



Corby Business Academy



SUBJECT RESOURCES PACK 2023/24



GCSE English Language

EXAM BOARD: AQA

EXAM DATES: Paper 1 - 23rd May 2024 (AM)
Paper 2 - 6th June 2024 (AM)

KEY TOPICS/TEXTS

What's assessed:

SECTION A: Reading

- You will be given one unseen extract from a literature text

SECTION B: Writing

- You will be asked to write either a description or narrative

Section A Questions:

Reading (40 marks)

- 1 short question (4 marks)
- 2 longer questions (8 marks each)
- 1 extended question (20 marks)

Section B Question:

Writing (40 marks)

- 1 extended writing question (24 marks for content & organisation and 16 marks for technical accuracy)

Exam details:

- Written exam: 1 hour and 45 minutes
- 80 marks - 50% of Language GCSE

Paper
1

What's assessed:

SECTION A: Reading

- You will be given two unseen non-fiction sources

SECTION B: Writing

- You will be asked to write a piece of transactional writing

Section A Questions:

Reading (40 marks)

- 1 short question (4 marks)
- 2 longer questions (1 at 8 marks and 1 at 12 marks)
- 1 extended question (16 marks)

Section B Question:

Writing (40 marks)

- 1 extended writing question (24 marks for content & organisation and 16 marks for technical accuracy)

Exam details:

- Written exam: 1 hour and 45 minutes
- 80 marks - 50% of Language GCSE

Paper
2

Non-exam Assessment: Spoken Language Endorsement

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by preparing and delivering a presentation in a formal context and responding appropriately to questions. Students will receive a Pass, Merit or Distinction for their presentation.



GCSE English Language

Approaching each question

Question sentence starters...

Paper
1

Q2	The writer uses [method] to show...
	This suggests...
	The use of [methods] implies...
	The impact of the language is...
	This creates the effect of...
Q3	The [method] creates the impression that...
	The writer opens the text by focusing on...
	There is a clear shift when...
	The impact of this structural feature is...
	The pace increases/decreases when...
Q4	The introduction of [character/dialogue] is engaging...
	Largely, I agree with this statement...
	This clearly shows...
	The writer has managed to...
	The [methods] successfully highlights...
	Be clear: Especially/particularly/notably/prominently/markedly/predominantly
	Be speculative: Possibly/potentially/seemingly/viably/arguably/conceivably
	Be Evaluative:
	Definitely/surely/certainly/deliberately/regularly/unquestionably/typically/frequently

Question sentence starters...

Paper
2

Q2	In Source A, is depicted as
	This is seen when '.....'
	It is clear from this that (make inference but do not analyse)
	However/ In comparison/ In contrast OR Similarly/ Likewise, in Source B, ... is depicted as...
	This is evident in the text when '.....'
	Therefore, it is apparent that ...
Q3	Overall, ...
	The writer uses [method] to show...
	This suggests...
	The use of [methods] implies...
	The impact of the language is...
	This creates the effect of...
Q4	The [method] creates the impression that...
	In Source A, the writer has the opinion that.... The writer's use of (insert methods - verbs, personal pronouns, repetition, statistics...) crafts the impression that they feel...
	However/ In comparison/ In contrast OR Similarly/ Likewise, the writer of Source B has the opinion that...The writer's use of (insert methods - verbs, personal pronouns, repetition, statistics...) crafts the impression that they feel...

USEFUL SITES



LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

These include:

Past Papers

Text revision materials





GCSE English Literature

EXAM BOARD: AQA

EXAM DATES: Paper 1 - 13th May 2024 (AM)
Paper 2 - 20th May 2024 (AM)

KEY TOPICS/TEXTS

What's assessed:

SECTION A: Shakespeare plays (*Macbeth*)

SECTION B: 19th Century novel (*A Christmas Carol*)

Paper
1

Section A Question:

Shakespeare plays (30 marks + 4 marks)

- Students will answer one question on *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B Question:

Shakespeare plays (30 marks)

- Students will answer one question on *A Christmas Carol*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Exam details:

- Written exam: 1 hour and 45 minutes
- 64 marks - 40% of Language GCSE

What's assessed:

SECTION A: Modern Prose or drama (*An Inspector Calls*)

SECTION B: Poetry Anthology (*Power & Conflict Anthology*)

SECTION C: Unseen Poetry

Paper
2

Section A Question:

Modern Prose or drama (30 marks + 4 marks)

- Students will answer one essay question on *An Inspector Calls* from a choice of two.

Section B Question:

Poetry Anthology (30 marks)

- Students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Question:

Poetry Anthology (24 marks + 8 marks)

- Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Exam details:

- Written exam: 2 hours 15 minutes
- 96 marks - 60% of Language GCSE



GCSE English Literature

KEY SKILLS

In studying the set texts students should have the opportunity to develop the following skills.

Reading comprehension and reading critically

- *literal and inferential comprehension*: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- *critical reading*: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- *evaluation of a writer's choice of vocabulary, grammatical and structural features*: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- *comparing texts*: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above.

Writing

- *producing clear and coherent text*: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references
- *accurate Standard English*: accurate spelling, punctuation and grammar.

USEFUL SITES



LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

These include:

Past Papers

Text revision materials





GCSE Mathematics

EXAM BOARD: EDEXCEL

EXAM DATES: Paper 1 = 16.05.2024 (AM)

Paper 2 = 03.06.2024 (AM)

Paper 3 = 10.06.2024 (AM)

- Your child was given a detailed, **individual** feedback on performance in assessments which highlight areas of strength as well as areas which need to be developed. These provide links to a website we use (www.SPARKX.com) which aims to provide further video support and linked exercises to address these areas. The last time this was completed was at the end of Year 10. If you require further copies of this, please speak to your maths teacher. This process will happen again following the mock exams in October/ November and will be communicated with you.
- Session 6 - attendance to this is critically important so please ensure you attend. This is not an extra-curricular activity but essential learning time
- Session 6 with a focus on exam technique - students are able to develop their skills at approaching exam questions
- Tutor time sessions in which students are given the opportunity to revise maths
- Tutor time sessions which are designed to allow students to create revision timetables, provide revision strategies and personalise their revision

- We encourage the use of a number of websites. They provide a combination of video support, exercises and past exam papers. This is not a complete list, but websites we use regularly:
 - www.mathsgenie.com - videos, exercises and past papers
 - www.corbettmaths.com - videos, exercises and past papers
 - <https://www.revisely.co.uk/gcse/> - this has walking-talking mocks videos
- Homework is set weekly and builds on work completed in class. It will link to work completed as well as areas which require consolidation.

Revision guides and work books are available to purchase through Wisepay on our website. Please ask speak to your maths teacher to suggest the most appropriate book to purchase



GCSE COMBINED SCIENCE

EXAM BOARD: EDEXCEL

PAPER 1

Biology

- Cells, microscopes, transport and enzymes
- Cell growth and the nervous system
- Genetics
- Natural Selection and Genetic Modification.
- Health, Disease and the Development of Medicine

Chemistry

- States of Matter and Methods of Purifying substances
- Atomic Structure and the Periodic Table- Ionic and Covalent Bonding and Types of Substance
- Acids and Alkalis
- Calculations involving masses
- Electrolysis
- Obtaining and Using Metals,
- Reversible Reactions and Equilibria

Physics

- Motion
- Forces
- Conservation of Energy
- Waves
- Light and the Electromagnetic Spectrum
- Radioactivity

PAPER 2

Biology

- Cells, microscopes, transport and enzymes
- Plant structures and functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystem and material cycles

Chemistry

- States of Matter and Methods of Purifying substances
- Atomic Structure and the Periodic Table- Ionic and Covalent Bonding and Types of Substance
- Calculations involving masses
- Groups in the periodic table
- Fuels, Earth and Atmosphere science

Physics

- Forces doing work
- Electricity and circuits
- Magnetism
- Electromagnetism
- Particle model
- Forces and matter

Core practical activities can be assessed in any paper



GCSE BIOLOGY

EXAM BOARD: EDEXCEL

PAPER 1: Date -Friday 10 May 2024

- Microscopes, cells, transport and enzymes including testing foods (triple content)
- Cell growth and the nervous system including the brain and spinal cord problems, the eye (triple content).
- Genetics including sexual and asexual reproduction, protein synthesis, genetic variants and phenotypes, Mendel multiple and missing alleles (triple content)
- Natural Selection and Genetic Modification including tissue culture, GM and agriculture, fertilisers and biological control. (triple content).
- Health, Disease and the Development of Medicine including virus life cycles, plant defences, plant diseases, monoclonal antibodies. (triple content)

Core Practicals

Using Microscopes. pH and enzymes, Osmosis in potatoes, testing foods, antibiotics

PAPER 2: Date -Friday 07 June 2024

Microscopes, cells, transport and enzymes including testing foods (triple content)

- Plant structures and functions including plant adaptations, plant hormones, uses of plant hormones (triple content) .
- Animal coordination, control and homeostasis including thermoregulation, osmoregulation, the kidneys (triple content) .
- Exchange and transport in animals including factors affecting diffusion (triple content) ,
- Ecosystem and material cycles including energy transfer assessing pollution, food security rates of decomposition (triple content) .

Core Practicals

Using Microscopes. pH and enzymes, Osmosis in potatoes, testing foods, light intensity and photosynthesis, quadrats and transects.



GCSE CHEMISTRY

EXAM BOARD: EDEXCEL

PAPER 1: Date – Friday 17th May 2024

- States of Matter and Methods of Purifying substances
- Atomic Structure and the Periodic Table
- Ionic and Covalent Bonding and Types of Substance
- Acids and Alkalis
- Calculations involving masses
- Electrolysis, Obtaining and Using Metals, Reversible Reactions
- Transition metals, alloys and corrosion
- Quantitative Analysis - yields, atom economy, concentrations, titrations and calculations, molar volumes of gases.
- Dynamic Equilibria, chemical cells and fuel cells

PAPER 2: Date – Tuesday 11th June 2024

- States of Matter and Methods of Purifying substances
- Atomic Structure and the Periodic Table
- Ionic and Covalent Bonding and Types of Substance
- Calculations involving masses
- Groups in the Periodic Table
- Rates of Reaction and Energy Changes in Chemical Reactions
- Fuels, Earth and Atmosphere Science
- Hydrocarbons, alcohols and carboxylic acids, polymers.
- Qualitative Analysis, Bulk and Surface Properties of Matter, Including Nanoparticles

Core practical activities can be assessed in any paper



GCSE PHYSICS

EXAM BOARD: EDEXCEL

PAPER 1: Date - 22nd May 2024

SP1: Motion

SP2: Forces and Motion

SP3: Conservation of Energy

SP4: Waves including: waves crossing boundaries, ears and hearing, ultrasound, infrasound

SP5: Light and the Electromagnetic Spectrum including: Ray diagrams, colour, lenses, radiation and temperature

SP6: Radioactivity including: radioactivity in medicine, nuclear energy, nuclear fission, nuclear fusion.

SP7: Astronomy

PAPER 2: Date - 14th June 2024

SP8 / SP9: Energy- Forces Doing Work and Forces and their Effects including: rotational forces

SP10: Electricity and Circuits

SP11: Static Electricity

SP12 / SP13 Magnetism and the Motor Effect and Electromagnetic Induction including: electromagnetic induction, the national grid

SP14 / SP15 Particle Model and Forces and Matter including: gas pressure and volume, pressure in fluids, pressure and upthrust.

Core practical activities can be assessed in any paper



GCSE GEOGRAPHY

EXAM BOARD: AQA

EXAM DATES:

Paper one (Physical) = 17.05.2024 (PM) 1hr 30m

Paper two (Human) = 05.06.2024 (AM) 1hr 30m

Paper three (Pre-release/Fieldwork) = 14.06.2024 (AM) 1hr 30m

Paper 1: Living with the Physical Environment

What is assessed?	Case studies
<p>1. Challenges of Natural Hazards (includes tectonics, weather hazards e.g. tropical storms, climate change and extreme weather)</p> <p>2. The Living World (includes tropical rainforests and hot desert environments)</p> <p>3. Physical Landscapes in the UK (includes coasts and rivers)</p> <p>*Geographical Skills (includes a wide range of map skills)</p> <p>35% of GCSE</p>	<p><u>The Challenges of Natural Hazards</u> Nepal Earthquake (2015) Tohoku – Japan Earthquake (2011) Hurricane Matthew (2016) Reducing the risk from natural hazards Somerset Levels Flood (2013/14)</p> <p><u>The Living World</u> Small scale UK ecosystem: Pond Amazon Tropical rainforest Sahara Desert and Sahel Region</p> <p><u>The Physical landscapes in the UK</u> Hunstanton Coastal Management Scheme Somerset level management scheme – River Parrett</p>

Paper 2: Challenges in the Human Environment

What is assessed?	Case studies
<p>1. Urban Issues & Challenges (includes investigating the growth of megacities e.g. Rio de Janeiro, urban sustainability and urban change in the UK)</p> <p>2. The Changing Economic World (includes investigating the development gap and the economy of newly emerging economies such as Brazil how the UK's economy is changing and changing trade, politics and aid patterns)</p> <p>3. The Challenge of Resource Management (includes water, energy and food resources)</p> <p>*Geographical Skills (includes a wide range of map skills)</p> <p>35% of GCSE</p>	<p><u>Urban Issues & Challenges</u> Rio De Janeiro (NEE city) Leicester (HIC city) Freiburg (Sustainable urban development)</p> <p><u>The Changing Economic World</u> Tourism in Jamaica Brazil (Newly-Emerging Economy) Petrobras (TNC) in Brazil Northern Powerhouse, UK</p> <p><u>The Challenge of Resource Management</u> Managing Energy supply example: Fracking</p>

Paper 3: Geographical Applications

What is assessed?
<p>Issue Evaluation – Making geographical decisions based on pre-released material. The issue will come from one of the core topics in the course and will draw on human and physical geography that you have studied.</p> <p>Fieldwork – There will be two fieldwork investigations, one based in a physical environment and one in a human environment, elements of your investigation e.g. the methods you used will be assessed in the exam.</p> <p>30% of GCSE</p>



GCSE History

EXAM BOARD: AQA

EXAM DATES: Paper 1 = 15th May AM
COMPONENT 2 = 4th June AM

KEY TOPICS/TEXTS

Paper 1: Germany
1 hour

Kaiser Wilhelm II's Germany
Weimar Germany
Nazi Germany

Paper 1: Conflict and Tension
1918-39
1 hour

Treaty of Versailles
League of Nations
Causes of World War II

Paper 2: Health through time
1 hour

Medieval public health,
surgery and treatments of
disease

The renaissance and
enlightenment era public
health, surgery and
treatments of disease

Industrial revolution public
health, surgery and
treatments of disease

20th-21st century public
health, surgery and
treatments of disease

Paper 2: Elizabethan England
1568-1603

Political structures and
foreign policy

Social and economic life and
changes

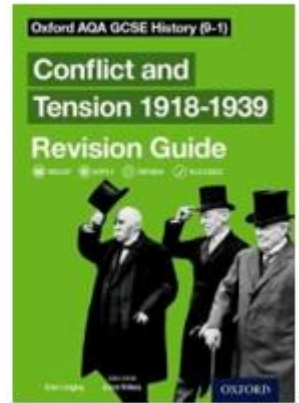
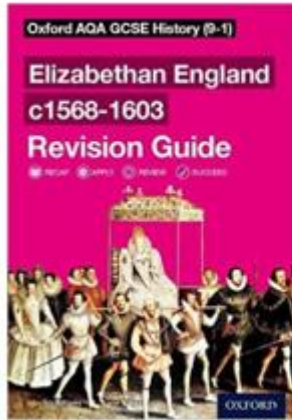
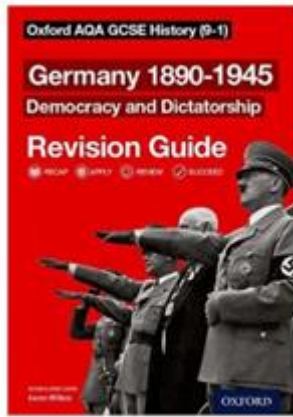
Exploration and discovery

The Spanish Armada

Religion

Drake's circumnavigation of
the world

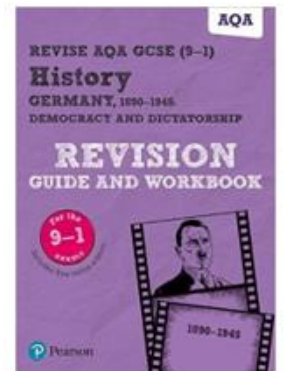
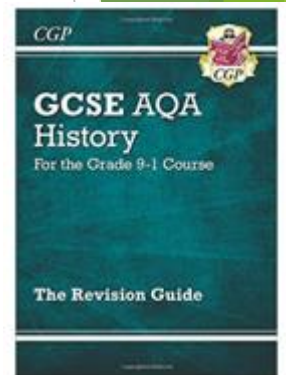
Revision Help



- ▶ These 4 are available on wisepay on a 50% discount from Amazon prices. If you are eligible for free school meals they are available at a further discount speak to Dr Rowe
- ▶ If you want a shorter version to purchase yourselves

Online resources

- ▶ Teams for your class contains all the exam questions
- ▶ GCSEpod - download and play your teacher's selection
- ▶ Mr Allsop <https://www.mrallsophistory.com/revision/>
- ▶ MrWhelan https://www.youtube.com/channel/UCyJWqwbl7CPAZpCqJ_yTg2w
- ▶ Schoolhistory <https://schoolhistory.co.uk/> use the games area to revise, interactive computer games to make revising more fun
- ▶ BBC bitesize go to History, GCSE, AQA <https://www.bbc.com/education/examspecs/zxjk4j6>
- ▶ for facts and revision quizzes,
- ▶ AQA GCSE history assessment resources, <http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources> for past papers and examples of model answers
- ▶ You tube for a whole wealth of revision videos, put in words such as Stresemann revision and lots of helpful videos will appear.
- ▶ Monkey, monkey revision, <http://monkeymonkeyrevision.co.uk/>



GCSE FRENCH

EXAM BOARD: Edexcel

EXAM DATES: Listening and reading 14th May
Writing 24th May
Speaking window 15/04-17/05

Topics and assessments

Themes:

1. Identity and culture
2. Local area, holidays and travel
3. School
4. Future aspirations, studies and work
5. International and global dimension

Exams:

Paper 1	Paper 2
Listening and Understanding Foundation (35 minutes, 50 marks) Higher (45 minutes, 50 marks) 25% <ul style="list-style-type: none">• Students assessed on understanding of spoken French by one or more speakers• Range of public and social settings• Multiple choice and short answers	Speaking in French (3 Tasks) Foundation (7-9 minutes, 70 marks) Higher (10-12 minutes, 70 marks) 25% <ul style="list-style-type: none">• Role Play – allocated by Pearson Edexcel• Picture Card – allocated by Pearson• Conversation – Based on two themes. First theme chosen by student in advance. Second theme allocated by Pearson
Paper 3	Paper 4
Reading and Understanding Foundation (45 minutes, 50 marks) Higher (60 minutes, 50 marks) 25% <ul style="list-style-type: none">• Students assessed on understanding of variety of written French including advertisements, emails, letters, articles and literary texts	Writing in French Foundation (70 minutes, 60 marks) Higher (80 minutes, 60 marks) 25% <ul style="list-style-type: none">• Students required to produce responses of varying lengths and types to express ideas and opinions• Both papers include one translation

GCSE FRENCH

EXAM TIPS AND LINKS

Past papers for all skills:

Pearson Edexcel GCSE French (2016) |
Pearson qualifications

Vocabulary from specification:

French GCSE Flashcards | Quizlet

Exam tips:

How to revise for GCSE French - My GCSE
Tutor

Other useful websites and activities:

Listening: [Youtube](#), [Netflix](#), [Spotify](#), [News in Slow French - French Podcast](#) (change your audio/subtitles settings for Netflix)

Reading: [French - GCSE Reading Practice | Your Language Learning](#) has a free booklet to download

Speaking: Practise your speaking booklet answers regularly

Writing: Learn phrases from your writing knowledge organiser, and write answers to online past papers for your teacher to mark.



GCSE COMPUTER SCIENCE

EXAM BOARD: OCR

EXAM DATES: COMPONENT 1 = 15.05.2024 (PM)
COMPONENT 2 = 21.05.2024 (PM)

KEY TOPICS

J277/01: Computer systems

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

J277/02: Computational thinking, algorithms and programming

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments



GCSE COMPUTER SCIENCE

KEY TERMINOLOGY

Programming Constructs

- Sequence
- Selection
- iteration

Protocols

- TCP/IP
- HTTP
- HTTPS
- FTP
- POP
- IMAP
- SMTP

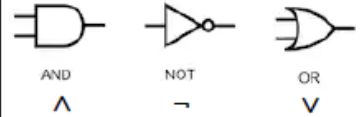
Registers

- PC
- Acc
- CIR
- MDR
- MAR

Network hardware

- NIC
- Hub
- Switch
- Router
- Cables
- WAP

Logic gates



MOD - finds the remainder
DIV - divides and returns a whole number

- Can you calculate hex?
- Can you convert binary?

Parts of the CPU

- Cache
- Registers
- ALU
- Control unit

Network threats

- Malware
- Social engineering
- Phishing
- Brute force
- Denial of service
- Data interception
- SQL injection
- Poor network policy

Binary addition rules

$0 + 0 = 0$
 $1 + 0 = 1$
 $1 + 1 = 0(1)$
 $1 + 1 + (1) = 1(1)$
*brackets mean carry the 1

Storage

- Magnetic
 - Solid state
 - Optical
- Features:
- Capacity
 - Durability
 - Portability
 - Reliability
 - Speed
 - Cost

TCP Layers

- Application
- Transport
- Internet
- Network interface

Algorithms

Searching:

- Linear
- Binary

Sorting:

- Merge
- Insertion
- Bubble

Utility software

- Encryption
- Defragmentation
- Compression
- Backup
- System information
- System diagnosis

The operating system

- User interface
- Memory management
- Peripheral management
- User management
- File management

Computational thinking

- Decomposition
- Pattern recognition
- Algorithmic thinking
- Abstraction

Data types:

- String
- Integer
- Real/float
- Character
- Boolean

Procedure = prints
Function = returns

Translators

- Compiler
- Interpreter
- Assembler

Practical Programming

All students must be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

USEFUL SITES

- Seneca Learning
 - Teach-ICT
 - Smart revise

LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

These include:
Past Papers and
mark schemes.

All pasty lessons and powerpoints are available on the class notebook.





GCSE Music



EXAM BOARD: OCR

EXAM DATES: Listening Paper = 05.2024

KEY TOPICS/TEXTS

Coursework - Deadlines

Composition 1	Wed 18 th October 2023
Performance 1	Fri 1 st December 2023
Composition 2	Wed 14 th Feb 2024
Performance 2	Mon 18 th March 2024

Listening Paper

- Concerto through time
- Rhythms of the world
- Film Music
- Conventions of Popular music

Top tips

- Students should be practising regularly on their instrument/voice.
- Students should be listening to a wide variety of music from different periods, genres and styles.
- Students should be using musical vocabulary when discussing and describing music



GCSE Music



Component 01/02: Integrated portfolio

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation.

In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Component 03/04: Practical component

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

Component 05: Listening and Appraising

This component focuses on areas of study 2, 3, 4, and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

USEFUL SITES

<https://www.bbc.co.uk/bitesize/examspecs/zv7gxyc>

LOCATION OF REVISION MATERIALS

All listening materials for this subject are placed in the *Class Team*.

These include:

Past Papers

All lesson powerpoints

Text revision materials



GCSE Fine Art, Photography, Textiles

EXAM BOARD: OCR

Coursework Portfolio: Due 1st January 2024

Externally Set task: commences 1st January

Set Task outcome 10 hours commence 22 April 2024

Assessment Objective 1: INVESTIGATE 25%

AO1 is about developing ideas from a starting point to a final piece. This is done through mind-mapping, sketches and studies related to the work of other artists, photographers, designers and craftspeople. You need to analyse and understand these contextual sources, and develop your ideas in a personal way.

Assessment Objective 2: DEVELOP 25%

Assessment Objective 2 is about refining your ideas through selecting and experimenting with appropriate resources, media, materials, techniques and processes. There are various ways of using these to develop ideas and create a personal response.

Assessment Objective 3: RECORD 25%

Assessment Objective 3 is about recording your ideas, observations and insights, which can be in visual, written and other forms. You should work from a range of experiences and stimulus materials, as each of these could lead you to different ways of developing your ideas. You should reflect upon your work, and consider what you have achieved at each stage and what you will do next.

Assessment Objective 4: PERSONAL RESPONSE 25%

Assessment Objective 4 is about presenting a personal, informed and meaningful response, from your initial research through to the final piece. You need to demonstrate analytical and critical understanding as you respond to your theme.

COMPONENT 1 : Coursework Portfolio

Sketchbook or digital portfolio comprising of projects completed in year 10 and 11 evidencing AO1-4

Personal Response :AO4

A minimum of 2 personal responses (outcomes) which have been completed in Mock exams and classroom.

Mock 1 - 5 hours

Mock 2 - 10 Hours

60% of Overall GCSE grade.

COMPONENT 2:Externally set task

Sketchbook or digital portfolio comprising of a project leading to a personal response evidencing AO1-4

Personal Response: AO4

A personal response (outcome) which has been completed in the 10 hour final exam.

40% of overall GCSE grade

Students are expected to spend 2 hours a week working on their portfolio at home as independent study

GCSE Fine Art, Photography, Textiles

KEY TERMINOLOGY

Artist studies	Study the work of an artist through written analysis and creating artist copies/studies in media appropriate to intention
Development	To develop ideas which stem from your artist investigations. Experiment with a range of media and ideas.
Refine	To select ideas and experimentations which are successful and develop them further. Critique your own work and justify your selections
Record	To record the process or 'learning journey ' in you sketchbook or digital portfolio. Recording can be written annotations or it may be drawings and photographs.
Personal Response/outcome	This is the final piece/outcome in response to your artist investigations, development, refinement and recording of ideas.
Explore	To try a range of approaches and ideas through using different techniques , media and ideas.
Critique	To evaluate your work identifying area of strength and weakness. Act upon these reflections to improve.
Subject specific terminology	To use specialist vocabulary when annotating your work

USEFUL SITES



Follow
CBA_Creative
for reels and
exemplar
content

LOCATION OF REVISION MATERIALS

Access team to find a
digital copy of your GCSE
handbook and exemplar
videos which show
exemplar material with
commentary



National College of Further Education VTEC in Food & Cookery

Course Dashboard

This course focuses on basic cooking skills and hygiene requirements to prepare students with a sound basic knowledge of the catering profession

COURSE WORK PORTFOLIO

60%

EXAM

40%

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Assessment

Course work portfolio – 60% of technical award [No. of marks 96]
The completion time for the assessment is 16 hours 30 minutes
This cooking assessment exam will test the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area

Exam

Exam – 40% of technical award [No. of marks 80]
Exam duration - 1 hour and 30 minutes
The written examined assessment is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target assessment objectives A01, A02 & A03

How can this course support my future destinations?

A range of Vocational qualifications:
Foundation, Level 1 to 3
Apprenticeships and higher education

Management, Chefs, front of house, food handlers, EHO, training, teaching, own business opportunities and more

FUTURE

EDUCATION

CAREERS

For more information contact: simon.porter@corbybusinessacademy.org

VTEC Food and Cookery NCFE

KEY TERMINOLOGY

Cooking studies	Study and understanding of culinary methods
Development	To develop knife skills, knowledge, cooking and finishing techniques
Refine	To prepare and master set recipes and dishes
Record	To record the process or 'learning journey' in time plan books; photo's, feedback and improvements
Personal Response/outcome	Evaluation of dishes cooked, comparisons and analysis
Explore	To cook and consider different cooking techniques and processes
Critique	To evaluate your work identifying area of strength and weakness. Act upon these reflections to improve.
Subject specific terminology	To use specialist vocabulary when annotating your work

USEFUL SITES



Follow
CBA_Creative
for reels and
exemplar
content

LOCATION OF REVISION MATERIALS

Access teams to find a
digital copy of your VTEC
handbook and exemplar
videos which show
exemplar material with
commentary





GCSE MEDIA STUDIES

EXAM BOARD: EDUQAS

EXAM DATES: COMPONENT 1 = 13.05.2024 (PM)
COMPONENT 2 = 20.05.2024 (PM)

KEY TOPICS/TEXTS

COMPONENT 1: SECTION A

Set Texts:

Magazine front covers

Pride (November 2015)

GQ (August 2019)

Film posters (marketing)

The Man with the Golden Gun (1974)

No Time To Die (2021)

Newspaper front pages

The Guardian (18 January 2022)

The Sun (1 January 2021)

Print advertisements

Quality Street (1956)

This Girl Can (2015)

COMPONENT 1: SECTION B

Set Texts:

Newspapers

The Sun

Radio

The Archers

Film (media industries only)

No Time To Die (2021)

Video Games

Fortnite (2017)

COMPONENT 2: SECTION A

Set Texts:

Modern Family

Season 8, Episode 2:

A Stereotypical Day (2016)

Original broadcaster: ABC/Sky One.

Plus a ten minute extract from:

Friends

Season 1, Episode 1 (1994)

Original broadcaster: NBC/Channel 4.

COMPONENT 2: SECTION B

Set Texts:

Contemporary music videos:

Lizzo, Good as Hell (2019)

and

Bruno Mars, Uptown Funk (2014)

Music videos from the 1980s and early 1990s:

Duran Duran, Rio (1982)

Music Websites & Social Media:

Lizzo

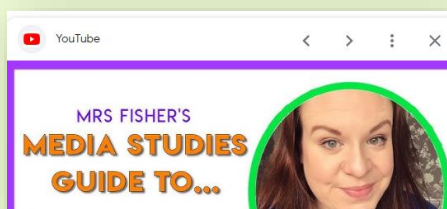


GCSE MEDIA STUDIES

KEY TERMINOLOGY

MEDIA LANGUAGE	The way in which the meaning of a media text is conveyed to an audience
REPRESENTATION	The constructed way in which people, places, cultures and events are shown in the media
AUDIENCE DEMOGRAPHICS	Defining audience groups based on elements such as age, gender and income
AUDIENCE PSYCHOGRAPHICS	Defining audience groups based on a person's inner self such as values and lifestyle
TARGET AUDIENCE	The specific group at which a media text is aimed
MISE-EN-SCENE	Everything that creates the visual world of the media text
STEREOTYPE	A fixed idea or image about a type of person or thing that is widely held
PATRIARCHY	A social system in which positions of dominance and privilege are primarily held by men
CONGLOMERATE	A large company that owns numerous smaller companies across a range of mass media industries
MEDIA CONVENTIONS	The recurring, familiar example. The ingredients which make up the recipe

USEFUL SITES



LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

These include:

Past Papers

All lesson powerpoints

Text revision materials





GCSE BUSINESS STUDIES

EXAM BOARD: AQA

EXAM DATES: PAPER 1 = 14.05.2024 (PM)

PAPER 2 = 05.06.2024 (PM)

KEY TOPICS/TEXTS

Business in the real world

Business ownership
Aims and objectives
Stakeholders
Business location
Business planning

Influences on a business

Technology
Ethical and environmental considerations
Economic climate
Globalisation
Legislation

Human resources

Organisational structures
Recruitment and selection
Motivation of employees
Training
Competitive environment

Business Operations

Production process
Production Processes
Role of procurement
The concept of quality
Customer service

Marketing

Identifying and understanding marketing
Segmentation
The purpose and methods of market research
Elements of the marketing mix
Using the marketing mix product and pricing
Promotion and distribution

Finance: Basic financial terms and calculations

Source of finance
Cashflow
Breakeven
Completing a profit and loss account
Ways of measuring and improving profitability at both gross and net profit level
Analysing financial performance of a business, income statements and balance sheets



GCSE BUSINESS STUDIES STUDIES

KEY FINANCIAL FORMULAS

REVENUE/SALES	$\text{SELLING PRICE} \times \text{QUANTITY} = \text{£}$
TOTAL COSTS	$\text{FIXED COSTS} + \text{VARIABLE COSTS} = \text{£}$
CONTRIBUTION	$\text{SELLING PRICE} - \text{VARIABLE COST} = \text{£}$
BREAKEVEN	$\text{FIXED COSTS} / \text{CONTRIBUTION} = \text{UNITS}$
MARGIN OF SAFETY	$\text{TARGET OUTPUT} - \text{BREAKEVEN POINT} = \text{UNITS}$
NET CASH FLOW	$\text{TOTAL CASH INFLOW} - \text{TOTAL CASH OUTFLOW} = \text{£}$
CLOSING BALANCE	$\text{OPENING BALANCE} + \text{NET CASH FLOW} = \text{£}$
OPENING BALANCE	$\text{CLOSING BALANCE IN APRIL} = \text{£}$
GROSS PROFIT NET PROFIT GP MARGIN NP MARGIN	$\text{SALES} - \text{COST OF SALES} = \text{GROSS PROFIT}$ $\text{GROSS PROFIT} - \text{EXPENSES/FC} = \text{NET PROFIT}$ $\text{GP} / \text{SALES} \times 100 = \%$ $\text{NP} / \text{SALES} \times 100 = \%$
CURRENT ASSETS ACID TEST	$\text{CURRENT ASSETS} / \text{LIABILITIES} = 1.5: 1$ $\text{CURRENT ASSETS} - \text{STCOK} / \text{LIABILITIES} = 1.3: 1$

AVERAGE RATE OF RETURN =

$\text{AVERAGE YEARLY PROFITS} / \text{COST OF INVESTMENT} \times 100 = \%$

USE SITES AND LOCATION OF REVISION MATERIALS

BBC Bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zvwb382>

Seneca: <https://app.senecalearning.com>

AQA | Find past papers and mark schemes

All lesson PowerPoints are on Teams





BTEC PERFORMING ARTS DANCE

EXAM BOARD: EDEXCEL

HAND IN DATES: COMPONENT 1 = 5th December (PM)

COMPONENT 3 = 13.2.24 (controlled assessment 1)

26.3.24 (controlled assessment 2)

08.05.2024 (all day practical)

10.05.24 (controlled assessment 3)

COMPONENT 1:

Set work: Rooster by Christopher Bruce

Theme: Relationships

Work to complete: Stylistic qualities within the work, the constituent features of the work, the purposes behind the piece, roles and responsibilities within creating the piece and the interrelationships formed when creating the piece

COMPONENT 3:

This is a choreographic task where students must work in small groups to produce a 7 minute dance based on a set theme by the exam board. The theme will be released in January.

Students along side practical rehearsals will have three controlled assessments where they must be able to write about their own involvement in the planning, creating and final performance.



CHOREOGRAPHY - KEY TERMINOLOGY

Structure	How the dance is made into parts. For example: AB 2 sections that are contrasting, ABA would begin and end in a similar way but the middle section would be different and then ABCDE Narrative so telling a story each section a change.
Stimulus	What inspires the choreography. For example is it the music, an image, the style of dance, a story etc
motif	Key movements or phrases of movement that show what the dance is about.
relationships	Changing how you work together for example in canon, unison, mirroring and question and answer
Space	Using the space by changing floor patterns, changing levels and changing formations
Dynamics	How the movement is performed. For example strong, soft, fluid, bouncy, sharp etc.
Climax	Every dance should have a climax to it where there is a section of the most powerful movements

Useful website:

www.rambert.org.uk



GCSE Drama

EXAM BOARD: EDUQAS

EXAM DATES: COMPONENT 3 Exam

Thursday 9 May 2024



KEY TOPICS/TEXTS

Component 3 Exam

Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

60 marks

This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

Section A: set text

Find Me

By Olwen Wymark

Learners must consider how the text is constructed and how performances create

meaning through:

- o genre
- o structure
- o character (including interpretation and function within an extract)
- o form and style
- o language/dialogue
- o stage directions
 - the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created
 - how meaning is interpreted and communicated through
- o performance conventions
- o use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene
- o relationships between performer and audience
- o the design of lighting, sound, set (including props) and costume, hair and make-up
- o the actor's vocal and physical interpretation of character.



Section B

Live theatre interpretation

Learners are required to analyse and evaluate one piece of live theatre viewed during the course.

Learners will be expected to analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance.

Learners must consider the role of the:

- actor
 - interpretation of character
 - character interaction
 - vocal skills
 - movement skills
- designer
 - creation of mood and atmosphere
 - use of performance space
 - lighting
 - sound
 - set and props
 - costume and make-up
- director
 - interpretation and style
 - performance conventions
 - spatial relationships on stage
 - relationship between performer and audience
- reaction and response
 - individual
 - audience.

LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

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GCSE Drama



Exam advice and key terminology

Common Command Words

- **Describe** – in detail state the main points, characteristics or features of what the question is asking you
- **Explain** – set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
- **Explore** – Discuss in detail
- **Discuss** – offer more than one opinion or idea about what the question is asking you in a structured way (where appropriate offer different opinions)
- **Compare** – identify/comment on similarities and/or differences
- **Justify** – support a case with evidence such as a quote or reasoning
- **Analyse** – examine in detail to show meaning, and identify elements and the relationship between them
- **Sketch** – make a simple freehand drawing showing the key features, taking care over proportions
- **Identify** – name/select/recognise
- **Reflect** – offer a justified idea with careful thought
- **Develop** – take forward to a more advanced stage or build upon given information
- **Annotate** – Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).
- **Contrast** – identify/comment on differences
- **Assess** – make an informed judgement

All good answers must include;

Technical Language – use accurate terminology to describe each aspect of the studied performance text.

Examples from the play – include examples, such as quotes, context or events; that demonstrate understanding of the play and support the point you're making.

Detailed suggestions – give specific examples on how you would perform, design or direct a production that would help the examiner to visualise your ideas.

Effect on the audience – describe the desired effect of a production on the audience, as well as how this effect might be created using theatrical techniques.



Question Perspectives and What to Include

PERFORMER

You'll need to think about how you would use your performance skills to portray a certain character. This includes a combination of physical and vocal skills.

Physical Performance –

Movement
Posture
Body language – non-verbal communication
Facial expressions
Gestures
Mannerisms

Involving other characters –

Relationships developed through *eye contact*, *proxemics*, *location on stage*, *reactions*

Vocal Performance –

Tone of Voice
Volume
Accent
Pitch
Pace
Pause
Speed
Phrasing
Intonation
Emphasis
Musicality

DESIGNER

You'll need to come up with design ideas that would enhance the impact of the play. This requires a good understanding of design elements like set, lighting, sound and costume.

Set –

Establishes location
Establishes time period
Creates mood, atmosphere and symbolism
Contributes to the overall visual style
Exits and entrances
Levels
Use of space
Scene changes (fly/multimedia/flats/cyclorama)
Props (anything moveable on stage that isn't part of the scenery, costumes or cast)

Lighting –

Colour/Intensity/Direction
Focus attention – spot light
Time of day
Mood and atmosphere (plus special effects)
Blackouts

Sound –

Music (Live and pre-recorded)
Sound effects – all communicates meaning
Amplification of sound, music and dialogue

Costume –

Time and place
Style
Character and status

DIRECTOR

You'll need to consider how you would bring the written text to life on stage. You'll be asked to focus on one element of the production rather than the play as a whole.

As a director you may need to consider;

Playwright's intentions – Think about what the playwright is trying to achieve and how this could be interpreted. Look at and consider *stage directions*.

Context – Consider any aspects of the *historical, social and cultural context* that might have an effect on the way it is *performed, designed or directed*.

Characteristics of the text – Pick out important details of the text such as *style, genre and structure* and consider how these might be *communicated to the audience*.

You must also identify the **challenges** of the text and how as a director you may influence **acting** and **design** elements. For example you may need to refer to *performance space, character relationships through proxemics* and the impact on the *audience*, depending on what the question is asking you.

Remember to read every question carefully, answer every question and manage your time



Health and Social Care

EXAM BOARD: Pearsons

EXAM DATES: COMPONENT 3 = 07.05.2024 (AM)

KEY TOPICS/TEXTS

Component 3

1. Health and wellbeing
2. Inherited conditions
3. Physical ill health
4. Mental ill health
5. Physical abilities
6. Sensory impairment
7. Nutrition
8. Physical activity
9. Smoking and nicotine use
10. Alcohol misuse
11. Substance misuse
12. Relationships
13. Social interaction
14. Cultural factors
15. Economic factors
16. Environmental factors - housing
17. Environmental factors - pollution
18. The home environment
19. Life events
20. Life circumstances
21. Health indicators
22. Heart rate
23. Blood pressure
24. Body mass index
25. Lifestyle indicator - nutrition
26. Lifestyle indicator - physical activity
27. Lifestyle indicator - smoking and substance misuse
28. Lifestyle indicator - alcohol
29. Person centred approach
30. Skills and attributes
31. Values in care
32. Benefits for health and social care workers
33. Recommendations for a healthy heart
34. Recommendations for diet and weight control
35. Recommendations for lifestyle changes
36. Professional support
37. Formal support
38. Informal support
39. Barriers to accessing identified services
40. Potential obstacles
41. Emotional and psychological obstacles
42. Time constraints
43. Availability of resources
44. Unachievable targets
45. Lack of support
46. Identifying factors
47. Explaining factors with negative effects
48. Explaining factors with positive effects
49. Responding to case studies
50. Explaining physiological indicators - BMI
51. Explaining physiological indicators - pulse
52. Explaining physiological indicators - Blood pressure
53. Explaining social and cultural factors
54. Interpreting lifestyle indicators
55. Recommendations and actions
56. Understanding barriers and obstacles



Health and Social Care: Knowledge Organiser

Component 3

Health & Wellbeing

...from unhealthy to healthy... your plan...



Physical Factors

- o inherited conditions
- o physical ill health
- o mental ill health
- o physical abilities

Social Factors

- o supportive and unsupportive relationships
- o inclusion & exclusion
- o bullying
- o discrimination.

Cultural

- o religion
- o gender roles, identity and expectations
- o sexual orientation
- o community

Lifestyle Factors

- o nutrition
- o physical activity
- o smoking
- o alcohol
- o substance misuse.

Economic

- o employment situation
- o financial resources – income, inheritance, savings.

Environmental

- o housing needs, conditions, location
- o home environment
- o exposure to pollution
- air, noise and light.

Factors that affect Health & Wellbeing

Person-centred care ALL ABOUT THE INDIVIDUAL.. their circumstances, their needs to reduce health risks, individual's wishes, preferences and choices

Guidance from the government...



Eatwell plate guide proportions



Max 14 units alcohol



Adults (19 to 64) should aim for at least 150 minutes of moderate intensity activity, in bouts of 10 minutes or more, each week



No smoke and nicotine



No legal or illegal drugs

Importance of a person-centred approach for people

more comfortable with recommendations, advice and treatment, more confidence, seen as unique and personal needs are met, increases the support available, improves their independence, more motivated, feel happier and more positive about their health and wellbeing.

Importance of person-centred approach for staff and services

job satisfaction for staff, saves time for services, saves money and reduces complaints about health and social care services and workers.

Recommendations for improving health:

- o improving resting heart rate and recovery rate after exercise
- o improving blood pressure and maintaining a healthy weight
- o eating a balanced diet and getting enough physical activity
- o quitting smoking, sensible alcohol consumption, stop substance misuse.

PIES health & wellbeing impact of different types of life event:

- * physical events
- * relationship changes
- * life circumstances

Health plan...
Short-term
Long-term

Problems and solutions...

Potential barriers

- o physical barriers
- o sensory disability
- o social and cultural backgrounds
- o language barrier or speech impairments
- o geographical barriers
- o resource barriers for service provider
- o financial barriers.

Types or support to get and remain healthy:

Formal support eg.GP
Informal support eg. family

Potential obstacles:

- o emotional/psychological
- o time constraints
- o availability of resources
- o unachievable targets
- o lack of support.

Blood Pressure Stages

Blood Pressure Category	Systolic mm Hg (upper #)	Diastolic mm Hg (lower #)
Low blood pressure (Hypotension)	less than 80	or less than 60
Normal	80-120	and 60-80
Prehypertension	120-139	or 80-89
High Blood Pressure (Hypertension Stage 1)	140-159	or 90-99
High Blood Pressure (Hypertension Stage 2)	160 or higher	or 100 or higher
High Blood Pressure Crisis (Seek Emergency Care)	higher than 180	or higher than 110

Physiological indicators,

measuring what's healthy and what's

Measuring good and not so good...

Resting Heart Rate Chart

Men (beats per minute)

Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	40-55	40-54	50-56	50-57	51-56	50-55
Excellent	56-61	55-61	57-62	58-63	57-61	56-61
Great	62-65	62-65	63-66	64-67	62-67	62-65
Good	66-69	66-70	67-70	68-71	68-71	66-69
Average	70-73	71-74	71-75	72-76	72-75	70-73
Below Average	74-81	75-81	76-82	77-83	76-81	74-79
Poor	82+	82+	83+	84+	82+	80+

Women (beats per minute)

Age	18-25	26-35	36-45	46-55	56-65	65+
Athlete	54-60	54-59	54-59	54-60	54-59	54-59
Excellent	61-65	60-64	60-64	61-65	60-64	60-64
Great	66-69	65-68	65-69	66-69	65-68	65-68
Good	70-73	69-72	70-73	70-73	69-72	69-72
Average	74-78	73-76	74-78	74-77	74-77	73-76
Below Average	79-84	77-82	79-84	78-83	78-83	77-84
Poor	85+	83+	85+	84+	84+	85+

BMI Chart

WEIGHT kg	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210
kg	40.8	42.7	44.6	46.5	48.4	50.3	52.2	54.1	56.0	57.9	59.8	61.7	63.6	65.5	67.4	69.3	71.2	73.1	75.0	76.9	78.8	80.7	82.6
WEIGHT lb	90	95	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200
Height	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"	5'0"
5'0"	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0	27.5	28.0	28.5	29.0	29.5
5'1"	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0	27.5	28.0	28.5	29.0
5'2"	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0	27.5	28.0	28.5
5'3"	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0	27.5	28.0
5'4"	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0	27.5
5'5"	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5	27.0
5'6"	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0	26.5
5'7"	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5	26.0
5'8"	14.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0	25.5
5'9"	14.0	14.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5	25.0
5'10"	13.5	14.0	14.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0	24.5
5'11"	13.0	13.5	14.0	14.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5	24.0
6'0"	12.5	13.0	13.5	14.0	14.5	15.0	15.5	16.0	16.5	17.0	17.5	18.0	18.5	19.0	19.5	20.0	20.5	21.0	21.5	22.0	22.5	23.0	23.5

LOCATION OF REVISION MATERIALS:



All materials for this subject are placed in the **Class Teams Area**. These include:
Past Papers when available
All lesson power points
Text revision materials

<https://www.tes.com/teaching-resources/shop/HSCresources>



GCSE PSYCHOLOGY



EXAM BOARD: AQA

EXAM DATES: PAPER 1 = 15.05.2024 (PM)

PAPER 2 = 23.05.2024 (PM)

EXAM INFORMATION

Paper 1: COGNITION AND BEHAVIOUR

What's assessed

- Memory
- Perception
- Development
- Research methods

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2: SOCIAL CONTEXT AND BEHAVIOUR

What's assessed

- Social influence
- Language, thought and communication
 - Brain and neuropsychology
 - Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE



GCSE PSYCHOLOGY



KEY REVISION INFORMATION

Students will be expected to:

Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content

Apply psychological knowledge and understanding of the specified Paper 1/2 content in a range of contexts

Analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1/2 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills

Evaluate therapies and treatments including in terms of their appropriateness and effectiveness show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour

Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity

Develop an understanding of the interrelationships between the core areas of psychology show how the studies for topics relate to the associated theory.

Knowledge and understanding of research methods (see [Research methods](#)), practical research skills and mathematical skills (see [Appendix A: mathematical requirements](#)) will be assessed across all topic areas in Paper 1. These skills should be developed by studying the specification content and through ethical, practical research activities, involving:

Designing research

Conducting research

Analysing and interpreting data.

By carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).

AQA Approved websites for revision

Online textbook
Website: illuminate.digital
Username: scorby6
Password: student6

AQA Approved websites for revision

Tutor2U
Simply Psychology

LOCATION OF REVISION MATERIALS

All materials for this subject are placed in the *Class Team*.

These include:

All lesson powerpoints

Text revision materials

Practice exam questions



BTEC SPORT

BTEC Sport | Component 1

Component 1 is split into three different tasks with a combined mark out of 60 which contributes to 30% of your final grade. Each task relates to a scenario provided by the exam board through a PSA. Each task has a set time limit to complete. Once complete your teacher will assess. Students are then selected for moderation.

Key Knowledge

- Types of Activities
- Benefits of Taking Part in Sport
- Types of Provision
- Types and Needs of Participants
- Barriers to Participation
- Overcoming Barriers

Task 1

- **Objective:** Learners will use knowledge acquired to select suitable physical activities for the case study provided considering the provision available.
- **Time:** 2 Hours
- **Assessment Method:** Written (**Word Document**)
- **Assessment Weighting:** 12% of Final Grade

Task 2

- **Objective:** Learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person
- **Time:** 1 Hour
- **Assessment Method:** Presentation (**PowerPoint**)
- **Assessment Weighting:** 6% of Final Grade

Task 3

- **Objective:** Learners will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up video* evidence will be of the warm up – approx. 10 mins
- **Time:** 2 Hour
- **Assessment Method:** Written (**Word Document**) & **Practical**
- **Assessment Weighting:** 12% of Final Grade

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Develop | Educate | Engage | Prepare

BTEC Sport | Component 2

Component 2 is split into four different tasks with a combined mark out of 60 which contributes to 30% of your final grade. Each task relates to a scenario provided by the exam board through a PSA. Each task has a set time limit to complete. Once complete your teacher will assess. Students are then selected for moderation.

Key Knowledge

- Components of Fitness
- Rules and Regulations
- Types of Practice
- Official in Sport
- Supporting Participants
- Motivation of Individuals

Task 1

- **Objective:** Understand how different components of fitness are used in different physical activities
- **Time:** 1 Hour
- **Assessment Method:** Written (**Word Document**)
- **Assessment Weighting:** 6% of Final Grade

Task 2

- **Objective:** Video* of sports skills in a given scenario – approx. 15 min video in isolated practices and competitive situations
- **Time:** 1 Hour
- **Assessment Method:** Video (**Practical**)
- **Assessment Weighting:** 6% of Final Grade

Task 3

- **Objective:** Rules, regs and roles and responsibilities of officials
- **Time:** 1 Hour
- **Assessment Method:** Presentation (**PowerPoint**)
- **Assessment Weighting:** 6% of Final Grade

Task 4

- **Objective:** Demonstrating one skills – video* evidence (approx. 10 mins) and written response
- **Time:** 1 Hour
- **Assessment Method:** Written (**Word Document**) & **Practical**
- **Assessment Weighting:** 12% of Final Grade

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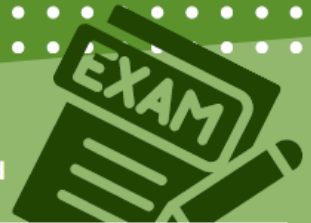


Develop | Educate | Engage | Prepare

BTEC SPORT

BTEC Sport | Component 3

Component 1 is split into four different tasks with a combined mark out of 60 which contributes to 30% of your final grade. Each task relates to a scenario provided by the exam board through a PSA. Each task has a set time limit to complete. Once complete your teacher will assess. Students are then selected for moderation.



Key Knowledge

- Components of Fitness
- Fitness Testing Methods
- FITT Principle
- SPORT Principle
- Exercise Intensities & Technology
- Motivation
- Personal Information to Aid Training

Learning Aim A

- **Objective:** Explore the importance of Fitness Testing
- **Topics:** Definitions of Physical and Skill Related Components of Fitness, Fitness Training Principals, Exercise Intensities.

Learning Aim B

- **Objective:** Investigate Fitness Testing
- **Topics:** Reasons for Fitness Testing, Pre-Test Procedures, Validity and Reliability, Practicality, Fitness Testing Data

Learning Aim C

- **Objective:** Investigate Fitness Testing Methods
- **Topics:** Warm-up and Cool Down, Methods of Testing including advantages and disadvantages, FITT Principle.

Learning Aim D

- **Objective:** Investigate Fitness Programming to Improve Performance
- **Topics:** Aims and Objectives, PAR-Q and Lifestyle Questionnaire, Types of Motivation and Techniques, SMARTER Targets, Benefits of Motivation

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