Design and Technology - Product Design

Course content

Theory Exam

50% of GCSE final mark

- Core technical principles
- Specialist technical principles
- Designing and making principles

NEA

Non Examined Assessment
50% of GCSE final mark

- Substantial design and make task

How to revise

- Avoid passive revision and embrace active revision techniques
- Revise multiple subjects across the day
- Test yourself
- Make effective notes
- Write down a summary of the topic
- Create flashcards
- Draw mind maps
- Practice along with educational videos
- Discuss your ideas
- Answer practise questions
- Do past papers

Pitfalls in revising

- Starting too late. ...
- Not having a plan. ...
- Spending too long reading. ...
- Spending too long writing notes. ...
- Not doing practice papers. ...
- Not targeting your weaknesses. ...
- Not reviewing your mistakes. ...
- Passively reading instead of actively testing yourself.

How to plan your revision

- Look up exam dates
- Work out what subjects you want to prioritise
- Create a revision timetable
- Plan one week at a time
- Keep your day varied

When to revise

- If you're revising after school, you won't have much productive time left in your day. But, you should be able to fit in 1-2 hours.
- It's when you're in the holidays, or on the weekends leading up to your exams, that you should put in the most revision time. During these periods, we suggest students should aim for **6 hours per day** of revision.
- At a minimum, make sure you're keeping up a regular amount of revision time every week to keep your brain ticking over.

Design and Technology Revision Website

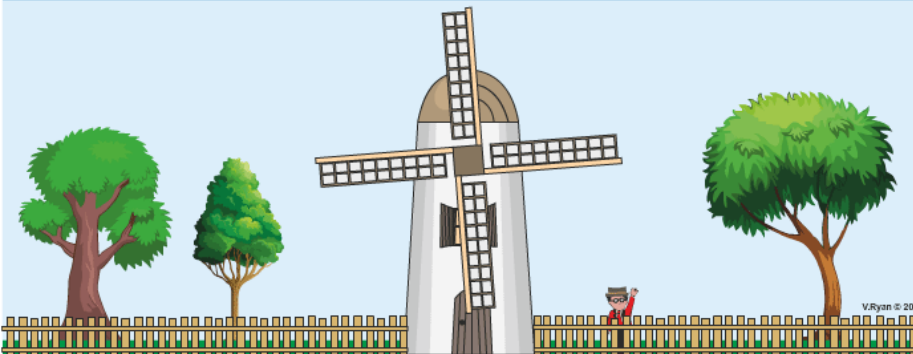
- <https://www.technologystudent.com/>

ENGINEERING - DESIGN AND TECHNOLOGY

This website contains numerous information sheets and exercises to enhance the study, understanding and teaching of DESIGN and TECHNOLOGY. ENGINEERING is a major aspect of this website.

([CLICK HERE FOR THE WORLD ASSOCIATION OF TECHNOLOGY TEACHERS](#))

TECHNOLOGYSTUDENT.COM



V.Ryan © 2020

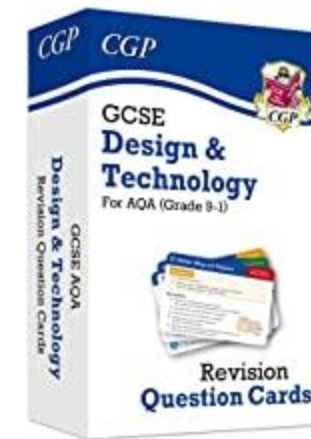
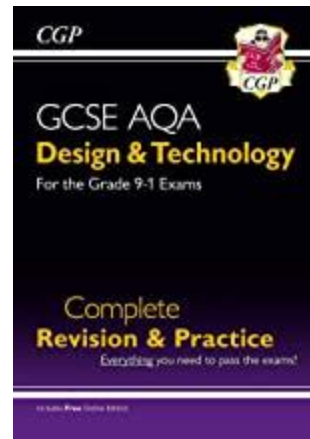
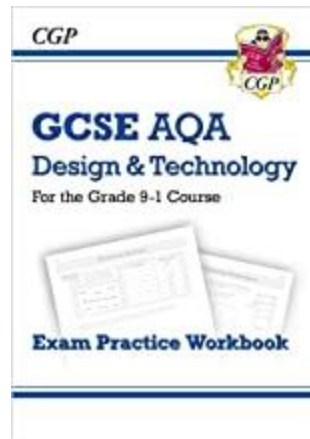
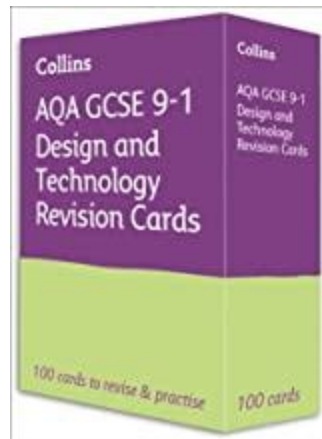
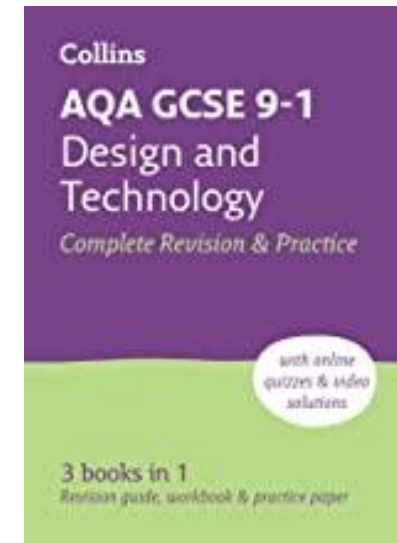
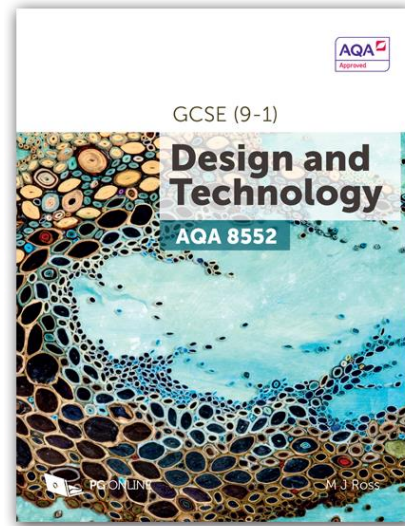
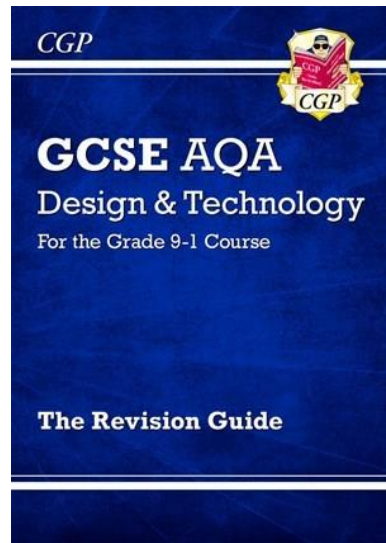
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|--------------------------------------|--|---|
| MATERIALS TECHNOLOGY | NEW DandT GCSE | GRAPHICS INCLUDING VISUAL COMMUNICATION |
| FREE POSTERS | MATHEMATICS IN DESIGN AND TECHNOLOGY | REVISION AND STARTERS |
| DESIGNERS, DESIGN | THE NEA | SHORT REVISION VIDEOS |

Revision available from school

All revision materials are available in your teams class folder

- All theory content from all 7 required units including worksheets and homework sheets
- NEA help and markscheme
- Exemplar NEA

Textbooks and Revision guides



Intervention days & times

- Intervention will be available at the following days and times;
 - Monday afterschool 3.05 to 4.05
 - Wednesday afterschool 3.05 to 4.05
 - Lunchtimes Monday to Friday

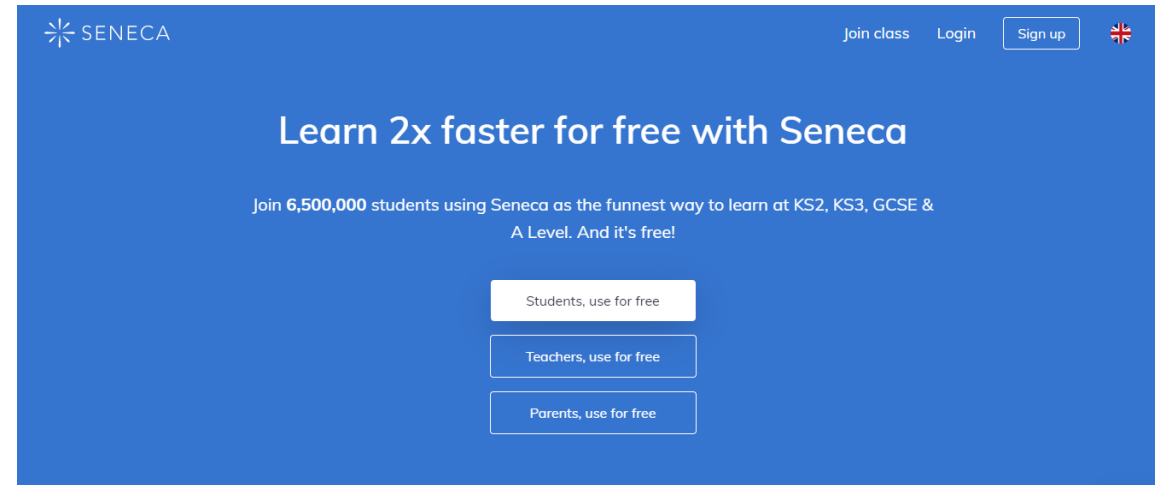
Revision Websites

- <https://www.lovelearningtutors.com/main-blog/how-to-revise>

How to revise: the ultimate guide for GCSEs and A Levels

**How to revise
for (and ace)
your GCSE,
IGCSE. A Level**

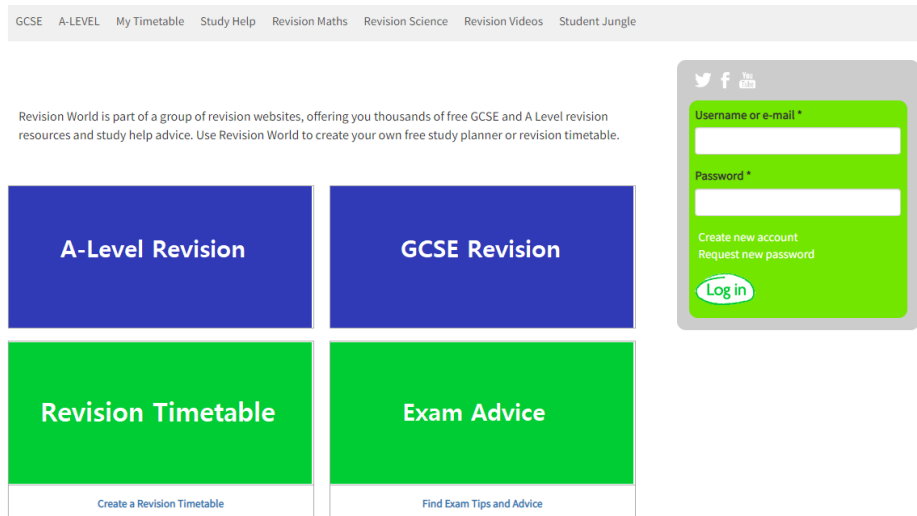
- <https://senecalearning.com/en-GB/>



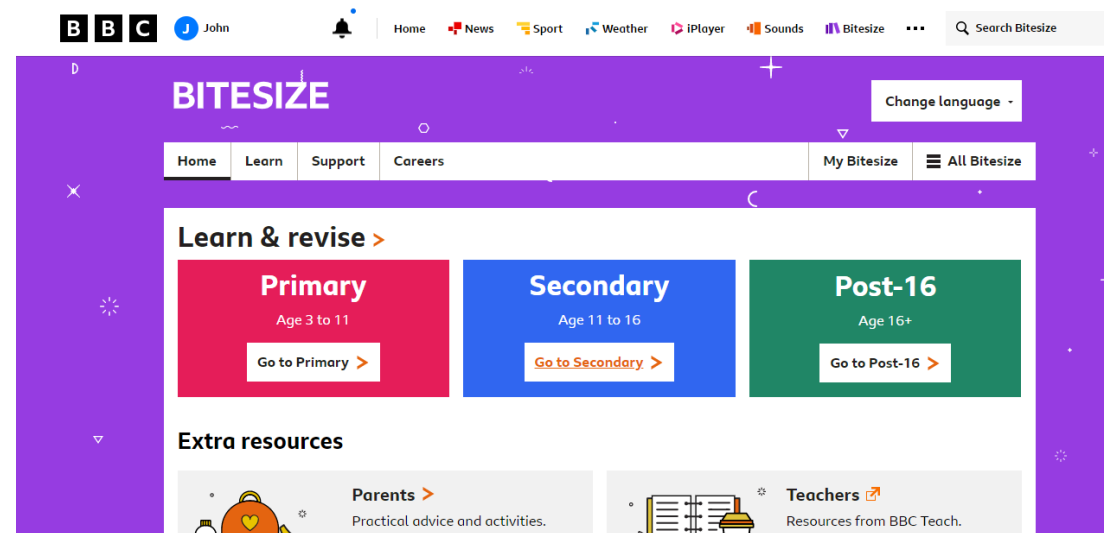
The screenshot shows the Seneca Learning website homepage. The header is blue with the Seneca logo (a starburst icon) and the word "SENECA" on the left. On the right, there are links for "Join class", "Login", and "Sign up" (in a button), along with a small UK flag icon. The main content area is also blue and features the headline "Learn 2x faster for free with Seneca". Below this, it says "Join 6,500,000 students using Seneca as the funnest way to learn at KS2, KS3, GCSE & A Level. And it's free!". At the bottom, there are three white buttons with blue text: "Students, use for free", "Teachers, use for free", and "Parents, use for free".

Revision websites

- <https://revisionworld.com/>



- <https://www.bbc.co.uk/bitesize/levels/z98jmp3>



VTCT Level 2 Certificate in Hairdressing & Beauty Therapy (VRQ) (Year 11)

This qualification includes two core units and two optional

- Understanding the hair and beauty sector (Mandatory)
- Hair and beauty research project (Mandatory)
- Hair and beauty science (Optional)
- Responding to a hair and beauty design brief (Optional)

Course Plan

- In year 10 students completed 2 assignments.
- In year 11 the students will complete their last assignment by October and take the external exam in January, with a resit is necessary in May
- The External exam will be 1 hour 30 minutes and makes up 40% of their overall grade. The exam will assess the student's knowledge on UV21578 – Understanding the hair and beauty sector.
- There will be a combination of short and long answer questions

[VTCT AM20530 Specification](#)

VTCT Level 1/2 Technical Award in the Study of Hair and Beauty (Year 10)

This qualification includes 3 core units:

- Business and entrepreneurship in the hair and beauty sector
- Anatomy, physiology and cosmetic science
- Design in the hair and beauty sector

Course Plan

- In Year 10 students will gain all knowledge and understanding of the 3 units ready for the external exam and synoptic assignment.
- In Year 11 the students will start the assignment (Design in the hair and beauty sector) in January and complete by March.
- The external exam will be in May of Year 11
- The External exam will be 1 hour 30 minutes and makes up 40% of the overall grade.
- The exam will assess the student's knowledge on

UCO90 – Business and entrepreneurship in the hair and beauty sector

UCO91 – Anatomy, physiology and cosmetic science

[VTCTSpecification/CO2A5](#)

How and when to revise

*A Revision guide which has been given to each student at the beginning of the course and all revision material is on TEAMS.

- Create a timetable of when you are going to revise, this can be done on a weekly basis
- Intervention is offered on Mondays and Wednesdays after school
- There is also the opportunity for revision during form time
- Read through the course specifications to familiarise yourself with the key and descriptive words
- RAG each topic and revise starting with red topics/areas and work your way up to green
- Create flash cards, poster or mind maps
- Test yourself and get others to test you

Music Department

BTEC Music Technology
Level 2 Award
Year 11

BTEC First Award in Music Technology - Level 2

- This course involves the study of four units.

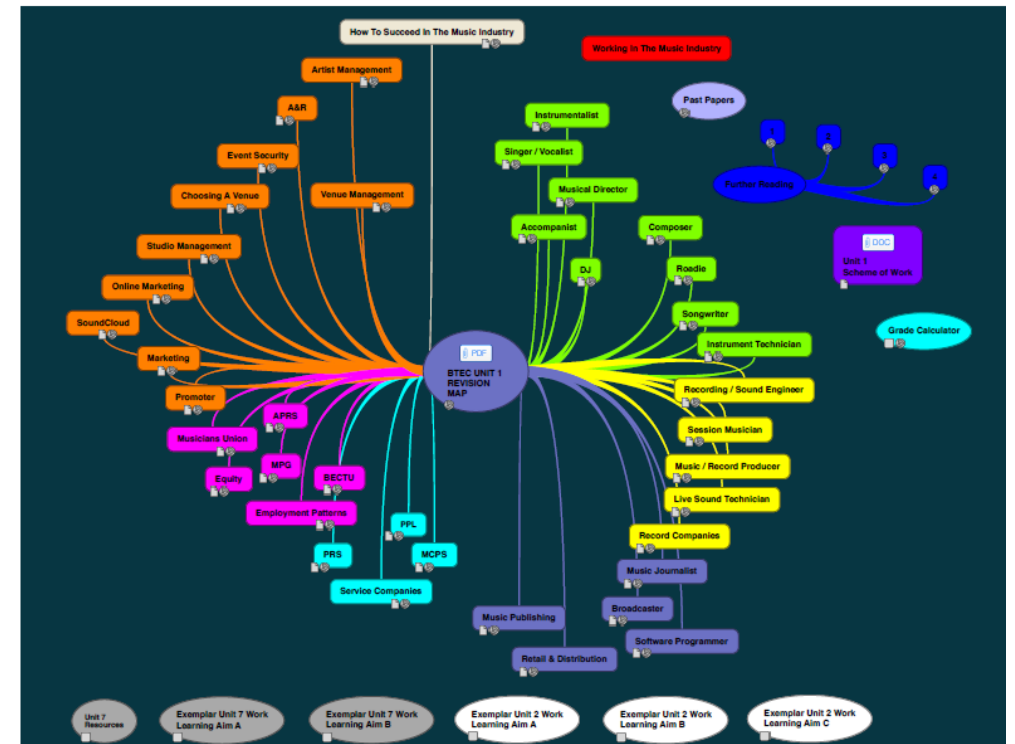
- Unit 1 : The Music Industry.

(This is the only written examination in the course. It has a duration of 1 hour and is out of 50 marks.)

- Unit 2: Managing A Music Product
- Unit 6: Introducing Music Recording
- Unit 7: Introducing Music Sequencing

Revising For Unit One

- Students have access to a revision card and a mind map to assist with their revision
- Past papers can be found on the Pearson/BTEC website
- Students can 'RAG' the sections of the mind map to ensure they have understanding of each area
- Students will sit past papers at regular intervals during the Autumn Term and sit the real written exam in January '23.



Music Department

OCR GCSE Music
Level 2
Year 10

OCR GCSE Music - Level 2

- This course involves the completion of four pieces of coursework. A Solo Performance, Ensemble Performance, Composition 1 & Composition 2. (120 marks in total).
- Listening and Analysing Paper .
(This is the only written examination in the course. It has a duration of 1 hour & 30 mins and is out of 80 marks.)



OCR GCSE in Music - Level 2

Listening & Analysing Paper

- Students have access to knowledge organisers for each area of study
- Any exposure students can get to these four 'styles' of Music will develop their knowledge and understanding:
 - ✓ The Concerto Through Time
 - ✓ Rhythms of the World
 - ✓ Film Music
 - ✓ Conventions of Pop
- The school provides Rhinegold GCSE Music revision guides to all students taking the course.
- Past exam papers can be found on the OCR website
- Students have singing lessons weekly to help with their knowledge of Music and can be assisted in practising at home



AQA GCSE GEOGRAPHY

**Geographical
Skills are tested
across all 3
papers**

Exams

Paper 1
Living with
the physical
environment

The challenge of natural hazards
The living world
Physical landscapes – Coasts and Glaciers
35% - 1 hour 30 minutes

Paper 2
Challenge in
the human
environment

Urban issues and challenges
The changing economic world
The challenge of resource management - Food
35% - 1 hour 30 minutes

Paper 3
Geographical
Applications

Issues Evaluation
Fieldwork
30% - 1 hour and 15 minutes

Resources available

1) Teams

All pupils have access to their class teams account, where teachers put revision resources and presentations on there



2) Key websites

BBC Bitesize

<https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

Internet Geography

<https://www.internetgeography.net/>



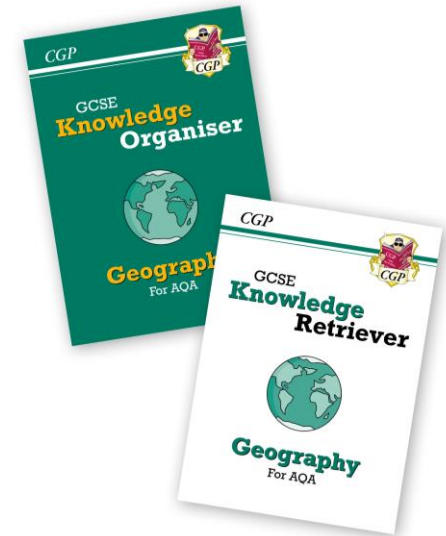
Seneca

<https://senecalearning.com/en-GB/>



3) Revision guides

All Year 11 students have been provided with a knowledge organiser and retriever free of charge



Revision Plans

GCSE Geography is content heavy and recent mocks have shown that pupils are not revising enough **throughout** the course to confidently approach the case study/example questions.

We have created a revision plan for students to use so that they revise each week instead of just before their exams. Students are expected to complete these tasks weekly as homework.

| Week beginning | Topic to be covered | Paper | Revised |
|---|---|-------|---------|
| Paper 1 | | | |
| Section B – The Living World (Malaysia and Svalbard) | | | |
| 5/9 | <ul style="list-style-type: none"> • Example of a pond as a small-scale ecosystem • How does change affect the different parts of an ecosystems? | 1 | |
| 12/9 | Exam Question | 1 | |
| 19/9 | <ul style="list-style-type: none"> • What are the environmental characteristics of rainforests? • How have plants and animals adapted to live in rainforests? | 1 | |
| 26/9 | Exam Question | 1 | |
| 3/10 | <p><i>Case Study of a Tropical Rainforest – Malaysia</i></p> <ul style="list-style-type: none"> • What are the causes of deforestation in Malaysia? • What are the impacts of deforestation in Malaysia? | 1 | |
| 10/10 | Exam Question | 1 | |
| 17/10 | <p><i>Case Study of a Tropical Rainforest – Malaysia</i></p> <ul style="list-style-type: none"> • Why should rainforests be protected? • What are the different strategies for managing rainforests? | 1 | |
| October Half Term | | | |

Please write clearly in block capitals.

Centre number

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Candidate number

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Surname _____

Forename(s) _____

Candidate signature _____

GCSE GEOGRAPHY

Paper 1 Living with the physical environment

Tuesday 22 May 2018

Afternoon

Time allowed: 1 hour 30 minutes

Materials

For this paper you must have:

- the insert (enclosed)
- a pencil
- a rubber
- a ruler.

You may use a calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.

Answer all questions in Section A and Section B.

Answer two questions in Section C.

For Examiner's Use

| Section | Mark |
|--------------|------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| TOTAL | |

- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages. Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The total number of marks available for this paper is 88.
- Spelling, punctuation, grammar and specialist terminology will be assessed in Question 01.12.



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**CAMBRIDGE NATIONAL
ENTERPRISE AND
MARKETING: Level 1
and 2.
Year 11 Only**

Exam board: OCR

**Course Structure: R064 Enterprise
and marketing concepts.**

R065 Design a business proposal

**R066 Market and pitch a business
proposal**

R064

R064: Exam is externally marked and is 90 minutes long, and has a total of 80 marks.

Exam element is worth 50% of the qualification, it comprises of one paper divided into two parts.

Part 1 is multiple choice

Part 2 includes larger marked questions referring to one particular business throughout the paper, which will be unique to this paper.

Topics covered in the syllabus:

L01: Understanding how to target a market

L02: Understanding what makes a product or service financially viable.

L03: Understand product development.

L04: Understand how to attract and retain customers

L05: Understand the factors for consideration when starting up a business

L06: Understand different functional activities needed to support a business start up.

R065

R065: is a NEA (coursework) element of the qualification and worth 25%.

This Unit is marked internally and is out of 60 marks.

This unit focuses on a business challenge provided by OCR, on this occasion it is a hat business and covers:

LO1: Be able to identify the customer profile for a business challenge. (Hat Business)

LO2: Be able to complete market research to aid decisions relating to a business challenge.

LO3: Be able to develop a design proposal for a business challenge.

LO4: Be able to review whether a business proposal is viable.

R066

R066: is a NEA (coursework) element of the qualification and worth 25%.

This Unit is marked internally and is out of 60 marks.

This unit focuses on a business challenge provided by OCR, on this occasion it is a hat business and covers:

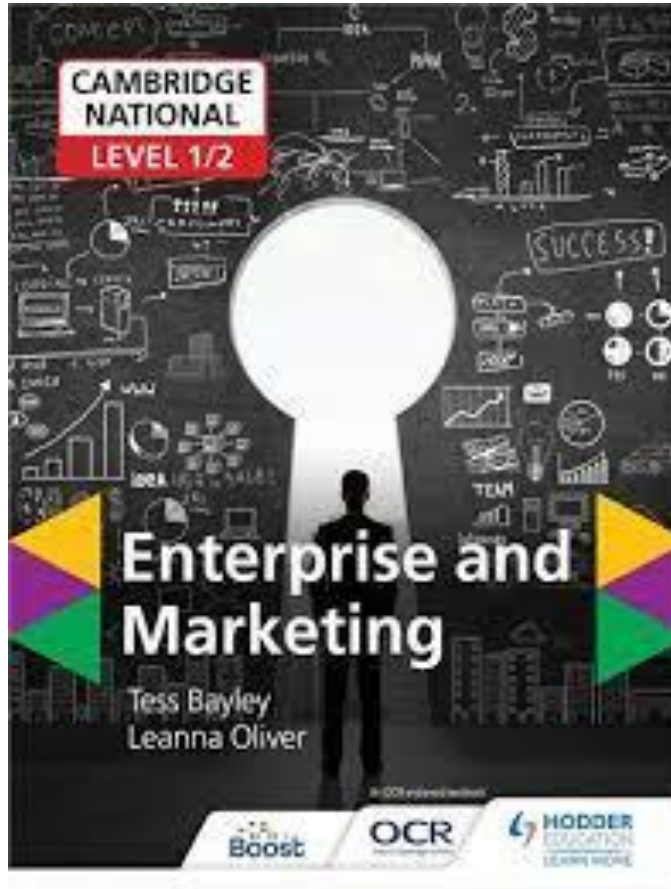
LO1: Be able to develop a brand identity and promotional plan to target a customer profile.

LO2: Be able to plan a pitch for a proposal

LO3: Be able to pitch a proposal to an audience

LO4: Be able to review the strengths and weaknesses of a proposal and Pitch.

Course Resources



OCR Text Book

This text book is only for this course, and therefore all of the information students need to succeed in this qualification is this text book:

R064: Chapter 1, Pages 3 to 68

R065: Chapter 2, Pages 69 to 118

R066: Chapter 3, Pages 119 to 184

Exam Hints and Tips

- Read and re-read all 68 pages of Chapter 1 of the text book.
- Any questions in the exam will come from this chapter.
- The vocabulary will be the same.
- Use the past papers and mark schemes to help you fully understand how to achieve the maximum marks for each type of question.
- Pay particular attention to the command verbs.

| Command Verb | Meaning |
|-----------------------------------|--|
| Identify | List or name something (lower mark questions) |
| Describe | Give a clear account of the main features of something. (mid- mark questions) |
| Explain | Set out the main points or reasons for something. (mid mark questions) |
| Analyse | Explain both pros/benefits/strengths and cons/drawbacks/weaknesses of the topic. |
| Evaluate/Justify and recommend | Draw conclusions, using evidence to justify your decision. |
| ALWAYS CONTEXTUALISE YOUR ANSWERS | Link your answers to the business that the questions are about, to make sure you gain maximum marks. |

Interventions and Past Papers.

- Business Studies Interventions are available after school.

| Day | Time | Teacher | Room |
|----------|-------------|----------------------|---------|
| Monday | 3:05 – 4:05 | Mr Robson | B24 |
| Thursday | 3:05 – 4:05 | Mr Gregory | S24 |
| Friday | 3:05 – 4:05 | Mr Robson/Mr Gregory | B24/S24 |

Past papers and mark schemes will be available in Teams, under Files, Classroom Materials – R064 Past Papers

They are also available on the OCR Website: www.ocr.org.uk making sure you are looking at

www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/assessment/

**CAMBRIDGE NATIONAL
ENTERPRISE AND
MARKETING: Level 1&2.
Current Year 10.
(2022 suite)**

Exam board: OCR

Course Structure:

R067 Enterprise and marketing concepts. Exam assessed 40% of overall qualification.

R068 Design a business proposal.

NEA (Coursework) Internally assessed, 30% of overall qualification.

R069 Market and pitch a business proposal.

NEA (Coursework) Internally assessed, 30% of overall qualification.

R067 – Enterprise and Marketing Concepts

- R067 is assessed by an exam.
 - The exam is 1 hr and 15 minutes.
 - It has two sections:
 - Section A has 10 marks
 - Section B has 60 marks
 - The exam has 70 marks in total
 - The contributes 40% to the overall grade.

 - TA1: Characteristics, risk and reward for enterprise.
 - TA2: Market research to target a specific customer
 - TA3: What makes a product financially viable?
 - TA4: Creating a marketing mix to support a product.
 - TA5: Factors to consider when starting up and running an enterprise.
- Section A is multiple Choice
 - Section B is:
 - This will have context based questions.
 - Students will be presented with a short scenario and will apply their knowledge to the questions provided.
 - It will include short/medium answer questions, extended response analysis and evaluation questions.
 - The extended response evaluation question will assess content from TOPIC 4 only.
 - Which is: Creating a marketing mix to support a product.

R068

Design a Business Proposal

R068: is a NEA (coursework) element of the qualification and worth 30%

This Unit is marked internally and is out of 60 marks.

This unit focuses on a business challenge provided by OCR, on this occasion it is a backpack business and :

TA1: Market Research

TA2: How to identify a customer profile.

TA3: Develop a business proposal

TA4: Review whether a business proposal is financially viable

Review the likely success of the business proposal.

R069

Market and Pitch a Business Proposal

R069: is a NEA (coursework) element of the qualification and worth 30%.

This Unit is marked internally and is out of 60 marks.

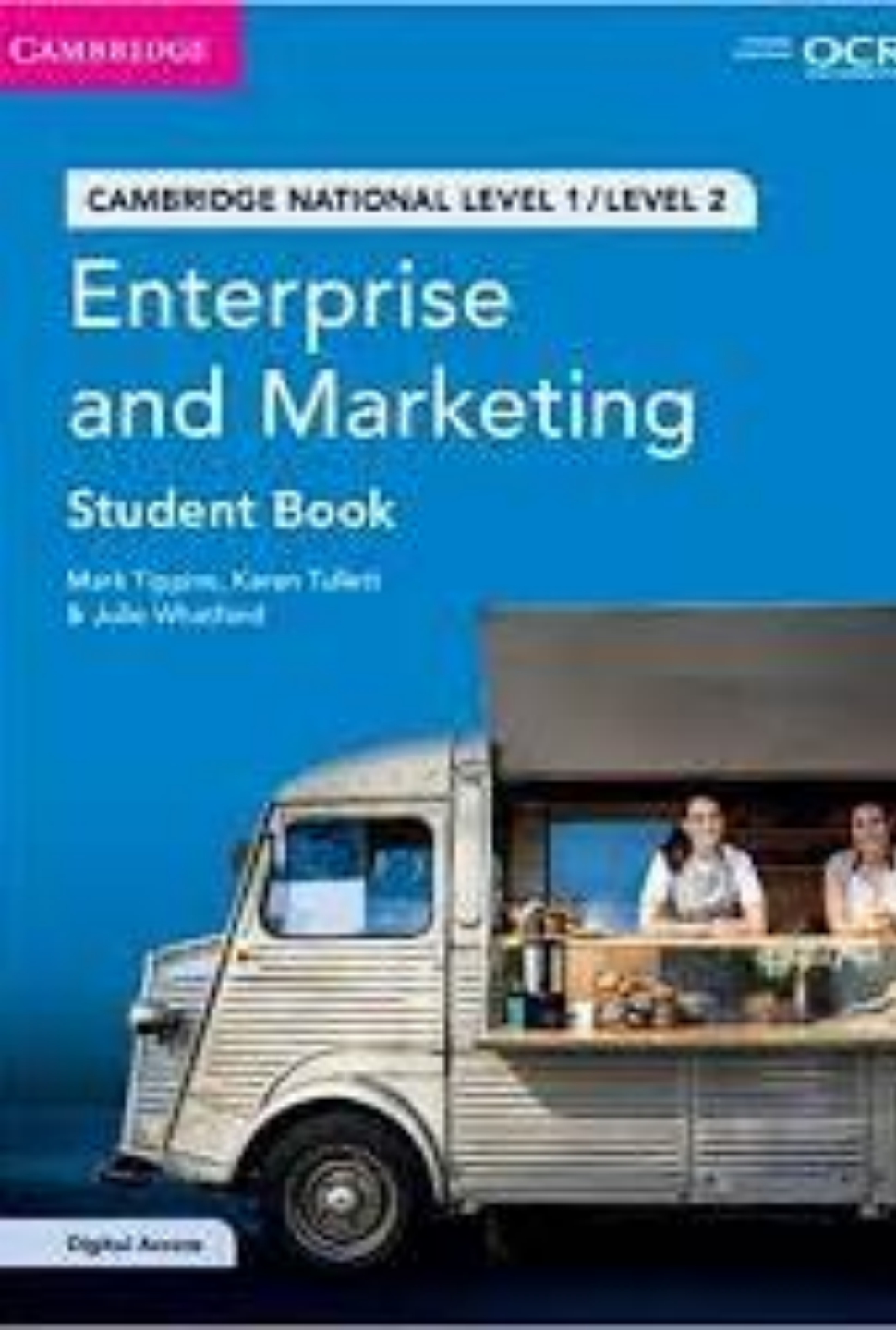
This unit focuses on a business challenge provided by OCR, on this occasion it is a backpack business and covers:

TA1: Develop a brand identity to target a specific customer profile.

TA2: Create a promotional campaign for a brand and product.

TA3: Plan and pitch a proposal.

TA4: Review a brand proposal, promotional campaign and professional pitch.



Course Resources

Cambridge University Press Text Book

This text book is only for this course, and therefore all of the information students need to succeed in this qualification is this text book:

R067: Chapter 1, Pages 9 to 152

R068: Chapter 2, Pages 153 to 237

R069: Chapter 3, Pages 238 to 333

Resources available

1) Teams

All pupils have access to their class teams account, where teachers put all resources and presentations on there



2) Key websites

BBC Bitesize

<https://www.bbc.com/bitesize/exams/pecs/zw4bv4j>

YouTube- Norman conquest BBC Teach

Spotify - Norman Conquest, Cold War conversation podcast, GCSE History Revision - Nazi Germany

3) Revision guides

£2.75 each. Outstanding resource to help prepare students by outlining the key information and then applying it to the practise questions at the back.



Revision Plans

Recent mocks have shown that pupils are not revising enough to confidently approach large mark questions.

In each exam paper, there will be 16 mark questions, which requires pupils to have sound knowledge of the topics we have covered.

We have created a revision plan for parents to take home, whereby if pupils follow this carefully they will be prepared for their exam. You can collect this at the end to take home. Students are expected to complete these tasks weekly as homework.

| Week beginning | Topic to be covered | Important information | Paper | Revised |
|----------------|--|-----------------------|-------|---------|
| 21/9 | Crime and punishment 1000-1500: Crimes and law enforcement | | 1 | |
| 28/9 | Crime and punishment 1000-1500: Punishment and role of Church | | 1 | |
| 5/10 | Crime and punishment 1500-1700: Crimes and law enforcement | | 1 | |
| 12/10 | Crime and punishment 1500-1700: Punishment, Gunpowder plotters and Matthew Hopkins case studies | | 1 | |
| 19/10 | Crime and punishment 1700-1900: Crimes and law enforcement Crime and punishment 1700-1900: Punishment, Pentonville Prison, Peel | | 1 | |

Podcasts on Spotify and videos on Youtube

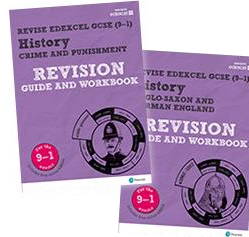
BBC Teach Youtube videos on Anglo-Saxon/Normans

Spotify: Norman Conquest, Cold War conversation podcast, GCSE History Revision - Nazi Germany



Annotating/highlighting your revision guide

A great way to highlight key points and develop them further



Mind maps on the different topics

A good way to summarise an entire topic, for example Punishments in the Norman period, Battle of Hastings



People profiles

A fantastic way to learn about the key facts of each person and to analyse their role within the wider topic



Revision strategies

Practise Questions

This is a way for you to APPLY your knowledge, and build your confidence in approaching GCSE exams. You will find questions at the back of your revision guides



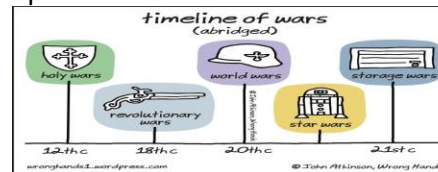
Battle plans

Create maps and annotate them to familiarise yourself with key battles. Don't forget to look at the CAUSES and CONSEQUENCES



Create timelines

This is a great way to learn dates of key events, and analyse the changes and continuities that took place. You could do separate ones based crimes, punishments and law enforcement



Flash cards

You can use flash cards to separate topics that you have studied and categorise them. Add some challenge and write a question on the other side so you can test your knowledge!





OCR GCSE Ancient History

Paper
1

The Persian Empire 559-465BC

Alexander the Great 356-323BC

1 hour 45 minutes

Paper
2

The foundations of Rome: from kingship to
republic 753-440BC

Britannia; from conquest to province, AD 43-c.84

1 hour 45 minutes

Resources available

1) Teams

All pupils have access to their class teams account, where teachers put all resources and presentations on there



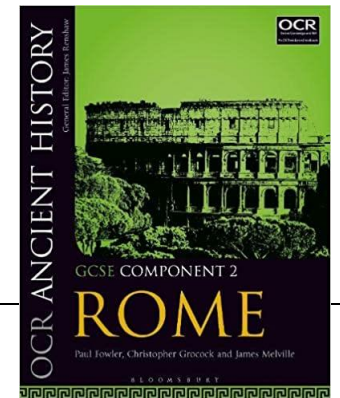
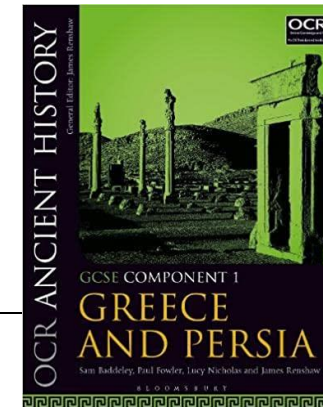
2) Practise Questions

Ancient History Practise Questions Booklet

| Question Style | Topics | Marks |
|--|----------------------|--|
| 'Outline the main features of' | Persia/ Rome | 6 marks |
| 'Using details from passage A and your own knowledge, what can you learn about...' | Persia/Rome | 10 marks |
| 'Using details from passage A and your own knowledge.... SECOND ORDER CONCEPT (causes, consequences, significant, similarity, difference)' | Persia/Rome | 15 marks |
| 'Statement'. How far do you agree?' | Persia/Rome | 20 marks and 5 marks <small>SPaG</small> |
| What can we learn from Passage D | Alexander/ Cleopatra | 5 marks |
| Using details from Passage D...evaluate accuracy | Alexander/Cleopatra | 5 marks |
| Second order concept question: (causes, consequences, significant, similarity, difference) | Alexander/Cleopatra | 10 marks |

3) Textbooks (optional)

You can purchase via World of Books (£11.79) or Amazon (£14.29). These are optional but a fantastic resource for students who may have missed content or wish to use it for revision



Revision Plans

Recent mocks have shown that pupils are not revising enough to confidently approach large mark questions.

In each exam paper, there will be 16 mark questions, which requires pupils to have sound knowledge of the topics we have covered.

We have created a revision plan for parents to take home, whereby if pupils follow this carefully they will be prepared for their exam. You can collect this at the end to take home. Students are expected to complete these tasks weekly as homework.

| Week beginning | Topic to be covered | Challenge yourself! | Paper | Revised |
|----------------|---|---|-------|---------|
| 19/09 | <ul style="list-style-type: none">The background and accession of CyrusThe conquest of the MedesThe conquest of Lydia | | 1 | |
| 27/09 | <ul style="list-style-type: none">The conquest of Babylon | Outline the main features of the conquest of Babylon | 1 | |
| 04/10 | <ul style="list-style-type: none">Cyrus' attitude towards conquered peoples and his liberation of the JewsConstruction of Pasargadae | | 1 | |
| 11/10 | <ul style="list-style-type: none">Cambyses' conquest of Egypt | Using details from Passage A and your own knowledge, what can we learn about Cyrus' policy towards foreign religions? | 1 | |

Podcasts on Spotify

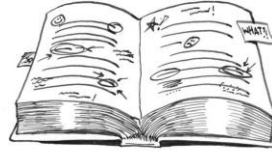
'History of Rome'

'History of Ancient Greece' episode 30- 41



Annotating source booklet

Part of your exam requires you to remember the work of ancient writers such as Plutarch. You don't need to remember it word for word, but its important to know their views and their accuracy



Mind maps on the different topics

A good way to summarise an entire topic, for example Cyrus the Great, or the Battle of Salamis



People profiles

A fantastic way to learn about the key facts of each person and to analyse their role within the wider topic



Miss K's Ancient History Revision menu

Practise Questions

This is a way for you to APPLY your knowledge, and build your confidence in approaching GCSE exams.



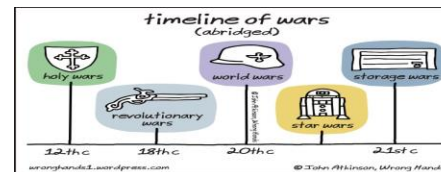
Battle plans

Create maps and annotate them to familiarise yourself with key battles. Don't forget to look at the CAUSES and CONSEQUENCES



Create timelines

This is a great way to learn dates of key events, and analyse the changes that took place. You could do separate ones based on RULERS or BATTLES



Flash cards

You can use flash cards to separate topics that you have studied and categorise them. Add some challenge and write a question on the other side so you can test your knowledge!



Interventions

Over the year, there will be opportunities for students to attend intervention. There will be set interventions for specific students on a 4 week rotating cycle, in addition to an open intervention for any students who wish to attend. These will take place mostly on Wednesdays



**French GCSE
exam**

Exam board: **AQA**

French (8658)

Specification at a glance: this qualification is linear. Linear means that students will sit the different components of the exam at the end of the course.

What is assessed:

Speaking exam:

- This is normally the first examination and is generally sat in April.
- 7-9 minutes (Foundation Tier) + preparation time
- 10-12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier) **25% of GCSE**

- The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:
 - Role-play - 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
 - Photo card - 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
 - General conversation - 30 marks (3-5 minutes at Foundation Tier; 5-7 minutes at Higher Tier)

Specification at a glance: this qualification is linear. Linear means that students will sit the different components of the exam at the end of the course.

What else is assessed:

Listening exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

➤ 40 marks (Foundation Tier), 50 marks (Higher Tier) **25% of GCSE**

Reading exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)

➤ 60 marks (for each of Foundation Tier and Higher Tier) **25% of GCSE**

Writing exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

➤ 50 marks at Foundation Tier and 60 marks at Higher Tier **25% of GCSE**

What can you do to get that top grade?

- ❑ You can come to interventions. Mrs Hill and Miss Leconte will run intervention during tutor time and on Thursday afternoon from 3.15 to 4.15 PM.
- ❑ You can look at past paper on the AQA website:
https://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources?f.Resource+type%7C6=Question+papers&sort=title&num_ranks=10
- ❑ You can use your revision cards which you have done since last year and the vocabulary sheets on teams.
- ❑ You can use revision websites such as:
<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>
<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>

What else can you do : **Remember** Knowing your vocabulary and grammar is the key!

Vocabulary

You have access to teams and the vocabulary you need for each topic, that is tested every week. Keep revising and testing yourself so that your knowledge is always expanding.

Flashcards

Create flashcards with vocabulary in English on one side and French on the other. You can use them to test yourself or ask others to test you. Youtube has tips for using flashcards effectively.

Mindmaps & Tree diagrams

Mindmaps - use plenty of colour and images, focus on items of vocabulary from topics you found tricky. Check back through resources and revision guides to review that vocabulary.

Tree diagrams - categorise vocabulary into nouns, verbs and adjectives from a specific topic.

Success in MFL



Deliberate practice

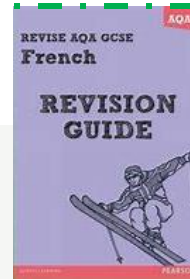
Set aside a little time each day for dedicated vocabulary and grammar practice. Use your revision guides for support with this.

Spend your time wisely - on areas you are less confident on, NOT on what you already know.

Complete any Listening, Reading and Writing activities in a time limit.

Revision Guide

Get a revision guide and work through some of the tasks, which you can get some feedback on from your teacher.



Success in MFL

Make sure that you do all your homework and start to revise now. The more you go over grammar and vocabulary on a regular basis the more you will remember.

Interlearning:

- Don't attempt to revise everything all at once! It should be spaced out over days and weeks.
- Create a revision timetable where you go through all topics and review ones you are less confident on more frequently.

Other useful websites and apps to revise.

- Activelearn (on TEAMS)
- News in Slow French (listening)
- Illini (videos for listening practice)
- 1jour1actu (listening practice)
- Coffee break French (listening practice)
- Lyrics training (listening practice)
- Collins French revision (listening practice)
- BBC.co.uk/bitesize (general revision)
- Revisionworld.com/gcse-revision/French (useful for basics)

Use interleaved practice

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T | T |
| O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O | O |
| P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P | P |
| I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C |
| 1 | 2 | 3 | 4 | 4 | 2 | 1 | 3 | 1 | 3 | 2 | 4 | 4 | 2 | 3 | 1 | 1 |

Success in **MFL**

Good luck with your revision
and remember it is never too
early to start to revise.

COURSES

- IT OCR – Cambridge Nationals in Creative iMedia
 - Equips students with the wide range of knowledge and skills needed to work in the creative digital media sector.
- Computer Science AQA GCSE year 10/11
 - The fundamentals of coding and how computers work.



COMPUTER SCIENCE AQA GCSE

TOPICS

- 3.1 [Fundamentals of algorithms](#)
- 3.2 [Programming](#)
- 3.3 [Fundamentals of data representation](#)
- 3.4 [Computer systems](#)
- 3.5 [Fundamentals of computer networks](#)
- 3.6 [Cyber security](#)
- 3.7 [Relational databases and structured query language \(SQL\)](#)
- 3.8 [Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy](#)

EXAMS

Paper 1 Computational thinking and programming skills (3.1 and 3.2)

2 hours

90 marks

50% of GCSE

Paper 2 Computing concepts (3.3 to 3.8)

1 hour 45 minutes

90 marks

50% of GCSE

REVISION RESOURCES

- <https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/specification-at-a-glance/specification>
- <https://www.bbc.co.uk/bitesize/examspecs/zkwsjvh> BBC bitesize for AQA computer science
- <https://www.aqa.org.uk/find-past-papers-and-mark-schemes> past papers
- <https://www.w3schools.com/python/>
- <https://www.practicepython.org/>
- <https://www.python.org/about/gettingstarted/>
- <https://pythonbasics.org/>

Best revision
technique is to
practice your python
code!

CREATIVE IMEDIA

MODULES

- R081 pre production skills (compulsory)
- R082 creating digital graphics (compulsory)
- R087 creating interactive multimedia products (optional)
- R091 Designing a game concept (optional)

EXAM

- Only R081 is examined in January (all others coursework done in year 10)
- 1 hour 15 minutes
- 60 marks

REVISION RESOURCES

- Year 11 Teams (all lessons for exam unit uploaded there)
- <https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/> past papers
- <https://www.cansfield.wigan.sch.uk/wp-content/uploads/2020/03/Year-9-iMedia-Revision-Booklet.pdf> free revision guide
- https://www.youtube.com/playlist?list=PL7w0g_LGPN0LXP5Gb9d1DhvYKnCqxDaBx
YouTube revision guides

R081

You only need to revise the R081 content as all others are coursework

Past papers, flashcards, mind maps and the linked YouTube tutorials are all good methods



A young boy and girl are holding hands on a paved path. The boy is on the left, wearing a white t-shirt with 'the Rolling Stones' and a Union Jack graphic, and plaid shorts. The girl is on the right, wearing a green floral jumpsuit. They are both smiling and looking towards the camera. The background is a bright sunset over a body of water, with the sun low on the horizon, creating a warm, golden glow. The path is made of cobblestones and leads towards the water.

Child Development

OCR Cambridge Nationals Level 2
in **Child Development**

Units

RO57

**Health and well-being for
child development**

Exam

Sat at the end of Yr. 11
Studied throughout Yr. 10 and 11.

1 hour 15 minutes

RO59

**Understand the
development of a child
from one to five years**

Coursework (NEA)
Completed in Yr.11

RO58

**Create a safe environment and
understand the nutritional
needs of children from birth to
five years**

Coursework (NEA)
Completed in Yr.10

ASSESSMENT

What do I need to know?

- Coursework is classed as **Non-Exam Assessment (NEA)**.
- OCR produce a **set assignment** for each NEA unit:
 - Expires at the end of the year - New set assignment is given for the following year.
 - Set assignments are broken down into **Tasks** - completed in stages throughout the year.
 - All learners have a copy in their folders and online
- **Guidelines** must be met when completing these set assignments, so we refer to this time as a controlled assessment.
- All learners are made fully aware of the guidelines before beginning any coursework.
- Saved in learners **one-drive**



How can you help with NEAs?

Parents cannot help with assignment writing - this must be completed **in school**, under controlled conditions. Parents cannot say or write what should be included in any additional note taking or preparation made at home.

However, parents could ask learners about their assignment, for example:

- How are they feeling - Are they prepared for their controlled assessment?
- Do they feel they have the resources they need?
- Are they aware of the rules and expectations, and how to meet them?
- Are there any worries or concerns?
- Do they have an idea about how they would like to set their work out?

Learners are allowed to take lesson work and notes into the controlled assessment with them, therefore...

- They can produce additional plans at home
 - This may include some ways in which they would like their work to look like
- Add further detail to class notes

If learners have dyslexia, please encourage them to keep their coloured lens glasses with them.



Intervention

- Opportunities for learners to attend **intervention** if they have missed controlled assessment hours or have had absence from school.
- Approaching exam time, intervention sessions will be open to **whole class** and become **revision quick tips**.
- **Revision guides** are being investigated and details for students will be given **in class** shortly.

Exam support

- Encourage learners to **revise weekly**
- We will demonstrate and teach the group **various way of revising** to support all learners and their preferences at home
- Help them create a **revision timetable** to follow that also fits in around **their hobbies**.
- For practice papers completed at home, help them to check their **spelling, punctuation and grammar**, and correct errors.

If you have questions, please email or get in touch!