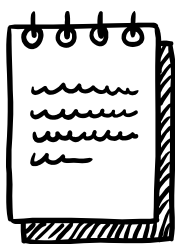


Brownhills Ormiston Academy

**Year 11 'Prepare to Perform'
evening**

**Subject information
booklet**



YEAR 11 EXAMPLE REVISION TIMETABLE: ROAD TO MOCKS



Ready. Respect. Safe.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
1	Maths English Literature	Homework English Language	Science: Biology Science: Chemistry	Homework Science: Physics	Option 1	Homework Option 2
2	Option 3 Maths	English Literature English Language	Homework Science: Biology	Science: Chemistry Homework	Science: Physics	Homework Option 1
3	Option 2 Option 3	Homework Maths	English Literature Science: Biology	Homework English Language	Science: Chemistry	Homework Science: Physics Option 1
4	Option 2 Option 3	Homework English Literature	English Language Maths	Science: Biology Homework	Free choice subject	Homework Science: Chemistry & Physics Free choice subject
5	Option 1 Free choice subject	Homework Option 2	Option 3 Free choice subject	Homework Maths	English Literature	English Language Homework Free choice subject

YEAR 11 EXAMPLE REVISION TIMETABLE: ROAD TO MOCKS

Ready. Respect. Safe.



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
1						
2						
3						
4						
5						

Exam Requirements:

- OCR exam board
- English Language GCSE 2 papers
- 2 hours for each exam

Revision support:

OCR booklet on how to approach the questions available from staff
Exercise books and past exams have the most useful notes

Revision links[GCSE English Language - OCR - BBC Bitesize](#)

[How to revise GCSE English Language \(OCR\) \(youtube.com\)](#)

[English Language \(9-1\) - J351 - OCR](#)

Effective revision techniques in this subject:

- ✓ Learn the timings and requirements for each question
- ✓ Read as many non-fiction and fiction texts as you can everyday e.g. newspapers, magazines, articles and ask yourselves what are they about? What language and structure have the writers used? What are the writers' perspectives and feelings?
- ✓ Practise doing timed writing tasks e.g. letters, speeches, stories and checking punctuation and spelling

November PPE checklist and exam preparation information:

Skills to practice:

- Choosing short quotations*
- Summarising information*
- Comparing the similarities and differences in two texts*
- Use subject terminology accurately*
- Evaluate the impact of texts on the reader*
- Evaluate the impact of texts on the reader*
- Structure and organise ideas in your own writing*
- Know the conventions of a speech, letter, and an article*
- Know the conventions of writing to describe and entertain*
- Maintain a consistent viewpoint in a piece of writing*
- Use vocabulary and sentence structures for effect*
- Have accurate spelling and punctuation*



Paper 1: Communicating information and ideas

Worth 50% of GCSE – 2 hours (40 marks for reading & 40 marks for writing)

- 2 non-fiction sources
- 2 short reading questions
- 2 longer questions (language and structure)
- 1 extended question (response to a statement)
- 1 extended writing question (either describe, explain, inform, instruct, argue or persuade)

Paper 2: Exploring effects and impacts

Worth 50% of GCSE – 2 hours (40 marks for reading & 40 marks for writing)

- 2 fiction sources
- 3 short reading questions
- 2 longer questions (language and structure)
- 1 extended question (compare writers' ideas and perspectives)
- 1 extended writing question (story or personal writing)



Exam Requirements:

Edexcel GCSE English Literature

Paper 1 - 1 hour 45 minutes (50%)

Paper 2 - 2 hours 15 minutes (50%)

Revision support:

Staff will give out quotation lists with interpretations, subject terminology lists and revision booklets as we approach the November PPEs

Effective revision techniques in this subject:

- ✓ Make a revision timetable
- ✓ Learn key quotations
- ✓ Revise notes in exercise books and do look/cover/write check to ensure the information is retained
- ✓ Make Cornell's notes – ask yourselves questions about key areas, write down as much as you can, then check in your book to see what you have left out.

November PPE checklist and exam preparation information:

- Learn key quotations
- Detailed knowledge of the set texts:
 - Macbeth
 - An Inspector Calls
 - A Christmas Carol
 - Poetry Anthology
 - Unseen poetry
- Skills: use of short quotations and subject terminology to support answers; knowing contextual background for Macbeth (Part B), An Inspector Calls and the Poetry Anthology



Specification for the Edexcel GCSE in Literature

Paper 1: Macbeth & An Inspector calls

Worth 50% of GCSE – 1hr 45mins

- Macbeth Part A: Extract question (language and structure)
- Macbeth Part B: Whole text question (text, quotes and context)
- An Inspector Calls: Choose 1 question - whole text question (text, quotes, content and SPAG)

Revision links

[GCSE English Literature - Edexcel - BBC Bitesize](#)

[Macbeth \(Edexcel\) - Revision Buddies](#)

[Macbeth Revision: Edexcel GCSE - YouTube](#)

Paper 2: A Christmas Carol, Relationships poetry and Unseen Poetry

Worth 50% of GCSE – 2hr 15 mins

- A Christmas Carol Part A: Extract question (language analysis)
- A Christmas Carol Part B: Whole text question (text, quotes)
- Relationships Poetry: 1 comparison poem (language analysis and context)
- Unseen Poetry: 1 comparison poem (2 poems given, language analysis)

Revision links

[A Christmas Carol \(Edexcel\) - Revision Buddies](#)

[A Christmas Carol - GCSE English Literature - BBC Bitesize](#)

<https://youtu.be/mw0bOPjyS74?si=KzkhiAuQo4SKHWye>



Exam requirements:

EDEXCEL
3 papers (1 non calculator, 2 calculator)
1.5 hours per paper

Revision support:

Sparx Maths
Corbett Maths
The GCSE Maths Tutor
Maths Genie

Effective revision techniques in maths:

Timed exam papers
Using QLAs/revision checklists on Sparx Maths/Corbett Maths

November PPE checklist and exam preparation information:

Foundation (Non-calculator)

Topic
Number and Proportion
Calculations in standard form
Converting between metric units
Direct proportion calculations
Estimating the answer to a calculation
Finding a fraction of an amount
Finding HCF and LCM
Four rules of fractions
Fraction, decimal, percentage conversion
Function machines
Reading and calculating times from a timetable
Rounding numbers
Scale calculations
Writing ratios in a given format
Algebra
Algebraic notation
Plotting a quadratic graph
Solving linear equations
Writing expressions
Writing the equation of a line from a graph
Geometry and Measures
Angles on parallel lines
Column vector addition
Finding missing angles in triangles
Identifying 2D and 3D shapes
Interior angles in regular polygons
Naming angles
Statistics and Probability
Completing and using a stem and leaf diagram
Drawing and reading a bar chart
Probability from a table

Foundation (Calculator)

Topic
Number and Proportion
Converting between metric units
Currency conversion
Density calculations
Error intervals
Finding a whole from a fraction of an amount
Fraction, decimal, percentage conversion
Ordering positive and negative numbers
Percentage calculations
Products of prime factors
Ratio calculations
Rules of indices
Types of number
Work out percentage change
Writing and simplifying a ratio
Algebra
Changing the subject of a formula
Completing and using a distance/time graph
Coordinates and midpoints of line segments
Expanding single and double brackets
Factorising into a single bracket
Identifying nonlinear sequences
Inequalities on a number line
Simplifying expressions
Sketching a graph
Solve a pair of simultaneous equations
Solving linear equations
Speed, distance, time calculations
Writing and using nth term of a linear sequence
Geometry and Measures
Area of a circle
Area of a triangle
Bearings
Finding missing angles in quadrilaterals
Finding missing angles on a straight line
Loci
Trigonometry calculations
Volume and surface area of a cube
Statistics and Probability
Completing and using a frequency tree
Completing and using a pie chart
Completing and using a two-way table
Draw a frequency polygon
Find averages from a table
Finding averages and range from a list of numbers
Listing outcomes
Using a probability scale
Working out probabilities



Specification for the GCSE course

Ratio, proportion & rates of change
<p>R1</p> <ul style="list-style-type: none"> Convert between standard units, e.g. units of length, area, volume Convert between units of speed e.g. km/h to m/s Convert between units of density
<p>R2</p> <ul style="list-style-type: none"> Use scale factors, scale diagrams and maps
<p>R3</p> <ul style="list-style-type: none"> Express one quantity as a fraction of another
<p>R4</p> <ul style="list-style-type: none"> Use ratio notation Write ratios in their simplest form
<p>R5</p> <ul style="list-style-type: none"> Divide amounts into a given ratio when given either the whole amount, one part or the difference between two parts Use ratio in real life contexts e.g. with scales Change between division and ratio
<p>R6</p> <ul style="list-style-type: none"> Find scale factors of enlargement including integer and fractional scale factors Use scale factors to enlarge shapes including integer and fractional scale factors
<p>R7</p> <ul style="list-style-type: none"> Understand and use proportion
<p>R8</p> <ul style="list-style-type: none"> Write a ratio as a fraction Use ratios and fractions to solve problems
<p>R9</p> <ul style="list-style-type: none"> Convert between percentages, decimals and fractions Calculate percentages of amounts Calculate percentage increase and decrease Calculate percentage change Calculate percentage profit Calculate percentage interest Use multipliers to find percentage of amounts, percentage increase and percentage decrease Calculate with reverse percentages to find the original amount
<p>R10</p> <ul style="list-style-type: none"> Solve problems with direct proportion Use direct and inverse proportion to solve problems Use direct and inverse proportion with a table of values Use algebra with direct and inverse proportion
<p>R11</p> <ul style="list-style-type: none"> Use compound measures: <ul style="list-style-type: none"> Speed of a car Rate of pay Unit prices (best buy questions) Density Pressure
<p>R12</p> <ul style="list-style-type: none"> Compare lengths, areas and volumes using ratio notation Use scale factors in similar shapes Use scale factors in similar shapes Use trigonometric ratios
<p>R13</p> <ul style="list-style-type: none"> Use algebra with direct and inverse proportion
<p>R14</p> <ul style="list-style-type: none"> Describe what the gradient of a line represents (rate of change) in the context of a straight line graph Interpret direct and inverse proportion graphs
<p>R16</p> <ul style="list-style-type: none"> Solve compound interest problems

Probability
<p>P1</p> <ul style="list-style-type: none"> Use a frequency table Use frequency trees
<p>P2</p> <ul style="list-style-type: none"> Calculate expected outcomes
<p>P3</p> <ul style="list-style-type: none"> Use the language of probability Use the probability scale Use relative frequency Use theoretical probability
<p>P4</p> <ul style="list-style-type: none"> Know that probabilities of mutually exclusive events sum to 1
<p>P5</p> <ul style="list-style-type: none"> Understand that the bigger the sample size the closer probability is to the theoretical probability
<p>P6</p> <ul style="list-style-type: none"> Use tables to find probabilities Use tree diagrams to find probabilities Use tree diagrams to find probabilities Use set notation
<p>P7</p> <ul style="list-style-type: none"> Create sample space diagram and use to find probabilities
<p>P8</p> <ul style="list-style-type: none"> Use tree diagrams to find probabilities of combined events

Geometry & measure
<p>G1</p> <ul style="list-style-type: none"> Use the correct notation for lines and angles Be able to draw a shape from a description Understand the key facts: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons, reflection symmetry and rotation symmetry
<p>G2</p> <ul style="list-style-type: none"> Construct the following using a compass and ruler: <ul style="list-style-type: none"> perpendicular bisector angle bisector line perpendicular to a given line through a given point Use these to construct to solve local problems
<p>G3</p> <ul style="list-style-type: none"> Know and use the angle facts: <ul style="list-style-type: none"> angles at a point angles on a straight line vertically opposite angles alternate angles corresponding angles co-interior angles angles at a vertex angles at the centre and circumference of a circle Know and use the properties of regular polygons
<p>G4</p> <ul style="list-style-type: none"> Identify and use the properties of special quadrilaterals: <ul style="list-style-type: none"> square rectangle parallelogram trapezium kite and rhombus Identify and use the properties of triangles: <ul style="list-style-type: none"> isosceles equilateral scalene
<p>G5</p> <ul style="list-style-type: none"> Identify congruent shapes Give a reason for congruence: SSS, SAS, ASA, RHS
<p>G6</p> <ul style="list-style-type: none"> Use angle facts, properties of shapes and congruence to solve problems and prove facts
<p>G7</p> <ul style="list-style-type: none"> Transform shapes and describe transformations including: <ul style="list-style-type: none"> Enlargement Translation Rotation Reflection
<p>G8</p> <ul style="list-style-type: none"> Calculate arc lengths, angles and areas of sectors of circles
<p>G9</p> <ul style="list-style-type: none"> Recognise congruent shapes Find missing lengths in similar shapes Prove shapes are similar
<p>G20</p> <ul style="list-style-type: none"> Know and use Pythagoras' theorem: $a^2 + b^2 = c^2$ Know and use the 30H-60H-90H formula triangles to find missing sides and angles in right-angled triangles
<p>G21</p> <ul style="list-style-type: none"> Know the exact values for sine, cosine and tangent for 30, 45, 60 & 90 degrees.
<p>G24</p> <ul style="list-style-type: none"> Use vectors to describe translations
<p>G25</p> <ul style="list-style-type: none"> Add and subtract column vectors Draw vectors Multiply vectors
<p>Statistics</p>
<p>S1</p> <ul style="list-style-type: none"> Know the limits of sampling
<p>S2</p> <ul style="list-style-type: none"> Draw and interpret: <ul style="list-style-type: none"> Frequency tables Bar charts Pie charts Pictograms Line charts Time series graphs Interpret and compare data sets using: <ul style="list-style-type: none"> Mean Mode Range Outliers Give consideration to outliers
<p>S5</p> <ul style="list-style-type: none"> Apply statistics to describe large sets of data
<p>S6</p> <ul style="list-style-type: none"> Draw and interpret scatter graphs Recognise correlation Use lines of best fit to make predictions Explain why we can't make predictions outside of the data collected

Number
<p>N1</p> <ul style="list-style-type: none"> Order positive and negative integers, decimals and fractions; use the symbols $>$, $<$, $>$, $<$
<p>N2</p> <ul style="list-style-type: none"> Use $+/-$ with integers, including negatives, decimals and fractions Use place value
<p>N3</p> <ul style="list-style-type: none"> Use order of operations in calculations (BEDMAS)
<p>N4</p> <ul style="list-style-type: none"> Identify prime numbers; find prime factors; find a prime factorisation Identify common factors; find the lowest common multiple Identify multiples; find the lowest common multiple
<p>N5</p> <ul style="list-style-type: none"> Use lists to organise information and solve problems
<p>N6</p> <ul style="list-style-type: none"> Find square numbers, square roots, cube numbers, cube roots Remember powers of 2, 3, 4, 5
<p>N7</p> <ul style="list-style-type: none"> Calculate with square/cube roots Use the rule of indices with integers and fractions
<p>N8</p> <ul style="list-style-type: none"> Give exact answers e.g. give answers to equations as fractions; give your answers in terms of π
<p>N9</p> <ul style="list-style-type: none"> Convert between ordinary numbers and standard form Calculate with numbers in standard form Use standard form on a calculator
<p>N10</p> <ul style="list-style-type: none"> Convert between fractions, decimals and percentages
<p>N11</p> <ul style="list-style-type: none"> Change from fractions notation to ratio notation and vice versa
<p>N12</p> <ul style="list-style-type: none"> Find fractions of amounts Find percentages of amounts
<p>N13</p> <ul style="list-style-type: none"> Use and convert between units of measurements. E.G. convert metres to centimetres, convert minutes to hours
<p>N14</p> <ul style="list-style-type: none"> Estimate calculations by rounding
<p>N15</p> <ul style="list-style-type: none"> Round numbers to decimal places Round numbers to significant figures Give error intervals
<p>N16</p> <ul style="list-style-type: none"> Calculate with bounds
<p>Algebra</p>
<p>A1</p> <ul style="list-style-type: none"> Use correct algebraic notation
<p>A2</p> <ul style="list-style-type: none"> Substitute numbers into expressions and formulae
<p>A3</p> <ul style="list-style-type: none"> Identify expressions, equations, formulae
<p>A4</p> <ul style="list-style-type: none"> Simplify expressions by collecting like terms Expand a single bracket Factorise into a single bracket Expand double brackets Use the distributive law (into two brackets) Use the rules of indices with algebra
<p>A5</p> <ul style="list-style-type: none"> Change the subject of a formula
<p>A6</p> <ul style="list-style-type: none"> Use algebra to show expressions are equivalent Use algebra to solve complex problems
<p>A7</p> <ul style="list-style-type: none"> Use function machines
<p>A8</p> <ul style="list-style-type: none"> Use coordinates including with negative coordinates
<p>A9</p> <ul style="list-style-type: none"> Plot straight line graphs Find the equation of a straight line from a graph Find the equation of a line from the gradient and 1 coordinate Find equations of parallel lines
<p>A10</p> <ul style="list-style-type: none"> Calculate gradients of straight line Interpret the gradient of a straight line
<p>A11</p> <ul style="list-style-type: none"> Use graphs to find solutions to equations including a straight line graphs, simultaneous equations and quadratic graphs Find the turning point of a quadratic equation
<p>A12</p> <ul style="list-style-type: none"> Recognise, draw and interpret different graphs: <ul style="list-style-type: none"> Straight line graphs Quadratic graphs Cubic graphs Reciprocal graphs



Exam requirements:

EDEXCEL
3 papers (1 non calculator, 2 calculator)
1.5 hours per paper

Revision support:

Sparx Maths
Corbett Maths
The GCSE Maths Tutor
Maths Genie

Effective revision techniques in maths:

Timed exam papers
Using QLAs/revision checklists on Sparx Maths/Corbett Maths

November PPE checklist and exam preparation information:

Higher (Calculator)

Topic
Number and Proportion
Writing numbers in standard form
Rules of indices
Reverse percentages
Calculations with bounds
Currency conversion
Density calculations
Error intervals
Finding a whole from a fraction of an amount
Inverse proportion
Products of prime factors
Ratio calculations
Work out percentage change
Algebra
Algebraic fractions
Changing the subject of a formula
Coordinates and midpoints of line segments
Equation of a line
Expand three brackets
Identities, equating coefficients
Iteration
Plotting inequalities and regions
Solve linear equations
Solving an inequality
Speed, distance, time calculations
Transformation of graphs
Solving a quadratic equation
Solving nonlinear simultaneous equations
Using the equation of a tangent to a circle
Geometry and Measures
Area of a triangle using sine
Circle theorems
Area of a circle
Area of a triangle
Loci
Similar shapes
Sine rule
Trigonometry calculations
Volume of a cylinder
Vector geometry
Statistics and Probability
Draw a frequency polygon
Draw and use a box plot
Probability tree diagram
Use the product rule for counting
Probability independent events
Completing and using a Venn diagram

Higher (Non-calculator)

Topic
Number and Proportion
Calculations in standard form
Converting a recurring decimal to a fraction
Finding HCF and LCM
Inverse proportion
Writing ratios in a given format
Algebra
Algebraic proof
Composite functions
Plotting a quadratic graph
Rate of change from a graph
Rationalising the denominator
Solving inequalities
Geometry and Measures
Interior angles in regular polygons
Similar shapes
Transformation of shapes
Statistics and Probability
Use the product rule for counting
Reading a histogram
Probability from a table



Exam requirements:

AQA GCSE Biology

2 exams

(paper 1 and paper 2)

Each paper = 100 marks

Duration = 1 hr 45 min

Revision support:

- [GCSE Biology \(Single Science\) - AQA - BBC Bitesize](#)
- [Cognito \(cognitoedu.org\)](#)
- [freesciencelessons | The very best in science education](#)
- [AQA GCSE \(9-1\) Biology Revision - PMT \(physicsandmathstutor.com\)](#)

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Biology content Paper 1

Cell biology

- Animal and plant cells
- Microscopy
- Stem cells
- Transport in cells - osmosis

Organisation

- Organisation principles
- Role of blood components
- Food tests required practical
- Enzymes required practical
- The heart and blood vessels
- Organ system of plants

Infection and response

- Viral infections and use of vaccines
- Plant diseases
- Monoclonal antibodies

Bioenergetics

- Photosynthesis reaction
- Rate of photosynthesis
- Respiration



Specification at a glance

[AQA | GCSE | Biology | Specification at a glance](#)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas



Paper 1

What's assessed

Topics 1–4: Cell biology; Organisation; Infection and response; and 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.

Paper 2

What's assessed

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and 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.



Exam requirements:

AQA GCSE Chemistry

2 exams

(paper 1 and paper 2)

Each paper = 100 marks

Duration = 1 hr 45 min

Revision support:

- [GCSE Chemistry \(Single Science\) - AQA - BBC Bitesize](#)
 - [Cognito \(cognitoedu.org\)](http://cognitoedu.org)
 - [freesciencelessons | The very best in science education](#)
 - [AQA GCSE \(9-1\) Chemistry Revision - PMT \(physicsandmathstutor.com\)](#)

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Chemistry content Paper 1

Atomic structure and the periodic table

- Atoms, elements and isotopes
- The History of the Atom
- Electronic Structure
- The Periodic Table, trends and properties (Groups 1, 7 and 0)

Bonding, structure, and the properties of matter

- Ionic Bonding and ionic compounds
- Covalent Bonding
- Simple Molecular Structures (properties)
- Carbon allotropes
- Nanoparticles

Quantitative chemistry

- Relative Formula Mass and Percentage by Mass
- Atom economy and Percentage Yield

Chemical changes

- Acids and Alkalis
- Titrations
- Weak and Strong Acids
- Displacement reactions
- Electrolysis – extraction of aluminium

Energy changes

- Cells, Batteries and Fuel Cells
- Energy in Reactions (Bond energies)



Specification at a glance



[AQA | GCSE | Chemistry | Specification at a glance](#)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Paper 1

What's assessed

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and 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.

Paper 2

What's assessed

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and 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.



Exam requirements:

AQA GCSE Physics

2 exams

(paper 1 and paper 2)

Each paper = 100 marks

Duration = 1 hr 45 min

Revision support:

- [GCSE Physics \(Single Science\) - AQA - BBC Bitesize](#)
- [Cognito \(cognitoedu.org\)](#)
- [freesciencelessons | The very best in science education](#)
- [AQA GCSE \(9-1\) Physics Revision - PMT \(physicsandmathstutor.com\)](#)

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Physics content Paper 1

Energy Topics

- Energy demands and environmental impacts
- Energy resources, renewable and non-renewable
- Gravitational Potential Energy
- Power
- Kinetic Energy
- Energy changes between stores

Electricity Topics

- Electric circuits
- Components of circuits
- Electricity Equations
- I-V Characteristic Graphs
- Series and Parallel circuits

Particle Model of Matter Topics

- Density of materials
- Specific heat capacity
- Specific latent heat
- Internal Energy and gas pressure

Atomic Structure Topics

- Nuclear fission and fusion
- Isotopes
- Irradiation and Contamination
- Radioactive decay and half-life
- Nuclear decay equations



Specification at a glance

[AQA | GCSE | Physics | Specification at a glance](#)

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Paper 1

What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

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.

Paper 2

What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from Energy and Electricity.

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.



Exam requirements:

AQA Combined Science - Biology

2 exams

(paper 1 and paper 2)

Each paper = 70 marks

Duration = 1 hr 15 min

Revision support:

- [GCSE Combined Science - AQA Trilogy - BBC Bitesize](#)
- [Cognito \(cognitoedu.org\)](#)
- [freesciencelessons | The very best in science education](#)
- [AQA GCSE \(9-1\) Biology Revision - PMT \(physicsandmathstutor.com\)](#)

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Biology content Paper 1

Cell biology

- Animal and plant cells
- Microscopy
- Transport in cells – osmosis and diffusion
- Stem cells

Organisation

- Organisation principles
- The human digestive system
- Food tests
- The heart and blood vessels
- Blood components
- Plant tissues
- Transpiration

Infection and response

- Viral infections, human and plants
- Vaccines

Bioenergetics

- Photosynthesis reaction
- Rate of photosynthesis
- Respiration and effects of exercise



Exam requirements:

AQA Combined Science Chemistry

2 exams

(paper 1 and paper 2)

Each paper = 75 marks

Duration = 1 hr 15 min

Revision support:

- [GCSE Combined Science - AQA Trilogy - BBC Bitesize](#)
- [Cognito \(cognitoedu.org\)](#)
- [freesciencelessons | The very best in science education](#)
- [AQA GCSE \(9-1\) Chemistry Revision - PMT \(physicsandmathstutor.com\)](#)
 - Sparx Science

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Combined Chemistry content Paper 1

Atomic Structure and the Periodic Table

- Atoms, elements and isotopes
- Mixtures
- Separating Mixtures (Paper Chromatography, Distillation, Filtration)

Bonding, structure, and the properties of matter

- Ions and Ionic bonding
- Covalent Bonding
- Allotropes of Carbon
- Simple Molecular Structures
- Metallic Bonding

Quantitative chemistry

- Relative Formula Mass and Percentage by Mass
- Conservation of Mass
- Concentrations

Chemical changes

- Reactivity of Metals
- Acids and Alkalis
- Reactions of Acids (making salts)
- Electrolysis

Energy changes

- Energy Transfer in a Reaction



Exam requirements:

AQA Combined Science- Physics

2 exams

(paper 1 and paper 2)

Each paper = 70 marks

Duration = 1 hr 15 min

Revision support:

- [GCSE Combined Science - AQA Trilogy - BBC Bitesize](#)
- [Cognito \(cognitoedu.org\)](#)
- [freesciencelessons | The very best in science education](#)
- [AQA GCSE \(9-1\) Physics Revision - PMT \(physicsandmathstutor.com\)](#)
- Sparx Science

Effective revision techniques in this subject

Pay attention and take good notes in class.

Use your Class book and home learning booklets to complete regular retrieval practice.

Actively participate in lessons

Complete paper-based home learning activities.

Complete online home learning activities.

Start revising now if you haven't already.

Use the summary contents table provided by your teachers to plan independent revision.

[Top revision techniques for exams - BBC Bitesize](#)

November PPE checklist and exam preparation information:

Physics content Paper 1

Energy Topics

- Energy stores
- Changes in energy stores
- Kinetic energy
- Gravitational potential energy
- Renewable and non-renewable energy
- Fuels and energy resources

Electricity Topics

- Circuit Symbols
- Circuit Diagrams
- Electrical equations
- I-V Characteristics
- Mains electricity and plugs
- Resistors
- National Grid

Particle Model of Matter Topics

- Specific latent heat
- Specific heat capacity
- Density

Atomic Structure Topics

- Isotopes
- Nuclear radioactivity
- Alpha, Beta, Gamma
- Half-life



Specification for the GCSE Combined Science

[AQA | GCSE | Combined Science: Trilogy | Specification at a glance](#)



Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

Biology

Paper 1

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Paper 2

5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

Paper 1

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes

Paper 2

13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

Paper 1

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure

Paper 2

22. Forces
23. Waves
24. Magnetism and electromagnetism

Assessments

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and is worth 16.7% of the GCSE.

All papers are worth 70 marks and are 1 hour 15 minutes in duration. Students will sit either higher tier or foundation tier for all six papers.

Questions included

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



Exam requirements:

Edexcel GCSE

Paper 1: Crime and Punishment

1 hr 20 minutes

Paper 2: Superpowers and the Cold War and

Early Elizabethan England

1 hour 50 minutes

Paper 3: Weimar and Nazi Germany

1 hr 20 minutes

Revision support:

- GCSE lesson catch up on Teams
- Tuesday lunch intervention
- BBC Bitesize website

Good revision strategies in History are:

- Timelines – putting the key events into chronological order, then highlighting/categorizing themes
- Flashcards of key terms/dates/people with the name on one side and the information on the back
- Mind-maps with key dates/people/events as branches which are then expanded further

Topics to revise for PPEs:

Topic	Paper	Specific Knowledge	Revised (tick when complete)
Whitechapel	1	Accommodation for the poor	
Whitechapel	1	Challenges facing police during the Jack the Ripper investigation	
Whitechapel	1	Problems affecting society	
Crime and Punishment	1	Bloody code and death penalty	
Crime and Punishment	1	Crimes in 1500-1700	
Crime and Punishment	1	Church influence 1000-1500	
Crime and Punishment	1	Prison developments	
Elizabeth	2	Elizabethan society	
Elizabeth	2	Exploration	
Elizabeth	2	Relations between Spain and England 1569-1588	
Elizabeth	2	Elizabeth's religious settlement	
Elizabeth	2	Poverty in Elizabethan England	



Topic	Content
Crime and Punishment and Whitechapel	<ul style="list-style-type: none"> • The different crimes from c.1000-the present day and why these crimes developed • The different punishments from c.1000 to the present day and how and why these have developed • The different methods of law enforcement from c.1000 to the present day and why they have developed • Knowledge of specific case studies in each time period such as the Gunpowder plot, the Tolpuddle Martyrs, Pentonville Prison and Derek Bentley and how they shaped crime and punishment in their eras • An understanding of different factors and how they affect crimes, punishments and law enforcement, such as: religion, government, the role of individuals and science and technology • An understanding of the local context of Whitechapel, the problems police faced and why it was so hard to catch Jack the Ripper.
Early Elizabethan England	<ul style="list-style-type: none"> • The problems Elizabeth faced when she became queen such as: legitimacy, religion, marriage, gender • How Elizabeth managed the religious problems of England: finding a middle way to keep Protestants, Catholic and Puritans in line • The relationship between Elizabeth and her cousin Mary Queen of Scots: why she was considered a threat and how Elizabeth dealt with this • How Elizabeth dealt with threats within her country and abroad: the spy network, her response to rebellions and assassination attempts • Elizabeth's relationship with Spain including: political, religious and commercial rivalry, tension caused due to the Netherlands, the raid on Cadiz and the defeat of the Spanish Armada • Education in Elizabethan England • The causes and effects of poverty • The age of exploration: the failed colony in Virginia, trade links and Drake's circumnavigation of the globe
Superpowers and the Cold War	<ul style="list-style-type: none"> • Reasons for tension between the USA and USSR including the Tehran, Yalta and Potsdam conferences, the creation of the atomic bomb and ideological differences between the two nations • The development of policies that further highlighted differences between the two nations including: Cominform, Truman Doctrine, Comecon, Marshall Plan and NATO • The involvement of Eastern European countries such as Hungary and the Warsaw Pact • The increasing tensions in the 1950s-1970s including the construction of the Berlin Wall, the Cuban Missile Crisis, the Prague Spring, the Brezhnev doctrine • Some attempts at reducing tensions with the introduction of the 'hotline', attempts at arms controls, limiting nuclear testing • The cooling of tensions through the policy of Détente with policies such as SALT, Helsinki Agreements and SALT 2 • The invasion of Afghanistan and the impact this had on relations • The role of Reagan and Gorbachev in reducing tensions • The fall of the Berlin Wall and the collapse of the Soviet Union
Weimar and Nazi Germany	<ul style="list-style-type: none"> • The impact of the end of WW1 including the Treaty of Versailles • The weaknesses of the Weimar Republic including: The Spartacist Uprising, The Kapp Putsch, the weak constitution, proportional representation • The economic crisis of 1923 due to hyperinflation and the occupation of the Ruhr, the policies of Stresemann to improve Germany economically and internationally • Hitler's role in the German Worker's party including, becoming its leader, the Munich Putsch, the lean years and the reorganisation of the party • Hitler's consolidation of power from 1933-1934 including the Reichstag Fire, the Enabling Act, the Night of the Long Knives and Hindenburg's death • The methods of control used including the police state and propaganda • Opposition to the Nazis including the Church and young people • What it was like to live in Germany in the 1930s – the policies towards women and children including education and youth groups, policies towards workers and reducing unemployment • The treatment of minority groups prior to WW2 including concentration (work) camps, imprisonment, segregation

Exam requirements:

AQA

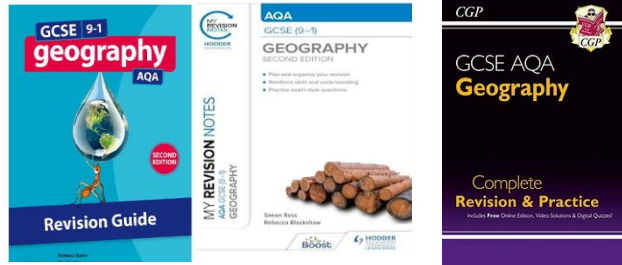
Paper 1: Living with the physical environment. (1hr 30)

Paper 2: Challenges in the human environment. (1hr 30)

Paper 3: Geographical applications. (1hr 30)

Revision support:

- www.internetgeography.co.uk
- BBC bitesize – AQA geography
- YouTube – tutor2u AQA GCSE geography playlist
- YouTube – Sunday morning coffee AQA geography channel
- Thursday lunchtime intervention (145).



Effective revision techniques in Geography:

Sketch notes: A visual note-taking technique that combines both text and simple drawings and icons (dual coding) to summarise complex information in a way that is easy to understand.

Mind maps: A highly organised diagram used to present information in an organised way around a central theme.

Flashcards: Involves writing a key question on one side of the card and the answer on the other. It can be used for definitions, questions and diagrams. Leitner method is preferred, focusing on spaced repetition.

Dual coding: Involves combining text and images. There are many ways to present information visually, such as with infographics, timelines, cartoon strips, diagrams, and graphic organisers.

November PPE checklist and exam preparation information:

Paper 1 section A: Natural hazards

Paper 1 section C: Physical landscapes in the UK

Paper 2: Urban issues and challenges

Paper 2: Changing economic world

Paper 3: Fieldwork – human geography – Brownhills High Street and unseen fieldwork.

Exam preparation – please attend weekly Thursday lunchtime intervention with SH/KW in 145. Speak to SH/KW for additional revision or support.

QR codes below for:

1) Detailed version of the specification

2) YouTube channel for revision

3) Revision world website with past papers for you to practice.





Paper 1

The challenge of natural hazards.

Natural hazards pose major risks to people and property.

Earthquakes and volcanic eruptions are the result of physical processes.

The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.

Management can reduce the effects of a tectonic hazard.

Global atmospheric circulation helps to determine patterns of weather and climate.

Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.

Tropical storms have significant effects on people and the environment.

The UK is affected by a number of weather hazards.

Extreme weather events in the UK have impacts on human activity.

Climate change is the result of natural and human factors, and has a range of effects.

Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).

The living world

Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.

Tropical rainforest ecosystems have a range of distinctive characteristics.

Deforestation has economic and environmental impacts.

Tropical rainforests need to be managed to be sustainable.

Hot desert ecosystems have a range of distinctive characteristics.

Development of hot desert environments creates opportunities and challenges.

Areas on the fringe of hot deserts are at risk of desertification.

Physical landscapes in the UK

The UK has a range of diverse landscapes.

The coast is shaped by a number of physical processes.

Distinctive coastal landforms are the result of rock type, structure and physical processes.

Different management strategies can be used to protect coastlines from the effects of physical processes.

The shape of river valleys changes as rivers flow downstream.

Distinctive fluvial landforms result from different physical processes.

Different management strategies can be used to protect river landscapes from the effects of flooding.



Paper 2:

Urban issues and challenges

A growing percentage of the world's population lives in urban areas.

Urban growth creates opportunities and challenges for cities in LICs and NEEs.

Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.

Urban sustainability requires management of resources and transport.

Changing economic world

There are global variations in economic development and quality of life.

Various strategies exist for reducing the global development gap.

Some LICs and NEEs are experiencing rapid economic development which leads to significant social, environmental and cultural change.

Major changes in the economy of the UK have affected, and will continue to affect, employment patterns and regional growth.

The challenge of resource management

Food, water and energy are fundamental to human development.

The changing demand and provision of resources in the UK create opportunities and challenges.

Demand for food resources is rising globally but supply can be insecure, which may lead to conflict.

Different strategies can be used to increase food supply.

Paper 3

Pre release booklet

This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

This section is synoptic and the assessment will require students to use their learning of more than one of the themes in units 3.1 and 3.2 so that they can analyse a geographical issue at a range of scales, consider and select a possible option in relation to the issue(s) and justify their decision. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.

Fieldwork- geographical applications

1. Suitable question for geographical enquiry

2. Selecting, measuring and recording data appropriate to the chosen enquiry

3. Selecting appropriate ways of processing and presenting fieldwork data

4. Describing, analysing and explaining fieldwork data

5. Reaching conclusions

6. Evaluation of geographical enquiry



Exam requirements:

Paper 1: **Listening and understanding in French**
(50 marks)

Paper 2: **Speaking in French**
(70 marks)

Paper 3: **Reading and understanding in French**
(50 marks)

Paper 4: **Writing**
(60 marks)

Themes:

My Personal World
Media and Technology
Studying and my Future
Lifestyle and Wellbeing
My Neighbourhood
Travel and Tourism

Revision support:

<https://quizlet.com/user/madamestan/folders/y11-gcse-revision-module-1-to-8?i=39qnis&x=1xqt>

Your weekly vocabulary & GCSE exam question homework

Lunch time French speaking club on Tuesday and Lesson 6 on Friday after school

Revision techniques:

- 1) Use links to www.quizlet.com given by your teacher. (sign up with your school e-mail and your first name). Start learning with the flashcards, then click on the 'learn icon'. Finally finish with the test. To ensure that you know all keywords in the written form, complete the writing test. Once you studied a topic once, you will need to review it again.
- 2) Go over the vocabulary given by your teacher. Do not wait until the day before the exam. You can create your own Quizlet or set of flashcards.
- 3) Practise your speaking regularly on various topics. Ensure you attend intervention to improve your pronunciation and your listening skills. The best technique to retain vocabulary is **to consistently practise a little** a day. Try not to complete your homework just before the due date. To enable your brain to remember, you need to take notes, read aloud, teach someone else or have someone else testing you. If you find it hard to remember some vocabulary, create your own quiz on www.quizlet.com. Remember that reading only **is not enough** as you will retain **less than 5% of the vocabulary studied**.
- 4) You will need to review key vocabulary on all themes several times before your exams to avoid forgetting it.
- 5) Create a revision timetable and stick to it. Complete the same past papers about five times before the final exam.
Use <https://revisionworld.com/gcse-revision/french/french-gcse-past-papers/edexcel-gcse-french-past-papers>



Topic 1: Do you have time to waste?	Life online/ Pros and cons
	Do you have an active life?
	What do you like watching?
	What are we going to do?
	What did you do last weekend?
	Taking part in the French francophone games
	Photo card descriptions with P.A.L.M.O.J
Topic: My clan and my tribe	Free to be myself
	A weekend with my family
	Friendship is the key to happiness
	Family colours
	My fans/idols and their place in my life
	Family, love and cakes
My school life	Our schools
	Your favourite subjects
	Rules are unjust!
	Have you made progress?
	Souvenirs from school days
	Languages and the future
	Photo cards, role plays, reading aloud
Your health: are you in great shape?	Healthy or unhealthy?
	Enjoy your meal!
	To feel good in one's body
	Feeling down?
	I am going to change my life
	Having a better life
Holidays	Would like to travel
	A dream holiday
	We are going to Corsica
	A world in celebration
	Travel guide & a staycation holiday
	A staycation holiday
Our planet	Cultural zone: Madagascar
	Our world is beautiful
	Our planet is in danger
	Actions to help the environment
	Small gestures to help
	Green innovations
My small world	Houses for sale/for rent
	Where I live
	Understanding directions
	Shopping tendencies/fashion
	My dream house
	My passions and my future
My future plans	Have you already visited Paris?
	My summer dream
	My passions and my future
	How do you earn money? (part time jobs)
Tenses/grammar	Skills/Well paid jobs
Tenses/grammar	Present, perfect tense, imperfect tense, conditional tense near future, simple future, higher prepositions (since, for, in order to, thanks to, towards, until, amongst, despite, as soon as, except, according to), after having + past participle, before + infinitive, periphrastic time expressions (en train de + infinitive), reflexive verbs, adverbs.



Exam requirements:

Paper 1: Christian and Muslim beliefs and practices – You will receive two separate booklets, and each booklet has two sections – 1hr 45mins - (102 marks)

Paper 2 – Thematic studies – Four sections which you need to remember and choose:

- 1. Relationships and families**
- 2. Religion and life**
- 3. Human Rights and Social Justice**
- 4. Crime and Punishment**

Revision support:

- SENECA**
- BBC Bitesize**
- Quizlet**
- Knowledge organisers (Issued in year 10 – see me if you need replacements)**
- AQA GCSE past papers**




Effective revision techniques in this subject

- Practice past paper questions and submit to Mr Morris for marking (to be done in addition to homework)**
- Mind mapping from memory**
- Flashcards – key terms or scripture on the front and definitions or explanations of scripture on the back**
- Take old books home to help with revision**

November PPE prep

- Your November PPE will be a full paper 1.**
- Remember that it will be on Christian and Muslim beliefs and practices.**
- You will receive two separate booklets, and each booklet has two sections .**

- For the exam ensure you have revised all content on the following pages detailing the specification of the course.**
- You should be able to recite exam question structure without prompting.**
- Remember for 12 markers ABCDE – Agree, cover key Beliefs, make a Conclusion, include arguments which Disagree and Evaluate arguments - are they valid?**
- If there are any areas, you are unsure of these are priority for revision – intervention will be running Tuesday lunchtime in 140 with Mr Morris.**
- Have a specific revision goal in mind – cover one topic in detail each revision session, do not try and cover everything.**
- Make a revision timetable for all your subjects and stick to it – see Mr Morris if you need help making one.**

CHRISTIANITY & ISLAM			
CHRISTIANITY			
The nature of God: God as omnipotent, loving and just; the problem of evil and suffering; the oneness of God and the Trinity			
Different Christian beliefs about creation, including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3)			
Different Christian beliefs about the afterlife and their importance: resurrection, life after death, judgement, heaven and hell			
Jesus: beliefs and teachings about the incarnation, Jesus as Son of God, crucifixion, resurrection, ascension			
Salvation: sin, original sin, means of salvation (including law, grace and Spirit), role of Christ in salvation, atonement			
Worship: different forms of worship and their significance: liturgical, non-liturgical, informal, private worship (including the use of the Bible), prayer (Lord's Prayer, set prayers, informal prayer)			
Role and meaning of the sacraments: baptism, infant and believers' baptism; Holy Communion/Eucharist, including different ways it is celebrated/different interpretations			
Role and importance of pilgrimage and celebrations: Lourdes and Iona, Christmas, Easter			
The role of the Church in the local and worldwide community: food banks, street pastors, mission, evangelism, Church growth, working for reconciliation, how Christian churches respond to persecution. The work of <u>one</u> of these: CAFOD, Christian Aid, Tearfund			
ISLAM			
6 articles of faith in Sunni Islam, 5 roots of Usul ad-Din in Shi'a Islam including key similarities/differences			
Tawhid (the oneness of God, Qur'an Surah 112); the nature of God: omnipotence, beneficence, mercy, fairness, justice/Adalat in Shi'a Islam. Different ideas about God's relationship with the world: immanence and transcendence			
Angels: their nature and role, including Jibril and Mika'il			
Predestination and human freedom; its relationship to the Day of Judgement			
Akhirah (life after death), human responsibility and accountability, resurrection, heaven, hell			
Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad			
Holy books: Qur'an (revelation and authority), Torah, Psalms, Gospel, Scrolls of Adam and their authority			
The imamate in Shi'a Islam: its role and significance			
Islamic Practices			
5 Pillars of Sunni and Shi'a Islam and 10 Obligatory Acts of Shi'a Islam			
Shahadah: declaration of faith and its place in Muslim practice			
Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home, mosque and elsewhere; Friday prayer; Jummah; key differences in the practice of salah in Sunni and Shi'a Islam; different Muslim views about the importance of prayer			
Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, the Night of Power (Qur'an 96:1-5)			
Zakah: the role and significance of giving alms including origins, how and why it is given, benefits or receipt, Khums in Shi'a Islam			
Hajj: the role and significance of pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance			
Jihad: different understandings of jihad, the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad			
Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura			



Exam requirements:

Eduqas – GCSE Music
C1: 2 x Performances
C2: 2 x Compositions
C3: Listening Paper
(Exam) - 1hr 30m
(approx.)

Revision support:

Use music booklets to complete short answer and listening questions. Practice 10-mark questions using your own listening.

Effective revision techniques in this subject

- Cornell Note Taking: *Set Works (Africa & Badinerie); Elements of Music (DR SMITH)*
- Flashcards *Set Works (Africa & Badinerie); Elements of Music (DR SMITH)*
- Practice questions: *Listen to music to identify musical features and construct 10-mark answers.*

November PPE checklist and exam preparation information:

- **Badinerie:** Structure (Section A & Section B); Tonality; Note Values (Crotchets, Quavers, Minims etc.); Instrument Identification; Texture; Ornamentation; Melodic Devices; Intervals; Cadences
- **Western Classical Tradition (Baroque, Classical, Romantic):** Rhythm Identification (Note Values); Anacrusis; Broken Chords; Interrupted Cadence; Sustained Notes; Timpani Roll; Triplets; Melodic Devices (Canon, Imitation, Sequence); Baroque, Classical or Romantic; Describing Melody; Describing Rhythm
- **Ensemble Music (Musical Theatre, Jazz, Chamber Music):** Identifying Brass & Woodwind Instruments; Types of Voice (Soprano, Alto, Tenor & Bass); Cadences; Recognising Types of Scale; Structure (Sections of Music); Identifying Stylistic Features; Features of Rhythm; Melodic Shape; Tonality; Performance Venue; Type of Ensemble (Solo, Duet, Trio, Quartet); Spotting Musical Difference (*All of DR SMITH*)
- **Film Music:** String Instrument Identification; Italian Term for Tempo; Melodic Dictation; Identifying Key; Cadences; Time Signatures & Key Signatures; Linking Musical Features to Purpose; Types of Ensemble (Orchestra, String Quartet, Pop/Rock Group, Wind Quintet etc.); Identifying Percussion Instruments; 10 Mark Questions (DR SMITH)
- **Africa:** Instrument Identification; Chord Progression (known off-by-heart); Identifying Percussion Instruments; Musical Features of Verse/Chorus; Similarities & Differences
- **Popular Music:** Time Signatures; Unheard Chord Progressions; Instrument Identification; Popular Music Structures (Strophic, 32 Bar Song Form & Verse-Chorus); Musical Features of Vocals & Piano; Styles of Popular Music (Rock, Pop, Bhangra, Fusion) + Stylistic Features



Exam requirements:

WJEC Level 1 / 2 Vocational Award in Hospitality and Catering.

Written Examination:

Unit 1: The hospitality and catering industry
1 hour 20 minutes
40% of qualification
80 marks

Revision support:

Knowledge organisers:

These are available for all topics within Unit 1. The exam board also has it's own knowledge organisers available on their website using the QR code.

Revision guides

1. CGP WJEC Level 1/2 Vocational Award in Hospitality & Catering: Revision Guide
2. My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition

Effective revision techniques in this subject

There are two elements to work on to ensure success on the course.

Unit 1 – Written Examination

- Prioritise learning unit 1 knowledge using revision guides and knowledge organisers.
- Develop the quality of written answers using past papers, mark schemes and model answers.
- Test knowledge thoroughly using flashcards, quizzes and past papers. Revisit any weaker areas.

Unit 2 – NEA, which includes assessment of cooking skills

- Cook at home as much as possible (or contribute to any cooking at home) to develop confidence and speed.
- Trial NEA dishes and practise how they will be presented.
- Keep up to date with any deadlines and homework.

Revision for November PPE should focus on:		✓ Revised
1.1	Types of service (different star ratings, types of food service etc.)	
1.1	Commercial and non commercial establishments	
1.1	Job roles within the industry and their responsibilities/working conditions	
1.1	Factors affecting the success of hospitality and catering providers (technology, environmental factors, media etc.)	
1.2	Equipment and materials	
1.2	Dress codes	
1.2	How hospitality and catering provision meet customer requirements	
1.4	Causes of food related ill health, including allergies and intolerances	
1.4	Common types of food poisoning and symptoms	
1.4	Preventing food poisoning	
1.4	Food safety legislation (food safety act etc)	
1.4	The role of an EHO	
1.3	HACCP documents and how to complete one	
1.3	Health and safety legislation	
1.3	Responsibilities of both the employer and employee when it comes to health and safety	



Unit 1 – Written Exam

Hospitality and catering providers	<ul style="list-style-type: none"> Commercial and non-commercial establishments Residential establishments and non-residential establishments Food services <ul style="list-style-type: none"> Table service: plate, family-style, silver, Gueridon. Counter service: cafeteria, buffet, fast food. Personal service: tray or trolley, vending, home delivery, takeaway. You need to know in which scenarios each type of service would be most appropriate. What are their advantages/disadvantages? Residential services <ul style="list-style-type: none"> Rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities). Refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available. Conference and function facilities leisure facilities (spa, gym, swimming pool). Hotel and guest house standards (star ratings) and restaurant standards (AA Rosette Award, Good Food Guide, Michelin stars).
Working in the hospitality and catering industry	<ul style="list-style-type: none"> Job roles in the kitchen - You should be able to discuss hierarchy and role of management Job roles in hotels - You should be able to discuss hierarchy and role of management Dress codes for job roles such as chef, receptionist, general manager Personal attributes and qualifications required for roles
Working conditions	<ul style="list-style-type: none"> Different employment contracts. This includes: casual, full time permanent (temporary), part-time (temporary), seasonal, zero hours contract. Knowledge of benefits and advantages provided by certain contracts including: a salary, a wage (hourly), holiday pay, tips, bonuses and rewards. The advantages also to the employer themselves, not just the employee. Awareness of the fluctuating needs of the industry, such as: supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.
Factors affecting the success of hospitality and catering providers	<ul style="list-style-type: none"> Understanding of how costs, environmental issues, technology and the media affect the success of hospitality and catering providers
The operation of the front and back of house	<ul style="list-style-type: none"> Workflow of the front of the front of house Workflow of the front of the kitchen Large equipment used in the industry. This includes large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing bain marie, steamers, pass-through dishwasher and glass washer, hot plates Equipment for cleaning, first aid and safety Small equipment and utensils Stock control systems
How hospitality and catering provision meets specific requirements	<ul style="list-style-type: none"> Customer requirements and needs (e.g. lifestyle, dietary needs, nutritional needs, time available). Customer expectations (e.g. service, value for money, trends, awareness of competition, media/influencers) Customer demographics (e.g. age, location, accessibility, money available, access to establishments/provision)
Health and safety	<ul style="list-style-type: none"> Responsibilities of both the employee and employer when it comes to health and safety law Knowledge of the following laws <ul style="list-style-type: none"> Health and Safety at Work Act 1974 Control of Substances Hazardous to Health Regulations (COSHH) 2002 Manual Handling Operations Regulations 1992 Personal Protective Equipment at Work Regulations (PPER) 1992 Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 Information to include when completing health and safety documentation such as accident forms and risk assessments.
HACCP	<p>Understand the principles of Hazard Analysis and Critical Control Points (HACCP) and be able to:</p> <ul style="list-style-type: none"> identify any critical control points and ensure that risks are removed or reduced to safe levels decide on what actions to take if something goes wrong complete a HACCP document



Unit 1 – Written Exam

Food safety	<ul style="list-style-type: none"> • Causes of food related ill health • (allergies, bacteria, chemicals, intolerances) • Type of food poisoning pathogens and their conditions for growth • (bacillus cereus, campylobacter, clostridium, perfringens, e-coli, listeria, salmonella, staphylococcus aureus) *Try to learn 4* • Food allergies - what it is, common allergens, visible and non-visible symptoms including anaphylaxis • Food intolerances - what it is, common intolerances including coeliac disease • Food safety legislation • Food labelling legislation, food safety act and general food hygiene regulations) • Cross contamination and how to avoid it happening • Correct temperatures for food at all stages • Preventing physical, chemical and biological contamination • The role and responsibilities including actions which can be taken
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Unit 2 – Coursework (Non-Examined Assessment)

Nutrients	<ul style="list-style-type: none"> • Know and understand the function of the following nutrients and have an awareness of the need for a balanced/varied diet: Macro-nutrients: carbohydrate, fat and protein. Micro-nutrients: Vitamins and minerals Minerals: calcium, iron, sodium, potassium, magnesium Dietary fibre (NSP) and water. • Apply knowledge of nutrition to different life-stages: adults; early, middle, late (elderly), children; babies, toddlers, teenagers. • Special dietary needs for individuals who: require different energy requirements based on lifestyle, occupation, age or activity level, require special diets, have medical conditions; allergens, lactose intolerance, gluten intolerance, diabetes (type 2), cardiovascular disorder, iron deficiency. Have dietary requirements, such as religious beliefs, are pescatarians, vegetarians, vegans. • Know how cooking can impact nutritional value.
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Menu Planning	<ul style="list-style-type: none"> • Understanding how certain factors impact menu planning: <ul style="list-style-type: none"> • cost, portion control, balanced diets/current nutritional advice, time of day, clients/customers, equipment available – the type of equipment required to produce a menu, specialist equipment, hand-held and electrical equipment. • skills of chef – preparation, cooking and presentation, related to the needs of the dishes/menu/customer • time available – and type of provision e.g. service, location, size, standards – the production of dishes/menu in the time allowed. How to prepare, cook and present more than one dish at the same time <ul style="list-style-type: none"> • environmental issues including conservation of energy and water, seasonality and reducing consumption of water • organoleptic qualities • Creating a production plan with multiple dishes.
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Cooking skills	Demonstrate high quality presentation, food safety and a range of techniques in the production of dishes. Aiming to show as many medium/complex skills will be awarded the most marks. (Basic* Medium** Complex***)		
	Preparation techniques	Knife skills	Cooking skills
	<ul style="list-style-type: none"> • blending* • beating* • creaming** • crimping*** • dehydrating** • folding** • grating* • hydrating* • juicing* • kneading** • laminating (pastry)*** • marinating* • mashing* • measuring** • melting* • melting using bain-marie*** • mixing** • piping*** • proving* 	<ul style="list-style-type: none"> chopping* bâton** chiffonade** brunoise*** dicing** julienne*** mincing*** slicing** deboning*** deseeding** filleting*** peeling* segmenting*** spatchcock** trimming* 	<ul style="list-style-type: none"> basting* baking** baking blind*** blanching** boiling* braising** caramelising*** chilling* cooling* deep fat frying*** deglazing** dehydrating* emulsifying*** freezing* frying** griddling** grilling* pickling** poaching*** reduction** roasting** sautéing** setting** skimming* steaming** stir-frying** tempering*** toasting* water-bath (sous-vide) **

Evaluation	Provide a brief review of planning, preparation and cooking; highlighting areas of success and of potential further development.
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Exam requirements:

2 Written Papers:

J277/01 Computer systems
J277/02 Computational thinking,
algorithms and programming

For both papers:

1 hour and 30 minutes
50% of total GCSE each
80 marks

Revision support:

J277 CraigNDave videos on YouTube
Seneca Learning
Lesson Resources on Teams
Knowledge Organisers on Teams
Python Learning Resources on
Teams

Effective revision techniques in this subject:

- Completion of exam questions
- Download and practice with Python at home using resources in Teams
- Use of Teams resources to create flashcards
- Review of class work and feedback in lessons

November PPE checklist and exam preparation information:

- You will be completing a full paper 1 and full paper 2.
- Practice past paper questions to familiarise yourself with the exam format and types of questions – resources in Teams.

1.1 – Systems architecture

Sub topic

1.1.1 Architecture of the CPU

- The purpose of the CPU:
 - o The fetch-execute cycle
- Common CPU components and their function:
 - o ALU (Arithmetic Logic Unit)
 - o CU (Control Unit)
 - o Cache
 - o Registers
- Von Neumann architecture:
 - o MAR (Memory Address Register)
 - o MDR (Memory Data Register)
 - o Program Counter
 - o Accumulator

1.1.2 CPU performance

- How common characteristics of CPUs affect their performance:
 - o Clock speed
 - o Cache size
 - o Number of cores

1.1.3 Embedded systems

- The purpose and characteristics of embedded systems
- Examples of embedded systems

1.2 – Memory and storage

Sub topic

1.2.1 Primary storage (memory)

- The need for primary storage
- The difference between RAM and ROM
- The purpose of ROM in a computer system
- The purpose of RAM in a computer system
- Virtual memory
- Cache

1.2.2 Secondary storage

- The need for secondary storage
- Common types of storage:
 - o Optical
 - o Magnetic
 - o Solid state
- Suitable storage devices and storage media for a given application
- The advantages and disadvantages of different storage devices and storage media relating to these characteristics:
 - o Capacity
 - o Speed
 - o Portability
 - o Durability
 - o Reliability
 - o Cost



Sub topic

1.2.3 Units

- The units of data storage:
 - o Bit
 - o Nibble (4 bits)
 - o Byte (8 bits)
 - o Kilobyte (1,000 bytes or 1 KB)
 - o Megabyte (1,000 KB)
 - o Gigabyte (1,000 MB)
 - o Terabyte (1,000 GB)
 - o Petabyte (1,000 TB)
- How data needs to be converted into a binary format to be processed by a computer
- Data capacity and calculation of data capacity requirements

1.2.4 Data storage

Numbers

- How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa
- How to add two binary integers together (up to and including 8 bits) and explain overflow errors which may occur
- How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa
- How to convert binary integers to their hexadecimal equivalents and vice versa
- Binary shifts

Characters

- The use of binary codes to represent characters
- The term 'character set'
- The relationship between the number of bits per character in a character set, and the number of characters which can be represented, e.g.:
 - o ASCII
 - o Unicode

Images

- How an image is represented as a series of pixels, represented in binary
- Metadata
- The effect of colour depth and resolution on:
 - o The quality of the image
 - o The size of an image file

Sound

- How sound can be sampled and stored in digital form
- The effect of sample rate, duration and bit depth on:
 - o The playback quality
 - o The size of a sound file

1.2.5 Compression

- The need for compression
- Types of compression:
 - o Lossy
 - o Lossless

1.4 – Network security

Sub topic

1.4.1 Threats to computer systems and networks

- Forms of attack:
 - o Malware
 - o Social engineering, e.g. phishing, people as the 'weak point'
 - o Brute-force attacks
 - o Denial of service attacks
 - o Data interception and theft
 - o The concept of SQL injection

1.4.2 Identifying and preventing vulnerabilities

- Common prevention methods:
 - o Penetration testing
 - o Anti-malware software
 - o Firewalls
 - o User access levels
 - o Passwords
 - o Encryption
 - o Physical security

2.1 – Algorithms

Sub topic

2.1.1 Computational thinking

- Principles of computational thinking:
 - o Abstraction
 - o Decomposition
 - o Algorithmic thinking

1.3 – Computer networks, connections and protocols

Sub topic

1.3.1 Networks and topologies

- Types of network:
 - o LAN (Local Area Network)
 - o WAN (Wide Area Network)
- Factors that affect the performance of networks
- The different roles of computers in a client-server and a peer-to-peer network
- The hardware needed to connect stand-alone computers into a Local Area Network:
 - o Wireless access points
 - o Routers
 - o Switches
 - o NIC (Network Interface Controller/Card)
 - o Transmission media
- The Internet as a worldwide collection of computer networks:
 - o DNS (Domain Name Server)
 - o Hosting
 - o The Cloud
 - o Web servers and clients
- Star and Mesh network topologies

1.3.2 Wired and wireless networks, protocols and layers

- Modes of connection:
 - o Wired
 - Ethernet
 - o Wireless
 - Wi-Fi
 - Bluetooth
- Encryption
- IP addressing and MAC addressing
- Standards
- Common protocols including:
 - o TCP/IP (Transmission Control Protocol/Internet Protocol)
 - o HTTP (Hyper Text Transfer Protocol)
 - o HTTPS (Hyper Text Transfer Protocol Secure)
 - o FTP (File Transfer Protocol)
 - o POP (Post Office Protocol)
 - o IMAP (Internet Message Access Protocol)
 - o SMTP (Simple Mail Transfer Protocol)
- The concept of layers

1.5 – Systems software

Sub topic

1.5.1 Operating systems

- The purpose and functionality of operating systems:
 - o User interface
 - o Memory management and multitasking
 - o Peripheral management and drivers
 - o User management
 - o File management

1.5.2 Utility software

- The purpose and functionality of utility software
- Utility system software:
 - o Encryption software
 - o Defragmentation
 - o Data compression

1.6 – Ethical, legal, cultural and environmental impacts of digital tech

Sub topic

1.6.1 Ethical, legal, cultural and environmental impact

- Impacts of digital technology on wider society including:
 - o Ethical issues
 - o Legal issues
 - o Cultural issues
 - o Environmental issues
 - o Privacy issues
- Legislation relevant to Computer Science:
 - o The Data Protection Act 2018
 - o Computer Misuse Act 1990
 - o Copyright Designs and Patents Act 1988
 - o Software licences (i.e. open source and proprietary)

2.1.2 Designing, creating and refining algorithms

- Identify the inputs, processes, and outputs for a problem
- Structure diagrams
- Create, interpret, correct, complete, and refine algorithms using:
 - o Pseudocode
 - o Flowcharts
 - o Reference language/high-level programming language
- Identify common errors
- Trace tables



2.1.3 Searching and sorting algorithms

- Standard searching algorithms:
 - o Binary search
 - o Linear search
- Standard sorting algorithms:
 - o Bubble sort
 - o Merge sort
 - o Insertion sort

2.2 – Programming fundamentals

Sub topic

2.2.1 Programming fundamentals

- The use of variables, constants, operators, inputs, outputs and assignments
- The use of the three basic programming constructs used to control the flow of a program:
 - o Sequence
 - o Selection
 - o Iteration (count- and condition-controlled loops)
- The common arithmetic operators
- The common Boolean operators AND, OR and NOT

2.2.2 Data types

- The use of data types:
 - o Integer
 - o Real
 - o Boolean
 - o Character and string
 - o Casting

2.2.3 Additional programming techniques

- The use of basic string manipulation
- The use of basic file handling operations:
 - o Open
 - o Read
 - o Write
 - o Close
- The use of records to store data
- The use of SQL to search for data
- The use of arrays (or equivalent) when solving problems, including both one-dimensional (1D) and two-dimensional arrays (2D)
- How to use sub programs (functions and procedures) to produce structured code
- Random number generation

2.3 – Producing robust programs

Sub topic

2.3.1 Defensive design

- Defensive design considerations:
 - o Anticipating misuse
 - o Authentication
- Input validation
- Maintainability:
 - o Use of sub programs
 - o Naming conventions
 - o Indentation
 - o Commenting

2.3.2 Testing

- The purpose of testing
- Types of testing:
 - o Iterative
 - o Final/terminal
- Identify syntax and logic errors
- Selecting and using suitable test data:
 - o Normal
 - o Boundary
 - o Invalid/Erroneous
- Refining algorithms

2.4 – Boolean logic

Sub topic

2.4.1 Boolean logic

- Simple logic diagrams using the operators AND, OR and NOT
- Truth tables
- Combining Boolean operators using AND, OR and NOT
- Applying logical operators in truth tables to solve problems

2.5 – Programming languages and Integrated Development Environ

Sub topic

2.5.1 Languages

- Characteristics and purpose of different levels of programming language:
 - o High-level languages
 - o Low-level languages
- The purpose of translators
- The characteristics of a compiler and an interpreter

2.5.2 The Integrated Development Environment (IDE)

- Common tools and facilities available in an Integrated Development Environment (IDE):
 - o Editors
 - o Error diagnostics
 - o Run-time environment
 - o Translators



Specification for the WJEC Level 1/2 In ICT

	Unit title	Type of Assessment	Weighting
Unit 1	ICT in Society	External	40%
Unit 2	ICT in Context	Internal	60%

All Units are compulsory.

UNIT 1

This unit allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

UNIT 2

This unit introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.



Exam requirements:

Pearson Edexcel

1 exam paper
Length of paper: 1 hour 30 minutes.
Total marks: 60

Revision support:

- Class PowerPoints on Teams.
- 'Perfect model' exam papers
- Zig Zag homework platform.
- YouTube Videos

Effective revision techniques in this subject.

- Practicing how to answer exam questions using exam moderator feedback.
- Creating flashcards for fitness testing.
- Learning definitions of key words.
- Read through BTEC glossary to understand what words mean when answering questions

November PPE checklist and exam preparation information:

- Components of fitness
- Principles of training (basic and additional)
- Exercise intensities
- Training zones
- Technology in sport
- Fitness testing
- Warm up/cool down
- Motivation
- SMARTER targets



Specification for the level 2 course

COMPONENT 3: DEVELOPING FITNESS TO IMPROVE OTHER PARTICIPANTS PERFORMANCE IN SPORT AND PHYSICAL ACTIVITY

Essential content

A Explore the importance of fitness for sports performance

A1 The importance of fitness for successful participation in sport

Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.

- Types of sports requiring specific components of fitness:
 - aerobic endurance – events/sports lasting more 30 minutes
 - muscular endurance – events/sports lasting more 30 minutes
 - muscular strength – activities requiring force, e.g. throwing events
 - speed – activities requiring fast movement, e.g. sprinting
 - flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts
 - body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters
 - power – activities requiring explosive movement e.g. gymnastics, basketball
 - agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing
 - reaction time – any activity where a quick decision or response to a stimulus is needed
 - balance – an activity requiring the control of the distribution of weight or to remain upright and steady
 - coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball.

A2 Fitness training principles

Learners need to be able to understand the principles of training and how they can be applied to training programmes.

- The basic principles of training frequency, intensity, time, and type (FITT):
 - frequency – the number of training sessions completed over a period of time, usually per week
 - intensity – how hard an individual will train
 - time – how long an individual will train for
 - type – how an individual will train by selecting a training method to improve a specific component of fitness.
- Additional principles of training:
 - progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance
 - specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
 - individual differences – training should meet the needs of an individual
 - adaptation – changes to the body due to increased training loads
 - reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost



Specification for the level 2 course

- variation – altering types of training to avoid boredom and maintain motivation to train
- rest and recovery – to allow the body to recover and adapt.

A3 Exercise intensity and how it can be determined

Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.

- Intensity:
 - measure heart rate (HR)
 - HR intensity to fitness training methods.
- Target zones and training thresholds:
 - calculate training zones
 - apply HR max to training
 - aerobic training zone
 - anaerobic training zone.
- The Borg (6–20) Rating of Perceived Exertion (RPE) Scale
 - $RPE \times 10 = \text{Heart Rate (HR)}$.
- The relationship between RPE and heart rate where: $RPE \times 10 = \text{HR (bpm)}$.
- Calculate 1RM for strength and 15RM for muscular endurance.
- Technology to measure exercise intensity:
 - heart rate monitors
 - smart watches
 - apps.

B Investigate fitness testing to determine fitness levels

Learners will understand why fitness testing is carried out and know how to set up and administer the protocol of each fitness test. Learners will also need to be able to use data from fitness tests and compare these to normative data tables to interpret the fitness test results.

B1 Importance of fitness testing and requirements for administration of each fitness test

Learners will be able to understand the purpose of fitness testing, know how to administer and select fitness tests for different types of sports and participants and interpret the fitness test results.

- Reasons for fitness testing:
 - gives baseline data for monitoring/improving performance
 - can design training programmes based on test results
 - determine if training programmes are working
 - results can give a performer something to aim for
 - provide goal setting aims.
- Pre-test procedures:
 - calibration of equipment
 - complete informed consent
 - complete Physical Activity Readiness Questionnaire (PAR-Q)
 - participant pre fitness test check e.g. prior exercise participation.



Specification for the level 2 course

- Knowledge of published standard test methods and equipment.
- Accurate measurement and recording of test results.
- Basic processing of test results for interpretation (using published data tables).
- Ability to safely select appropriate test(s) for given purposes, situations and/or participants.
- Reliability of test:
 - consistency of results
 - factors affecting reliability:
 - calibration of equipment
 - motivation of the participant
 - conditions of the testing environment (inside versus outside conditions)
 - experience of the person administering the test
 - compliance with standardised test procedure.
- Validity of results.
- Practicality:
 - cost
 - time taken to perform the test
 - time taken to set up the test
 - time taken to analyse data
 - number of participants that can take part in the test at any time.

B2 Fitness test methods for components of physical fitness

Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.

- Aerobic endurance:
 - multi-stage fitness test, also known as the bleep test (20 metre distance)
 - Yo-Yo test
 - Harvard step test
 - 12-minute Cooper run or swim.
- Muscular endurance:
 - one-minute press-up
 - one-minute sit-up
 - timed plank test.
- Flexibility:
 - sit and reach test
 - calf muscle flexibility test
 - shoulder flexibility test.
- Speed:
 - 30 metre sprint test
 - 30 metre flying sprint.
- Muscular strength:
 - grip dynamometer
 - 1 Rep Max.



Specification for the level 2 course

- Body composition:
 - Body Mass Index (BMI)
 - Bioelectrical Impedance Analysis (BIA)
 - waist to hip ratio.

B3 Fitness test methods for components of skill-related fitness

Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.

- Agility:
 - Illinois agility run test
 - T Test.
- Balance:
 - stork stand test
 - Y balance test.
- Coordination:
 - Alternate-Hand Wall-Toss test
 - stick flip coordination test.
- Power:
 - vertical jump test
 - standing long/broad jump
 - Margaria-Kalamen power test.
- Reaction time:
 - ruler drop test
 - Online reaction time test (reaction test timer).

B4 Interpretation of fitness test results

Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.

- Comparison to normative published data.
- Analyse and evaluate test results.
- Recommendations for improvements to fitness performer based on test results.

C Investigate different fitness training methods

Learners should know about different types of training method to develop different components of fitness.

C1 Requirements for each of the following fitness training methods

Learners should know how to carry out fitness training safely and effectively as part of a training programme.

- Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise.



Specification for the level 2 course

- Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length.
- Linking each fitness training method to the associated component of fitness.
- Application of the basic (FITT) and additional principles of training to each fitness training method.
- Application of appropriate training intensities to fitness training methods.

C2 Fitness training methods for physical components of fitness

Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.

- **Aerobic endurance:**
 - continuous training – steady pace and moderate intensity for a minimum period of 30 minutes
 - Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain
 - interval training – work period followed by a rest or recovery period
 - for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training)
 - circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.
- **Flexibility:**
 - static active – the performer applies internal force to stretch and lengthen the muscle
 - static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch
 - Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex.
- **Muscular endurance:**
 - free weights and fixed resistance machines – high repetitions and low loads
 - circuit training – using body resistance exercises or weights with low loads and high repetitions.
- **Muscular strength training:**
 - free weights and fixed resistance machines – high loads and low repetitions.
- **Speed:**

 - acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprint
 - interval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training)
 - resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.

C3 Fitness training methods for skill-related components of fitness

Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.



Specification for the level 2 course

- Agility:
 - Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills.
- Power:
 - plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping.
- Balance:
 - use of specific training exercises that require balancing on a reduced size base of support.
- Coordination:
 - use of specific training exercises using two or more body parts together.
- Reaction time:
 - use of specific training exercises to practise quick responses to an external stimulus.

C4 Additional requirements for each of the fitness training methods

- Advantages and disadvantages – to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.

C5 Provision for taking part in fitness training methods

Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.

- Public provision – advantages and disadvantages.
- Private provision – advantages and disadvantages.
- Voluntary provision – advantages and disadvantages.

C6 The effects of long-term fitness training on the body systems

Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.

- Aerobic endurance training:
 - adaptations to the cardiovascular and respiratory systems
 - cardiac hypertrophy
 - decreased resting heart rate
 - increased strength of respiratory muscles
 - capillarisation around alveoli.
- Flexibility training:
 - adaptations to the muscular and skeletal systems
 - increased range of movement permitted at a joint
 - increased flexibility of ligament and tendons
 - increased muscle length.
- Muscular endurance training:
 - adaptations to the muscular system
 - capillarisation around muscle tissues



Specification for the level 2 course

- increased muscle tone.
- Muscular strength and power training:
 - adaptations to the muscular and skeletal systems
 - muscle hypertrophy
 - increased tendon and ligament strength
 - increased bone density.
- Speed training:
 - adaptations to the muscular system
 - increased tolerance to lactic acid.

D Investigate fitness programming to improve fitness and sports performance

D1 Personal information to aid fitness training programme design

- Aims – details of what they would like to achieve for the selected sport.
- Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.
- Lifestyle and physical activity history.
- Attitudes, the mind and personal motivation for training.

D2 Fitness programme design

- Use personal information to aid training programme design.
- Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.
- Application of the FITT principles and additional principles of training.

D3 Motivational techniques for fitness programming

- Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.
- Types of motivation:
 - intrinsic
 - extrinsic.
- Principles of setting goals to increase and direct motivation.
- Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):
 - short-term goals (set over a short period of time, between one day and one month)
 - long-term goals (what they want to achieve in the long term, and the best way of doing this).
- Influence of goal setting on motivation:
 - provide direction for behaviour
 - maintain focus on the task in hand.
- Benefits of motivation on the sports performer:
 - increase participation
 - maintain training and intensity
 - increased fitness
 - improved performance.



Exam requirements:

GCSE Art and Design:

- Fine Art
- Graphic Communication

Exam time: 5 hours

Revision support:

- You will be provided with an exam preparation time tracker which breaks down tasks weekly.
- You will have regular one to one tutorials during the exam preparation time.

Revision techniques:

Effective techniques to revise for Art is 'practice makes perfect'. You will have an individual materials plan which caters to your strengths in art. Refine your use of materials and develop confidence with them.

Research your chosen Artist thoroughly and have clear ideas of which elements you are extracting from their style and how you are combining that into your own idea for your exam final piece.

November PPE checklist and exam preparation information:

You will be using your November PPE exam to create a quality observational drawing study that will form part of your portfolio for GCSE Art and Design.

- Ensure you have collected good quality images to create your observational drawing from.
- Carefully consider the size of drawing you will be creating, thinking about your time scale (5 hours)
- If combining images, plan your composition.
- Plan all materials in advance, using your individual specialisms.



Specification for the GCSE: Fine Art

- Fine Art is defined here as the practice of creating work that is primarily for aesthetic, intellectual or purely conceptual purposes, rather than purposes that have a necessarily practical function.
- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Fine Art.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary fine artists and the different purposes, intentions and functions of fine art as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Fine Art.

Areas of study to select from:

- Drawing
- Mixed media
- Instillation
- Land art
- Printing
- Sculpture
- Stencilling
- Modelling

Specification for the GCSE: Graphic Communication

- Graphic Communication is defined here as the practice of creating work to convey information, ideas and emotions through the use of graphic elements such as colour, icons, images, typography and photographs.
- Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their chosen area(s) of study of Graphic Communication.
- Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication as appropriate to their own work.
- Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Graphic Communication.

Areas of study to select from:

- Typography
- Communication graphics
- Design for print
- Advertising
- Multi- media
- Illustration
- Interactive design
- Package design
- Signage



Exam requirements:

Component 3 is your examined unit.

Revision support:

- Class PowerPoints on Teams.
- 'Perfect model' exam papers
- Zig Zag homework platform.
- YouTube Videos

Effective revision techniques in this subject:

Personal Knowledge Organiser

Pearson Revision Guide (pages 1-20)

Practise exam assessments

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Health and Wellbeing	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	January/ February and May/June from 2024 onwards

Full specification link:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2022/specification-and-sample-assessments/btec-tech-award-health-and-social-care-spec.pdf>