

# WELCOME

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# YEAR 11 SUPPORT EVENING

POTENTIAL INTO REALITY







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The Royal Sutton School

# WELCOME MESSAGE



At John Willmott school, we recognise the importance of working in partnership with students and parents/carers to secure the best possible outcomes for the young people in our care. Therefore, we have built the face-to-face GCSE support evening. The aim of this event is to provide you with the advice and guidance that you need to support your son or daughter to achieve their very best in their qualifications, to maximise their opportunities, working with the end in sight in Year 11. We feel that this event is a valuable opportunity for all involved to improve the outcomes for our students.

**Ms Richards Deputy Headteacher.**

## POTENTIAL INTO REALITY



# WHAT HELPS US LEARN?

IF YOU'RE DETERMINED TO DO WELL, YOU NEED TO UNDERSTAND WHAT HELPS US LEARN. NOTHING BEATS **HARD WORK**, ESPECIALLY WHEN IT COMES TO STUDYING, BUT THERE ARE WAYS YOU CAN GUIDE YOUR BRAIN TO RECALL INFORMATION MORE EASILY, WHICH SUPPORTS YOUR ABILITY TO LEARN.

## BELIEVE IN YOURSELF

Recognise your own potential and aim to meet or exceed this. Don't compare yourself to others. All that matters is that you do the best that you can do. Don't let negative thoughts take over. Just because you have the thought does not mean that it is true or that you must believe it.

## USE MIND MAPS TO CONNECT IDEAS

If you find it difficult to remember lots of study notes, Mind Maps may be the key to improving your memory. A Mind Map making tool can be found on the Get revising website: <https://getrevising.co.uk/> along with Flash Card and Revision Card making tools.

## PRACTICE, PRACTICE, PRACTICE

Mix up your study habits and methods by trying some of these: listening to podcasts; watching videos or documentaries; writing quizzes; moving to a different study area; or simply using different colours for your study notes.

## ADAPT FOR DIFFERENT SUBJECTS

It may seem obvious, but many students try to study for different subjects using the same study methods. Your learning should take account of the difference between your subjects and the challenges they represent.

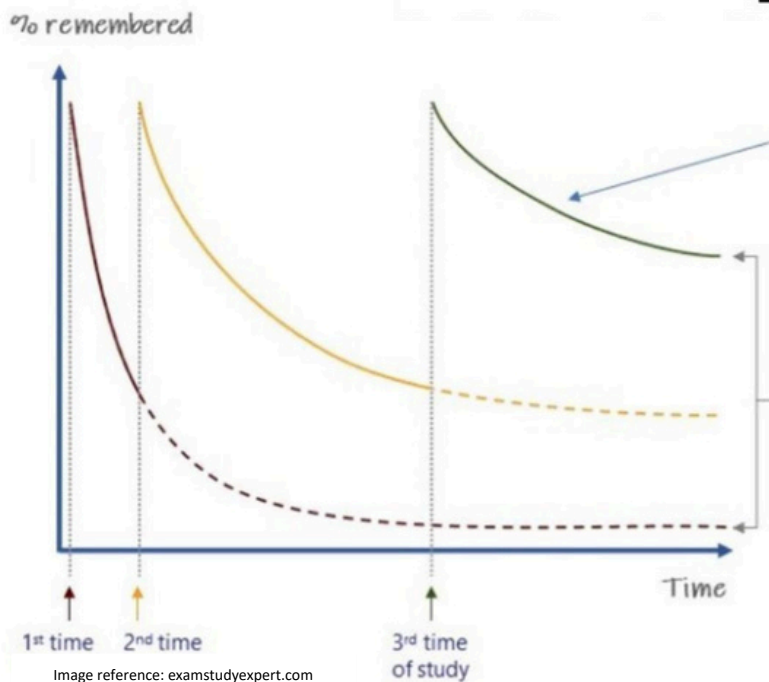
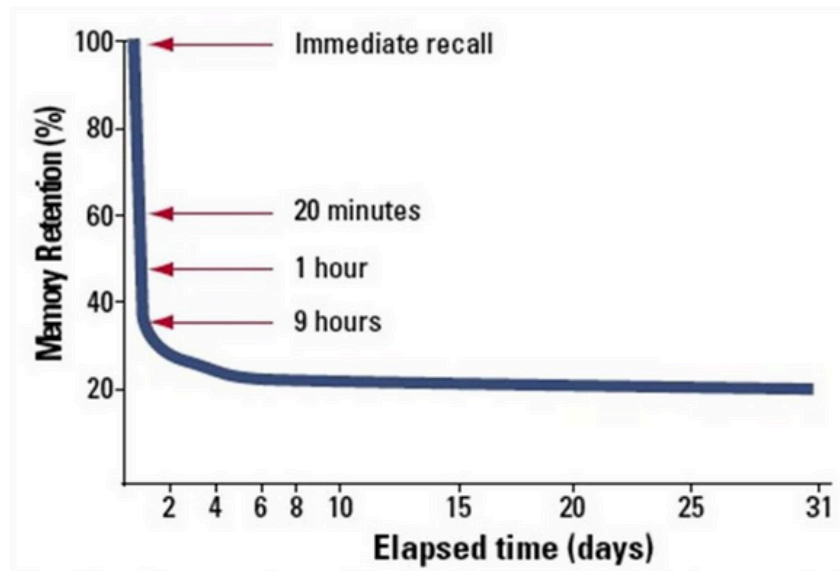
For example, flashcards are ideal for learning in languages and Science where you need to remember key definitions. However, <https://hegartymaths.com> is a great way to test your GCSE Maths skills. Once you understand that different subjects need to be approached in different ways, there is no stopping you!



# Retrieval practice + Spaced practice = Long term memory

LONG-LASTING MEMORY REQUIRES 4-5 CORRECT RETRIEVALS OR RECALLS

The Ebbinghaus forgetting curve on the right shows how information is lost over time when there is no attempt to retrieve it.



Look at how much more slowly you forget after revisiting a couple of times!

Look at how much more you can remember after revisiting the material a few times versus only studying it once!



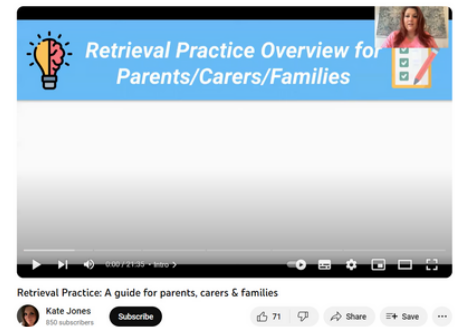
## HOW WE LEARN



# → REVISION

THIS IS A USEFUL VIDEO ON 'RETRIEVAL PRACTICE' BY KATE JONES TO BETTER HELP YOU UNDERSTAND HOW LEARNING HAPPENS AND HOW WE CAN BETTER REMEMBER WHAT HAS BEEN TAUGHT:

RETRIEVAL PRACTICE: A GUIDE FOR PARENTS, CARERS & FAMILIES - YOUTUBE:  
([HTTPS://WWW.YOUTUBE.COM/WATCH?V=U\\_-TASZYMx8](https://www.youtube.com/watch?v=U_-TASZYMx8))



## REVISION TIPS

- Provide a quiet and comfortable place for your child to work
- Encourage good eating habits and sleep patterns
- Encourage them to switch off their phone when revising
- Go through the revision resources we have provided and discuss creating resources like flashcards
- Encourage them to create a revision plan with allocated timings
- Show them the support on our website (Students > Key Exams Info > Revision Advice)
- Purchase Revision Guides as recommended by their subject teachers
- Support them in exploring examination websites for past papers this is one of the best ways to prepare: u are helping!

## STUDENTS REMEMBER:

- 10 percent of what they **READ**
- 20 percent of what they **HEAR**
- 30 percent of what they **SEE**
- 50 percent of what they **SEE** and **HEAR**
- 70 percent of what they **SAY** and **WRITE**
- 90 percent of what they **DO** – so if they are **DOING** something with it like teaching you, you are helping!



# → IMPACTFUL REVISION TECHNIQUES

**Flashcards:** They should have a question on one side and an answer on another. Students can shuffle them to interleave topics. They should also intermittently separate correct and incorrect answers into different piles as they complete them to focus on less secure areas. Anki is an excellent App which learns which questions need to be asked more frequently.

**Mind Maps:** Colour coding can help categorise and sort. Mind Maps should be used to support making connections and reducing and synthesising key concepts and ideas.

**Flow Charts:** These are ideal for considering cause and effect and also processes. Students should reduce ideas here, making notes concise. Students should reviews these, adding information as it occurs to them.

**Mnemonics:** A word, phrase or rhyme to prompt the remembering of a large amount of information, facts or the order of something.

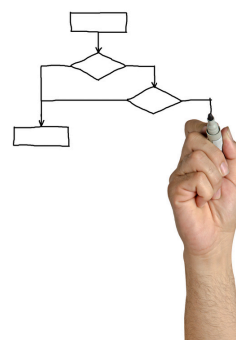
**Highlighting:** Highlight ONLY the key information, different colours might be used as a key to identify different questions, focuses, papers or themes. This helps to prioritise the most important things students need to remember.

**Read Aloud:** This is most powerful when recorded and then played back, replayed, paused and also used to review notes and identified areas of development.

**Post It Notes:** These are useful to have constant reminders and prompts, they can be moved around where students live and also moved in terms of what is a priority to learn

**Cornell Notes:** This system of note taking allows students to take down notes whilst reading an article or guide; attending a revision session or watching an educational video. Afterwards students use their understanding to generate a list of 'cues' which might be questions, diagrams or key words. Finally, they derive this information into a summary.

**Exam Questions:** This is a crucial and perhaps most important. Students need frequent practice in how to arrange their thoughts onto paper, ensuring they can answer the question. Students should use mark schemes, class teachers and their own notes to assess how well they have done.





# GCSE ART & DESIGN: FINE ART

**Exam board:** AQA

## **GCSE Art & Design: Fine Art**

### **Component 1: Portfolio**

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

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

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

No time limit

96 marks

60% of GCSE

The work submitted for this component will be marked as a whole.

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

For Component 1 students are required to submit their full sustained project based on the theme of Urban Portraiture. This includes a sketchbook with written mind maps, artist studies, written analysis/annotations, observational drawings, exploration of a range of media, techniques and processes, larger scale charcoal drawings, design idea 1, design idea 2 and a final outcome. They should also submit a selection of work from their Architecture projects. Students may have produced work alongside the set work in lessons that has broadened their exploration (further drawings, media experiments, thumbnail sketches, design ideas, photographs)

Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

#### **Time for creative development and expectations**

It is expected that students put time aside on a weekly basis to complete their practical work and explore their ideas further in an independent manner. This may mean completing practical work that they do in lessons (i.e sketchbook pages, mind maps, artist research, annotations, A2 design idea sheets etc) or by extending their creative practise by experimenting with their ideas further through drawing, media experiments, thumbnail sketches and design ideas. Some students may explore photography and digital drawing techniques as part of their projects. There is a regular weekly lunch club to support students in accessing materials and to give them additional time to work and teacher support.

## Component 2: Externally Set assignment

### What's assessed

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

### How it's assessed

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

The work submitted for this component will be marked as a whole.

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

For Component 2 students will select and respond to their chosen starting point from the paper from AQA. They will have a preparatory period of time can begin on or after 2 January and will be used to create mind maps, explore their ideas through photography, drawing and media experiments, research different artists to use as inspiration and create design ideas. This will be followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

### Time for creative development and expectations

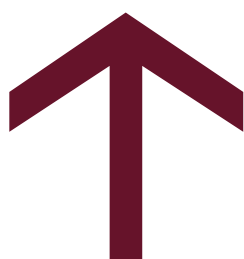
It is expected that students put time aside on a weekly basis to complete their practical work and explore their ideas further in an independent manner. This may mean completing practical work that they do in lessons (i.e sketchbook pages, mind maps, artist research, annotations, A2 design idea sheets etc) or by extending their creative practise by experimenting with their ideas further through drawing, media experiments, thumbnail sketches and design ideas. Some students may explore photography and digital drawing techniques as part of their projects. There is a regular weekly lunch club to support students in accessing materials and to give them additional time to work and teacher support. It is imperative that students use their preparatory time to explore their ideas and plan and prepare so when they start their 10hours of supervised time they are confident with what they will create.

### Revision materials and useful websites

[GCSE Art and Design - AQA - BBC Bitesize](#)

[Welcome \(studentartguide.com\)](http://studentartguide.com)

# GCSE ART & DESIGN: FINE ART





# GCSE ART & DESIGN: PHOTOGRAPHY

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**Exam board:** AQA

**GCSE Art & Design: Photography**

**Component 1: Portfolio**

**What's assessed**

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

**How it's assessed**

No time limit

96 marks

60% of GCSE

The work submitted for this component will be marked as a whole.

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

For Component 1 students are required to submit their full sustained project based on the theme of Shape and colour. This include written mind maps, photographer research and written analysis, photoshoots and contact sheets – rag rated, annotations to explain what has been created, why, what has worked, what hasn't and why selections have been made, digital edits and explorations, physical edits and explorations, design developments and final outcomes. They should also submit a selection of work from their Natural forms photography project. Component 1 must include an element of writing and drawing. Drawing in photography can be presented through thumbnail sketching techniques or digital drawing techniques.

Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations.

**Time for creative development and expectations**

It is expected that students put time aside on a weekly basis to complete their practical work and explore their ideas further in an independent manner. This may mean completing practical work that they do in lessons (i.e mind maps, taking photographs, digital or physical edits etc) or by extending their creative practice by experimenting with their ideas further through photoshoots and creative exploration of ideas in photoshop or other editing apps.

## Component 2: Externally Set assignment

### What's assessed

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

### How it's assessed

Preparatory period followed by 10 hours of supervised time

96 marks

40% of GCSE

The work submitted for this component will be marked as a whole.

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

For Component 2 students will select and respond to their chosen starting point from the paper from AQA. They will have a preparatory period of time can begin on or after 2 January and will be used to create mind maps, explore their ideas through photographic photoshoots, drawing and digital (photoshop or other editing software) or physical experiments (drawing, painting, sewing, sculpture etc), research different photographers to use as inspiration and create design ideas. This will be followed by 10 hours of supervised unaided work in which students are required to realise their intentions. Students must not undertake any further preparatory studies once the first period of supervised time starts.

### Time for creative development and expectations

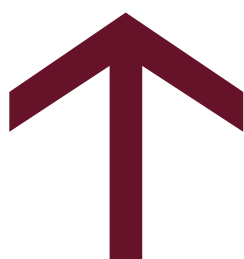
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### Revision materials and useful websites

[GCSE Art and Design - AQA - BBC Bitesize](#)

[Welcome \(studentartguide.com\)](http://studentartguide.com)

# GCSE ART & DESIGN: PHOTOGRAPHY





# BUSINESS STUDIES

**Exam board:** AQA

**Exam content: Business Studies**

| Paper 1: Influences of operations and HRM on business activity  |
|---|
| <b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>   |
| <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>   |
| <b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul> |

| Paper 2: Influences of marketing and finance on business activity   |
|---|
| <b>What's assessed</b> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>   |
| <b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>   |
| <b>Questions</b> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul> |

## REVISION MATERIAL AND USEFUL WEBSITES:

- Mock papers, practice papers
- BBC Bitesize, BBC Teach videos
- CGP revision guide, question and answer guide
- Videos – YouTube – Two Teachers @TwoTeachers



# BUSINESS STUDIES



## REVISION TIPS

### 1. REVISION NOTES

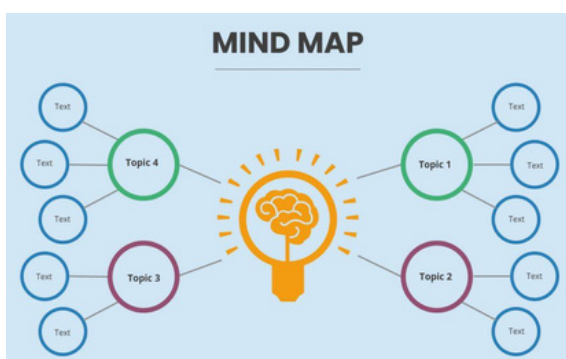
These are really useful to create on Flashcards. On the front of the flashcard create notes and key words. On the back of the flash card add in questions with answers. Ask someone in the home to ask you the questions to test your recall of information.

### 2. UNDERSTAND ACADEMIC WRITING AND BUSINESS TERMINOLOGY

In order to achieve the higher grades, you will need to know how to write in the correct format just as you do in English. If a question asks you to analyse you need to know what this means, equally assess, explain, evaluate, discuss, describe. Know what these words mean and what the difference is. Questions related to the case study more often than not require this information. It is vital that Business vocabulary is used to support written answers. This shows a thorough understanding of the topic area being covered. Case studies are very important at GCSE as learners link real life places to the knowledge they have learnt.

### 3. MIND MAPS

Condense information per topic onto an A3 mind map so you have everything in one place. You can simplify content on a mind map, add in tables, add in images, add in branches. This is a useful visual technique for students who prefer to learn visually.



IT IS VITAL THAT  
BUSINESS  
VOCABULARY IS USED  
TO SUPPORT WRITTEN  
ANSWERS.

GCSE  
BUSINESS  
STUDIES





# GCSE DESIGN & TECHNOLOGY

Exam board: Eduqas GCSE in Design and Technology

Course content:

## Component 1: Design and Technology in the 21st Century

Written examination: 2 hours

50% of qualification

100 marks

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- technical principles
- designing and making principles along with their ability to
- analyse and evaluate design decisions and wider issues in design and technology

## Component 2: Design and make task

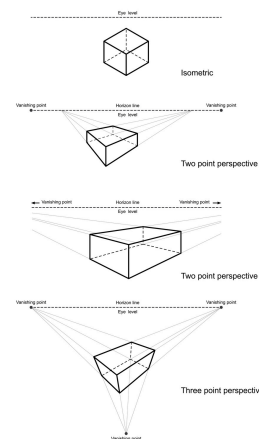
Non-exam assessment: approximately 35 hours

50% of qualification

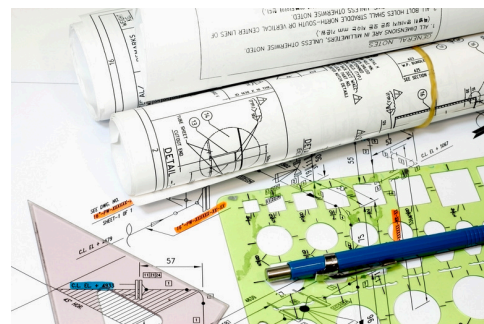
100 marks

A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to:

- identify, investigate and outline design possibilities
- design and make prototypes
- analyse and evaluate design decisions and wider issues in design and technology.



ANALYSE AND  
EVALUATE  
DESIGN DECISIONS



# GCSE DESIGN & TECHNOLOGY



## REVISION TIPS

### Top 3 revision tips:

#### 1. Revise core knowledge and understanding.

Revise core knowledge and understanding to give you a broad knowledge and understanding of design and technology so that you are able to make **effective choices** in relation to which **materials, components** and **systems** to utilise within your design and make activities for **Component 2**.

- Design and technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials

#### 2. Revise natural and manufactured timber.

Revise **natural** and **manufactured** timber to ensure you have an in-depth knowledge and understanding of this specific material and to support your design and make activities (Component 2).

#### 3. Exam Technique Read the questions.

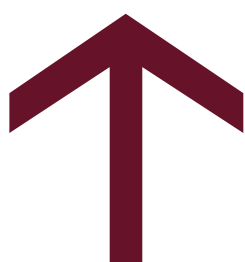
Underline the key words related to the course. Make sure you really look at any **diagrams** or pictures you are given in the exam.

Re-read your answers to make sure you have answered what was asked of you.

**Answer every question, never leave an answer blank.** You should ensure you use the resources on Showbie to check your core knowledge to support preparation for your written exam.

Use BBC bitesize for revision for all aspects of the course -

<https://www.bbc.co.uk/bitesize/examspecs/z4nfwty>



GCSE DESIGN &  
TECHNOLOGY





# GCSE DRAMA

**Exam board:** OCR

## **Course content:**

### **Unit 1**

Summary: Unit 1 is the creation of a devised Drama performance based on a stimuli that students were introduced to last year. They must document their devising process in 4 key parts.

- 1) Research section: Students must research around their chosen stimuli, answering questions like who created it, when it was created, why it was created, what other work the artist may have been involved in, key themes and topics involved.
- 2) Students must explain a vision for their performance, outlining in as much detail as they can what the performance might look like (future tense) including any stage plans, scene ideas, character portfolios, role on the walls, script ideas etc
- 3) Students must document their devising process, breaking it down into at least 6 key sessions. They must explain any key changes they have made, rehearsal strategies and their impact on the performance and justify and reflect upon any decisions they have made. They need to include lots of specific detail using Drama vocabulary
- 4) Students need to reflect on their final performance, breaking down what their performance was trying to do, and how successfully each scene managed to do that. They will need to include lots of detailed examples with analysis of what impact this performance may or may not have had on the audience, as well as suggestions on how this performance can be improved in rehearsal (with specific focus and techniques) and what impact this may have.

### **Unit 2**

Unit two is the performance of two scripted excerpts of the play DNA by Mark Wheeler. They will have to learn a monologue (speaking alone to an audience) of about 2 minutes, and a group piece which will range from 3-10 minutes.

Alongside their performance, students will need to submit their concept proforma where they have to answer four questions about their performances.

#### **Questions**

- What are the major demands of the text? You should consider the structure of the extracts in the context of the whole performance text and the original intentions of the playwright
- What is your artistic vision for the two extracts?
- How did you develop your role(s) or design(s)? As an actor you should consider semiotics, the use of language, gesture and expression. As a designer you should consider proxemics, mood, supporting characters and supporting the chosen genre and style.
- How do you want the audience to respond to your presentation of the extracts as an actor or designer? Give specific examples from each extract.

### Unit 3 – Exam – 90 mins – Blood Brothers and Theatre Evaluation

Unit 3 comprises of two parts. Part A is a 55 minute exam where students answer questions (2 x 4 mark, 3 x 6 mark and 3 x 8 mark) questions assessing their knowledge of Blood

Brothers, with focus on knowledge from the perspective of an actor, designer or director.

Section B involves a Theatre Evaluation, following the watching of a high quality live performance, students are to write a 35 minute long theatre evaluation focusing on the specific topic set in the exam.

(Examples: "For the performance that you watched...

- Evaluate the impact that one actor had on you as an audience member
- Explain what you feel the directors intent was and explain to what extent you felt it was achieved
- Explain how lighting and sound were used to enhance specific moments during the performance

Top 3 revision tips:

#### 1. Read the question and know the difference

Answering questions about acting with phrases and examples focused on directing or designing is an easy way to get zero marks for an answer that is right... But that doesn't answer what was asked.

#### 2. Don't tell me the story...

Remember when answering these questions that this is a Drama GCSE, so that focus on your answers should normally focus on the acting, directing and designing elements rather than the story of Blood Brothers or the focus of our theatre review. Discuss rehearsal and performance rather than script and story.

#### 3. Don't waste your time

A 4 mark question will often ask you to make two points and explain them.

A 6 mark question will often ask you to make three points and explain them or 2 points with more detail.

An 8 mark question will ask for an in depth response to something, it is often worth looking at what extra pieces of information you can include as a tag on sentence to save you time but allow your answer the depth to access higher marks.

Example: "As Mrs Lyons, I would (with tight pursed lips) look as if she is upset but unable to show these emotions in front of others (more common for the time period) to highlight her social status but also the era that she is from.

Remember, for Drama it is 1 minute per mark, so you should spend 10 minutes on a 10 mark question.

# GCSE DRAMA





# GCSE ENGLISH LANGUAGE

Exam board: AQA

Exam content:

## **English Language Paper 1**

'Explorations in creative reading and writing'

- 1 hour 45 minutes
- One unseen modern fiction (novel or short story) extract

**Section A** (1 hour): 4 reading questions of increasing length, value and difficulty (50%)

**Section B** (45 minutes): 1 creative writing question (50%)

The exam is completely unseen – no prior information about the writer, plot, character, etc.

Questions require clear and detailed answers based on students' own response to the text.

## **English Language Paper 2**

'Writers' viewpoints and perspectives'

- 1 hour 45 minutes
- Two unseen non-fiction extracts: one nineteenth century one and one twentieth century

The extracts could be from an essay, travel writing, biography, diary, letter, article, etc.

**Section A** (1 hour): 4 reading questions of increasing length, value and difficulty (50% of marks)

**Section B** (45 minutes) 1 non-fiction writing question (50% of marks)

The text types for Section B are: article, letter, speech, leaflet, report.

Students will need to produce a range of relevant, thoughtful ideas – sometimes about a topic they'd never really thought about!

## **REVISION MATERIAL AND USEFUL WEBSITES:**

- Help your child build reading stamina
- Help them to rote learn the requirements of each question
- Use the websites and resources listed on the English Literature information sheet.

# GCSE ENGLISH LANGUAGE



## REVISION TIPS

### 1. Reading

Help your child build reading stamina and speed by providing regular and frequent opportunities for reading high quality printed material. Expose them to a range of reading material and read with them, to them, listen to them read.

Talk through extracts and question them on their comprehension of the content.

Ask them to 'list 4 things' or 'find 4 truths' about any text you/they read.

Reading is key and exposing your child to a range of subjects, text types, and themes is essential.

### 2. Rote learning and mock papers

- Help your child to rote learn the requirements of each question.
- When your child is completing a mock paper time them.
- Proofread their question 5 responses for spelling and punctuation errors.
- Help them to make corrections and improve their work.
- Use Mr Bruff videos to help revise the requirements of each question.

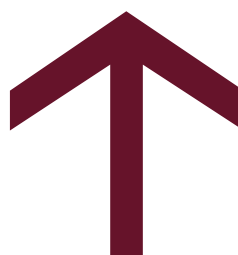
### 3. Subject terminology and vocabulary

Students need to know their subject terminology! Use cue cards to write out the key term and the definition, always provide an example.

Use word wheels to expand vocabulary choices for both reading and writing. Your child will need to use ambitious and crafted vocabulary as well as identifying the emotions/feelings the writer is presenting in the reading section.



# GCSE ENGLISH LANGUAGE





# GCSE ENGLISH LITERATURE

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Exam board: AQA

Exam content:

## **English Literature Paper 1**

1 hour 45 minutes

**Question 1: 19th-Century novel – ‘A Christmas Carol’**

30 marks based on an extract and the play as a whole.

**Question 2: Shakespeare – ‘Macbeth’**

Essay based on an extract and the play as a whole + 4 marks technical accuracy.

## **English Literature Paper 2**

2 hours 15 minutes

**Question 1: Modern drama – ‘An Inspector Calls’**

Essay on one question (from choice of two) – no extract: 30 marks + 4 marks technical accuracy.

**Question 2: Power and conflict poetry**

24-mark essay comparing a printed poem and one other poem of the student's choice (not printed)

**Question 3: Unseen poetry**

**Section A:** Essay based on an unseen poem: 24 marks.

**Section B:** Essay comparing two unseen poems: 8 marks

All exams are CLOSED BOOK – students need to know quotations.

## **REVISION MATERIAL AND USEFUL WEBSITES:**

- Mock papers, practice papers
- BBC Bitesize
- You Tube: Mr Salles, Mr Bruff, Mr Everything English, Mrs Whelan's English
- [www.senecalearning.com](http://www.senecalearning.com) (iPad)
- York Notes revision guides
- Showbie
- Homework booklets.

**All exams are  
CLOSED BOOK –  
students need to  
know quotations.**



# GCSE ENGLISH LITERATURE



## REVISION TIPS

### 1. Dual coding

It is fine to watch the film version or BBC documentary of the text being studied. In fact, we encourage it! The Jim Carey version of 'A Christmas Carol' is the best, there are lots of different versions of 'Macbeth' and the BBC drama of 'An Inspector Calls' is an excellent revision tool. Talk to your child about the similarities and differences and test them on their knowledge of the plot.

Create a dual coding poster representing each of the texts with characters, key events, and quotations. Use an image to represent each event to help your child remember. This can be completed on paper or on the iPad. Dual coding is powerful – matching an image to something important will help your child remember.

### 2. Quotation cards

Use cue cards to write out and learn key quotations. Annotate around the quotation, using the following questions to help:

- Who says the quotation?
- What is happening at the time?
- Highlight the key words in the quotation
- Label the subject terminology
- Analyse your chosen words
- Link your ideas to theme and context.

**You could play the audio book of the texts in the car.**

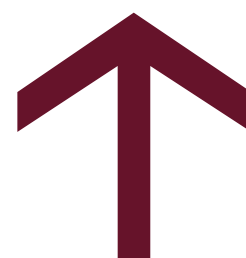
Help your child to learn the quotations by testing them. Read the quotation and miss out the word asking them to fill in the gap; chant the quotation together; give your child the first word or two and see if they can fill in the rest; display the quotations.

You could play the audio book of the texts in the car.

This is important because all the exams are closed book.

### 3. Plot the key themes

Write down a key theme and then draw 4 lines. At the end of the line write down a linked theme. On the line write down everything the themes have in common and link to characters plot and quotations. If your child is unsure of anything, write the question down and ask their teacher. Support your child by doing this with them, asking them questions about the theme and using the internet to look up and research further ideas together.





# GCSE FRENCH

Exam board: Edexcel

Exam content:

**All papers cover content from 5 themes:**

1. Identity & culture: Family & relationships, free time, technology
2. Local area, holiday & travel: My town, shopping, holidays
3. School: Describing school, rules, school exchange, clubs
4. Future aspirations, study & work: Part-time jobs, work experience, future plans
5. International & global dimension: Environment, global issues, volunteering, big sporting events

**Listening Paper 1 25%**

Answer questions based on recording

Speaking Paper 2 25%

Completed in centre with teacher and recorded. Externally marked,

1. Role play
2. Picture-based task
3. General conversation

Reading Paper 3 25%

Answer questions based on texts

Translation French to English

**Writing Paper 4 25%**

**Foundation**

1. Picture-based task
2. 16 mark question – short message
3. 20 mark question – 4 bullet points, past, present, future tense + opinion
4. Translation English to French

**Higher**

1. 20 mark question – 4 bullet points, past, present, future tense + opinion
2. 28 mark question – 4 bullet points, past, present, future tense + opinion
3. Translation English to French

Students will be entered for Foundation OR Higher tier in all four skills.

**REVISION MATERIAL AND USEFUL WEBSITES:**

- Past papers, practice papers
- BBC Bitesize
- Showbie
- Speaking booklets
- LanguageGym



# GCSE FRENCH

## REVISION TIPS

### 1. Cue cards

Prepare cue cards for the speaking exam. Use the speaking booklets provided in class to write the question on one side and your answer on the other side. This method allows them to practise with peers in class, siblings or parents. They can read the answer until they are confident you have learnt it.

Carefully prepared speaking answers will also be beneficial for the writing exam.

### 2. Vocabulary learning

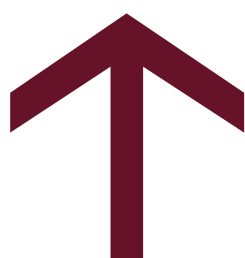
Your child will have frequent vocabulary and tense tests. You can help by testing them.

### 3. Little and often!

Check in regularly with your child. Do they know when they have tests in class? Are they completing past paper questions? Are they completing French work regularly on LanguageGym? They can work independently on this website to fill their individual knowledge gaps.

CAREFULLY PREPARED SPEAKING  
ANSWERS WILL ALSO BE BENEFICIAL  
FOR THE WRITING EXAM.

GCSE FRENCH



# → GEOGRAPHY

Exam board: AQA

Exam content:

## **Geography Paper 1 (35%)**

1 hour 30 minutes

Topics:

- The challenge of natural hazards
- The living world
- Physical landscapes in the UK (Rivers and Coasts)

## **Geography Paper 2 (35%)**

1 hour 30 minutes

Topics

- Urban issues and challenges
- The changing economic world
- The challenge of resource management

## **Geography Paper 3 (30%)**

1 hour 15 minutes

Topics

- Issues evaluation
- Fieldwork



## **REVISION MATERIAL AND USEFUL WEBSITES:**

- Use the school's knowledge organisers to check for understanding.
- Use BBC Bitesize to check for understanding.
- Watch YouTube tutorials.
- Download and practise past papers from the AQA website.

# GCSE GEOGRAPHY



## REVISION TIPS

### 1. Subject-specific terminology and Case Studies

There is a glossary at the back of the Oxford GCSE 9-1 Geography textbook and revision guide – try turning them into quizzes or revision cards for quick recall. It is vital that geographical vocabulary is used to support written answers. This shows a thorough understanding of the topic area being covered. At GCSE, learners can get an additional 3 marks for spelling, punctuation, and grammar, so it is important to learn the spellings of these key terms. Case studies are very important at GCSE as learners link real life places to the knowledge they have learnt.

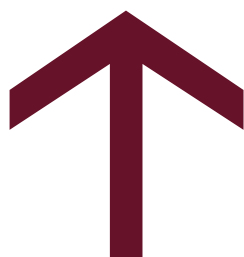
### 2. Revision

This will be the key to your child's success at GCSE. You can help them by providing a quiet space away from distractions to help them study at home. There will be revision skills and technique tips taught in Geography lessons to help your child. There are many methods such as mind maps, cue cards, note-taking methods, and interactive resources online to assist. Using quizzes and practice exams are great, but it is important to know and revisit the content first.

### 3. Independent Learning

Reading around the subject is key to developing geographical knowledge. Discussing current affairs with your child and encouraging Geography-related blogs and programmes will help. Planet Earth and National Geographic are very helpful in supporting the course content.

GCSE  
GEOGRAPHY



IT IS  
VITAL THAT  
GEOGRAPHICAL  
VOCABULARY IS  
USED TO SUPPORT  
WRITTEN  
ANSWERS.



# HISTORY

**Exam Board:** AQA

## EXAM CONTENT

### Paper 1 Section A: Period Studies: Germany 1890-1945

1 hour.

Question 1-3: Interpretation Questions. HOW are they different 4 marks, WHY are they different 4 marks, WHICH is more useful 8 marks.

Question 4: Describe 2 aspects of an event 4 marks.

Question 5: Write an Account on a specific event 8 marks.

Question 6: Which bullet point was the main cause and why, essay question 12 marks.

### Paper 1 Section B: Wider World Depth: First World War 1894-1918

1 hour.

Question 1: Judging the utility of a primary source 4 marks.

Question 2: Judging the utility of two primary sources 12 marks.

Question 3: Write an account of the impact of an event 8 marks.

Question 4: Essay question on main factor to cause an event 16 +4 SPaG marks.

### Paper 2 Section A: Thematic Studies: Britain, Health and The People

1 hour.

Question 1: Judging the utility of a primary source 8 marks.

Question 2: Explaining the significance of an individual 8 marks.

Question 3: Explaining the similarities between two time periods 8 marks.

Question 4: Essay question on main factor to cause improvement in medicine 16 + 4 SPaG marks.

### Paper 2 Section B: British Depth Studies: Elizabethan England 1568-1603

1 hour.

Question 1: Judging the utility of an interpretation 8 marks.

Question 2: Explain importance of an event or person 8 marks.

Question 3: Write an account of an event 8 marks.

Question 4: Historical Environment: Drakes Circumnavigation of the Globe, factors essay, 16 + 4 SPaG marks.

## REVISION MATERIAL AND USEFUL WEBSITES:

- Mock papers, practice papers
- BBC Bitesize, BBC Teach video
- 'Taking it Further' folder in Showbie.
- Exam Practice Booklets

# GCSE HISTORY REVISION TIPS



## TOP THREE REVISION TIPS

### 1. CHRONOLOGY

Making sure you know **WHEN** something happened in the great scheme of events is very important for explanation of cause and consequence. You will use knowledge of chronology in source, account and essay questions, so it is a key skill!

On A3 paper create a timeline for each topic, adding main events first and then going back and adding more detail (names, places, battles, tactics, problems, causes, consequences). By the end you will have 4 timelines for each topic we study:

- Germany 1890-1945
- First World War 1914-1918
- Britain, Health and the People 1000-Present Day
- Elizabethan England 1568-1603

### 2. SOURCE ANALYSIS

Find a source from the AQA website and complete a source analysis table for each source you use:

|            | What the source says | What I know |
|------------|----------------------|-------------|
| Content    |                      |             |
| Provenance |                      |             |

This is a **PERFECT** plan on how to address the utility of a primary source and can be used for all types of source questions!

### 3. MEDICINE THEMES

Write down one of the 6 medicine themes in the middle of a piece of paper (Individuals, Religion, War, Science, Communications, Chance, Government). Around this theme write down 2 examples of medicine inventions which link to this theme. You **MUST** make sure that these examples are from **TWO DIFFERENT TIME PERIODS**. After you have done this add on the **IMPACT** of this invention on peoples health, did it get better or worse and why?

Once you have done this, cover the mind map up and try to create the mind map again from memory. After you have written as much as you can look back at the original and fill in any missing parts. Repeat this until you can complete the mind map without looking back at the original.

After this you can repeat this process with other medicine themes until your confidence increases!







# IMEDIA

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Exam board: OCR Cambridge Nations level 1/2- J834

EXAM CONTENT: CREATIVE IMEDIA

**Imedia students will be completing 3 units:**

**R093 - MANDATORY - EXAM - CREATIVE IMEDIA IN THE MEDIA INDUSTRY.**

Written and marked by OCR – 1 hour 30 minutes – 70 marks in total.

First sitting in January and retake option for the summer, best mark taken forward.

**R094 - MANDATORY NEA. VISUAL IDENTITY & DIGITAL GRAPHICS.**

Coursework unit. Marked by class teacher and set off to OCR for external moderation.

Marks available – 50 marks.

For information the brief is Historical Game Graphics. Students are currently working on this. Identity is a vital component of any business, product or brand. A visual identity communicates values and core principles to the consumer, user or customer. It makes a brand recognisable and helps sell a product or idea to a target audience. Logos, shapes, typography, colour theory and composition are all used to generate visual identities which work across different platforms and media, and user interface and experience are key considerations in the design process. In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry

**R097 - INTERACTIVE DIGITAL MEDIA**

Coursework unit, centre assessed, OCR moderated. Marks available – 70 marks. Interactive digital media products are found across the media industry, in games, websites and apps, learning and knowledge-based systems, simulations and in commerce. At the heart of digital media products is a fusion of media rich content including text, images, sounds, video and animation. This content is combined with UX and UI design to create an immersive and engaging environment which can promote, educate, entertain, inform or influence. In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

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## REVISION MATERIAL:

- Mock papers, practice papers
- Revision Guide

# IMEDIA



## REVISION TIPS

### REVISION NOTES

These are really useful to create on Flashcards. On the front of the flashcard create notes and key words. On the back of the flash card add in questions with answers. Ask someone in the home to ask you the questions to test your recall of information.

### REVISION

This will be the key to your child's success. You can help them by providing a quiet space away from distractions to help them study at home. There will be revision skills and technique tips taught in imedia lessons to help your child. There are many methods such as mind maps, cue cards, note-taking methods, and interactive resources online to assist. Using quizzes and practice exams are great, but it is important to know and revisit the content first.

### MIND MAPS

Condense information per topic on to an A3 mind map so you have everything in one place. You can simply content on a mind map, add in tables, add in images, add in branches. This is a useful visual technique for students who prefer to learn visually.

CONDENSE  
INFORMATION PER  
TOPIC ON TO AN A3  
MIND MAP SO YOU  
HAVE EVERYTHING IN  
ONE PLACE.





# GCSE MATHEMATICS

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Exam board: AQA

Exam content:

The examination will assess pupils Number, Algebra, Ratio, Proportion and rates of change, Geometry and measures, Probability and Statistics.

## **Foundation and Higher (content is defined for each tier).**

- Each student is permitted to take assessments in either Foundation or Higher tier.
- The qualification consists of three equally weighted examination papers at either Foundation or Higher tier.
- All three papers must be at the same tier of entry and must be completed in the same assessment series.
- Each paper has 80 marks.
- The qualification will be graded and certified on a nine-grade scale from 9 to 1 using the total marks across all three papers where 9 is the highest grade.

## **Foundation tier: Grades 1 to 5**

## **-Higher tier: Grades 4 to 9 (grade 3 allowed).**

Maths Paper 1: Non-Calculator paper (1 hour 30 minutes)

Maths Paper 2: Calculator paper (1 hour 30 minutes)

Maths Paper 3: Calculator paper (1 hour 30 minutes)

## **Assessment Objectives into strands and elements**

AO1 Use and apply standard techniques – accurately recall facts, terminology and definitions.

AO2 Reason, interpret and communicate mathematically – make deductions, inferences and draw conclusions from mathematical information.

AO3 Solve problems within mathematics and in other contexts – Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes.

## **REVISION MATERIAL AND USEFUL WEBSITES:**

- Mock papers, practice papers – AQA (other exam boards for exam practice)
- MathsGenie – past papers, mark schemes and video links
- Corbett maths – worksheets and video links
- BBC bite size
- Sparx – homework and independent learning section
- Maths bot – question generator and exam question practice

# GCSE MATHEMATICS



## REVISION TIPS

### 1. Practice practice practice

The BEST way to revise for your GCSE Maths is to do lots of maths. You may need to do some reading or watch videos to get you started, but spend more time attempting questions and get lots of practice in doing this.

Make sure you get the basic topics covered for Grade 4 right and then use this knowledge to build on to work towards a higher grade. Once your understanding of Grade 4 topics is secure, you will make better connections to topics that are Grade 5 and above.

### 2. Testing and exam questions

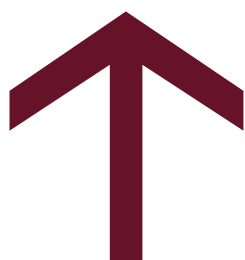
Try to revise for a short time everyday and keep a variety of topics fresh in your mind. Corbett maths 5 a day is good way to do this and it will test your understanding in all strands of maths.

When you feel confident, start to work on exam (or exam style) questions. You can find a collection of topics of exam questions on Maths4everyone and MathsGenie – they also provide solutions.

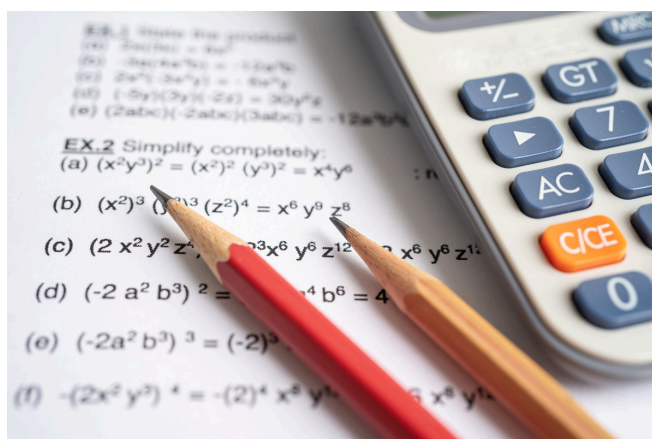
### 3. Remember – every mark counts!

Every mark will contribute towards your final grade. In more difficult questions, try to write down something relevant with what information has been provided. This may help you achieve the first mark, which will lead you on to thinking about the second mark.

With questions that use the words 'prove', 'show that' or 'verify', remember to finish off the question with a statement that echos what the question was asking, otherwise you may miss the final mark.



GCSE  
MATHEMATICS





# MEDIA STUDIES

**Exam board:** OCR

**Exam content:**

**PAPER 1 – WRITTEN EXAM: 1 HOUR 30 MINUTES, 84 MARKS, 35% OF GCSE**

**Section A** will focus on Media Language and Media Representations.

Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- online, social and participatory media and video games.

**Section B** will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only).

## Questions

- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks).

**PAPER 2 - WRITTEN EXAM: 1 HOUR 30 MINUTES, 84 MARKS, 35% OF GCSE**

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

## Questions

- Focus on extended response questions (20 marks each) assessing depth of knowledge and understanding of the course.

# GCSE MEDIA STUDIES

## REVISION TIPS

### TOP 3 REVISION TIPS:

#### 1. Know your Close Study Products

The only product that we study that we absolutely know will come up in the exam is Television. Make sure that you have watched and are really familiar with the two TV episodes we study, as the start of Paper 2 will be a clip from one of them that you will then need to answer questions on. We are studying:

**Product: His Dark Materials (2020)**

**BBC TV Series. Series 2, Episode 1:**

**The City of Magpies – Television.**

Available on iPlayer

<https://www.bbc.co.uk/iplayer/episode/m000pb15/his-dark-materials-series-2-1-the-city-of-magpies> and on DVD.

**Product: Doctor Who (1963) BBC TV Series. Episode 1: An Unearthly Child**

Available on DVD, on Amazon Prime and on Britbox.

All the other products that we study are in your handout and on Showbie. Make sure you are familiar with the Newspapers, Music Videos, Adverts and Magazines as **all the exam questions** will be based upon these.

#### 3. Bullet-point your answers

In media studies, you can bullet point your responses. This might help you to make sure you are making the correct number of points to access full marks. For example, if a question is worth 10 marks, you need to make 10 points. Where you can, **ALWAYS** give examples to back up your points.

Remember, your bullet points need to be full sentences, e.g. Balloon = red, would receive 0 marks, but; The balloon connotes a warning to the others as the colour red connotes danger receive marks. Remember, for media it is 1 minute per mark, so you should spend 10 minutes on a 10 mark question.

#### 2. Exam Technique

Read the questions. Underline the key words related to media. Look for phrases such as 'communicates meaning', 'Narrative features' or target audience. These are all big clues as to where to start your answer. For example, if a questions says:

**'The presentation of a newspaper's front page is designed to appeal to its target audience.'**

**How far is this true of The Times (Close Study Products)? Refer to layout, use of images, typography and use of language – 10 marks**

We can work out that we need to consider who the target audience for this newspaper is, and then we need to explain how the cover has catered for this target audience. In this example, it would be C1 and above audiences, as The Times is a broadsheet. We would then explain the features of a broadsheet (advanced language, extended copy, fewer images and global political/economic content) and link them with examples that we can pick out from the cover.



**Revision material and useful websites:** Youtube: The Media Insider, Mrs Fisher Media Studies

**GCSE MEDIA  
STUDIES**



# GCSE PE

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Exam board: AQA

Course content:

## **Paper 1: The Human Body & Movement in Physical Activity & Sport**

What's Assessed:

Applied Anatomy and Physiology (6 Topics)

Movement analysis (2 Topics)

Physical training (6 Topics)

Use of data

How it's Assessed: Written Exam: 1hr 15mins 78 Marks 30% of overall GCSE grade

## **Paper 2: Socio-Cultural Influences & Well-Being in Physical Activity & Sport**

What's Assessed:

Sports Psychology (3 Topics)

Socio-cultural influences (2 Topics)

Health, fitness and well-being (2 Topics)

Use of data

How it's Assessed: Written Exam: 1hr 15mins 78 Marks 30% of overall GCSE grade

## **Non-Exam Assessment: Practical Performance in Physical Activity & Sport**

Practical performance in three physical activities in the role of player/performer:

- One team activity
- One individual activity
- One in either a team or individual activity.
- Analysis and evaluation of performance to bring about improvement in one activity.

How it's Assessed:

- For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).
- Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity
- Typed coursework is Internally Assessed by PE Teachers & Internally verified, then Externally Moderated by AQA exam board.
- What it's worth: 100 Marks (25 per sport & 25 marks for coursework) 40% of total GCSE grade



# → GCSE PE

## Exam Technique

The exams and non-exam assessment will measure how you as students have achieved the following assessment objectives.

**AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

**AO4:** Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. (NEA section only)

| Assessment objectives (AOs)     | Component weightings (approx %) |         |         | Overall weighting (approx %) |
|---------------------------------|---------------------------------|---------|---------|------------------------------|
|                                 | Paper 1                         | Paper 2 | Paper 3 |                              |
| AO1                             | 13                              | 12      | 0       | 25                           |
| AO2                             | 10                              | 10      | 0       | 20                           |
| AO3                             | 7                               | 8       | 0       | 15                           |
| AO4                             | 0                               | 0       | 40      | 40                           |
| Overall weighting of components | 30                              | 30      | 40      | 100                          |

## Read the question and know the difference

Answering questions by focussing on the command word used;

**Identify** is to list,

**Describe/explain** will be to define what the question is asking about, then give an appropriate sporting example.

**Analyse/evaluate/justify** will require you to write at length using inference skills to link the question, using appropriate examples & then analyse the impact of what you describe on sports performance using synoptic links to the body, sport psychology, diet, nutrition, energy use etc.



# GCSE PE

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## DON'T WASTE YOUR TIME

A01 marks are given for showing **knowledge**. This may be in the form of simple statements in response to the question, such as definitions and descriptions.

A02 marks are given for **application**. This may be in the form of explanations and examples from sport.

A03 marks are given for **evaluation**. This may be in the form of arguments and analysis. Multiple-choice questions; these will have many potential answers, you can normally discount two through applying common sense. So, even if you don't know you then have a 50-50 chance of working out the correct answer.

A 3-4 mark question will often ask you to make **two points** and **explain** them.

A 6 mark question will often ask you to make 1 point and explain that points with more **detailed** explanation using 1-2 examples and evaluating the impact this has on performance.

An 9 mark question will ask for an **in depth response** to something.

AO1= 2 (2 points),

AO2- 2 (2 examples that can apply this), AO3- 5 marks (analysing/arguing/discussing the points & examples you have already made).

It is often worth considering what extra pieces of information you can include as a tag on sentence from other areas of the specification, this saves you time but allow your answer the depth to access higher marks, because you are demonstrating a wider understanding.

Example:

Remember, for GCSE PE it is roughly 1 minute per mark, 78 marks, 75 minutes, so you should spend a maximum 10 minutes on a 9 mark question. 1 minute to plan, 9 to write it.

# → GCSE PE

## Common Question Areas seen on exam papers since 2017;

### PAPER 1

- Types of joint movements
- Structure of a synovial joint
- Major muscles and muscle groups of the body
- How muscles work antagonistically on the major joints of the skeleton to affect movement in physical activity
- The cardiac cycle and the pathway of the blood
- First, second and third class lever systems within sporting examples
- Analysis of basic movements in sporting examples
- The components of fitness, benefits for sport and how fitness is measured and improved
- How to optimise training and prevent injury (normally in the form of longer answer 6 & 9 mark topics)
- Quantitative data

HOW MUSCLES WORK ANTAGONISTICALLY ON THE MAJOR JOINTS OF THE SKELETON TO AFFECT MOVEMENT IN PHYSICAL ACTIVITY

### PAPER 2

- Classification of skills
- SMART targets
- Guidance and feedback on performance
- Types of sponsorship and the media (positive & negative)
- PED's
- The consequences of a sedentary lifestyle
- Energy use, diet, nutrition and hydration
- Analysing data (charts, tables and graphs)





# GCSE PE

## REVISION TIPS

### 1. SUMMARISING NOTES

I use an A4/A3 poster so that I can fit all of the information I need.

Use different colour of sticky notes around the paper to identify the different points easily.

Use different coloured pen to make key terms stand out.

### 2. REPEAT PAST PAPER QUESTIONS

Using the textbook or AQA website (see link below) and find past papers/questions that may link to the topics or points you are trying to recall. This will help you get used to the forms of exam questions, and stress less when it comes to the real thing next Summer.

### 3. MIND MAP METHOD

If there is a point that link to a lot of aspects such as the impact it has on people or factors causing it then this can be done using this method so that points can be summarised clearer.

### 4. REVISION GUIDE

Use your GCSE simplified revision book to support you in making your own, as this is designed using this same layout.

### 5. SET AN ACHIEVABLE TIME

For me, an hour of revision was attainable. I would set a timer on a device and I will try to summarise as many topics within that hour. By setting a timer on, it stops me from getting distracted and focus on revision.

### 6. SMALL BREAKS

In-between revision sessions I would take at least a ten-minute break for my memory to readjust. This is really useful, as it stops me from losing focus during the hour of revision.

### 7. HAVE A COMFORTABLE SETTING

This could be having the room warm, sitting in a comfortable chair, have a little snack ready, away from distractions like young siblings or phones. Eventually, this will stop any small distractions.

### 8. MAKE TIME

It is best to start revision earlier and as often, because as you come back to it, you will remember more information. If using a timetable decreases your motivation or stress you out even more, perhaps use a reminder on your phones on certain days to make it less intimidating.

### 9. MAKE THE MOTIVATION RATHER THAN TRYING TO FIND IT

Instead of thinking and waiting for the determination to finally revise, I often just do it at that instant and not think about it too much. Time during revision will fly by knowing there are countless of topics and key terms to revise. So, as long as putting yourself to study becomes a habit, revision will be easier.

### REVISION MATERIAL AND USEFUL WEBSITES:

AQA GCSE PE Website: [AQA | GCSE | Physical Education | Assessment resources](#)

The Everlearner: [AQA GCSE PE 9-1 — TheEverLearner](#) (you can try this out by using the free trial before making any commitment that carries a cost)

YouTube: [The Everlearner](#); [The EverLearner - YouTube](#) (remember to only watch the AQA videos)

The PE Classroom:

[AQA GCSE PE Resource Package – The PE Classroom](#) (you can try this out by using the free trial before making any commitment that carries a cost)

[AQA GCSE PE Additional Resources – Term 1 – The PE Classroom](#)

BBC Bitesize: [GCSE Physical Education - AQA - BBC Bitesize](#)



# RELIGIOUS STUDIES

Exam Board: AQA

## EXAM CONTENT:

### Paper 1 (50%)

The study of religions:  
beliefs, teachings and  
practices

1 hour 45 minutes

- Christianity
- Islam

### Paper 2 (50%)

Thematic Studies

1 hour 45 minutes

- Theme B: Religion and life.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice.

## REVISION MATERIAL AND USEFUL WEBSITES:

- Use the school's knowledge organisers to check for understanding.
- Use BBC Bitesize to check for understanding.
- Watch YouTube tutorials.
- Download and practise past papers from the AQA website.

## TOP THREE REVISION TIPS

### 1. Create a quotation sheet

Produce a quotation sheet containing no more than fifteen quotations for each unit. You can find an example in the revision pack provided. Remember to shorten the quotations. The shorter they are, the less you have to remember.

### 2. Know the Importance

Lots of students' loose marks as they cannot explain the importance of beliefs and practices. As you revise, make sure you are able to explain: -

- The importance of the belief / practice?
- Why is it practiced?
- What is its purpose?

### 3. Exam Question Practice

There is no better way to revise than having a go at an exam question once you have learnt a unit. As they say, practice really does make perfect. Your teacher will be more than happy to mark exam questions you attempt as part of your revision.



# COMBINED SCIENCE

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**Exam board:** AQA

**Exam content:**

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

## Assessments for Combined Science

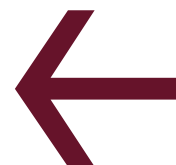
### Biology Paper 1

**What's assessed.**

Biology topics 1–4:

Cell Biology  
Organisation  
Infection and response  
Bioenergetics

BIOLOGY  
PAPER 1



**How it's assessed**

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

**Questions**

Multiple choice, structured, closed short answer, and open response.

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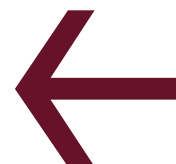
### Biology Paper 2

**What's assessed.**

Biology topics 5–7:

Homeostasis and response  
Inheritance, variation and evolution  
Ecology

BIOLOGY  
PAPER 2



**How it's assessed**

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

**Questions**

Multiple choice, structured, closed short answer, and open response



# COMBINED SCIENCE

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## Chemistry Paper 1

### What's assessed.

Chemistry topics 8–12:

Atomic structure and the periodic table

Bonding structure

The properties of matter

Quantitative chemistry

Chemical changes

Energy changes

### How it's assessed

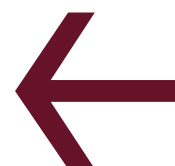
- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer, and open response.

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CHEMISTRY  
PAPER 1



## Chemistry Paper 2

### What's assessed.

Chemistry topics 13–17:

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere;

Using resources.

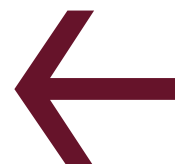
### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer, and open response.

CHEMISTRY  
PAPER 2







# COMBINED SCIENCE

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## Physics Paper 1

### What's assessed.

Physics topics 18–21:

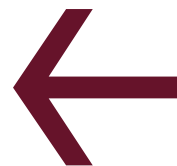
Energy

Electricity

Particle model of matter

Atomic structure

PHYSICS  
PAPER 1



### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer, and open response.

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## Physics Paper 2

### What's assessed.

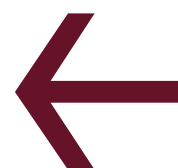
Physics topics 22–24:

Forces

Waves

Magnetism and electromagnetism

PHYSICS  
PAPER 2



### How it's assessed.

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

### Questions

Multiple choice, structured, closed short answer, and open response.

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## REVISION MATERIAL AND USEFUL WEBSITES:

- Mock papers and practice papers from your teacher and AQA website
- BBC Bitesize
- YouTube: Free Science Resources
- CGP revision guide
- Home learning booklets

# GCSE SCIENCE COMBINED & SEPARATE



## REVISION TIPS

### TOP THREE REVISION TIPS

#### 1. Use the resources recommended to identify gaps in knowledge and understanding.

Use a combination of resources to help you to consolidate your learning from the lesson. Reading through your notes in your exercise book, together with reading your revision guide and watching the YouTube videos will help you to identify any gaps in your knowledge (particularly important if you have had time off school) and be better prepared to apply your knowledge to exam questions.

#### 2. Past exam questions

Most students can answer questions in the lesson but struggle to apply their knowledge when it comes to answering exam questions. There are exam questions in your revision guide, your teacher will often give you exam questions for homework, and past exam papers can be accessed on the AQA website. You should regularly practise answering exam questions and then you should self-assess your answers by looking at the mark schemes provided. This will help you to identify your areas for development with answering exam questions, such as answering questions that require you to explain something or drawing a graph

#### 3. Retrieval

There are a lot of concepts to learn and remember in science. This means once you have learnt something in the lesson, you need opportunities to revisit it regularly, so you do not forget it! Choose concepts (e.g. enzymes, cell structure, particle model) that you have learnt last month, last year or even two years ago and revise these by doing activities such as mind maps, quizzes and revision cards. Another good revision strategy is to use your revision guide to write out some questions about a concept and then write the answers on the back or on a separate piece of paper; wait approximately one to two weeks to test what you can remember by answering the questions and self-assessing your answers.



# SEPARATES SCIENCE

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## Assessments for Separates Science

### Biology Paper 1

#### What's assessed.

Topics 1–4

Cell biology

Organisation

Infection and response

Bioenergetics.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

Multiple choice, structured, closed short answer and open response.

BIOLOGY  
PAPER 1



### Biology Paper 2

#### What's assessed.

Topics 5–7:

Homeostasis and response

Inheritance variation and evolution

Ecology

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

Multiple choice, structured, closed short answer and open response.

BIOLOGY  
PAPER 2





# SEPARATES SCIENCE

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## Chemistry Paper 1:

### What's assessed

Topics 1–5:

Atomic structure and the periodic table

Bonding, structure

Properties of matter

Quantitative chemistry

Chemical changes

Energy changes

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response.

CHEMISTRY  
PAPER 1



## Chemistry Paper 2:

### What's assessed.

Topics 6–10:

The rate and extent of chemical change

Organic chemistry

Chemical analysis

Chemistry of the atmosphere

Using resources.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

### Questions

Multiple choice, structured, closed short answer and open response.

CHEMISTRY  
PAPER 2



# → SEPARATES SCIENCE

## Physics Paper 1:

### What's assessed.

Topics 1-4:

Energy

Electricity

Particle model of matter

Atomic structure

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

PHYSICS  
PAPER 1



### Questions

- Multiple choice, structured, closed short answer and open response.

## Physics Paper 2:

### What's assessed.

Topics 5-8:

Forces

Waves

Magnetism and electromagnetism

Space physics.

### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

PHYSICS  
PAPER 2



### Questions

Multiple choice, structured, closed short answer and open response.

## REVISION MATERIAL AND USEFUL WEBSITES:

- Mock papers and practice papers from your teacher and AQA website
- BBC Bitesize
- YouTube: Free Science Resources
- CGP revision guide
- Home learning booklets



# SPANISH

Exam Board: Edexcel

## Exam content:

All papers cover content from 5 themes:

1. Identity & culture: Family & relationships, free time, technology
2. Local area, holiday & travel: My town, shopping, holidays
3. School: Describing school, rules, school exchange, clubs
4. Future aspirations, study & work: Part-time jobs, work experience, future plans
5. International & global dimension: Home, saving energy, environment, healthy living, big sporting events

## Listening Paper 1 25%

Answer questions based on recording

## Speaking Paper 2 25%

Completed in centre with teacher and recorded. Externally marked,

1. Role play
2. Picture-based task
3. General conversation

## Reading Paper 3 25%

Answer questions based on texts

Translation Spanish to English

## Writing Paper 4 25%

### Foundation

1. Picture-based task
2. 16 mark question – short message
3. 20 mark question – 4 bullet points, past, present, future tense + opinion
4. Translation English to Spanish

### Higher

1. 20 mark question – 4 bullet points, past, present, future tense + opinion
2. 28 mark question – 4 bullet points, past, present, future tense + opinion
3. Translation English to Spanish

STUDENTS WILL BE ENTERED FOR FOUNDATION OR HIGHER TIER IN ALL FOUR SKILLS.

## REVISION MATERIAL AND USEFUL WEBSITES:

- Past papers, practice papers
- BBC Bitesize
- Showbie
- Speaking booklets
- LanguageGym

# SPANISH



## REVISION TIPS

### TOP THREE REVISION TIPS

#### 1. CUE CARDS

Prepare cue cards for the speaking exam. Use the speaking booklets provided in class to write the question on one side and your answer on the other side. This method allows them to practise with peers in class, siblings or parents. They can read the answer until they are confident they have learnt it.

Carefully prepared speaking answers will also be beneficial for the writing exam.

#### 2. VOCABULARY LEARNING

Your child will have frequent vocabulary and tense tests. You can help by testing them.

#### 3. LITTLE AND OFTEN!

Check in regularly with your child. Do they know when they have tests in class? Are they completing past paper questions? Are they completing Spanish work regularly on LanguageGym? They can work independently on this website to fill their individual knowledge gaps..

PREPARE CUE  
CARDS FOR  
THE SPEAKING  
EXAM



GCSE SPANISH





# CAMNAT SPORTS STUDIES

**Exam board:** OCR

## COURSE STRUCTURE & GRADING

Structure is that of three units, two of which are mandatory.  
This is both Level 1 (1-3) and Level 2 (4-9), so it is suitable for all abilities.

### 1 unit is an exam in Year 11 (1 hour 15 minutes) 40%-

R184 is a mandatory externally assessed exam, which has to be taken at the end of year 11.

### 2 units of coursework = 60%

R185 is the other mandatory unit. This is part of the NEA assessment and is externally verified by the exam board after completion in year 10.  
The third unit we currently undertake is R187, our optional NEA assessed unit.

The table below shows the Raw marks and UMS marks for each unit:

| Marks     | R184 | R185 | R186/R187 |
|-----------|------|------|-----------|
| Raw Marks | 70   | 80   | 40        |
| UMS       | 80   | 80   | 40        |

The uniform mark boundaries for each of the assessments do not change and are shown below:

| Unit<br>GLH | Max Unit<br>Uniform<br>Mark | Unit Grade            |                      |                |               |                      |                |               |   |
|-------------|-----------------------------|-----------------------|----------------------|----------------|---------------|----------------------|----------------|---------------|---|
|             |                             | Distinction*<br>at L2 | Distinction<br>at L2 | Merit<br>at L2 | Pass<br>at L2 | Distinction<br>at L1 | Merit<br>at L1 | Pass at<br>L1 | U |
| 24          | 40                          | 36                    | 32                   | 28             | 24            | 20                   | 16             | 12            | 0 |
| 48          | 80                          | 72                    | 64                   | 56             | 48            | 40                   | 32             | 24            | 0 |

The student's uniform mark for Unit R184 will be combined with the uniform mark for the NEA units to give a total uniform mark for the qualification. The student's overall grade will be determined by the total uniform mark. The following table shows the minimum total mark for each overall grade:

| Max<br>Uniform<br>Mark | Qualification Grade   |                      |                |               |                      |                |               |   |
|------------------------|-----------------------|----------------------|----------------|---------------|----------------------|----------------|---------------|---|
|                        | Distinction*<br>at L2 | Distinction<br>at L2 | Merit<br>at L2 | Pass at<br>L2 | Distinction<br>at L1 | Merit<br>at L1 | Pass at<br>L1 | U |
| 200                    | 180                   | 160                  | 140            | 120           | 100                  | 80             | 60            | 0 |



# SPORTS STUDIES

## **R187 Increasing awareness of Outdoor and Adventurous Activities**

What's Assessed:

Task 1 – The provision for different types of Outdoor and Adventurous Activities

Task 2 – Understand the equipment, clothing and safety aspects involved when participating in Outdoor and Adventurous Activities

Task 3 – Plan for and be able to demonstrate knowledge and skills during an Outdoor and Adventurous Activity

Task 4 – Evaluate your own performance and understand the value of participating in an Outdoor and Adventurous activity

## **Unit R184: Contemporary issues in sport**

What's Assessed:

Topic Area 1: Issues which affect participation in sport

1.1 User groups

1.2 Possible barriers

1.3 Possible barrier solutions

1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK

1.5 Emerging/new sports in the UK

### **Topic Area 2: The role of sport in promoting values**

2.1 Sport values

2.2 The Olympic and Paralympic movement

2.3 Sporting values initiative and campaigns

2.4 The importance of etiquette AND sporting behaviour

2.5 The use of Performance Enhancing Drugs (PEDs) in sport

### **Topic Area 3: The implications of hosting a major sporting event for a city or country**

3.1 The features of a major sporting event

3.2 Positive and negative pre-event aspects of hosting a major sporting event

3.3 Potential positive and negative aspects of hosting a major sporting event

Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport

4.1 National Governing Bodies (NGBs)

Topic Area 5: The use of technology in sport

5.1 The role of technology in sport

5.2 Positive and negative effects of the use of technology in sport

# SPORTS STUDIES

## Exam Technique

The exams and non-exam assessment will measure how you as students have achieved the following assessment objectives.

Each Cambridge National qualification has related Performance Objectives. There are four Performance Objectives in the OCR Level 1/Level 2 Cambridge National in Sport Studies.

| Performance Objectives |  |
|------------------------|--|
| <b>PO1</b>             | Recall knowledge and show understanding of Sport Studies concepts              |
| <b>PO2</b>             | Apply knowledge and understanding of Sport Studies concepts                    |
| <b>PO3</b>             | Analyse and evaluate knowledge, understanding and performance                  |
| <b>PO4</b>             | Demonstrate and apply sporting skills and processes relevant to Sport Studies. |

PO1 is only relevant to the exam. PO4 is only relevant to the NEA assessments.

The weightings of the Performance Objectives across the units is:

| Performance Objective                   | Externally assessed unit (range) | NEA units                       | Overall weighting                |
|---|----------------------------------|---------------------------------|----------------------------------|
| <b>PO1</b>                              | 17–21%                           | n/a                             | 17–21%                           |
| <b>PO2</b>                              | 14–16%                           | 15%                             | 29–31%                           |
| <b>PO3</b>                              | 5–7%                             | 18%                             | 23–25%                           |
| <b>PO4</b>                              | n/a                              | 27%                             | 27%                              |
| <b>Overall weighting of assessments</b> | 40%<br>70 raw marks<br>80 UMS    | 60%<br>120 raw marks<br>120 UMS | 100%<br>190 raw marks<br>200 UMS |

## READ THE QUESTION AND KNOW THE DIFFERENCE

Answering questions by focussing on the command word used;

- **Identify** is to list
- **Describe/explain** will be to define what the question is asking about, then give an appropriate sporting example.
- **Analyse/evaluate/justify** will require you to write at length using inference skills to link the question, using appropriate examples & then analyse the impact of what you describe on sports performance using synoptic links to the body, sport psychology, diet, nutrition, energy use etc.



# SPORTS STUDIES

## DON'T WASTE YOUR TIME

**P01** marks are given for showing knowledge. This may be in the form of simple statements in response to the question, such as definitions and descriptions.

**P02** marks are given for application. This may be in the form of explanations and examples from sport.

**P03** marks are given for evaluation. This may be in the form of arguments and analysis.

A 3-4 mark question will often ask you to make two points and explain them.

A 6 mark question will often ask you to make 1 point and explain that points with more detailed explanation using 1-2 examples and evaluating the impact this has on performance.

## COMMON QUESTION AREAS SEEN ON EXAM PAPERS

You will consider questions like.....

- Why do people take part in sport?
- What stops people from taking part in sport. What are the barriers?
- Should Performance enhancing drugs be allowed in sport?
- What are the advantages and disadvantages of hosting the Olympics
- How is technology used in sport – HR monitors, trackers, Goal line technology and VARs (video assistant referees)

## TOPIC AREA 1: ISSUES WHICH AFFECT PARTICIPATION IN SPORT

- 1.1 User groups
- 1.2 Possible barriers
- 1.3 Possible barrier solutions
- 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK
- 1.5 Emerging/new sports in the UK

## TOPIC AREA 2: THE ROLE OF SPORT IN PROMOTING VALUES

- 2.1 Sport values
- 2.2 The Olympic and Paralympic movement
- 2.3 Sporting values initiative and campaigns
- 2.4 The importance of etiquette AND sporting behaviour
- 2.5 The use of Performance Enhancing Drugs (PEDs) in sport

## TOPIC AREA 3: THE IMPLICATIONS OF HOSTING A MAJOR SPORTING EVENT FOR A CITY OR COUNTRY

- 3.1 The features of a major sporting event
- 3.2 Positive and negative pre-event aspects of hosting a major sporting event
- 3.3 Potential positive and negative aspects of hosting a major sporting event

## TOPIC AREA 4: THE ROLE NATIONAL GOVERNING BODIES (NGBS) PLAY IN THE DEVELOPMENT OF THEIR SPORT

- 4.1 National Governing Bodies (NGBs)

## TOPIC AREA 5: THE USE OF TECHNOLOGY IN SPORT

- 5.1 The role of technology in sport
- 5.2 Positive and negative effects of the use of technology in sport



# SPORTS STUDIES

## REVISION TIPS

### 1. SUMMARISING NOTES

I use an A4/A3 poster so that I can fit all of the information I need.

Use different colour of sticky notes around the paper to identify the different points easily.

Use different coloured pen to make key terms stand out.

### 2. REPEAT PAST PAPER QUESTIONS

Using the textbook or AQA website (see link below) and find past papers/questions that may link to the topics or points you are trying to recall. This will help you get used to the forms of exam questions, and stress less when it comes to the real thing next Summer.

### 3. MIND MAP METHOD

If there is a point that link to a lot of aspects such as the impact it has on people or factors causing it then this can be done using this method so that points can be summarised clearer.

### 4. REVISION GUIDE

Use your GCSE simplified revision book to support you in making your own, as this is designed using this same layout.

### 5. SET AN ACHIEVABLE TIME

For me, an hour of revision was attainable. I would set a timer on a device and I will try to summarise as many topics within that hour. By setting a timer on, it stops me from getting distracted and focus on revision.

### 6. SMALL BREAKS

In-between revision sessions I would take at least a ten-minute break for my memory to readjust. This is really useful, as it stops me from losing focus during the hour of revision.

### 7. HAVE A COMFORTABLE SETTING

This could be having the room warm, sitting in a comfortable chair, have a little snack ready, away from distractions like young siblings or phones. Eventually, this will stop any small distractions.

### 8. MAKE TIME

It is best to start revision earlier and as often, because as you come back to it, you will remember more information. If using a timetable decreases your motivation or stress you out even more, perhaps use a reminder on your phones on certain days to make it less intimidating.

### 9. MAKE THE MOTIVATION RATHER THAN TRYING TO FIND IT

Instead of thinking and waiting for the determination to finally revise, I often just do it at that instant and not think about it too much. Time during revision will fly by knowing there are countless of topics and key terms to revise. So, as long as putting yourself to study becomes a habit, revision will be easier.

### REVISION MATERIAL AND USEFUL WEBSITES: OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES

Website:

<https://ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>

THE PE CLASSROOM:

- <https://thepeclassroom.com/cambridge-nationals-sport-studies-2/>

CGP REVISION MATERIALS:

- New OCR Cambridge National in Sport Studies: Revision Guide (with Online Edition) | CGP Books
- New OCR Cambridge National in Sport Studies: Course Booklets Pack (with Online Edition) | CGP Books

GCSE SIMPLIFIED REVISION MATERIALS:

- Sport Studies 2022 | GCSE Simplified

KNOWLEDGE ORGANISERS



# HOSPITALITY AND CATERING

**Exam Board:** WJEC Level 1/2 Hospitality and Catering (Technical Award)

Exam content:

## **Unit 1 The hospitality and catering industry**

Written exam: 1 hour 20 minutes

External assessment

40% of qualification

80 Marks

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety.

Topics:

1.1 Hospitality and catering provision

1.2 How hospitality and catering providers operate

1.3 Health and safety in hospitality and catering

1.4 Food safety in hospitality and catering

Questions:

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

## **Unit 2 Hospitality and catering in action**

Controlled assessment: approximately 12 hours

Internal assessment with moderation

60% of qualification

120 marks

In this unit learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

- the operation of the front and back of house
- hospitality and catering provision to meet specific requirements
- health and safety in hospitality and catering provision
- food safety
- preventative control measures of food-induced ill health.

Topics:

2.1 The importance of nutrition

2.2 Menu planning

2.3 The skills and techniques of preparation, cooking and presentation of dishes

2.4 Evaluating cooking skills

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



# HOSPITALITY & CATERING



## REVISION TIPS

### 1. Revise Nutrition.

Make sure you are confident with the difference between Macro-nutrients and Micro-nutrients (Vitamins, Minerals.)

#### Macro-nutrients:

- carbohydrate
- fat
- protein.

#### Micro-nutrients:

- Vitamins:
- fat soluble vitamin A and vitamin D
- water soluble: vitamin B group and vitamin C.

#### Minerals:

- calcium
- iron
- sodium
- potassium
- magnesium

as well as:

- dietary fibre (NSP)
- water.

### 2. Exam Technique

Read the questions. Underline the key words related to the course. Make sure you really look at any diagrams or pictures you are given in the exam. Re-read your answers to make sure you have answered what was asked of you. Answer every questions, never leave an answer blank.

### 3. Subject terminology and vocabulary.

Make sure that you are confident with the terminology used in the exam, and the terminology that you should be using in your responses.

Check that you are confident in explaining cooking techniques such as:

- Blanching
- Emulsifying
- Dehydrating

Check that you are confident in explaining knife techniques such as:

- Chiffonade
- Julienne
- Filleting

Check that you are confident in explaining preparation techniques such as:

- Crimping
- Kneading
- Creaming







THE  
ROYAL SUTTON  
SCHOOL