



Swavesey  
Village College

# Year 11 Exam Booklet

Summer 2026

Name

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<b>AQA</b>	<b>Maths</b>
<b>DATE OF SUMMER EXAM</b>	Paper 1 (Non- Calculator) – 14 <sup>th</sup> May Paper 2 (Calculator) – 3 <sup>rd</sup> June Paper 3 (Calculator) – 10 <sup>th</sup> June
<b>How do I revise?</b>	
<b>Any topic could be assessed on any of the three papers.</b>	
The key to revising Maths is working out what you don't know and then revising it.	
Use mock CTG sheets to find out what topics you need to practice and where to find the resources on Sparx Independent Learning.	
Complete your fluency fix up on Sparx and use the revision tool to complete your weekly revision.	
Finish practice papers that we started in class at home.	
Practice Papers can be found on the AQA website, and 1 <sup>st</sup> Class Maths make predicted papers for the summer exams.	
Other websites you can use are 1 <sup>st</sup> Class Maths, Corbett Maths and Maths Genie.	
<b>After School Revision Sessions</b>	
These are advertised in Maths classrooms and on the Sway. They are every Monday and Thursday.	
<b>Exam Tips</b>	
<ul style="list-style-type: none"> <li>• <b>Have all your equipment</b> – black pens, pencils, ruler, protractor, compass, rubber, sharpener and a calculator. You need to complete your exam in black pen, unless it's a diagram or graph.</li> <li>• Just because a question is <b>multiple choice</b>, it probably still requires some working out. Find a space to do your working.</li> <li>• Complete all graphs and diagrams using a <b>sharp pencil</b>. If you are plotting points, you will have 0.5 of a square allowance! Use a ruler for straight lines.</li> <li>• Make sure you have your <b>own calculator</b>, and make sure you are able to use all the functions on it. You need to reset it before going into the exam.</li> <li>• If a question says you must <b>show your working</b>, then you really do need to in order to get all the marks!</li> </ul>	

<b>AQA</b>	<b>Further Maths</b>
<b>DATE OF SUMMER EXAM</b>	Paper 1 ( <b>Non-Calculator</b> ) – 8 <sup>th</sup> June (PM) Paper 2 ( <b>Calculator</b> ) – 15 <sup>th</sup> June (PM)
<b>How do I revise?</b>	
<b>Any topic could be assessed on either paper.</b>	
<ul style="list-style-type: none"> <li>• Use your <b>revision guide</b> and <b>Sparx/1st Class Maths</b> to practice specific topics based on the <b>CTG sheet</b> from the March Mocks.</li> <li>• Complete <b>practice papers</b> you have been given.</li> <li>• Use the worksheets and video solutions on <b>1stClassMaths.com</b>. These are exam style questions.</li> <li>• Use the worksheets on <b>Corbett Maths to practice specific topics</b>.</li> </ul>	



<b>AQA</b>	<b>English Language</b>
<b>PAPER</b>	Paper 1 – 8700/1 AQA Explorations in Creative Writing and Reading 1hr 45 mins Paper 2 – 8700/2 AQA Writer’s Viewpoints and Perspectives 1hr 45 minutes
<b>DATE OF SUMMER EXAM</b>	Paper 1 – 21 <sup>st</sup> May 2026 Paper 2 – 5 <sup>th</sup> June 2026
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Paper 1</b>            Finding evidence            Inference            Language analysis and techniques            Structural analysis and techniques            Developing an interpretation            Planning and writing a description            Planning and writing a narrative</p> <p><b>Paper 2</b>            Finding evidence            Inference            Language analysis and techniques            Structural analysis and techniques            Following and evaluating an argument            Summarising information            Comparing viewpoints            Planning and writing an argument/viewpoint piece</p>
<b>Main websites/apps to use</b>	BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/topics/zgkj39q">https://www.bbc.co.uk/bitesize/topics/zgkj39q</a> Seneca Learning: <a href="https://app.senecalearning.com/classroom/course/df1578de-6327-45fa-9420-1619f20f680e/section/1925e915-667d-479f-8de4-b0fe62a8b1f0/session">https://app.senecalearning.com/classroom/course/df1578de-6327-45fa-9420-1619f20f680e/section/1925e915-667d-479f-8de4-b0fe62a8b1f0/session</a> Tassomai Various tutorials on youtube featuring teachers modelling how to answer the questions.
<b>Useful hints and tips</b>	<ul style="list-style-type: none"> <li>• Complete all targets set by your class teacher.</li> <li>• Complete the practice papers uploaded on to Teams. There are mark schemes available with these papers.</li> <li>• Practise timed responses. Can writing remain accurate and clear when writing at speed?</li> <li>• Use the Q5 resources to plan descriptions and narratives. Consider writing the opening and closing paragraphs if time is getting tight.</li> <li>• Focus on weaknesses in SPAG. Aim to make sure basic punctuation and understanding of sentence structure is secure.</li> <li>• Use the learning mat on each question type in the back of your resource booklet to revise how to answer each question.</li> <li>• Attend the afterschool sessions being run every week in the English department.</li> </ul>



<b>AQA</b>	<b>English Literature</b>
<b>PAPER</b>	Paper 1 – 8702/1 Shakespeare and the 19 <sup>th</sup> Century Novel  Paper 2 – 8702/2 Modern Texts and Poetry
<b>DATE OF SUMMER EXAM</b>	<b>Paper 1</b> (Shakespeare and the 19 <sup>th</sup> Century Novel) 11 <sup>th</sup> May 2026 <b>Paper 2</b> (Modern Texts and Poetry) 19 <sup>th</sup> May 2026
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>Key skills: analysis of language, form and structure; developing a personal response; understanding the relationship between texts and contexts; essay-writing</p> <p><b>Paper 1</b>  <b>Shakespeare: <i>Macbeth</i></b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Key characters</li> <li>• Key themes and big ideas</li> <li>• Writer’s message and relevant context</li> </ul> <p><b>19<sup>th</sup> Century Novel: <i>A Christmas Carol</i></b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Key characters</li> <li>• Key themes and big ideas</li> <li>• Writer’s message and relevant context</li> </ul> <p><b>Paper 2</b>  <b>Modern Text: <i>Lord of the Flies</i></b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Key characters</li> <li>• Key themes and big ideas</li> <li>• Writer’s message and relevant context</li> </ul> <p><b>Poetry Anthology: <i>Worlds and Lives Cluster</i></b></p> <ul style="list-style-type: none"> <li>• Key themes and big ideas in each poem</li> <li>• Writer’s message in each poem</li> <li>• Connections and comparisons between poems</li> </ul> <p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"> <li>• Analytical skills</li> <li>• Comparison skills</li> </ul>
<b>Main websites/apps to use</b>	Seneca: <a href="https://senecalarning.com/en-GB/blog/gcse-english-literature-revision/">https://senecalarning.com/en-GB/blog/gcse-english-literature-revision/</a>  BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/examspecs/zxqncwx">https://www.bbc.co.uk/bitesize/examspecs/zxqncwx</a>  Spark Notes: <a href="https://www.sparknotes.com/">https://www.sparknotes.com/</a>

<p><b>Useful hints and tips</b></p>	<p>Make sure that your notes are complete and you don't have any gaps in your learning. Speak to your class teacher if there is a topic/poem/part of a topic that you do not feel confident on.</p> <p>Attend after-school intervention sessions being run in the English Department each week.</p> <p><b><i>Macbeth, A Christmas Carol and Lord of the Flies:</i></b></p> <ul style="list-style-type: none"> <li>• Re-read each literature text or watch a version of it being performed</li> <li>• Create a timeline of the key events</li> <li>• Create a mind-map of key context points, themes/big ideas and the writer's message for each text</li> <li>• Create flashcards or posters for each of the key themes and characters</li> <li>• Memorise three key quotations for each character and theme</li> <li>• Create essay plans for practice questions</li> <li>• Read past essays you have written and reflect on your feedback</li> </ul> <p><b>Poetry Anthology:</b></p> <ul style="list-style-type: none"> <li>• Re-read each poem and summarise its message/meaning</li> <li>• Create flashcards or posters that summarise the main points for each poem</li> <li>• Memorise three quotations for each poem</li> <li>• Think about which poems work well together for comparison</li> <li>• Read your p-stamps from Years 10 and 11 and reflect on your feedback</li> <li>• Look over your homework booklet and spend more time comparing the similarities and differences between the poems</li> <li>• Plan an essay comparing two poems together</li> <li>• Write up comparison paragraphs</li> </ul>
	<p><b>NOTES</b></p>



## SCIENCE – General useful hints and tips

- As well as revising each of the topics, you need to ensure that you have revised each of the Required Practical's, including how you could improve them.
- You **MUST** practise and ensure that you are confident with important Maths skills such as standard form, calculating percentages, surface area, drawing graphs and rearranging equations.
- You will also need to be confident in drawing conclusions from data. Think about what a graph shows if you have been asked to describe a trend. If you've been asked to explain, you'll need to talk about the scientific reasons for this.
- Practise and attempt **all** 6-mark questions – read the question carefully and see if you can write down some initial subheadings (there are often clues for these in the question!). Once you've done this, the elaborate on each of the subheadings to answer the question in prose.
- **TASSOMAI:** <https://www.tassomai.com/> all topics are available for revision.
- **Seneca** – all students have access to this for free:
  - [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)
- Practise as many past papers as you can. This will highlight areas where you are strong and areas you need to revisit. Use the mark scheme to identify how marks are gained and why marks were not credited. Link to AQA: <https://www.aqa.org.uk/find-past-papers-and-mark-schemes>
- **Free science lessons** on you tube is another excellent resource. It covers the complete AQA specification: <https://www.youtube.com/@Freesciencelessons>
- Physics and Maths Tutor - [AQA GCSE \(9-1\) Physics Revision - PMT](#)
- Cognito - [Free Maths & Science Revision and Past Papers for A-Level, GCSE and KS3 | Cognito](#)

AQA	Biology - GCSE	
<b>PAPER</b>	Combined Science Paper 1 and 2 <u>or</u> GCSE Biology Paper 1 and 2 <b>BBC Bitesize:</b> <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Biology (Single Science) - AQA - BBC Bitesize</a> TASSOMAI: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a>	
<b>DATE OF SUMMER EXAM</b>	Paper 1 – 12 <sup>th</sup> May 2026 Paper 2 – 8 <sup>th</sup> June 2026	
<b>PAPER 1:</b>		
<ul style="list-style-type: none"> <li>○ Microscopes and magnification</li> <li>○ Animal and plant cells</li> <li>○ Specialised cells</li> <li>○ Mitosis</li> <li>○ Stem Cells</li> <li>○ Differentiation</li> <li>○ Diffusion</li> <li>○ Osmosis</li> <li>○ Active transport</li> <li>○ REQUIRED PRACTICALS – MICROSCOPES &amp; OSMOSIS</li> </ul>	<ul style="list-style-type: none"> <li>○ The digestive system</li> <li>○ Enzymes and enzymes in digestion</li> <li>○ The heart and blood vessels</li> <li>○ Components of the blood</li> <li>○ Cardiovascular disease and treatments</li> <li>○ Effect of lifestyle on health (risk factors eg smoking and alcohol)</li> <li>○ Cancer</li> <li>○ REQUIRED PRACTICALS – ENZYMES</li> </ul>	
<ul style="list-style-type: none"> <li>○ Plant tissues and structure of the leaf</li> <li>○ Root hair cells</li> <li>○ Xylem (and transpiration)</li> <li>○ Phloem (and translocation)</li> <li>○ Viral diseases</li> <li>○ Bacterial diseases</li> <li>○ Fungal and Protist diseases</li> </ul>	<ul style="list-style-type: none"> <li>○ The immune system</li> <li>○ Vaccination</li> <li>○ Antibiotics and painkillers</li> <li>○ Development of drugs</li> <li>○ Monoclonal antibodies <b><u>TRIPLE ONLY</u></b></li> </ul>	
<ul style="list-style-type: none"> <li>○ Plant disease <b><u>TRIPLE ONLY</u></b></li> <li>○ Plant defence responses</li> <li>○ Photosynthesis</li> <li>○ Factors affecting rate of photosynthesis</li> <li>○ How plants use glucose</li> </ul>	<ul style="list-style-type: none"> <li>○ Respiration (aerobic and anaerobic)</li> <li>○ Response to exercise</li> <li>○ Metabolism</li> <li>○ REQUIRED PRACTICALS – PHOTOSYNTHESIS</li> </ul>	

## Paper 2

- Homeostasis
  - The nervous system
  - Synapses and reflexes
  - REQUIRED PRACTICAL – investigating reaction time
  - The brain **TRIPLE ONLY**
  - The eye **TRIPLE ONLY**
  - Correcting vision defects **TRIPLE ONLY**
  - Controlling body temperature **TRIPLE ONLY**
  - The endocrine system
  - Controlling blood glucose
  - The kidneys **TRIPLE ONLY**
  - Kidney failure **TRIPLE ONLY**
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- Puberty and the menstrual cycle
  - Controlling fertility
  - Adrenaline and thyroxine
  - Plant Hormones and uses of plant hormones **TRIPLE ONLY**
  - REQUIRED PRACTICAL – germination **TRIPLE ONLY**
  - DNA and the Genome
  - The structure of DNA **TRIPLE ONLY**
  - Protein synthesis **TRIPLE ONLY**
  - Mutations
  - Reproduction
  - Meiosis
  - X and Y chromosomes
  - Genetic diagrams and inherited disorders
  - The work of Mendel **TRIPLE ONLY**
- 
- Variation
  - Evolution
  - Selective breeding and genetic engineering
  - Cloning **TRIPLE ONLY**
  - Fossils
  - Extinction
  - Speciation **TRIPLE ONLY**
  - Antibiotic resistant bacteria
  - Classification
  - Competition
  - Abiotic and biotic factors
  - Adaptations
  - Food Chains
  - Using quadrats and transects
  - REQUIRED PRACTICAL – Sampling
- 
- Environmental change **TRIPLE ONLY**
  - The carbon cycle
  - Decay **TRIPLE ONLY**
  - REQUIRED PRACTICAL – Decay **TRIPLE ONLY**
  - Biodiversity and waste management
  - Global warming
  - Deforestation and Land Use
  - Maintaining Ecosystems and biodiversity
  - Trophic levels **TRIPLE ONLY**
  - Pyramids of biomass **TRIPLE ONLY**
  - Biomass transfer **TRIPLE ONLY**

AQA	Chemistry - GCSE
PAPER	Combined Science Chemistry Paper 1 and 2 <u>or</u> GCSE Chemistry Paper 1 & 2 BBC Bitesize: <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Chemistry (Single Science) - BBC Bitesize</a> TASSOMAI: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a>
DATE OF SUMMER EXAM	Paper 1 – 18 <sup>th</sup> May 2026 Paper 2 – 12 <sup>th</sup> June 2026
Tick/date/done	TOPICS TO BE REVISED

Paper 1:	
<ul style="list-style-type: none"> <li>○ Atoms, elements and compounds</li> <li>○ Mixtures and separating mixtures</li> <li>○ Development of the model of the atom</li> <li>○ Structure of the atom</li> <li>○ The periodic table</li> <li>○ Metals and non-metals</li> <li>○ Group 0, 1 and 7</li> <li>○ Transition metals <b><u>TRIPLE ONLY</u></b></li> </ul>	<ul style="list-style-type: none"> <li>○ Bonding</li> <li>○ Ionic bonding and properties of ionic compounds</li> <li>○ Covalent bonding and properties of covalent compounds (small molecules, giant covalent structures)</li> <li>○ Metallic bonding</li> <li>○ States of matter</li> <li>○ Metals and alloys</li> <li>○ Carbon structures</li> <li>○ Particles and nanoparticles <b><u>TRIPLE ONLY</u></b></li> </ul>
<ul style="list-style-type: none"> <li>○ Conservation of mass</li> <li>○ Relative formula mass</li> <li>○ Mass Changes when the reactant or product is a gas</li> <li>○ Moles</li> <li>○ Amount of substances in equations</li> </ul>	
<ul style="list-style-type: none"> <li>○ Balancing equations using moles</li> <li>○ Limiting reactants</li> <li>○ Percentage yield and atom economy</li> <li>○ Titrations (TRIPLE ONLY)</li> <li>○ Reactivity series and metal oxides</li> <li>○ Extracting metals and reduction</li> <li>○ Oxidation and reduction in terms of electrons</li> <li>○ Reactions of metals and acids</li> </ul>	<ul style="list-style-type: none"> <li>○ Neutralisations of acids and salt production</li> <li>○ Soluble salts</li> <li>○ pH Scale and neutralisations</li> <li>○ Titrations (TRIPLE ONLY)</li> <li>○ Strong and weak acids</li> <li>○ Electrolysis and half equations</li> <li>○ REQUIRED PRACTICALS – Making salts, Electrolysis</li> </ul>
Paper 2:	
<b>Chemistry topics to revise (tick when complete!)</b>	
<ul style="list-style-type: none"> <li>○ <i>Rates of reaction</i></li> <li>○ <i>Factors affecting rates of reaction</i></li> <li>○ <i>Measuring rates of reaction</i></li> <li>○ <i>REQUIRED PRACTICAL – measuring rate of reaction (two practicals)</i></li> <li>○ <i>Finding reaction rates from graphs</i></li> <li>○ <i>Reversible reactions</i></li> <li>○ <i>Le Chatelier's Principle</i></li> <li>○ <i>Hydrocarbons</i></li> <li>○ <i>Fractional distillation</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Uses and cracking of crude oil</i></li> <li>○ <i>Alkenes</i></li> <li>○ <i>Reactions of alkenes <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Addition polymers <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Alcohols <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Carboxylic acids <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Condensation polymerisation <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Naturally occurring polymers <b><u>TRIPLE ONLY</u></b></i></li> </ul>
<ul style="list-style-type: none"> <li>○ <i>Purity and formulations</i></li> <li>○ <i>Chromatography</i></li> <li>○ <i>Tests for gases</i></li> <li>○ <i>Tests for anions and cations <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Flame emission spectroscopy <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Evolution of the atmosphere</i></li> <li>○ <i>Greenhouse gases and climate change</i></li> <li>○ <i>Air pollution</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Ceramics, composites and polymers <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Re-use and recycling</i></li> <li>○ <i>Life cycle assessments</i></li> <li>○ <i>Potable water</i></li> <li>○ <i>Waste water treatment</i></li> <li>○ <i>The Haber process <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>NPK Fertilisers <b><u>TRIPLE ONLY</u></b></i></li> </ul>

AQA	Physics - GCSE	
PAPER	Combined Science Physics Paper 1 and 2 <u>or</u> GCSE Physics Paper 1 and 2 BBC Bitesize: <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a> OR <a href="#">GCSE Physics (Single Science) - BBC Bitesize</a> TASSOMAI: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a>	
DATE OF SUMMER EXAM	Paper 1 – 2 <sup>nd</sup> June 2026 Paper 2 – 15 <sup>th</sup> June 2026	
Tick/date/done	<b>TOPICS TO BE REVISED</b> IMPORTANT – YOU WILL BE GIVEN AN ENHANCED FORMULA SHEET IN THE EXAM, SO DON'T WASTE TIME MEMORISING THEM!	
<b>Paper 1:</b>		
<ul style="list-style-type: none"> <li>○ Energy stores and systems</li> <li>○ Changes in energy (KE, GPE, elastic potential energy)</li> <li>○ Thermal energy and specific heat capacity</li> <li>○ Energy transfers and efficiency</li> <li>○ National and global energy resources</li> <li>○ REQUIRED PRACTICALS – Specific heat capacity, Thermal insulators</li> </ul>	<ul style="list-style-type: none"> <li>○ Circuit diagram symbols</li> <li>○ Electrical charge and current</li> <li>○ Current, resistance and potential difference</li> <li>○ Resistors</li> <li>○ LDRs and thermistors</li> <li>○ Series and parallel circuits</li> </ul>	
<ul style="list-style-type: none"> <li>○ DC and AC</li> <li>○ Mains electricity</li> <li>○ Power</li> </ul>	<ul style="list-style-type: none"> <li>○ The national grid</li> <li>○ Static charge and electric fields <b><u>TRIPLE ONLY</u></b></li> <li>○ REQUIRED PRACTICALS – Investigating I-V characteristics</li> </ul>	
<ul style="list-style-type: none"> <li>○ Density</li> <li>○ Changes of state</li> <li>○ Internal energy</li> <li>○ Specific latent heat</li> <li>○ Particle motion in gases</li> <li>○ Pressure in gases and increasing the pressure of gases <b><u>TRIPLE ONLY</u></b></li> <li>○ REQUIRED PRACTICALS – Investigating density</li> <li>○ The structure of the atom</li> <li>○ Mass number, atomic number and isotopes</li> </ul>	<ul style="list-style-type: none"> <li>○ Development of the model of the atom</li> <li>○ Radioactive decay</li> <li>○ Nuclear radiation and uses of nuclear radiation</li> <li>○ Nuclear equations</li> <li>○ Half-life and radioactive decay</li> <li>○ Radioactive contamination</li> <li>○ Hazards of radiation – background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation <b><u>TRIPLE ONLY</u></b></li> <li>○ Nuclear fission and fusion <b><u>TRIPLE ONLY</u></b></li> </ul>	
<b>Paper 2:</b>		
<ul style="list-style-type: none"> <li>○ <i>Contact and non-contact forces</i></li> <li>○ <i>Weight, mass and gravity</i></li> <li>○ <i>Resultant forces and work done</i></li> <li>○ <i>Calculating forces</i></li> <li>○ <i>Forces and elasticity</i></li> <li>○ <i>Moments <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Upthrust and atmospheric pressure <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>REQUIRED PRACTICAL - Investigating Springs</i></li> <li>○ <i>Distances, displacement, speed and velocity</i></li> <li>○ <i>Acceleration</i></li> <li>○ <i>Distance-time and velocity-time graphs</i></li> <li>○ <i>Newton's first, second and third laws</i></li> <li>○ <i>Inertia and Newton's third law</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>REQUIRED PRACTICAL – acceleration</i></li> <li>○ <i>Images and Ray Diagrams <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Concave lenses and magnification <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Visible light <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Infrared radiation and temperature <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Black body radiation <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Sound waves <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Ultrasound <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Exploring structures using waves <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Permanent and induced magnets</i></li> <li>○ <i>Electromagnetism</i></li> <li>○ <i>The motor effect</i></li> </ul>	
<ul style="list-style-type: none"> <li>○ <i>Stopping distances</i></li> <li>○ <i>Reaction times</i></li> <li>○ <i>Transverse and longitudinal waves</i></li> <li>○ <i>REQUIRED PRACTICAL – Wave speed Ripple tank <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Electromagnetic waves and refraction</i></li> <li>○ <i>REQUIRED PRACTICAL – Light (reflection and refraction) <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Radio waves</i></li> <li>○ <i>EM waves and their uses</i></li> <li>○ <i>Dangers of EM waves</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Lenses <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Electric motors</i></li> <li>○ <i>Loud speakers <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>The generator effect <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Generators and microphones <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Transformers <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>The life cycle of stars <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>The solar system and orbits <b><u>TRIPLE ONLY</u></b></i></li> <li>○ <i>Red-shift and the big bang <b><u>TRIPLE ONLY</u></b></i></li> </ul>	



AQA	French
PAPER	Foundation or Higher Speaking, Listening, Reading and Writing
DATE OF SUMMER EXAM	<b>Speaking</b> 21 <sup>st</sup> , 27 <sup>th</sup> & 28 <sup>th</sup> April 2026 <b>Listening &amp; Reading:</b> Wednesday 20 <sup>th</sup> May 2026 <b>Writing:</b> Monday June 4 <sup>th</sup> 2026
Tick/date/done	<b>TOPICS TO BE REVISED</b>
	<p><b>Theme 1: People and Lifestyle:</b></p> <ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Healthy living and lifestyle</li> <li>• Education and work</li> </ul> <p><b>Theme 2: Popular Culture:</b></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Customs, festivals, and celebrations</li> <li>• Celebrity culture</li> </ul> <p><b>Theme 3: Communication and the World Around Us:</b></p> <ul style="list-style-type: none"> <li>• Travel and tourism including places of interest</li> <li>• Media and technology</li> <li>• Environment and where people live</li> </ul>
Main websites/apps to use	<a href="https://padlet.com/spichout/7jaadm3vtzbavzb">https://padlet.com/spichout/7jaadm3vtzbavzb</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a> Others: <a href="https://www.bbc.co.uk/bitesize/subjects/z9dqxn">https://www.bbc.co.uk/bitesize/subjects/z9dqxn</a> <a href="https://revisionworld.com/gcse-revision/french">https://revisionworld.com/gcse-revision/french</a> <a href="https://quizlet.com/join/BxjQnM2mj?i=36289d&amp;x=1bqt">https://quizlet.com/join/BxjQnM2mj?i=36289d&amp;x=1bqt</a> Teams homepage
Useful hints and tips	<b>Revising</b> your GCSE paragraphs on Teams/OneNote. These have been marked by your class teacher. You should ensure that you have responded to feedback on how to improve/CTG your paragraphs before you begin to make <b>flashcards</b> and <b>learn</b> your material.



AQA	German AQA
<b>PAPER</b> (number &/or details/description)	Foundation or Higher Speaking, Listening, Reading and Writing
<b>DATE OF SUMMER EXAM</b>	<b>Speaking</b> Monday 28 <sup>th</sup> April or Tuesday 29 <sup>th</sup> April by appointment <b>Listening &amp; Reading:</b> Thursday 7 <sup>th</sup> May (1Hr45 higher in total),(1Hr 20 foundation total) <b>Writing:</b> Thursday 14 <sup>th</sup> May (1h 20 higher / 1hr 05 foundation) If you are a dual linguist, check the dates of your other language with your teacher and the exams officer.
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<b>Theme 1: People and Lifestyle:</b> <ul style="list-style-type: none"> <li>• Identity and relationships with others</li> <li>• Healthy living and lifestyle</li> <li>• Education and work</li> </ul> <b>Theme 2: Popular Culture:</b> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Customs, festivals, and celebrations</li> <li>• Celebrity culture</li> </ul> <b>Theme 3: Communication and the World Around Us:</b> <ul style="list-style-type: none"> <li>• Travel and tourism including places of interest</li> <li>• Media and technology</li> <li>• Environment and where people live</li> </ul>
<b>Main websites/apps to use</b>	<a href="https://www.bbc.co.uk/bitesize/examspecs/z6t9fdm">https://www.bbc.co.uk/bitesize/examspecs/z6t9fdm</a> <a href="https://padlet.com/jmoore506/revision-padlet-german-gcse-aqa-8662-r6znbyu8vcg9jbsw">https://padlet.com/jmoore506/revision-padlet-german-gcse-aqa-8662-r6znbyu8vcg9jbsw</a> <a href="https://quizlet.com">https://quizlet.com</a> <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a> <a href="https://www.aqa.org.uk/subjects/german/gcse/german-8662/specification">https://www.aqa.org.uk/subjects/german/gcse/german-8662/specification</a>
<b>Useful hints and tips</b>	<b>Revising your GCSE paragraphs (Teams/OneNote)</b> Please take a look at the paragraphs your teacher has marked. Before you start making flashcards or memorising content, make sure you have responded to all feedback and completed your CTG improvements. <b>Preparation &amp; Planning</b> Speaking & Writing: Use your class revision booklets and the provided proformas to help you prepare. Try to learn little and often to help you to memorise key phrases. <b>Stay Organised:</b> There is a revision timetable posted on Teams to help you plan your weekly topics and stay on track. You can also use the links above.



AQA	Spanish
<b>PAPER</b>	Paper 1: Listening (25%) Paper 2: Speaking (25%) Paper 3: Reading (25%) Paper 4: Writing (25%)
<b>DATE OF SUMMER EXAM</b>	Speaking: 27 <sup>th</sup> & 28 <sup>th</sup> April 2026 Writing: 16 <sup>th</sup> June Listening: 9 <sup>th</sup> June Reading: 9 <sup>th</sup> June
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Theme 1: People and Lifestyle:</b></p> <ul style="list-style-type: none"> <li>• Identity and relationships (yourself, your family, future family plans)</li> <li>• Healthy living (diet, exercise, drugs and alcohol)</li> <li>• Education and work (your studies, teachers, school, and future ambitions)</li> </ul> <p><b>Theme 2: Popular Culture:</b></p> <ul style="list-style-type: none"> <li>• Free time and leisure</li> <li>• Customs, festivals, and celebrations</li> <li>• Celebrity culture</li> </ul> <p><b>Theme 3: Communication and the World Around Us:</b></p> <ul style="list-style-type: none"> <li>• Travel and tourism (holidays in all time frames)</li> <li>• Media and technology (phone habits and social media opinions)</li> <li>• Environment and where you live (including global issues and what you do/did/will do to help)</li> </ul>
<b>Main websites/apps to use</b>	<a href="https://padlet.com/lodonnell38/cx5y3zftqluf5oz">https://padlet.com/lodonnell38/cx5y3zftqluf5oz</a> <a href="http://www.languagenut.com">www.languagenut.com</a> <a href="http://www.quizlet.com">www.quizlet.com</a> (Link on Teams!) <a href="http://www.memrise.com">www.memrise.com</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw">https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw</a> <a href="https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698">https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698</a> <a href="https://revisionworld.com/gcse-revision/spanish">https://revisionworld.com/gcse-revision/spanish</a>
<b>Useful hints and tips</b>	<p><b>Memorising</b> your GCSE paragraphs on Teams/OneNote. These have been marked by your class teacher. You should ensure that you have responded to feedback on how to improve/CTG your paragraphs before you begin to make <b>flashcards</b> and <b>learn</b> your material.</p> <p>Use your speaking booklet and check the assignment on Teams for revision tasks.</p> <p>Make sure to use the links about to revise Listening and Reading and spend time <b>every week</b> revising as the exams are very late.</p>



<b>AQA</b>	<b>Geography</b>
<b>PAPER</b>	Paper 1 – Living with the physical environment Paper 2 – Challenges in the human environment Paper 3 – Geographical Applications
<b>DATE OF SUMMER EXAM</b>	Paper 1- Wednesday 13 <sup>th</sup> May (AM) Paper 2- Wednesday 3 <sup>rd</sup> June (PM) Paper 3- Thursday 11 <sup>th</sup> June (AM)
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Unit Contents – Paper 1</b></p> <p><b>Section A: Challenge of Natural Hazards</b>            Tectonic Hazards            Weather Hazards            Climate Change</p> <p><b>Section B: The Living World</b>            Ecosystems            Tropical Rainforests            Hot Deserts/Cold environments</p> <p><b>Section C: Physical Landscapes of the UK</b>            Coastal landscapes in the UK            River landscapes in the UK            Glacial landscapes in the UK            (DON'T DO Cold Environments or Glacial landscapes in the UK)</p> <p><b>Unit Contents – Paper 2</b></p> <p><b>Section A: Urban Issues and Challenges.</b>            Urban Challenges in a LIC/NEE (Rio de Janeiro as a case study)            Urban Challenges in the UK (London as a case study)            Sustainable urban living (Curitiba and London)</p> <p><b>Section B: The Changing Economic World</b>            Development Gap and Reducing the global development gap            Economic Development in a LIC/NEE (Nigeria as a case study)            Economic Change in the UK</p> <p><b>Resource Management</b>            Qu.3 Resource Management in the UK (Food, Water and Energy)            Qu.4 Food Management            Qu.5 Water Management            Qu.6 Energy Management            (DON'T DO Qu 4 FOOD OR Qu 6 ENERGY)</p> <p>Unit Contents – Paper 3</p> <p><b>Section A: Issue Evaluation based on the pre-release resource booklet issued by the exam board.</b></p> <p><b>Section B: Fieldwork</b>            General Fieldwork questions            Physical fieldwork: Impact of coastal management on beach profile and sediment in Dunwich/Aldeburgh.            Human fieldwork: Impact of growth of commuter settlement (Swavesey).</p>

<p><b>Main websites/apps to use</b></p>	<p><a href="http://www.tassomai.com">www.tassomai.com</a></p> <p>Students are expected to complete <b>3-4 Tassomai daily challenges per week</b> to support with their knowledge recall.</p> <p>BBC bitesize:  <a href="https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc">https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc</a></p>
<p><b>Useful hints and tips</b></p>	<p>Paper 1 and 2 are exams where revision is needed. Your SVC revision guide has all the information from your case studies, and this should be used with the topic summary sheets given to you by your teacher.</p> <p>Students should complete the summary topic templates for all topics prior to the exam.</p> <p>Students will have access to a sample exam paper to complete in their own time and a pre-recorded PowerPoint with a teacher discussing success criteria and answers to each question so they know what to expect. This is available on their class Teams area.</p> <p>Paper 3 is a skills exam so less revision is needed as you will have a fresh copy of the pre-release to use in the exam.</p> <p>There are targeted afterschool sessions running to support students with their exam technique. If students are worried about their exam technique, they should contact their teacher to arrange a place on them.</p>
<p><b>NOTES</b></p>	



Edexcel	History
<b>PAPER</b>	<b>Paper 1, 1hr 20mins:</b> Medicine in Britain c1250-present & WW1 <b>Paper 2, 1hr 50mins:</b> Anglo-Saxon and Norman England c1060-1088 & Superpower relations and the Cold War, 1941–91 <b>Paper 3, 1hr 30mins:</b> USA, 1954-75: Conflict at home and abroad
<b>DATE OF EXAM</b>	Paper 1 15 <sup>th</sup> May AM; Paper 2 4 <sup>th</sup> June AM; Paper 3 9 <sup>th</sup> June PM
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Paper 1 Medicine in Britain c1250-present &amp; WW1 historic environment</b>  <b>Time periods covered:</b></p> <ul style="list-style-type: none"> <li>•Medieval Medicine 1250-1500</li> <li>•Renaissance Medicine 1500-1700</li> <li>•Industrial Medicine: C18th and C19th, 1700-1900</li> <li>•Modern Medicine 1900-present</li> <li>•Historic Environment: British Sector of the Western Front 1914-1918</li> </ul> <p><b>What to study?</b>            For specifics you can use the check lists in the revision resources link on teams. In general, for each period, you need to know:</p> <ul style="list-style-type: none"> <li>•Ideas about causes of disease and illness</li> <li>•Treatment of illness and disease, prevention of illness and disease and care of the sick</li> <li>•Case studies – these are specific to each period</li> <li>•Injuries, treatment, and the trenches on the Western Front</li> <li>•Knowledge, selection, and use of sources for historical enquiries</li> </ul> <p><b>Paper 2 Anglo-Saxon and Norman England 1060-1088</b>  <b>Key topics to cover:</b></p> <ul style="list-style-type: none"> <li>•Anglo-Saxon England and the Norman Conquest, 1060–66</li> <li>•William I in power: Securing the kingdom, 1066-87</li> <li>•Norman England, 1066-88</li> </ul> <p><b>What to study?</b>            For specifics you can use the check lists in the revision resources link on teams. In general, you need to know:</p> <ul style="list-style-type: none"> <li>•Anglo-Saxon England, the last years of Edward the Confessor and the succession crisis</li> <li>•Rival claims for the throne and the Norman invasion</li> <li>•William establishing control, Anglo-Saxon resistance and the legacy, Revolt of the Earls 1075</li> <li>•Feudal system and Norman change to the Church</li> <li>•Norman government and Norman aristocracy</li> <li>•William I and his sons, succession crisis and rebellion</li> </ul>

	<p><b>Paper 2 Superpower relations and the Cold War, 1941–91</b></p> <p><b>Key topics to cover:</b></p> <ul style="list-style-type: none"> <li>•The origins of the Cold War, 1941-58</li> <li>•Cold War Crises, 1958-70</li> <li>•The end of the Cold War, 1970-91</li> </ul> <p><b>What to study?</b></p> <p>For specifics you can use the check lists in the revision resources link on teams. In general, you need to know:</p> <ul style="list-style-type: none"> <li>•1941-58: Early tensions between East and West; Development of the Cold War; Cold War intensifies</li> <li>•1958-70: Increased tension between East and West; Cold War crises; Reaction to Crisis</li> <li>•1970-91: Attempts to reduce tension between East and West; Flashpoints; The collapse of the Soviet control and Eastern Europe</li> </ul> <p><b>Paper 3 USA, 1954-75: Conflict at home and abroad</b></p> <p><b>Key topics to cover:</b></p> <ul style="list-style-type: none"> <li>•The development of the civil rights movement, 1954-60</li> <li>•Protest, progress, and radicalism, 1960-75</li> <li>•US involvement in the Vietnam war, 1954-75</li> </ul> <p><b>What to study?</b></p> <p>For specifics you can use the check lists in the revision resources link on teams. In general, you need to know:</p> <ul style="list-style-type: none"> <li>•The position of Black Americans in the early 1950s and Opposition to the Civil rights movement</li> <li>•Progress in education and the Montgomery Bus Boycott and its impact</li> <li>•Progress 1960-62 and peaceful protests and their impact 1963-65</li> <li>•Malcolm X and Black Power 1963-70 and the civil rights movement 1965-75</li> <li>•Reasons for US involvement in Vietnam 1954-63 and escalation of the conflict under Johnson</li> <li>•Nature of the conflict in Vietnam</li> <li>•Changes under Nixon and the peace process and end of the war</li> <li>•Opposition and support for the war</li> <li>•Reasons for the failure of the war</li> </ul>
<p><b>Main websites/apps to use</b></p>	<p>There is a link on Teams to department resources for revision. This folder has videos covering content and exam technique for all topics, practise papers/ questions, revision resources including checklists and tasks.</p> <p>The 100 days plan, that was given out, that breaks down all the topics to revise</p> <p>Knowledge: <a href="https://www.tassomai.com/">https://www.tassomai.com/</a>  <a href="https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j">https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j</a>  <a href="https://www.youtube.com/@mrclokehistory/playlists">https://www.youtube.com/@mrclokehistory/playlists</a></p>
<p><b>Useful hints and tips</b></p>	<p>Use revision guides given in school to review how to answer the questions.</p> <p><b>FOCUSED</b> – no distractions</p> <p><b>LONG-TERM</b> – start as soon as you can and plan it</p> <p><b>ACTIVE</b> – engage your brain, use practice exams, test yourself</p> <p><b>TRANSFORMED</b> – turn learning into a different format. Mind maps, flashcards, cornell notes, timelines, podcasts, mnemonics, powerpoints, teach others etc.</p>



<b>OCR</b>	<b>Computer Science</b>
<b>PAPER</b>	Paper 1 – Computer Systems Paper 2 – Computational thinking, Algorithms and Programming
<b>DATE OF SUMMER EXAM</b>	Paper 1 – Monday 12 <sup>th</sup> May Paper 2 – Tuesday 20 <sup>th</sup> May
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>J277/01: Computer systems</b></p> <p>This component will assess:</p> <ul style="list-style-type: none"> <li>• 1.1 Systems architecture</li> <li>• 1.2 Memory and storage</li> <li>• 1.3 Computer networks, connections, and protocols</li> <li>• 1.4 Network security</li> <li>• 1.5 Systems software</li> <li>• 1.6 Ethical, legal, cultural, and environmental impacts of digital technology</li> </ul> <p><b>J277/02: Computational thinking, algorithms, and programming</b></p> <p>This component will assess:</p> <ul style="list-style-type: none"> <li>• 2.1 Algorithms</li> <li>• 2.2 Programming fundamentals</li> <li>• 2.3 Producing robust programs</li> <li>• 2.4 Boolean logic</li> <li>• 2.5 Programming languages and Integrated Development Environments</li> </ul>
<b>Main websites/apps to use</b>	SenecaLearning.com eRevision.uk
<b>Useful hints and tips</b>	See specification on Teams for detailed breakdown of the contents of each section



<b>OCR</b>	<b>Creative iMedia</b> (OCR Level 1/2 Cambridge National Certificate in Creative iMedia J834)
<b>PAPER</b>	Written exam – 1 hour 30 minutes R093 – Creative iMedia in the media industry
<b>DATE OF SUMMER EXAM</b>	Monday 9 <sup>th</sup> June
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<ul style="list-style-type: none"> <li>1.1 Media industry sectors and products</li> <li>1.2 Job roles in the media industry.</li> <li>2.1 How style content, and layout are linked to purpose.</li> <li>2.2 Client requirements and how they are defined.</li> <li>2.3 Audience demographics and segmentation</li> <li>2.4 Research methods, sources, and types of data</li> <li>2.5 Media codes used to convey meaning, create impact and/or engage audiences.</li> <li>3.1 Work planning</li> <li>3.2 Documents used to support ideas generation.</li> <li>3.3 Documents used to design and plan media products.</li> <li>3.4 The legal issues that affect media. <ul style="list-style-type: none"> <li>3.4.2 Intellectual property rights</li> <li>3.4.3 Regulation, certification, and classification</li> <li>3.4.4 Health and safety</li> </ul> </li> <li>4.1 Distribution platforms and media to reach audiences.</li> <li>4.2 Properties and formats of media files</li> </ul>
<b>Main websites/apps to use</b>	eRevision.uk + Files section on Teams
<b>Useful hints and tips</b>	See specification on Teams for detailed breakdown of the contents of each section



OCR	GCSE PE
<b>PAPER</b>	Paper 1 – Physical Factors Affecting Performance Paper 2 – Socio-cultural Issues and Sports Psychology
<b>DATE OF EXAM</b>	Paper 1 – Friday 22nd May Paper 2 – Monday 1 <sup>st</sup> June
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>Paper 1 ‘Applied anatomy and physiology, Physical training’</p> <ul style="list-style-type: none"> <li>▪ 1.1.a. The structure and function of the skeletal system</li> <li>▪ 1.1.b. The structure and function of the muscular system</li> <li>▪ 1.1.c. Movement analysis</li> <li>▪ 1.1.d. The cardiovascular and respiratory systems</li> <li>▪ 1.1.e. Effects of exercise on body systems</li> <li>▪ 1.2.a. Components of fitness</li> <li>▪ 1.2.b. Applying the principles of training</li> <li>▪ 1.3.c. Preventing injury in physical activity and training</li> </ul> <p>Paper 2 ‘Socio-cultural influences, Sports psychology, Health, fitness and well-being’</p> <ul style="list-style-type: none"> <li>▪ 2.2.a. Engagement patterns of different social groups in physical activities and sports</li> <li>▪ 2.1.b. Commercialisation of physical activity and sport</li> <li>▪ 2.1.c. Ethical and socio-cultural issues in physical activity and sport</li> <li>▪ 2.2 Sports psychology</li> <li>▪ 2.3 Health, fitness and well-being</li> </ul>
<b>Main websites/apps to use</b>	<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> <a href="https://www.bbc.co.uk/bitesize/examspecs/ztrcg82">https://www.bbc.co.uk/bitesize/examspecs/ztrcg82</a> <a href="#">The PE Classroom – Pathway to PE Success</a>
<b>Useful hints and tips</b>	<p><b>Parents please support pupils with their revision.</b></p> <p><b>Some useful ways to revise:</b></p> <p><b>Use revision cards.</b> These can be made by pupils for each topic or you can buy them off Amazon (CGP GCSE PE Revision cards – see Suggested Purchases section). Pupils should have these for each topic and may wish to colour-code each pack depending on the topic area or paper it relates to.</p> <p><b>How to make a revision card:</b> On one side of the card write some questions relating to the topic and number each one. Make sure each question has a line spacing between it and the next question. On the other side write the answer to the question and number the answer to match it up to the question number. Again space out the answers so there is a line spacing between each one.</p> <p><b>How to use revision cards:</b> Self-Quizzing: Ask yourself one question at a time out loud and give a verbal response out loud. Go through each question on the card in this way. When you have gone through all questions, check your answers on the other side. If you got some wrong, read through the answers and then start the process again. Continue this process until you have answered all questions correctly. Then move on to the next card in the topic. You can also do this process with someone else testing you.</p> <p><b>Practice Examination technique</b> by completing past papers under timed examination conditions (1mark = 1min). Remember to focus on structuring your answers based on the assessment criteria for AO1, AO2 and AO3.</p> <p>Past papers and mark schemes:  <a href="https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/assessment/</a></p> <p><b>Make ‘Mind Maps’</b> for each topic to show the information you know clearly. This will also help you understand what you don’t know in order to focus revision in those areas.</p>



<b>OCR</b>	<b>Cambridge Nationals – Sport Studies</b>
<b>PAPER</b>	Contemporary Issues
<b>DATE OF EXAM</b>	Friday 8 <sup>th</sup> May
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p>Topic 1 – Issues Which Affect Participation in Sport</p> <ul style="list-style-type: none"> <li>• User groups</li> <li>• Possible barriers</li> <li>• Solutions to barriers</li> <li>• Factors that can positively or negatively affect participation</li> <li>• Emerging sports</li> </ul> <p>Topic 2 – The role of sport in promoting values</p> <ul style="list-style-type: none"> <li>• Sport Values</li> <li>• Olympics and Paralympics</li> <li>• Initiatives and Campaigns</li> <li>• Etiquette and Sporting Behaviour (Performers and Spectators)</li> <li>• Performance Enhancing Drugs in Sport</li> </ul> <p>Topic 3 – The implications of hosting a major sporting event for a city or country.</p> <ul style="list-style-type: none"> <li>• Features of a major sporting event</li> <li>• Positive and negative pre-event aspects of hosting a major event</li> <li>• Potential positive and negative aspects of hosting a major event</li> </ul> <p>Topic 4 – The role National Governing Bodies (NGBs) play in the development of their sport.</p> <ul style="list-style-type: none"> <li>• What NGBs do for their sport</li> </ul> <p>Topic 5 – The use of technology in sport</p> <ul style="list-style-type: none"> <li>• The role of technology in sport</li> <li>• Positive and negative effects of the use of technology in sport</li> </ul>
<b>Main websites/apps to use</b>	PE Classroom – <a href="https://thepeclassroom.com">https://thepeclassroom.com</a>
<b>Useful hints and tips</b>	<p><b>Parents please support pupils with their revision. Some useful ways to revise:</b></p> <p><b>Use revision cards (buy from supermarkets)</b> Self-Quizzing: Ask yourself one question at a time out loud and give a verbal response out loud. Go through each question on the card in this way. When you have gone through all questions, check your answers on the other side. If you got some wrong, read through the answers and then start the process again. Continue this process until you have answered all questions correctly. Then move on to the next card in the topic. You can also do this process with someone else testing you.</p> <p><b>Practice Examination technique</b> by completing past papers under timed examination conditions (1mark = 1min). Past papers and mark schemes: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/assessment/">https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/assessment/</a></p> <p><b>Make ‘Mind Maps’</b> for each topic to show the information you know clearly. This will also help you understand what you don’t know in order to focus revision in those areas.</p>



Cambridge National	<b>Child Development</b>
<b>PAPER</b>	<b>R057: Health and well-being for child development</b> 70 Marks, 1hr 15mins
<b>DATE OF EXAM</b>	Tuesday 19 <sup>th</sup> May Afternoon
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>TA1 – Pre-conception health and Reproduction</b></p> <p>1.1 Factors affecting pre-conception health for men and women  1.2 Other factors affecting the pre-conception health for women  1.3 Types of contraception methods – advantages/disadvantages  1.4 The structure and function of the reproductive systems  1.5 How reproduction takes place  1.6 Signs and symptoms of pregnancy</p> <p><b>TA2 – Antenatal care and preparation for birth</b></p> <p>2.1 The purpose and importance of antenatal clinics  2.2 Screening and diagnostic tests  2.3 The purpose and importance of antenatal classes  2.4 The choices available for delivery  2.5 The role of the birth partner in supporting the mother  2.6 Methods of pain relief in labour  2.7 The signs labour has started  2.8 The three stages of labour and their physiological changes  2.9 Methods of assisted birth</p> <p><b>TA3 – Postnatal checks, care and the conditions for development</b></p> <p>3.1 Postnatal Checks  3.2 Postnatal care of the mother and baby  3.3 The development needs of children from birth to five years</p> <p><b>TA4 – Childhood illnesses and a child safe environment</b></p> <p>4.1 Recognise general signs and symptoms of illness in children  4.2 How to meet the needs of an ill child  4.3 How to ensure a child-friendly safe environment</p>
<b>Main websites/apps to use</b>	<p>Exam practice work booklets provided to you by Mrs Grey. Answer booklet posted on TEAMS.</p> <p>Past papers and flash cards provided by Mrs Grey.</p> <p>Revision Guides on Amazon:  <a href="#">Cambridge National in Child Development Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals)</a> £10.95  <a href="#">My Revision Notes: Level 1/Level 2 Cambridge National in Child Development: Second Edition</a> £9.99</p> <p>There are some quizzes on Kahoot and Blooket but may be more aimed at the old course where content is slightly different.</p> <p>All lesson materials are on TEAMS under R057</p> <p>Use your old end of unit tests to look at answers you got wrong</p>
<b>Useful hints and tips</b>	<p>Use the workbooklet to practice answering questions alongside the answer booklet on TEAMS.</p> <p>Make sure that you read the number of marks per question to see that you have included enough in the answer.</p> <p>Do a small plan for the 6 and 8 mark answers to ensure that you have included enough points – explain each point and cross it off as you go along.</p> <p>Do not put more than one answer on a line for one mark answers as the first answer only will count.</p> <p>Look at pictures and diagrams carefully and use the information provided to you to answer the question.</p>



VTCT	<b>Hair and Beauty</b>
Assessment by examination(120 mins)	<b>UC090:</b> Business and entrepreneurship in the Hair and Beauty sector <b>UC091:</b> Anatomy, Physiology and Cosmetic Science
<b>Date of exam</b>	Wednesday 6 <sup>th</sup> May
<b>tick/date/done</b>	<p><b>Topics to be revised:</b></p> <p><b>UC090: Business and entrepreneurship in the Hair and Beauty sector</b></p> <ul style="list-style-type: none"> <li>• The purpose of a business</li> <li>• Business structures and their advantages/disadvantages</li> <li>• Types of Hair and Beauty business's</li> <li>• Common services within Hair and Beauty business's</li> <li>• Business links within the Hair and Beauty sector</li> <li>• Career pathways and progression opportunities</li> <li>• Hair and Beauty's contribution to the Hair and Beauty sector</li> <li>• Legislation and working practices that influence the Hair and Beauty sector</li> <li>• Environmental influences on Hair and Beauty business's</li> <li>• Historical development of the Hair and Beauty industry over the past 50 years. (Egyptian – 21<sup>st</sup> century)</li> <li>• Entrepreneurship and the characteristics and objectives of an entrepreneur</li> <li>• Identifying a business opportunity and how to create a business plan</li> <li>• Marketing (4 P's, types of research available, niche/mass marketing)</li> </ul> <p><b>UC091: Anatomy, Physiology and Cosmetic Science</b></p> <ul style="list-style-type: none"> <li>• The function of common cosmetic ingredients (eg, example of a preservative and what is its role in a cosmetic product) and ingredients that are derived from animals.</li> <li>• How the cosmetic industry test for the safety of ingredients (animal, non-animal testing methods)</li> <li>• PH values of the hair and skin and cosmetic products</li> <li>• Types of cosmetic product (skin, makeup, styling, shaving and nails)</li> <li>• Structure of the hair, skin and nail. (you need to be able to label the diagrams and know the structures and appendages)</li> <li>• Common diseases and disorders of the hair, skin and nail. Infectious and non-infectious</li> <li>• Characteristics of different hair and skin types inc the difference between male and female skin.</li> <li>• Functions of the skin (absorbency, thickness, heat regulation and water retention)</li> <li>• Intrinsic and extrinsic factors that affect the integumentary system.</li> <li>• How products have developed from Ancient Egyptians to 21<sup>st</sup> century.</li> <li>• How to develop a product (formulation, packaging, quality and compliance)</li> <li>• Specialists involved (toxicologists, microbiologists, chartered chemists)</li> <li>• Formulation (compatibility, stability, preservation, solvents, emulsions)</li> <li>• Regulations (trades description, data protection, health and safety, cosmetic product regs, enforcement regs)</li> <li>• Environmental sustainability of cosmetic, inc the packaging and manufacturing. (vegan, natural, hypoallergenic, cruelty free, organic, alcohol free, dermatologically tested. Refillable, reusable, plastic free, bars instead of bottles, renewable energy sources V non-renewable sources)</li> <li>• PETA- organisation that campaigns against the use of animal testing in the cosmetic industry</li> <li>• Effects on the environment (impact of palm oil farming, air pollution, landfill, pollution of waterways and oceans, and non-biodegradable chemicals such as single use plastics, microbeads and toxic chemicals such as acetone and formaldehyde)</li> </ul>
<b>Links/Revision sources</b>	Year 11 revision booklet, School notes from yr9-11, Blooket revision quizzes, Mock NEA, Mock exam All this is available on teams, you have been given hard copies and parents/carers received links as well. <b>MAKE SURE YOU USE YOUR COMMAND VERB BOOKLET WHEN REVISING. UNDERSTAND THE DIFFERENCE BETWEEN: OUTLINE, DESCRIBE, APPRAISE, EVALUATE, COMPARE</b>



Edexcel	<b>Health and Social Care</b>
<b>PAPER</b>	Component 3 – Health and Wellbeing (2 hours)
DATE OF EXAM	Monday 5 <sup>th</sup> May
Tick when done	<b>TOPICS TO BE REVISED</b>
	<p>This external component 3 builds on knowledge and understanding acquired and developed in Components 1 and 2. Learners will apply their knowledge and understanding of human lifespan development and life events, sources and types of support, health and social care services, the skills, attributes and values that contribute to care and the barriers and personal obstacles to accessing services.</p> <p><b>Component 3- Topics for revision</b></p> <p><b><i>A Factors that affect health and wellbeing</i></b></p> <p>-A1 Factors affecting health and wellbeing</p> <p><b><i>B Interpreting health indicators</i></b></p> <p>-B1 Physiological indicators</p> <p>-B2 Lifestyle indicators</p> <p><b><i>C Person-centred approach to improving health and wellbeing</i></b></p> <p>-C1 Person-centred approach</p> <p>-C2 Recommendations and actions to improve health and wellbeing</p> <p>-C3 Barriers and obstacles to following recommendations</p>
Main websites/apps to use/revision resources	<ul style="list-style-type: none"> <li>- Revision Guide provided to all pupils by us</li> <li>- Practice assessment booklets have been given to all students</li> <li>- Further resources will be provided by Miss Green</li> </ul>
<b>Useful hints and tips</b>	<ul style="list-style-type: none"> <li>• Highlight the case studies as you go through the exam paper- identify key factors.</li> <li>• Use PEE structure for the 8, 10, or 12 mark questions.</li> <li>• Always refer to physiological and lifestyle data to justify your analysis and identify what healthy physiological data is.</li> <li>• How many marks is the question worth? Make sure you give enough evidence to justify your answers.</li> <li>• 3 printed Mock Papers and their mark schemes have been provided to look at</li> <li>• Read the question! Read the question! Read the question! What is it asking or telling you to do?</li> </ul>
<b>NOTES</b>	



<b>WJEC</b>	<b>Hospitality and Catering</b>
<b>PAPER</b>	Unit 1 The Hospitality and Catering Industry
<b>DATE OF EXAM</b>	Friday 12th June pm
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	Unit 1 Topics - The Hospitality and Catering industry
	<b>1.1 - Hospitality and Catering Provision</b>
	1.1.1 - Hospitality and Catering Providers
	1.1.2 - Working in the hospitality and catering industry
	1.1.3 - Working conditions in the hospitality and catering industry
	1.1.4 - Contributing factors to the success of Hospitality and Catering provision
	<b>1.2 - How hospitality and catering provisions operate</b>
	1.2.1 - The operation of the front and back of house
	1.2.2 - Customer requirements in the Hospitality and Catering industry
	1.2.3 - Hospitality and Catering provision to meet specific requirements.
	<b>1.3 - Health and Safety in hospitality and catering</b>
	1.3.1 - Health and Safety in hospitality and catering provisions
	1.3.2 - Food Safety
	<b>1.4 - Food safety in hospitality and catering</b>
	1.4.1 - Food related causes of ill health
	1.4.2 - Symptoms and signs of food induced ill health.
	1.4.3 - Preventative control measures of food-induced ill health
	1.4.4 - The Environmental Health Officer (EHO)

### Main websites/apps to use

Knowledge organisers:

[https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&gl=1\\*1xp7tez\\*ga\\*MTI0MjU1Nzk3My4xNzA5ODIzODkx\\*\\_ga\\_WVT2ZYV72W\\*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&ga=2.124651273.224202873.1711363827-1242557973.1709823891](https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&gl=1*1xp7tez*ga*MTI0MjU1Nzk3My4xNzA5ODIzODkx*_ga_WVT2ZYV72W*MTcxMTM2MzgyNy4xMC4xLjE3MTEzNjM5MzguNTUuMC4w&ga=2.124651273.224202873.1711363827-1242557973.1709823891)

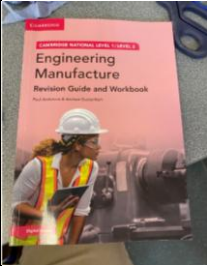
Learner Guide:

<https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48602>

**Useful hints and tips** - Knowledge organisers on Teams along with other revision resources



OCR	Engineering Manufacture
PAPER	<b>RO14 Principles of Engineering Manufacture J823</b> <b>Level 1/Level 2 Cambridge National</b> <i>(First teaching Sept 2022)</i> Exam Monday 1 <sup>st</sup> June
Tick/date/done	<b>TOPICS TO BE REVISED</b>
	<p>Products are manufactured using a wide variety of processes and materials. In this unit students will learn about the different types of manufacturing processes and the materials that can be used. In addition, students will also develop an understanding of some of the current developments in engineering.</p> <p><b>Topic 1 - Manufacturing Processes</b></p> <ul style="list-style-type: none"> <li>1.1.1 Types of manufacturing processes</li> <li>1.2.1 Wasting Processes</li> <li>1.2.2 Shaping Processes</li> <li>1.2.3 Forming Processes</li> <li>1.2.4 Additive manufacturing</li> <li>1.2.5 Joining processes.</li> <li>1.2.6 Finishing processes</li> </ul> <p><b>Topic 2 – Engineering Materials</b></p> <ul style="list-style-type: none"> <li>2.1 Mechanical properties of materials</li> <li>2.2 Other properties influencing manufacturing.</li> <li>2.3.1 Metals</li> <li>2.3.2 Polymers</li> <li>2.3.3 Engineering ceramics</li> <li>2.3.4 Composite materials</li> <li>2.3.5 Smart materials</li> </ul> <p><b>Topic 3 Manufacturing Requirements</b></p> <ul style="list-style-type: none"> <li>3.1 Interpreting technical drawings</li> <li>3.2 Scale of production</li> <li>3.3 Quality</li> </ul> <p><b>Topic 4 – Developments in Engineering Manufacture</b></p> <ul style="list-style-type: none"> <li>4.1 Inventory management</li> <li>4.2 Lean manufacturing</li> <li>4.3 Globalisation</li> </ul>

<p><b>Main websites/apps to use</b></p>	<p>Amazon Textbook link  <a href="#">Cambridge National in Engineering Manufacture Revision Guide and Workbook with Digital Access (2 Years): Level 1/Level 2 (Cambridge Nationals): Amazon.co.uk: Anderson, Paul, Buckenham, Andrew: 9781009121910: Books</a></p>  <p>OCR Website  <a href="#">Cambridge Nationals - Engineering Manufacture Level 1/Level 2 – J823 - OCR Technology Student ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</a></p> <p>Bitesize  <a href="#">GCSE - England - BBC Bitesize</a></p>
<p><b>Useful hints and tips</b></p>	<p>This unit allows students to gain knowledge and understanding relevant to the sector of engineering. The two NEA units they also do draw on and strengthen this learning with students being able to apply their learning in a practical to the theory exam.</p> <p>The RO14 exam unit is worth 40% of the course with the other 60% split equally across the Year 10 (RO15) and Year 11 (RO16) NEAs.</p> <p>Students from Year 9 have been producing Revision Hits to help with preparing for the exam in Year 11. These hits alongside more traditional revision methods will be a good start to planning for the exam.</p> <p>All NEA coursework in Year 11 will always be completed before the Easter break. Students will then continue to revise in lessons after Easter and have the option to attend after school sessions.</p> <p>OCR have recently produced a revision book for the RO14 unit of work. The Engineering Manufacturing guide can be purchased from amazon. The ISBN is <b>9781009121910</b> and the amazon link is above also.</p>



<b>AQA</b>	<b>Design and Technology</b>
<b>PAPER</b>	<p style="text-align: center;"><b>Written paper – 2 hrs</b>  <b>Date Wednesday 10<sup>th</sup> June</b></p> <ul style="list-style-type: none"> <li>• <b>Section A: Core Technical Principals</b></li> <li>• <b>Section B: Specialist Technical Principals</b></li> <li>• <b>Section C: Designing and Making Principals</b></li> </ul>
<b>Tick/date/ done</b>	<b>TOPICS TO BE REVISED</b>
	<p style="text-align: center;"><u><b>Understanding Command Words</b></u></p> <p>Questions will often use command words: These words tell you how to answer the questions. If you don't know what they mean , you might not answer the questions properly. Below are some that you might come across in the forthcoming exam:</p> <p style="padding-left: 40px;"><b>State:</b> <i>You should give a short answer or list , you don't need to explain why.</i></p> <p style="padding-left: 40px;"><b>Define:</b> <i>You should give a clear, precise meaning of the word or phrase.</i></p> <p style="padding-left: 40px;"><b>Outline:</b> <i>You should give a brief summary of the process.</i></p> <p style="padding-left: 40px;"><b>Explain:</b> <i>You should give reasons to show why.</i></p> <p style="padding-left: 40px;"><b>Describe:</b> <i>You should give a detailed description of something.</i></p> <p style="padding-left: 40px;"><b>Discuss:</b> <i>You should make a balanced argument covering a range of opinions.</i></p> <p style="padding-left: 40px;"><b>Assess / Evaluate:</b> <i>You should use evidence and your own knowledge to come to a conclusion.</i></p>
	<p style="text-align: center;"><b>Year 11 Design &amp; Technology Exam Revision List</b></p> <p><b>Types of Plastics:</b> (Pages 22 and 23 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</p> <p style="padding-left: 40px;">Thermosetting(need to know the different types and their properties)</p> <p style="padding-left: 40px;">Thermoplastic (need to know the different types and their properties)</p> <p style="padding-left: 40px;">Elastomers</p> <p><b>Paper, Boards &amp;Timbers (Pages 21-50 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">Softwoods (need to know the different types and their properties)</p> <p style="padding-left: 40px;">Hardwoods (need to know the different types and their properties)</p> <p style="padding-left: 40px;">Manufactured Boards ( need to know the different types and their properties)</p> <p><b>Metals (Pages 22,-23 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">Ferrous Metals (need to know the different types and their properties)</p> <p style="padding-left: 40px;">Non Ferrous Metals(need to know the different types and their properties)</p> <p style="padding-left: 40px;">Alloys(need to know the different types and their properties)</p> <p><b>Development of New Materials - Pages 38,39 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">Smart Materials (need to know the different types and their properties)</p> <p style="padding-left: 40px;">Composite Materials (need to know the different types and their properties)</p> <p><b>Moulding Methods: (Page 89 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">Blow Moulding, Injection Moulding, Vacuum Forming</p> <p><b>Scales of Production:(Page 47,48 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">One-off Production, Batch Production ,Continuous / Mass Production</p> <p><b>Properties of Materials: (Pages 47-50 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p style="padding-left: 40px;">Strength, Hardness, Toughness, Malleability, Elasticity, Ductility</p> <p><b>Technology in Manufacturing (Pages 2-5 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p> <p><b>CAD/CAM Pages 4&amp;5 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b></p>

	<p><b>Understanding User Needs (Pages 125-128 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b>  Design Brief, Specification ,Ergonomics, Anthropometrics,</p> <p><b>Renewable Energy (Pages 12-13 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b>  Wind Power, Solar Power, Hydro-electrical power</p> <p><b>Sustainability (Pages 6-9 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b>  Carbon Footprint  Life Cycle Assessment  6Rs Repair, Re-Use, Recycle, Rethink, Reduce &amp; Refuse</p> <p><b>Ergonomics and Anthropometrics:</b>(Page 125 Design &amp; Technology Complete Revision &amp; Practise Guide)  Designers need to consider the impact of how things affect the environment:  Oceanic Pollution  Atmospheric Pollution</p> <p><b>Treatments and Finishes</b> (Pages 91 &amp; 92 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)  <b>Tools and Equipment: Shaping Materials (Pages 85-88 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</b>  Need to be able to name them and explain what they are used for.</p> <p><b>Working Safely with tools and machinery</b> (Pages 151,152 GCSE Design &amp; Technology Complete Revision &amp; Practice Guide)</p> <p><b>Scales of Production:</b> (Pages 48,49 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)  Mass Production, Batch Production, One off and just in time</p> <p><b>Quality Control and Quality Assurance</b> (Pages 49,50 GCSE Design &amp; Technology Complete Revision &amp; Practise Guide)</p>
	<p><i>Students also have their theory work as well as Seneca to help with the revision of all the topics.</i></p> <p><a href="https://app.senecalearning.com/teacher/class/97zvvmr72a/assignments/overview">https://app.senecalearning.com/teacher/class/97zvvmr72a/assignments/overview</a></p>



<b>Pearson Btec</b>	<b>Construction &amp; the Built Environment</b>
<b>PAPER</b>	<p><b>Component 1 Construction Technology</b>  <b>Level 1/Level 2 Btec Tech Award</b> (<i>First teaching Sept 2022</i>)  Exam Tuesday 5<sup>th</sup> May</p> <p>External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson, 60 marks.</p>
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p><b>Understand the performance requirements for low-rise construction</b></p> <p><b>A1 Low-rise construction requirements</b></p> <p><b>A2 Sustainability</b></p> <p><b>A3 Common structural forms for low-rise construction</b></p> <p><b>B Explore how sub-structures are constructed</b></p> <p><b>B1 Preconstruction work</b></p> <p><b>B2 Sub-structure groundworks</b></p> <p><b>C Explore how superstructures are constructed</b></p> <p><b>C1 Superstructures – walls</b></p> <p><b>C2 Superstructures – floors</b></p> <p><b>C3 Superstructures – roofs</b></p> <p>The above is detailed in the student’s class work booklet and the 2 revision booklets.</p>
<b>Main websites/apps to use</b>	<p>Amazon Textbook link  <a href="https://www.amazon.co.uk/dp/B089888888">Construction and the Built Environment (BTEC First Construction): Amazon.co.uk: Topliss, Simon: 9781446906460: Books</a>  Pearson Btec course website  <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/construction-and-the-built-environment-2022.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/construction-and-the-built-environment-2022.html</a></p>
<b>Useful hints and tips</b>	<p>This unit allows students to gain knowledge and understanding building technology and is assessed by way of an externally set exam paper.</p> <p>The 2 non exam assessments (NEA) take place in year 10 and at the start of year 11. Component 1 exam is worth 40% of the course with the other 60% split equally across the year 10 (component 2) and year 11 (component 3) NEAs.</p> <p>Students from Year 9 have been producing Revision Hits from the class work book notes to help with preparing for the exam in Year 11. These hits alongside more traditional revision methods will be a good start to planning for the exam.</p> <p>Year 11 students have been given 2 revision booklets. 1 booklet contains technical information by way of Powepoint presentation. The other booklet contains worksheets with tasks for the students to complete. On completion of each assessment objective a progress test is sat by the student. The booklets must be brought to lesson and will form part of the revision sessions.</p> <p>Contact Mr Mackintosh if you require more guidance.  <a href="mailto:DMackintosh@swaveseyvc.co.uk">DMackintosh@swaveseyvc.co.uk</a></p>



Eduqas	Drama
PAPER	Component 3 – Interpreting Theatre (1 hour 30 minutes)
DATE OF EXAM	Thursday 8 <sup>th</sup> May
Tick/date/done	<b>TOPICS TO BE REVISED</b>
	<p><u>Section A (Find Me)</u>            Re-read the play and revise your notes &amp; annotations in your script.            Revise all key scenes, characters’ key moments, character traits and how you would portray them.            Refer to your knowledge organiser for themes, content and context.            Revise your notes on lighting, sound, set &amp; props and costume, hair &amp; make-up ideas for each episode/character.            Revisit rehearsal techniques and stage and audience layouts.</p> <p><u>Section B (Frankenstein)</u>            Revisit your notes on lighting, sound, set &amp; props and costume, hair &amp; make-up ideas.            AND/OR            Revisit your notes on at least two characters’ use of voice, physical expression, movement and interaction for two or more scenes.            For both sections: use exam handout resources received throughout the course.</p>
<b>Main websites/apps to use</b>	<p><u>Section A</u>            Find Me guidance booklet: <a href="https://resource.download.wjec.co.uk/vtc/2021-22/wjec21-22_1-2/pdf/find-me.pdf">chrome-extension://efaidnbmnnnibpcajpcgiclfefindmkaj/https://resource.download.wjec.co.uk/vtc/2021-22/wjec21-22_1-2/pdf/find-me.pdf</a></p> <p>Find Me study notes (published by OCR, so a different exam board, but filled with useful information): <a href="https://ocr.org.uk/Images/311844-find-me-teacher-guide.pdf">chrome-extension://efaidnbmnnnibpcajpcgiclfefindmkaj/https://ocr.org.uk/Images/311844-find-me-teacher-guide.pdf</a></p> <p><u>Section B</u>  <i>Frankenstein</i> Performance: <a href="https://www.dramaonlinelibrary.com/video?docid=do-9781350935037&amp;tocid=do-9781350935037_6083699315001">https://www.dramaonlinelibrary.com/video?docid=do-9781350935037&amp;tocid=do-9781350935037_6083699315001</a> *Use the log in details on our Teams page or email me if you cannot find them</p> <p>Directing <i>Frankenstein</i>: <a href="https://www.youtube.com/watch?v=E67Ty4diDgE">https://www.youtube.com/watch?v=E67Ty4diDgE</a>            Victor Frankenstein character analysis: <a href="https://www.youtube.com/watch?v=OG09oYID6vw">https://www.youtube.com/watch?v=OG09oYID6vw</a>            Creature character analysis: <a href="https://www.youtube.com/watch?v=OG09oYID6v">https://www.youtube.com/watch?v=OG09oYID6v</a>            Cruelty, Violence &amp; the Creature: <a href="https://www.youtube.com/watch?v=irZav2XfPLs">https://www.youtube.com/watch?v=irZav2XfPLs</a>            Live theatre evaluation advice: <a href="https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1">https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1</a>            Evaluating Live Theatre textbook: <a href="https://www.illuminatepublishing.com/product/gcse-drama-live-theatre-evaluation">https://www.illuminatepublishing.com/product/gcse-drama-live-theatre-evaluation</a> (cheaper second hand on Amazon or similar)</p>
<b>Useful hints and tips</b>	<p>Complete Section B first, then the final question in Section A, then the extract questions.            Number your answers clearly and accurately.            Use PEEL structure for the 10, 12 or 15 mark questions in Section A .            Use PALE structure for Section B.            Before you answer the extract questions, read the extract first, then the questions, then the extract again.            How many marks is the question worth? 1 or 2 mark questions only need one or two sentences, sometimes just one or two words.            Read the question! Read the question! Read the question! What is it asking or telling you to do?</p>



OCR	Music
<b>PAPER</b>	Listening and Appraising 40% - 1 hour 30 mins
<b>DATE OF EXAM</b>	Friday 5 <sup>th</sup> June 2026
<b>Tick/date/done</b>	<b>TOPICS TO BE REVISED</b>
	<p style="text-align: center;"><b>1. Concerto Through Time</b></p> <p><u>Learners should study The Concerto and its development from 1650 to 1910 through:</u></p> <ul style="list-style-type: none"> <li>• the Baroque Solo Concerto</li> <li>• the Baroque Concerto Grosso</li> <li>• the Classical Concerto</li> <li>• the Romantic Concerto</li> </ul> <p><u>Learners should study and develop an understanding of:</u></p> <ul style="list-style-type: none"> <li>• what a concerto is and the way it has developed through time</li> <li>• the instruments that have been used for the solo part in the concerto and how they have developed through time</li> <li>• the growth and development of the orchestra through time</li> <li>• the role of the soloist(s)</li> <li>• the relationship between the soloist(s) and the orchestral accompaniment</li> <li>• how the concerto has developed through time in terms of length, complexity and virtuosity</li> <li>• the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto</li> </ul> <p style="text-align: center;"><b>2. Rhythms of the World</b></p> <p><u>Learners should study and develop an understanding of the characteristic rhythmic features of:</u></p> <ul style="list-style-type: none"> <li>• Indian Classical Music and traditional Punjabi Bhangra</li> <li>• Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</li> <li>• Traditional African drumming</li> <li>• Traditional Calypso and Samba</li> </ul> <p><u>Learners should have some knowledge of:</u></p> <ul style="list-style-type: none"> <li>• techniques of performing traditional drums</li> <li>• traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms)</li> <li>• how texture builds with added parts</li> <li>• improvised melodic lines based on traditional scales (including modes, ragas and microtonal melodic ideas).</li> </ul> <p style="text-align: center;"><b>3. Film Music</b></p> <p><u>Learners should study how composers create music to support, express, complement and enhance:</u></p> <ul style="list-style-type: none"> <li>• a mood or emotion being conveyed on the screen</li> <li>• a significant character(s) or place</li> <li>• specific actions or dramatic effects.</li> </ul> <p><u>Learners should study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including:</u></p> <ul style="list-style-type: none"> <li>• instruments and timbre</li> <li>• pitch and melody</li> </ul>

	<ul style="list-style-type: none"> <li>• rhythm and metre</li> <li>• tempo</li> <li>• dynamics, expression and articulation</li> <li>• texture</li> <li>• structure and phrasing</li> <li>• harmony and tonality</li> <li>• repetition, ostinato, sequence and imitation</li> <li>• ornamentation</li> <li>• motif, leitmotif</li> </ul> <p><u>Learners should have some knowledge of:</u></p> <ul style="list-style-type: none"> <li>• how music can develop and/or evolve during the course of a film or video game</li> <li>• the resources that are used to create and perform film and video soundtracks, including the use of technology</li> <li>• the names of composers of music for film and/or video games.</li> </ul> <p style="text-align: center;"><b>4. Conventions of Pop</b></p> <p><u>Learners should study a range of popular music from the 1950s to the present day, focussing on:</u></p> <ul style="list-style-type: none"> <li>• Rock ‘n’ Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day</li> </ul> <p><u>Learners should study and demonstrate an understanding of:</u></p> <ul style="list-style-type: none"> <li>• vocal and instrumental techniques within popular music</li> <li>• how voices and instruments interact within popular music</li> <li>• the development of instruments in popular music over time</li> <li>• the development and impact of technology over time</li> <li>• the variety and development of styles within popular music over time</li> <li>• the origins and cultural context of the named genres of popular music</li> <li>• the typical musical characteristics, conventions and features of the specified genres</li> </ul>
<p><b>Main websites/apps to use</b></p>	<p><a href="https://sites.google.com/manningtreehigh.com/year-11-music/aos5-conventions-of-pop">https://sites.google.com/manningtreehigh.com/year-11-music/aos5-conventions-of-pop</a></p> <p><a href="https://www.musicgcse.co.uk/home">https://www.musicgcse.co.uk/home</a></p> <p><a href="https://www.youtube.com/watch?v=Eq3RRGIG86Q">GCSE (9-1) Music J536 Specification (ocr.org.uk)</a></p> <p><a href="https://www.youtube.com/watch?v=Eq3RRGIG86Q">https://www.youtube.com/watch?v=Eq3RRGIG86Q</a></p> <p><a href="https://www.youtube.com/channel/UC4vBfXWGx7hi7zMzB18ZQEQ">GCSE Music Revision - Practice Listening Questions (Part 1) - YouTube</a></p> <p><a href="https://www.youtube.com/channel/UC4vBfXWGx7hi7zMzB18ZQEQ">https://www.youtube.com/channel/UC4vBfXWGx7hi7zMzB18ZQEQ</a></p> <p><a href="https://getrevising.co.uk/resources/full_revision_notes_of_ocr_gcse_music">https://getrevising.co.uk/resources/full_revision_notes_of_ocr_gcse_music</a></p> <p><a href="https://www.classicfm.com/">https://www.classicfm.com/</a></p> <p><a href="https://www.mydso.com/dso-kids/learn-and-listen/instruments">https://www.mydso.com/dso-kids/learn-and-listen/instruments</a></p> <p><a href="https://www.classicfm.com/discover-music/periods-genres/">https://www.classicfm.com/discover-music/periods-genres/</a></p>
<p><b>Useful hints and tips</b></p>	<ul style="list-style-type: none"> <li>• Try to implement your knowledge of the <b>MAD T SHIRT</b> definitions across the Areas of Study (Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instruments, Rhythm, Tempo/Timbre).</li> <li>• Listen to a variety of music on different platforms (radio, YouTube, film soundtracks, Spotify) and establish musical features and instrumentation used as well as genre identification and appropriate artists/time period.</li> <li>• Practice tracking musical changes over time in pieces and practice describing how composers create particular moods using appropriate articulation, tonality, dynamics etc</li> <li>• Rehearse your notation skills for the melodic dictation question.</li> </ul>





## Exam Timetable

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
20th April	21st April	22nd April	23rd April	24th April
		Art Photography	Art Photography	
27th April	28th April	29th April	30th April	1st May
Languages Speaking exams	Languages Speaking exams			
4th May	5th May	6th May	7th May	8th May
Bank holiday	H&SC	H&B		CNAT sport
	Construction		German	Drama
11th May	12th May	13th May	14th May	15th May
English Literature	Ethics	Geography	Maths	History
	Biology	Computer Science	German	
18th May	19th May	20th May	21st May	22nd May
Chemistry	English Literature	French	English Language	PE
	Computer Science Child Dev	Ethics		
1st June	2nd June	3rd June	4th June	5th June
PE Engineering	Physics	Maths	History	English Language
	Statistics	Geography	French Writing	Music
8th June	9th June	10th June	11th June	12th June
Biology	Spanish L&R	Maths	Geography	Chemistry
iMedia Further Maths	History	DT		Hosp & Cater
15th June	16th June	17th June	18th June	19th June
Physics	Spanish W			
Further Maths Additional Maths				