



ARENA
ACADEMY

Year 11 GCSE Handbook

Collaboration Opportunity Respect Excellence

DELIVERING A **CORE** EDUCATION

Contents



The aim of the booklet is to offer subject specific guidance to support students as we work towards the Summer GCSE 2024 examination season.

We recommend that parents and students read and continue to return to this handbook throughout the academic year to be fully prepared for this crucial year.

1. Introduction:

What to expect, general advice and what parents can do to help

2. Revision Guidance:

What revision strategies work best?

3. Qualification Information:

For both qualifications that have written exams and those that are entirely coursework based.

4. Sitting your examinations:

The night before, on the day, time management and tackling questions



1. Introduction

Dear Parent/Carers,

The aim of this booklet is to offer subject specific guidance to support students and parents as we move forward through Year 11. As a parent, we would ask that you continue to support your child with encouragement and praise and remind them to carry out regular revision using their teacher's advice. This booklet provides parents with key information about Year 11.

Here are some suggestions of how you can support your child:

Students who do best in Exams:

- have worked hard throughout the two years
- have kept up to date with their homework
- have revised thoroughly, carefully, and efficiently
- have good attendance and are punctual
- have parents who take an interest in their child's revision

There is a great deal you can do as a parent. You cannot revise for them and however much you would like to you cannot take the examinations for them, but you can be invaluable in making the process smooth, calm and successful.

Please remember we are here to support you and your child. Please do not hesitate to contact the school for help and advice.



What can parents do?

DO

- Make sure your child is in school every day, maintaining 100% attendance and fully equipped for school.
- Make sure that you get your child to show you their homework and make sure that they can access the homework tasks on Microsoft Teams.
- Discuss with your child what will be involved during the revision period and what your role could be.
- Use flash cards your child has made to test them on their knowledge.
- Provide the environment necessary for success. Students need a place to work and revise which is quiet, calm and comfortable (probably the most important need is quiet).
- Respond positively when asked for help and give plenty of praise and encouragement. Ask exactly how you can help and if you cannot help immediately, say when it is convenient.
- Point out what your child has done well when you look at their work. Don't dwell on errors, emphasise the positives.
- Keep your child supplied with healthy food and drinks.
- Be prepared to listen when your child wants to talk about issues as everything becomes more emotional and heightened during the examination period.
- Encourage morning revision when the brain is more receptive and discourage studying right up to when they go to bed.
- Encourage your child to plan in time to rest and to do other things outside of revising and studying.

Here is some general advice:

DON'T

- Make comparisons with brothers, sisters, friends and so on.
- Unintentionally add to their worries by constantly mentioning the exams.
- Relate too much to when you were sitting exams at school or how you revised or prepared.
- Worry if their revision techniques seem strange or unusual.
- Let students listen to music when doing revision. If students do, ensure it is music without lyrics as there is conclusive research that music with lyrics deters effective revision.
- Distract them unnecessarily.
- Overload your child with chores or other responsibilities when they have revision to complete
- Expect them to study all of the time, as taking some time out to relax will have a positive effect on their work.
- Join in the general anxiety - stay calm, serene and confident.

2. Revision Guidance



What is Revision?

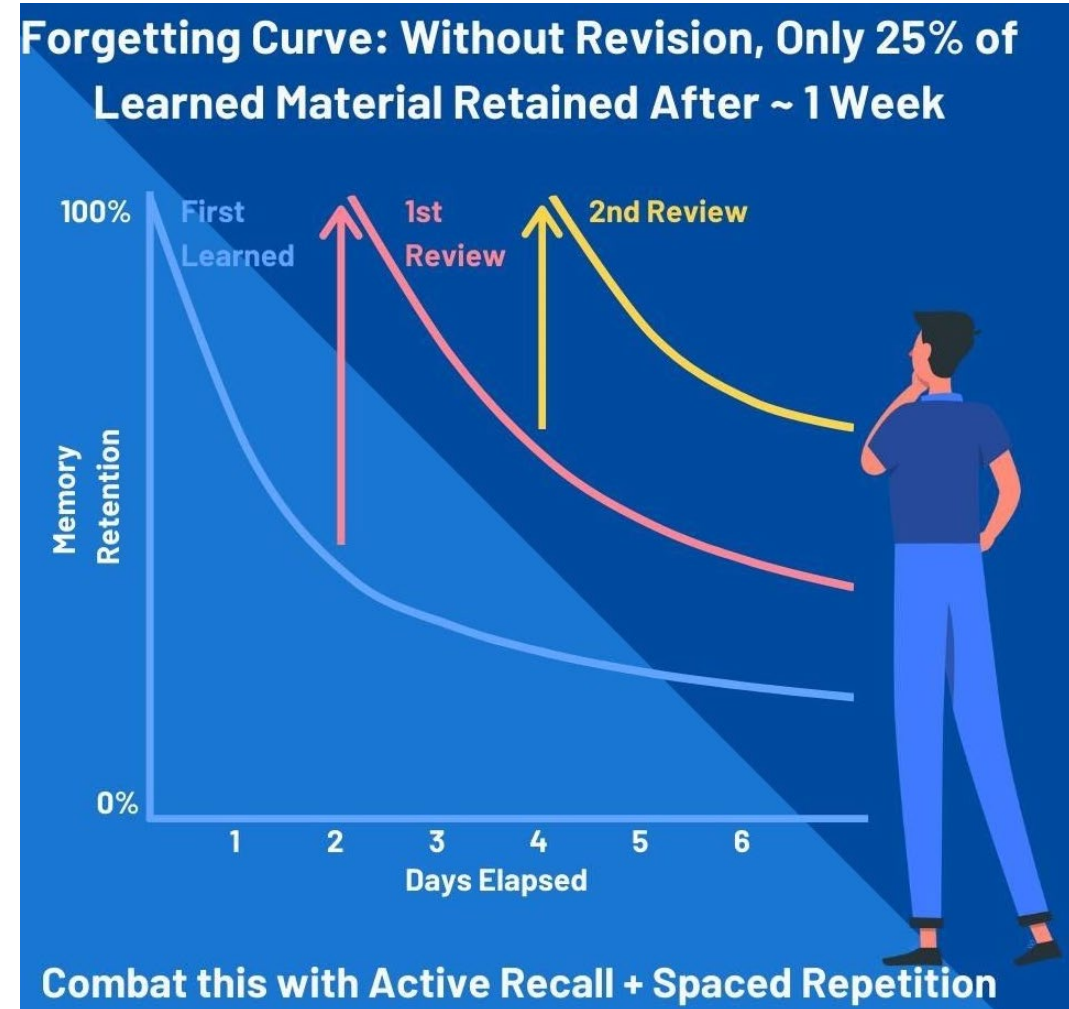
Revision means 'looking again'.

Revision involves:

- Finding out what you know & understand (and what you don't)
- Building on what you know & understand
- Finding out what has slipped your memory
- Working on ways on retaining information
- Practising writing answers
- Preparing to show what you have learned

Research into learning and memory shows that:

- When we learn something, we rapidly forget much of it. This is shown by the graph
- When we re-visit something we've learned repeatedly, we remember it better and we forget less.



What revision strategies work best?



There is a strong scientific consensus that regular and distributed practice have the greatest impact and should be the cornerstone of any revision strategy.

Practice testing is any retrieval practise. This could be using revision cards, practise exam questions or any way of practising the retrieval of knowledge.

Technique	Description	Utility
Practice testing	Self-testing or taking practice tests revision material	1 - High
Long term Revising (Distributed practice)	Implementing a schedule of practice that spreads out study activities over time	1 - High
Asking 'why?' (Elaboration)	Generating an explanation for why a fact or concept is true	2 - Moderate
Self-explanation	Explaining how new information is related to known information, or explaining steps taken during problem solving	2 - Moderate
Varying study topics (Interleaved Practice)	Mixing different kinds of problems, or different kinds of material, within a single study session	2 - Moderate
Summarization	Writing summaries (of various lengths) of revision texts	3 - Low
Mental Images	Attempting to form mental images of revision materials while reading or listening	3 - Low
The keyword mnemonic	Using keywords and mental imagery to associate key words and concepts	3 - Low
Rereading	Restudying text material again after an initial reading	4- Ineffective
Highlighting/underlining	Marking potentially important portions of revision materials while reading	4 - Ineffective

Benefits of Retrieval Practice



6 REASONS THE TESTING EFFECT IS IMPORTANT


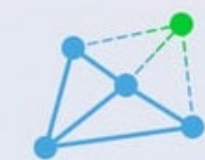



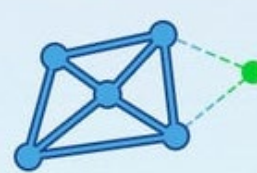
The power of tests, quizzes and retrieval
by @inner_drive | www.innerdrive.co.uk



-  Improved memory, retention and recall
-  Makes you a more confident learner
-  Reduces exam nerves
-  Enhanced memory during stressful situations
-  Helps you identify what you do and don't know
-  More effective revision

The Benefits of Retrieval Practice

by @Inner_Drive | innerdrive.co.uk

- 1. Identifies gaps in knowledge**

- 2. Makes connections**

- 3. Checks for misunderstandings**

- 4. Strengthens connections**

- 5. Makes connections robust under pressure and stress**

- 6. Makes it easier to learn new things**


Structure your Revision



If your child is struggling with their concentration, try out the Pomodoro method with them: working in short, 25-minute bursts with a 5-minute break.

THE POMODORO TECHNIQUE



STEP 1
CHOOSE THE TASK



STEP 2
SET A TIMER FOR
25 MINUTES



STEP 3
WORK ON THE
TASK UNTIL TIMER
BEEPS



STEP 4
TAKE A SHORT
BREAK OF 3-5 MIN



STEP 4
REPEAT THE CYCLE 4 TIMES
TAKE A LONGER BREAK AFTER 4 SESSIONS

Revision Timetable



Create your own revision timetable.

You could use colour to identify individual subjects. Remember to plan for sensible breaks, drink lots of water and have healthy snacks to hand.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Subject	Sessions per week
9am									
10am									
11am									
12pm									
1pm									
2pm									
3pm									
4pm									
5pm									
6pm									
7pm									
8pm									

Remember to spread out when you study the same subject/topic and to focus on testing yourself/ retrieval practise and the Leitner system when using flashcards in preference to reading large amounts of information and highlighting notes/texts.



1. Using Flash cards or Revision cards effectively

Flashcards or revision cards are a common revision strategy but crucially, however, too many students fail to use them effectively for self-testing. Students need to design effective revision flashcards. There is a video clip on the school website on this which is a good starting point. The two styles are making informative notes by selecting the most significant facts, concepts or terms needed for that topic and then making self-testing flashcards. It is crucial that students incorporate self-testing in this model as a way of retrieving key knowledge

2. Practise testing

This is a tried and tested method of students testing themselves using practice questions. The effect of exploring worked examples or exam answers, as well as writing their own, helps students process, practice and refine their revision to improve their chances of exam success. There are many ways practice testing can occur. This can be through your child or you as a parent testing your child using their revision cards, students going through past exam papers or students using educational apps available for revision in certain subjects. Practice testing is the best way for students to know and further cement what knowledge has moved into their long-term memory, whilst also identifying what knowledge has not.

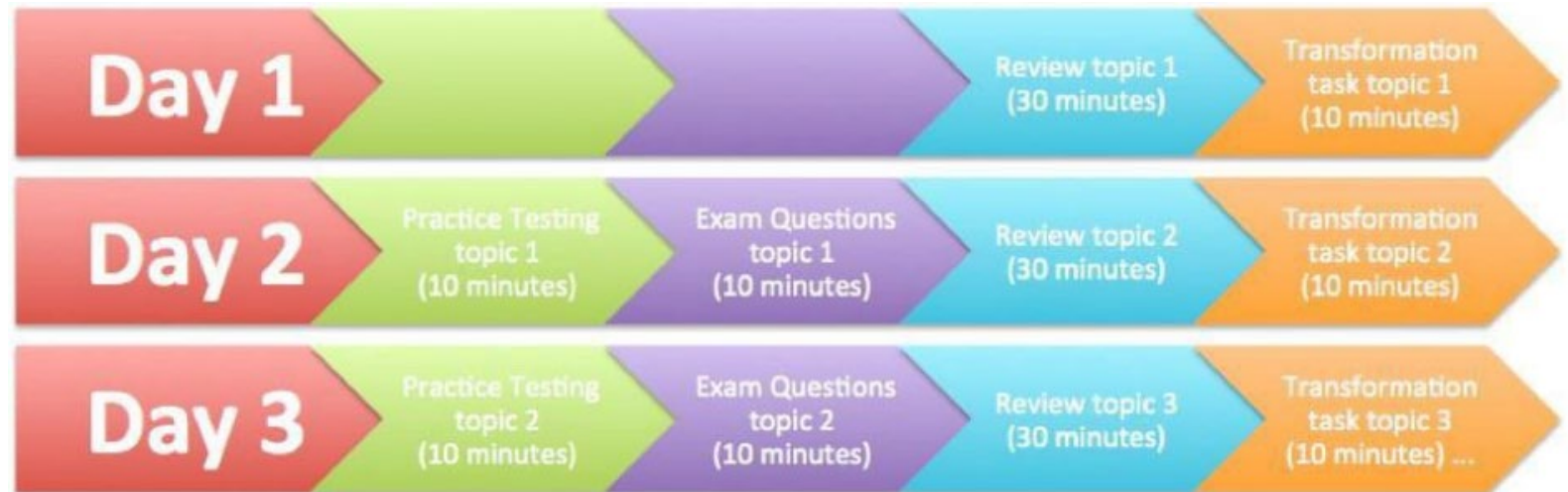
Effective Revision Strategies



3. Spaced Practice or Distributed practice

This is where students space their revision over several revision sessions rather than the more commonly used mass practice where students study one topic at a time. Massed practice is more commonly used although it is less effective and is often done when students ‘cram’ for exams. The main reason why students are often forced into massed practice is that they start revising too late and are forced to cram as they have no real alternative.

Spaced practice means students might revise several topics and switch between topics rather than learning one thing at a time. This is more challenging and means students don’t study one topic for too long (it should be noted students should gain a decent understanding of one topic before moving to the new one) – for example in History students learn about Elizabethan government on Monday. In the evening they would review and make notes on this topic using one of the effective revision strategies. They would then review this topic on Wednesday but also switch in another topic e.g. Why Elizabeth didn’t marry and then again on Friday students would review both topic and perhaps look at a new topic. This also allows for effective interleaving and retrieval of the knowledge students need. Distributed practice works well with many revision techniques and is shown to be very successful in helping with recall ability. The diagram below shows how you could structure this technique:



Top 10 Tips

1. Quality over quantity
2. Focus on the hard topics first
3. Teaching a topic (elaboration)
4. Graphic organisers
5. Just a Minute
6. Highlighters – ONLY for exam questions with passages of text
7. Spaced practice
8. Retrieval practice (self testing)
9. Interleaved practice (timetable)
10. Wellbeing

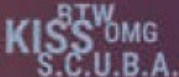


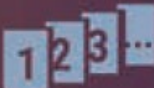
15 Ways to Improve Memory




Write things down


Chunking


Acronyms


Practice, practice, practice


Superior focus


Test yourself


Silly sentences


Teach it to someone else


Drink water


Read more


Little and often


Make it a story


Say things out loud


Ask why


Get enough sleep

9 Ways to Beat Revision Stress



1
Do the actual work - revise!



2
When really stressed, talk to someone about it



3
Get some fresh air each day



4
Stick to regular mealtimes



5
Do something to switch off an hour before bed



6
Don't dwell on worst case scenarios



7
A good sleep the night before is better than last minute cramming



8
Once you've done the exam, move on to the next one



9
Don't aim for perfection - it's a myth and doesn't exist

3. Qualification Information



English
Maths
Combined Science
Art
Business Studies
Religious Education
Food Science
French
Geography
Health & Social Care
History
Computer Science

Design Technology
Performing Arts
Sports Studies
Psychology
Digital IT
GCSE PE
Photography
Sociology
Triple Science: Biology,
Chemistry & Physics

GCSE Combined Science

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>
- COURSE CODE: 8464 CONTROLLED ASSESSMENT/EXAM WEIGHTING: 100% examination
- PROVISIONAL EXAM DATE: 10.05.24, 17.05.24, 22.05.24, 07.06.24, 11.06.24, 14.06.24

Biology Paper 1
What's assessed Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.



Biology Paper 2
What's assessed Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 1
What's assessed Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.



Chemistry Paper 2
What's assessed Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from Sections 5.1 to 5.3.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Physics Paper 1
What's assessed Physics topics 18–21: Energy; Electricity; Particle model of matter; and Atomic structure.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.



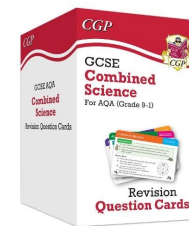
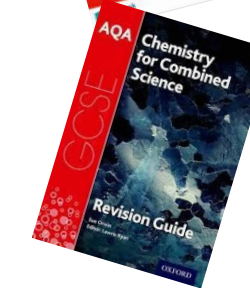
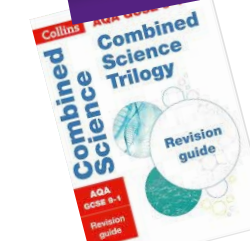
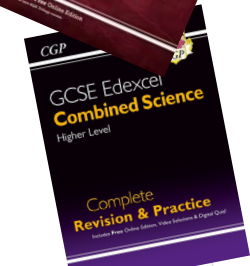
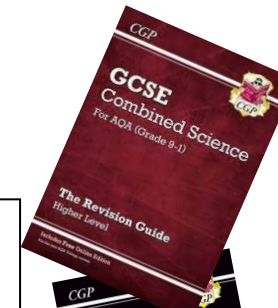
Physics Paper 2
What's assessed Physics topics 22–24: Forces; Waves; and Magnetism and electromagnetism
How it's assessed <ul style="list-style-type: none"> • Written exam: 1 hour 15 minutes • Foundation and Higher Tier • 70 marks • 16.7% of GCSE
Questions Multiple choice, structured, closed short answer, and open response.

Top tips for revision:

- 1) Look, Cover, Test, Check – One of the most powerful but simple memory techniques is to practice retrieving knowledge. Many of the knowledge organisers are designed so that you can read and study a section then cover it up either completely or part of it. Then test your self on another piece of paper to see what you can remember. After a minute or so check what you got right, what you hadn't remembered yet and add to it. Repeat this process multiple times in quick succession to quickly practice recalling the key ideas.
- 2) Design your own flashcards – Flashcards enable you to practice a broad range of retrieval techniques. Use your knowledge organiser as the foundation for making accurate and precise flashcards with the exact knowledge you need to recall.
- 3) Family quiz time – Parents often tell us they want to help with their children's practice but don't know the content being taught to help. You can use knowledge organisers and PLCs in a clear way to ask about definitions, explanations or even spellings. This enables students to practice speaking the information. Developing their oracy, confidence and fluency. Don't worry if they get it wrong use the knowledge organiser to explain the right answer and then come back to it again. We don't get better by accident but by deliberate practice and overcoming failure along the path to success.
- 4) Review your Classwork – A small bit of review done regularly makes a huge difference to your learning. Review what you covered and use your knowledge to maybe add any missing notes. Complete any small bits left incomplete. Simple habits can make a huge difference to how much you remember.
- 5) Spelling Tests – A worthwhile activity can just be spending a bit of time consolidating any spellings you haven't learnt yet. Perhaps keeping your own personalised list of just a few keywords your trying to remember and testing yourself for 5 minutes each day will be a big difference. 6) Independent Notes – The students who perform most successfully in examinations frequently complete their own independent work. You can use online or physical resources to help you write up notes, make summarises or mindmap key ideas. This is all about helping you remember your learning.

Recommended platforms/website links:

- Educake: [Educake - Online Formative Assessment for Homework and Classwork](https://www.educake.com/)
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email



GCSE Triple Science

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE:
 - [AQA | GCSE | Biology | Specification at a glance](#)
 - [AQA | GCSE | Chemistry | Specification at a glance](#)
 - [AQA | GCSE | Physics | Specification at a glance](#)
- COURSE CODE: 8461/8462/8463 CONTROLLED ASSESSMENT/EXAM WEIGHTING: 100% examination
- PROVISIONAL EXAM DATE : 10.05.24, 17.05.24, 22.05.24, 07.06.24, 11.06.24, 14.06.24

Biology

Paper 1

What's assessed

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

How it's assessed

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

Questions

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

Paper 2

What's assessed

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

How it's assessed

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

Questions

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

Chemistry

Paper 1:

What's assessed

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

How it's assessed

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

Questions

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

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Paper 2:

What's assessed

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

How it's assessed

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

Questions

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

Physics

Paper 1:

What's assessed

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

How it's assessed

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

Paper 2:

What's assessed

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

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

How it's assessed

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

Questions

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

Top tips for revision:

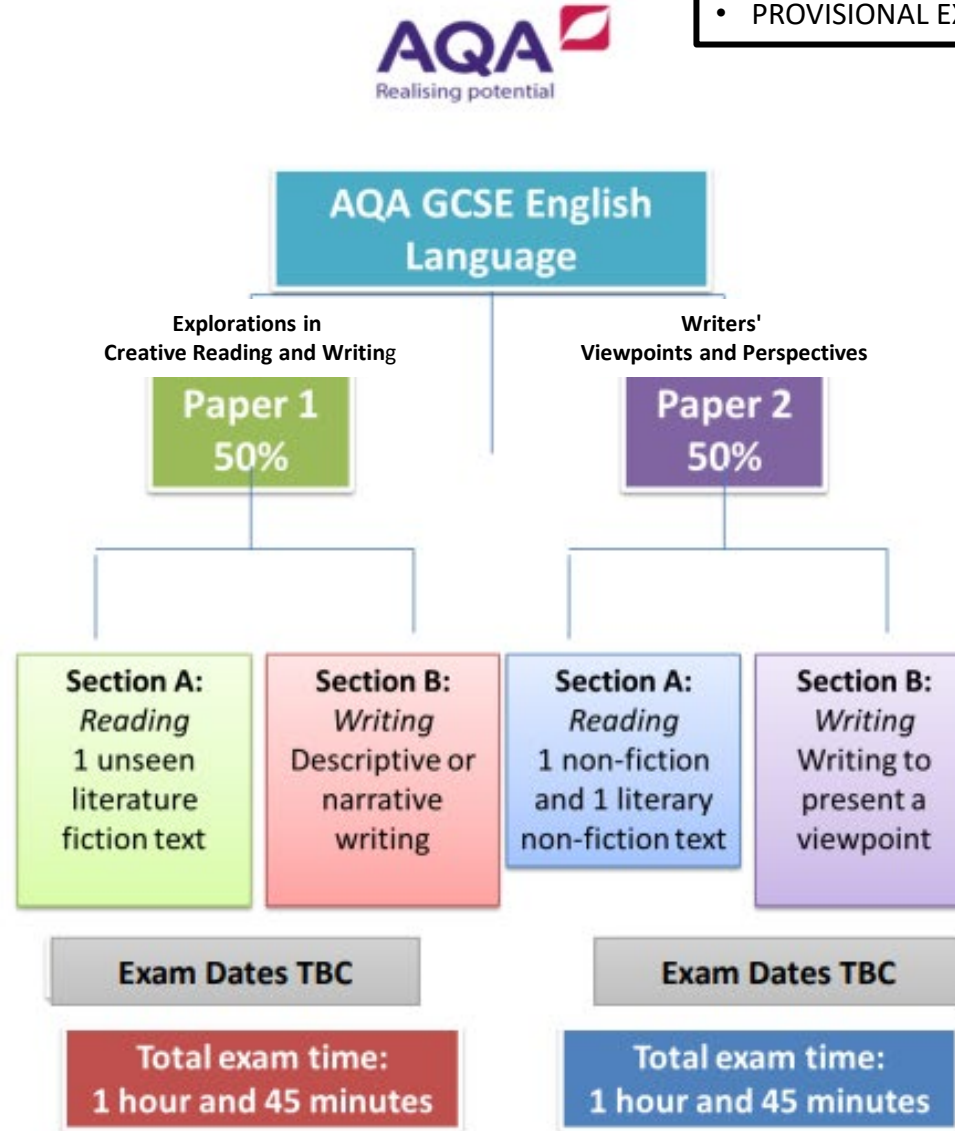
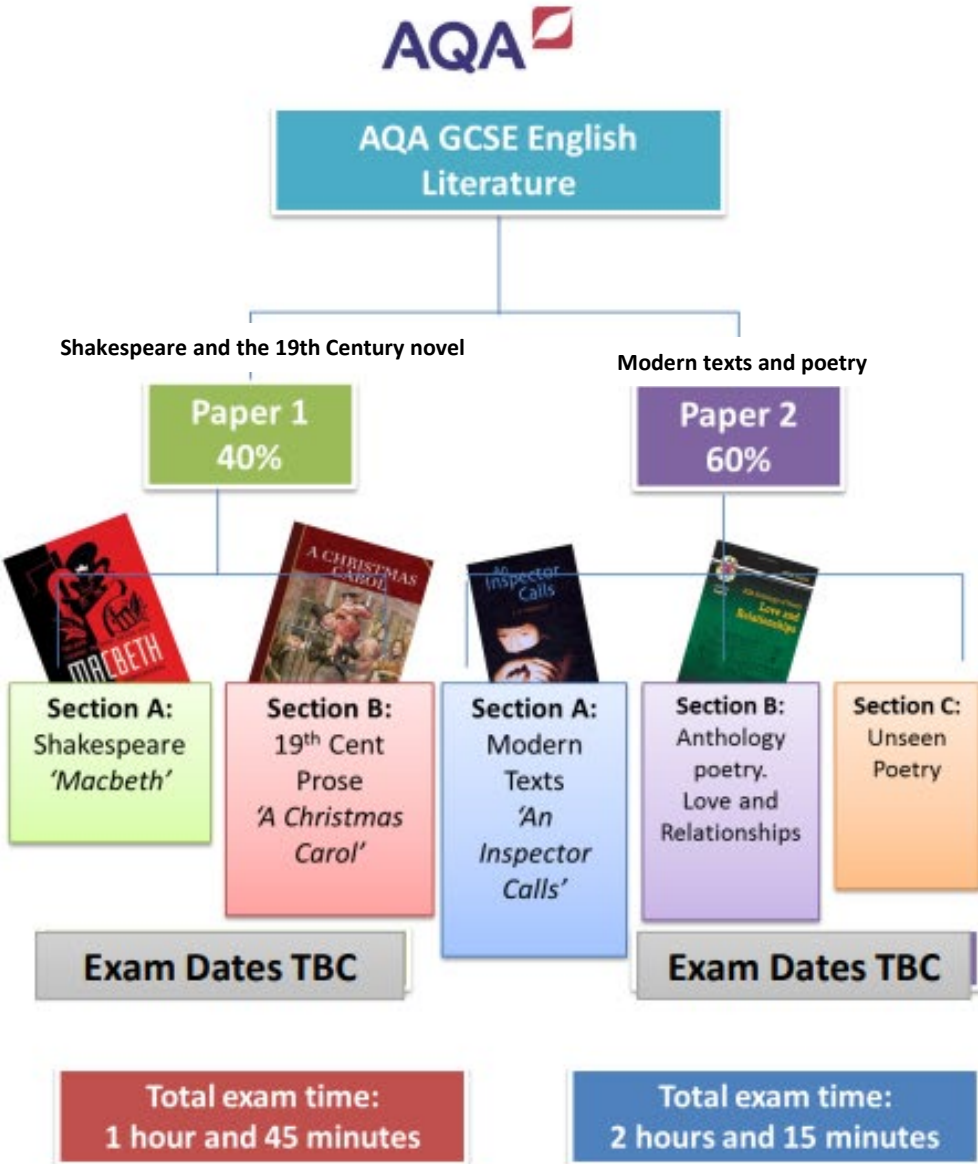
- 1) Look, Cover, Test, Check – One of the most powerful but simple memory techniques is to practice retrieving knowledge. Many of the knowledge organisers are designed so that you can read and study a section then cover it up either completely or part of it. Then test your self on another piece of paper to see what you can remember. After a minute or so check what you got right, what you hadn't remembered yet and add to it. Repeat this process multiple times in quick succession to quickly practice recalling the key ideas.
- 2) Design your own flashcards – Flashcards enable you to practice a broad range of retrieval techniques. Use your knowledge organiser as the foundation for making accurate and precise flashcards with the exact knowledge you need to recall.
- 3) Family quiz time – Parents often tell us they want to help with their children's practice but don't know the content being taught to help. You can use knowledge organisers and PLCs in a clear way to ask about definitions, explanations or even spellings. This enables students to practice speaking the information. Developing their oracy, confidence and fluency. Don't worry if they get it wrong use the knowledge organiser to explain the right answer and then come back to it again. We don't get better by accident but by deliberate practice and overcoming failure along the path to success.
- 4) Review your Classwork – A small bit of review done regularly makes a huge difference to your learning. Review what you covered and use your knowledge to maybe add any missing notes. Complete any small bits left incomplete. Simple habits can make a huge difference to how much you remember.
- 5) Spelling Tests – A worthwhile activity can just be spending a bit of time consolidating any spellings you haven't learnt yet. Perhaps keeping your own personalised list of just a few keywords your trying to remember and testing yourself for 5 minutes each day will be a big difference.
- 6) Independent Notes – The students who perform most successfully in examinations frequently
- 6) Use recommended resources to focus on grade 8 and 9 questions, producing model answers for advanced concepts. Flow charts can really help navigate the cause and consequence between linked concepts.

Good website links:

- Educake: [Educake - Online Formative Assessment for Homework and Classwork](#)
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

GCSE English

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | Subjects | English | GCSE](https://www.aqa.org.uk/Subjects/English/GCSE)
- COURSE CODE: 4700 (Lang) 4702 (Lit)
- PROVISIONAL EXAM DATE: 23.05.24, 06.06.24



Top tips for revision:

1. Answer past exam questions in timed conditions. Bring these in for your teachers to mark and provide you with feedback! Past papers can be found on AQA or 'Revision World' websites. [AQA GCSE English Language Past Papers - Revision World](#)
2. Learn the language and structure terminology – Be ready to explain how they're used for effect.
3. Read non-fiction articles on newspaper websites like the 'Guardian', 'Daily Mail', 'BBC News'
4. Practise your descriptive writing skills – use images you have or write descriptively about places you have visited.
5. Watch GCSE English language tutorials on how to structure your answers: Youtube: Mr Salles, Mr Everything English, Mr Bruff.
6. Practise writing non-fiction texts for real life purposes and audiences. Practise expressing a viewpoint in a creative and thoughtful manner. Practise writing newspaper articles, speeches, letters, blogs to argue, persuade and explain.

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- [GCSE English Language - AQA - BBC Bitesize](#)
- [Literary techniques - Using language effectively - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)
- Youtube 'teachers': Mr Salles teaches English, Mr Everything English and Mr Bruff

Top tips for revision:

1. Make sure you understand the whole texts you have been taught. Read and watch versions of: *Macbeth*, *A Christmas Carol*, *An Inspector Calls*.
2. Practise your essay writing skills by answering past exam questions. Bring these in for your teacher to mark and provide you with feedback.
3. Practise exploding quotations! Annotate these quotations based on writer's intentions, methods (language and structure) and add any relevant contextual links. Think about how these quotations link to key themes and ideas.
4. Learn the social and historical contexts of the texts. When were the texts written and published? What was happening in society at this time? What influenced writers' to produce these texts? What moral message do they want to send to their audience/readers?
5. Use look, cover, write, check and analyse methods to recall key quotations.
6. Watch GCSE Pod videos and actively make notes on what you have remembered. Turn these notes into flashcards: condense the information down into bite-size chunks so you can remember more!

Good website links:

- [A Christmas Carol: Study Guide | SparkNotes](#)
- [Macbeth: Study Guide | SparkNotes](#)
- [An Inspector Calls: Study Guide | SparkNotes](#)
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- [AQA GCSE English Section B: Power and Conflict Poetry Anthology - PMT \(physicsandmathstutor.com\)](#)
- [How To Write Perfect Literature Essays Every Time! - YouTube](#)

GCSE Mathematics


- EXAM BOARD: Edexcel
- EXAM BOARD WEBSITE: [Maths GCSE | Edexcel GCSE Mathematics \(2015\) | Pearson qualifications](#)
- COURSE CODE: 1MA1
- PROVISIONAL EXAM DATE: 16.05.24, 03.06.24, 10.06.24

Paper 1
Non-calculator

33.3% weighting

80 marks

1 hour and 30 minutes




Paper 2
Calculator

33.3% weighting

80 marks

1 hour and 30 minutes




Paper 3
Calculator

33.3% weighting

80 marks

1 hour and 30 minutes



Topic	Weighting of Marks	
	Foundation Tier	Higher Tier
Number	25%	15%
Algebra	20%	30%
Ratio & Proportion	25%	20%
Geometry & Measure	15%	20%
Probability	15%	20%
Statistics	15%	15%

The content outlined for each tier will be assessed across all three papers.

Top tips for revision:

1. Familiarise yourself with the formula sheet, practice and learn any that are not given to you.
2. You need to do LOTS of practice. You may need to do some reading or watching videos to get started but spend as much time as you can actually attempting past exam questions.
3. Try to revise GCSE Maths for a short time every day focusing on a variety of topics so that you keep them fresh in your mind.
4. Practice timed past exam papers. For Edexcel there are 80 marks on a 90-minute paper, that's just over a minute per mark!
5. Keep your Maths revision interesting. Create flashcards, revise in groups and test each other or get family members to help.
6. Use look, cover, write, check to recall the facts and formulae you need.

Good website links:

- GCSE Pod: <https://www.gcsepod.com/> Register using your school email
- Sparx Maths: <https://www.sparxmaths.com/>
- Maths Genie: <https://www.mathsgenie.co.uk/gcse.html>
- Corbett Maths: <https://www.corbettmaths.com/>
- On Maths: <https://www.onmaths.com/>

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | Art and Design | GCSE | Art and Design](#)
- COURSE CODE: 8202
- EXAM DATE: TBC

Component 1: Portfolio

What's assessed

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

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

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

The portfolio is made up of two projects: Further work and the Architecture unit. The Architecture unit is the sustained project and will provide the best evidence for all four assessment objectives.

Component 2: Externally set assignment

What's assessed

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

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

The ESA will be launched week beginning 8th January 2024 once the starting points are released from AQA. This unit follows the same structure as the sustained portfolio project with a condensed timescale.

Final date of submission for both components is the date of the first timed exam.
There is no written exam paper but there is a 10-hour timed practical exam.

Top tips for revision/preparation:

- 1. Attend weekly enrichment to ensure project tasks are up to date and to gain teacher support. This allows for further progression of initial work and reduces stress linked to workload.**
- 2. Ensure that your project has progressed to include personal responses. This is the best way to gain marks across all four assessment objectives, just drawing observations or creating artist research is limited in terms of the marks that can be awarded.**
- 3. Remember that every piece of work contributes to your final grade, consistency of effort and skill is vital to success.**
- 4. Reflect upon your work and adapt your technique to achieve greater control and accuracy.**
- 5. Don't copy the chosen artist's style, be inspired by their ideas and methodology.**
- 6. Choose a subject matter that you are interested in and can gain access to for primary photos. Your own photos can provide evidence for A03 and quality photos have a huge impact on later work.**
- 7. Do not leave it all until the last minute as you won't be able to demonstrate your potential.**

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- [My Modern Met – The Big City That Celebrates Creative Ideas](#)
- [AQA | Art and Design | Subject content | Fine art](#)
- [Home - The Arty Teacher](#)

GCSE Business Studies

- EXAM BOARD: EDEXCEL
- EXAM BOARD
WEBSITE: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>
- COURSE CODE: 1BS0(01/02)
- PROVISIONAL EXAM DATE: 14.05.24, 05.06.24

Theme 1: Investigating small business (*Paper code: 1BS0/01)

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business (Paper code: 1BS0/02)

Written examination: 1 hour and 30 minutes

50% of the qualification

90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions



GCSE Religious Education

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA](#) | [GCSE](#) | [Religious Studies A](#) | [Subject content](#)
- COURSE CODE: 8062
- PROVISIONAL EXAM DATE: 09.05.24, 16.05.24

Paper 1

Christianity and Islam ONLY

Component 1: The study of religions: beliefs, teachings and practices

What's assessed

Beliefs, teachings and practices of **two** from:

- Buddhism
- Christianity
- Catholic Christianity
- Hinduism
- Islam
- Judaism
- Sikhism.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks.

Each religion is marked out of 48.

Paper 2

Theme A, B, D and E ONLY

Component 2: Thematic studies

What's assessed

Religious, philosophical and ethical studies themes:

- Theme A: Relationships and families.
- Theme B: Religion and life.
- Theme C: The existence of God and revelation.
- Theme D: Religion, peace and conflict.
- Theme E: Religion, crime and punishment.
- Theme F: Religion, human rights and social justice.

How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Questions

Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks.

Each theme is marked out of 24.

GCSE Religious Education

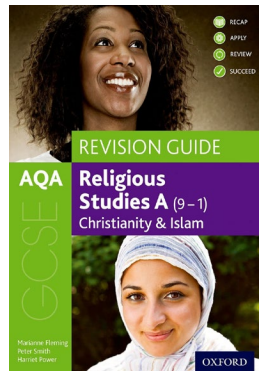
Top tips:

1. Practice past exam papers. Make sure you read the questions carefully.
2. Quotes can be paraphrased but must be referenced (Bible, Qur'an or Hadith).
3. 12-mark questions- practice these at home and bring them in for your teacher to mark. This is a great way to revise.
4. 5-mark questions- If you struggle remembering quotes for this question, you can refer to a story from religious texts as evidence and still get credit.
5. Below are some key quotes that link to multiple topics. Memorise these:

Christianity (Bible)	Islam (Qur'an)
"Father forgive them for they do not know what they are doing"	"Allah is well aware of whatever good you do"
"Made in the image of God"	"Made of light" (angels)
"Nothing unclean shall enter Heaven"	"Pilgrimage to the House is a duty owed to God"
"In the beginning God created the heavens and the earth"	"Be steadfast in prayer and giving"
"Make disciples of all nations and baptise them in the name of the Father"	"There is only one God and Muhammad is His messenger" (and Ali is the friend of God)

Good website links:

- Paper 1: <https://app.senecalearning.com/dashboard/class/l8e5vng255/assignments/assignment/0fa3a2a9-1aab-4574-9aea-fcb79ac60df5>
- Paper 2: <https://app.senecalearning.com/dashboard/class/l8e5vng255/assignments/assignment/3a9e6b8e-30cb-4ffc-b37e-3597bbee797a>
- Revision Guide: [AQA GCSE Religious Studies A: Christianity and Islam Revision Guide](#)



All four skills are tested, and each makes up 25% of total grade:

Paper 1: Listening

What's assessed

Understanding and responding to different types of spoken language

How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally

Paper 2: Speaking

What's assessed

Communicating and interacting effectively in speech for a variety of purposes

How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: <https://www.aqa.org.uk/subjects/languages/gcse/french-8658>
- COURSE CODE:8658
- PROVISIONAL EXAM DATE: Paper 1 and Paper 3: 14th May; Paper 4: 24th May; Paper 2: TBC

Paper 3: Reading

What's assessed

Understanding and responding to different types of written language

How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Questions

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in French, to be answered in French or non-verbally
- Section C – translation from French into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)

Paper 4: Writing

What's assessed

Communicating effectively in writing for a variety of purposes

How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

Questions

Foundation Tier

- Question 1 – message (student produces four sentences in response to a photo) – 8 marks
- Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks
- Question 3 – translation from English into French (minimum 35 words) – 10 marks
- Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks

Higher Tier

- Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks
- Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks
- Question 3 – translation from English into French (minimum 50 words) – 12 marks

Top tips for revision:

1. Keep up with vocabulary learning on Memrise.
2. Complete all tasks set by DSV on Languagenut.
3. CPD Revision Guides are a useful tool for revising all four skills at home. We will also be using these in enrichment.
4. Read and listen to as much French as possible: put French subtitles on Netflix; watch French videos on TikTok/Instagram; use the apps and websites below to immerse yourself in the language!
5. Complete past papers as often as possible. Review all the papers we do in school and find out which areas you need to practise.
6. Attendance is the key! Make sure you attend all lessons and enrichment sessions. If you miss anything, contact DSV as soon as possible for catch-up work.

Good website links:

- For authentic listening materials: <https://www.podcastfrançaisfacile.com/>
- For authentic reading materials: <https://www.1jour1actu.com/>
- To practise speaking: <https://www.golingo.co.uk/> and <https://vocaroo.com/>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

GCSE Geography

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | Geography | GCSE | Geography](#)
- COURSE CODE: 8035
- PROVISIONAL EXAM DATE: Paper 1: 17th May, Paper 2: 5th June, Paper 3: 14th June

Paper 1 Physical Geography

Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Paper 2 Human Geography

Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Paper 3 Geographical applications

Geographical applications

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

Paper 1: Living with the physical environment

What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (25 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 2: Challenges in the human environment

What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Paper 3: Geographical applications

What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

Top tips for revision:

1. Practice past exam papers. Make sure you read the questions carefully.
2. Case study information is often required. Be aware of locations and statistics. Flash cards are useful.
3. 9-mark questions- practices these at home and bring them in for your teacher to mark. This is a great way to revise.
4. Revise definitions and examples for concepts for short multiple-choice questions
5. Practice annotated diagrams for landforms-Coasts
6. Use GCSE pod for short, bite-sized videos recapping key information
7. Use the resources provided on your Geography Microsoft Teams page, including individual lesson power points, to assist your revision

Good website links:

- Revision World: [AQA GCSE Geography Past Papers - Revision World](#)
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- Internet Geography: [Home - Internet Geography](#)

GCSE Health & Social Care

- EXAM BOARD: Cambridge Nationals
- EXAM BOARD WEBSITE: [Cambridge Nationals \(ocr.org.uk\)](https://www.ocr.org.uk)
- COURSE CODE: J829
- EXAM DATE: TBC

R032 (external/exam)	R033 internally verified	R035 internally verified
Year 11 40%	Year 10 30%	Year 11 30%
<p>In this unit students will look at:</p> <ul style="list-style-type: none"> • The rights of service users in health and social care settings • Person-centred values • Effective communication in health and social care settings • Protecting service users and service providers in health and social care settings 	<p>In this unit students will look at:</p> <ul style="list-style-type: none"> • Life stages • Supporting individuals through life events • Impacts of life events • Sources of support 	<p>In this unit students will look at:</p> <ul style="list-style-type: none"> • Current public health issues and the impact on society • Factors influencing health • Planning and creating a health promotion campaign • Delivering and evaluating a health promotion campaign

Top tips for coursework and revision:

1. Attendance is key when completing a vocational subject
2. Coursework deadlines must be met
3. To maximise coursework grades, depth is required
4. The exam is worth 40% and we start this unit at the end of January once all coursework is completed
5. From January the notes made in class are no longer to support coursework, they are for the exam in the Summer
6. Revise each topic in small chunks

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- [Cambridge Nationals \(ocr.org.uk\)](http://ocr.org.uk)

GCSE History

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE:
- COURSE CODE: 8145
- PROVISIONAL EXAM DATE: 15.05.24, 04.06.24

Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Part one: Germany and the growth of democracy

Part two: Germany and the Depression

Part three: The experiences of Germans under the Nazis

Conflict and tension: the First World War, 1894–1918

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion.

This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Part one: The causes of the First World War

Part two: The First World War: stalemate

Part three: Ending the war

GCSE History

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE:
- COURSE CODE: 8145
- PROVISIONAL EXAM DATE: 15.05.24, 04.06.24

Britain: Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.

Part one: Medicine stands still

Part two: The beginnings of change

Part three: A revolution in medicine

Part four: Modern medicine

Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Part one: Elizabeth's court and Parliament

Part two: Life in Elizabethan times

Part three: Troubles at home and abroad

Part four: The historic environment of Elizabethan England

GCSE History

Top tips for revision:

1. This is a knowledge rich curriculum, so constant revision and retrieval practice is essential from year 10 onwards.
2. Read books and articles around the subject matter to broaden your knowledge base. Those who read books always get the best grades.
3. Regularly test yourself. Ask family members to help.
4. 'The best way to learn is to teach'. Go home and tell your family all about what you have learned during each lesson. It will help you to remember.
5. There is new learning in every lesson, so it is vitally important to have good attendance. If you miss a lesson, you will miss out.

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

GCSE (9–1)
Specification

Computer SCIENCE

The specification overview

- EXAM BOARD: OCR
- EXAM BOARD
WEBSITE: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>
- COURSE CODE: J277 01/02
- PROVISIONAL EXAM DATE: 15.05.24, 21.05.24



1

J277/01: Computer systems

Written paper: 1 hour and 30 minutes
50% of total GCSE 80 marks

Two papers

2

J277/02: Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes
50% of total GCSE 80 marks

3

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.



Top tips for revision:

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

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- Seneca Learning
- BBC bite size

GCSE Design Technology

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | GCSE | Design and Technology | Specification at a glance](#)
- COURSE CODE: 8552
- PROVISIONAL EXAM DATE: 18.06.24

COURSEWORK

NEA BREAKDOWN

- What's assessed
- Practical application of:
 - Core technical principles
 - Specialist technical principles
 - Designing and making principles
- How it's assessed
- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Total marks awarded

Assessment objective	Maximum mark
A01 Section A: Identifying and investigating design possibilities	10 marks
A01 Section B: Producing a Design brief and specification	10 marks
A02 Section C: Generating design ideas	20 marks
A02 Section D: Developing design ideas	20 marks
A02 Section E: Realising design ideas	10 marks
A03 Analyse and evaluate	15 marks
Total	85 marks

Task(s)

Substantial design and make task
Assessment criteria:

- 1) Identifying and investigating design possibilities – 10 MARKS
- 2) Producing a design brief and specification – 10 MARKS
- 3) Generating design ideas – 20 MARKS
- 4) Developing design ideas – 20 MARKS
- 5) Realising design ideas – 10 MARKS
- 6) Analysing & evaluating – 15 MARKS

In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner

Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
Students will produce a prototype and a portfolio of evidence
Work will be marked by teachers and moderated by AQA

https://coreeducationtrust-my.sharepoint.com/:w:/g/personal/joakes_corearena_academy/EXjN_AruoQZMm3dkbQsZk_MB8CHdiAkbBn2O9d41pj82IA?e=BHCeyL

EXAM = 50%

COURSEWORK = 50%

Paper 1

What's assessed

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

How it's assessed

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Yr 11 Research & Coursework checklist

THIS YEARS WORK NEEDS TO BE MUCH MORE DETAILED AND ABSOLUTE INDEPENDENT INDIVIDUAL WORK.

1 PLAYING GAMES.

2. CLIMATE CHANGE

3. STORAGE OF PERSONAL ITEMS

• Identifying and investigating design possibilities

- Brief/Situation  30/10/23
- Analysis of the situation (mind map)
- Product analysis (looking at existing products, designers)
- Materials Research (incl Properties)
- Fixings Research
- Finishes Research
- Manufacturing techniques research
- Performance values/Sustainability
- Specification
- All drawings with measurements and borders. BS STANDARDS
- 3D card/paper modelling  22/12/23
- Cutting list
- Production Plan
- BS STANDARDS/TESTING
- Photos of making
- EVALUATION (AGAINST THE SPECIFICATION/BRIEF)

Essential Drawings!!!

- SKETCHES
 - ORTHOGRAPHIC /3RD Angle View
 - ISOMETRIC /3D
 - CAD DRAWINGS
 - Extra Drawings to communicate better understanding
 - Exploded 3D
 - Design development sheet
 - Rendered with colour
 - Section Drawing
- (these will help to gain higher marks and a better overall grade)**

Top tips for revision:

1. Use the revision booklet RESOURCE A & B to cover all the course content on the right
2. Research the internet to search for answers, take readable notes
3. Create flash cards and repeatedly test yourself with them
4. Use BBC BITESIZE
5. Use GCSE POD

- INDUSTRY AND ENTERPRISE
- SUSTAINABILITY/ENVIRONMENT
- PEOPLE CULTURE AND SOCIETY
- PRODUCTION TECHNIQUES
- INFORMING DESIGN DECISIONS
- ENERGY GENERATION
- ENERGY STORAGE
- MODERN MATERIALS
- SMART MATERIALS
- COMPOSITE MATERIALS & TECHNICAL TEXTILES
- SYSTEMS APPROACH TO DESIGN
- ELECTRONIC SYSTEMS PROCESSING
- MECHANICAL DEVICES
- PAPERS AND BOARDS
- TIMBERS
- METALS AND ALLOYS
- POLYMERS
- TEXTILES
- FORCES AND STRESSES
- IMPROVING FUNCTIONALITY
- ECOLOGICAL AND SOCIAL FOOTPRINT
- THE 6 Rs
- SCALES OF PRODUCTION
- SOURCES AND ORIGINS OF WOODS
- WORKING WITH WOOD
- COMMERCIAL MANUFACTURING
- INVESTIGATION, PRIMARY SECONDARY AND TERTIARY RESEARCH
- THE WORK OF OTHERS
- DESIGN STRATEGIES
- COMMUNICATION OF DESIGN IDEAS
- SELECTION OF MATERIALS
- TOLERANCES
- MATERIAL MANAGEMENT
- TOOLS, EQUIPMENT, TECHNIQUES AND FINISHES
- SURFACE TREATMENTS/FINISHES

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- BBC bitesize
- TECHNOLOGY STUDENT - DESIGN AND TECHNOLOGY (technologystudent.com)

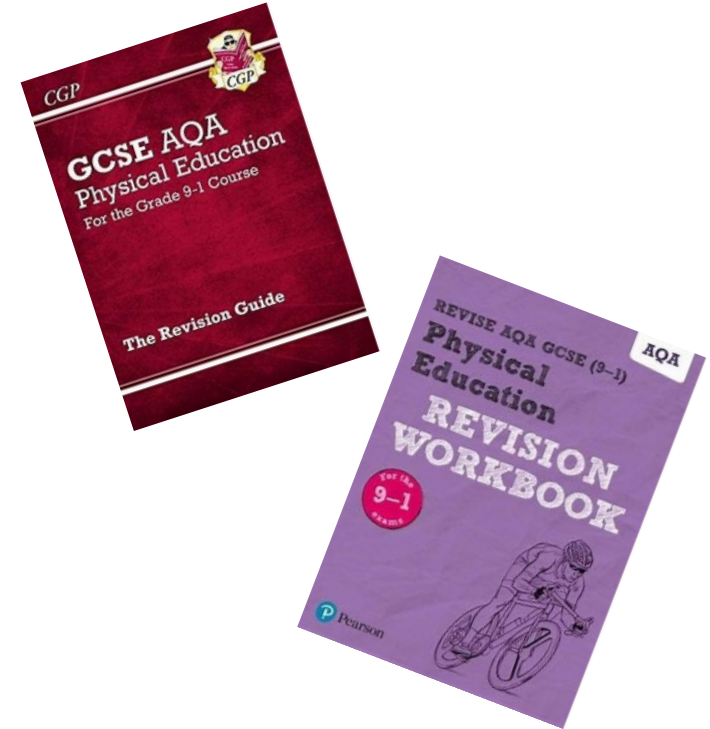
GCSE Physical Education

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: <https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/specification-at-a-glance>
- COURSE CODE: 8582
- PROVISIONAL EXAM DATE: 22.05.24, 03.06.24

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport	Practical performance in physical activity and sport
<p><u>What's assessed</u></p> <ul style="list-style-type: none"> - Applied anatomy and physiology - Movement analysis - Physical training - Use of data <p><u>How it's assessed</u></p> <p>Written exam: 1 hour 15 minutes</p> <p>Out of 78 marks</p> <p>30% of GCSE grade</p>	<p><u>What's assessed</u></p> <ul style="list-style-type: none"> - Sports psychology - Socio-cultural influences - Health, fitness and well-being - Use of data <p><u>How it's assessed</u></p> <p>Written exam: 1 hour 15 minutes</p> <p>Out of 78 marks</p> <p>30% of GCSE grade</p>	<p><u>What's assessed</u></p> <p>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> <p>Analysis and evaluation of your performance to bring about improvement in one activity.</p> <p><u>How it's assessed</u></p> <p>Assessed by teachers</p> <p>Practical Moderation by AQA</p> <p>100 marks</p> <p>40% of GCSE grade</p>

Top tips for revision:

1. Familiarise yourself with the topics that will be covered for each paper and ensure you do not mix them up.
2. Start your revision early and do a bit of revision each week to help you remember all of the information.
3. Use pictures and practical to help you remember information.
4. Get your family to test you and make it fun.
5. Attendance to all lessons is key to ensure you do not miss valuable learning/information
6. You need to be assessed in sports you can score the highest in so make selections wisely with the advice of your teacher.



Good website links:

- **GCSE Physical Education - AQA - BBC Bitesize** - <https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>
-  **Free AQA PE GCSE Revision | Seneca (senecalearning.com)** - <https://senecalearning.com/en-GB/blog/free-aqa-pe-gcse-revision>
- **2022 AQA GCSE PE Revision (theeverlearner.com)** - <https://pages.theeverlearner.com/2022-aqa-gcse-pe-revision>
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

BTEC Digital IT

- EXAM BOARD: Pearson
- WEBSITE: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>
- COURSE CODE: 603/7050/6
- PROVISIONAL EXAM DATE: TBC



**BTEC Level 1/Level 2
Tech Award in Digital
Information Technology**

Pearson BTEC
Tech Award Level 1/2

Course Consists of 3 Units

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

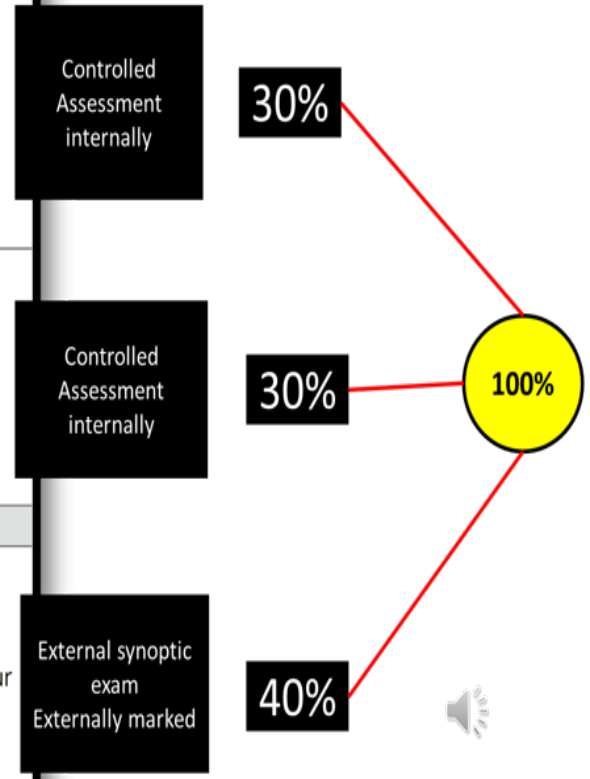
Component 2 : Collecting, Presenting and Interpreting Data

Component 3 : Effective Digital Working Practices

All units are assessed in **exam conditions**.

Pass, Merit, Distinction, Distinction *

Component	Description of Pearson-set Assignment
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.
Component 2: Collecting, Presenting and Interpreting Data	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.
Component	Description of external assessment
Component 3: Effective Digital Working Practices	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1 hour 30 minutes within the period timetabled by Pearson. 60 marks.



Top tips for revision:

A Modern Technologies

B Cyber security

C Implications of digital systems

D Planning and communication

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

GCSE Photography

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | Art and Design | GCSE | Art and Design](#)
- COURSE CODE: 8206
- PROVISIONAL EXAM DATE: TBC

Component 1: Portfolio

What's assessed

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

How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

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

The portfolio is made up of two projects: the Key Concepts unit and the Portraiture unit. The Portraiture unit is the sustained project and will provide the best evidence for all four assessment objectives.

Component 2: Externally set assignment

What's assessed

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

How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

The ESA will be launched week beginning 8th January 2024 once the starting points are released from AQA. This unit follows the same structure as the sustained portfolio project with a condensed timescale.

Final date of submission for both components is the date of the first timed exam.
There is no written exam paper but there is a 10-hour timed practical exam.

Top tips for revision:

1. Attend weekly enrichment to ensure project tasks are up to date and to gain teacher support. This allows for further progression of initial work and reduces stress linked to workload.
2. Ensure that your project has progressed to include personal responses. This is the best way to gain marks across all four assessment objectives, initial photoshoots are limited in terms of the marks that can be awarded.
3. Remember that every piece of work contributes to your final grade, consistency of effort and skill is vital to success.
4. Reflect upon your work and adapt your technique. Don't settle for an 'ok' shot, keep experimenting with settings, lighting ect until you achieve the desired result.
5. Don't copy the chosen artist's style, be inspired by their ideas and methodology.
6. Choose a subject matter that you are interested in and can gain access to for primary photos. If you choose landscapes for instance, are you willing and able to access these locations?
7. Create a consistent powerpoint slide design and keep this consistent throughout. This will help your work look professional and be easier for moderators to follow.
8. Do not leave it all until the last minute as you won't be able to demonstrate your potential.

Good website links:

- GCSE Pod- <https://www.gcsepod.com/> Register using your school email
- You tube: Adorama video tutorials, Quentin Carpenter editing tutorials, Mr E's Art Club video tutorials
- [PetaPixel | Photography and Camera News, Reviews, and Inspiration](#)
- [AQA | Art and Design | Subject content | Photography](#)

- EXAM BOARD: AQA
- EXAM BOARD WEBSITE: [AQA | Subjects | Sociology | GCSE](#)
- COURSE CODE: 8192
- PROVISIONAL EXAM DATE: 10.05.24, 21.05.24

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

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

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.



Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

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

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Top tips for revision:

1. Attend weekly enrichment to ensure project tasks are up to date and to gain teacher support. This allows for further progression of initial work and reduces stress linked to workload.
2. Make use of the online flashcards on Tutor2u Sociology by selecting a topic and revising the flashcard.
3. Watch and make notes/revision material on the Tutor2u Sociology topic videos under the 'Collections' tab.
4. Design your own flashcards – Flashcards enable you to practice a broad range of retrieval techniques. Use your laminated knowledge organisers which you will receive next week as the foundation for making accurate and precise flashcards with the exact knowledge you need to recall.
5. Practice past exam papers. Make sure you read the questions carefully.
6. 12-mark questions- practice these at home and bring them in for your teacher to mark. This is a great way to revise.
7. If you lose your knowledge organiser you can access the online version on the Chase Terrace Academy website which is linked below.

Good website links:

- [Sociology | Sociology | tutor2u](#)
- [AQA | Sociology | GCSE | Sociology](#)
- [Sociology – Chase Terrace Academy](#)

BTEC Performing Arts

WJEC Level 1/2 Vocational Award in Performing Arts (Technical Award)

- EXAM BOARD: WJEC
- EXAM BOARD WEBSITE: [Level 1/2 Vocational Award in Performing Arts \(wjec.co.uk\)](http://www.wjec.co.uk)
- COURSE CODE: 5639
- PROVISIONAL EXAM DATE: TBC

Summary of Assessment	
Unit 1: Performing Controlled assessment: 10 hours 30% of qualification	60 marks
The assignment brief, which will include a scenario and several tasks, will be available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.	
Unit 2: Creating Controlled assessment: 10 hours 30% of qualification	60 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.	
Unit 3: Performing Arts in Practice External controlled assessment: 20 hours 40% of qualification	80 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.	

A01

Demonstrate knowledge and understanding from across the specification.

A02

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

A03

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

	A01	A02	A03	Total
Unit 1	5%	15%	10%	30%
Unit 2	5%	15%	10%	30%
Unit 3	10%	20%	10%	40%
Overall weighting	20%	50%	30%	100%

Top tips for revision/progress:

1. Attend weekly enrichment to complete compositions and devising as well as accessing teacher support with homework tasks.
2. Remember that as this is a coursework only course, every outcome counts. Consistency of effort and quality is vital for success.
3. Revise key techniques and practitioners on a weekly basis as these form part of all tasks.
4. This is an independent course and you must take a proactive approach to refining your work.
5. Develop a critical approach to your work, consider and make clear the impact of research and all decision making.
6. Your practical elements carry the most weight – practise, practise, practise!

Good website links:

- [Styles, genres and practitioners - GCSE Drama Revision - WJEC - BBC Bitesize](#)
- [GCSE Drama - Eduqas - BBC Bitesize](#)
- [GCSE Music - BBC Bitesize](#)
- [GCSE Music - Eduqas - BBC Bitesize](#)
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

CNAT Sports Studies

- EXAM BOARD: OCR
- EXAM BOARD WEBSITE: [Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 \(ocr.org.uk\)](https://www.cambridgeinternational.org/0123456789)
- COURSE CODE: J829
- PROVISIONAL EXAM DATE: TBC

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O

R185 – Performance and leadership in sports activities – coursework unit completed in year 10 and is 40% of your grade.

R186 – Sports and the media – Coursework unit completed in year 11 and is 20% of your grade

R184 – Contemporary issues in sport – external exam at the end of year 11, exam is 1 hour and 15 minutes carrying a total of 70 marks and is 40% of your grade.

Top tips for revision:

1. Attendance to lessons and any enrichment is essential to ensure you have the information you need.
2. Make sure you have real life sporting examples to support your knowledge and understanding of topics.
3. Use revision guides/online revision to start your revision early.
4. Make a note of any topics you are unsure about and ask for help.
5. Use your family to test you with quizzes and make it fun.



Good website links:

- [Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 \(ocr.org.uk\)](https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/) - <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>
- GCSE Pod- <https://www.gcsepod.com/> Register using your school email

4. Sitting Your Examinations




The night before

- Only attempt light revision from your revision notes, not any totally new revision.
- Get all the equipment you need (4 black pens, 2 pencils, ruler, rubber, calculator, etc.) ready the night before. The last thing you want is to be rushing around looking for stuff in the morning.
- Try to get a good night's sleep – no computer games, playing on your phone or late-night TV!

5 MISTAKES TO AVOID THE NIGHT BEFORE AN EXAM

by @inner_drive | www.innerdrive.co.uk

- 
1. SKIPPING DINNER
 2. HAVING TOO MUCH CAFFEINE
 3. RE-READING OVER YOUR NOTES
 4. CRAMMING LAST-MINUTE STUDYING
 5. STAYING UP LATE REVISING

4. Sitting Your Examinations



8 HOURS A NIGHT?

Neuroscientists now know for certain what a lot of people have been suspecting for years: getting fewer than **7-8 hours sleep** is really bad for our health. One of the most important functions of sleep is transferring information from our short term store (the hippocampus) to **long term memory** (the cortex). Without enough sleep, our short term memories become overloaded and we can't take on-board new information.

Sleep is regulated by two things. The first of these, our circadian rhythm, is our body clock and it changes slightly throughout our lives. For teenagers, their rhythm makes **their ideal sleep window 11pm-7am** (adults run about an hour earlier, so please be reassured that going to bed sooner is just a natural feature of being an adult!). Going to bed much later than 11pm means they won't sleep as deeply as they should to get maximum sleep benefits. Anyone who has ever experienced jet lag (which messes up the circadian rhythm), knows how annoying this can be. Most deep sleep occurs in the 11pm-3am window so if your teenager is having trouble remembering things or learning new information, it may be because they are going to bed too late.

The second thing that regulates sleep is the release of the chemical **adenosine**. This builds up while we are awake and sends us off to sleep when enough has accumulated. Another reason caffeine is so bad for us (see above) is because it blocks the adenosine receptors, holding off sleep for a while, although the adenosine continues building up all the time. This means that when the caffeine wears off, we suddenly crash into sleep mode and lose any energy to do anything.


SLEEP HYGIENE




Stay away from caffeine late in the day.



Relax and clear your mind in the evening.




Avoid naps. Especially in the afternoon.





Exercise regularly, but not before bed.



Stick to a sleep schedule.

THE NIGHT BEFORE THE EXAM

The worst thing your child can do for their sleep is to keep their **phones** or other electronic devices within reach of their beds. Exposure to any kind of **light** prevents adenosine being absorbed normally. TVs and computer screens aren't good, but the 'blue light' from phones and tablets is the worst. It should go without saying that no one should have notifications going off in the middle of the night but some teenagers struggle with turning on the 'do not disturb' mode. If they do, encourage them to put the phone on charge in a different part of their room, out of physical reach. And definitely switch off any pings, beeps or vibrations.

Although this is particularly essential for the night before any exam, it's best to develop a set sleep routine as early as possible. Scientists and doctors call this 'sleep hygiene'.

4. Sitting Your Examinations



DIGITAL DISTRACTIONS

The key to exam success is turning revision into a habit. Unfortunately, revision is boring, especially compared with social media and video games. And boring habits stick less easily than fun habits, at least to start with.

Scientists have shown that we all receive a quick burst of **serotonin** when we hear a notification on our **phones**. This 'happy chemical' is highly addictive. Our brains will do whatever it takes to obtain another hit. So the simple solution is: turn the notification sound/vibration off. Not everyone has the willpower to do this however. If your child has their smartphone in arm's reach when they are doing their revision, they will almost certainly not be concentrating hard enough to get information to stick in their heads. The best thing to do is take care of it for them while they work. Note, that is the best thing, but perhaps not the easiest thing. Yes, we live in the real world! Some will find that just being encouraged to leave their phone out of arm's reach with the notifications off will be enough to help them manage the distraction. However you do it, making sure your child is not checking their phone every five minutes is essential for exam preparation success.

Similarly, spending hours and hours on **video games** will not set your child up for achieving their best. The solution for this is just as simple as it is for phones. All modern video games consoles have parental controls so you can limit their playtime. You can find straightforward guides on how to do this here: www.esrb.org/about/settingcontrols.aspx

Of course, you could just take their controllers/consoles off them, although this may be easier said than done.

Like any form of entertainment, video games are fine in modest doses. But if you think your child is addicted to gaming, get in touch with your child's Head of House and we'll do whatever we can to help.

THE NIGHT BEFORE THE EXAM

Using your phone or playing a game long into the night before an exam is clearly a recipe for disaster (see '8 hours a night?'). On the day itself, there's not much you can do. Managing digital distractions needs to be a habit formed before the exam period begins. One way to instil this habit is to see social media and games as rewards for completing revision. Eventually, the brain will be tricked into finding revision as pleasurable – because it leads to a reward. Do everything you can to make sure your child does **revision before rewards** and not the other way around.

GIVE YOUR PHONE A REST.



4. Sitting Your Examinations



EXERCISE BEATS ANXIETY & STRESS

Some pressure is essential for exam success, but anxiety needs to be kept at manageable levels. By far the best solution is doing a bit of exercise.

Intensively revising can make it seem like their body is just a support system for their big, overflowing brain. But being physically active is essential to keep their brains at peak performance levels. If they're not a fan of exercise, just walking to the shops will clear some space in their head so they can take on-board new information. If your child is already fairly active, going for a jog or doing some press ups/sit ups will have the same effect. Exercise also helps them to sleep if they do it 2-3 hours before their bed time.



4. Sitting Your Examinations



ARE THEY REALLY REVISING? OR ARE THEY PROCRASTINATING?

We devote a lot of time to making sure our pupils are taught HOW to revise. There is no way they will achieve their best if they don't revise outside school time. And yet, some are reluctant to do real revision but, instead, do the things they find easier. In other words, they are procrastinating: putting off doing something that will take a lot of effort by doing something that will take less effort.

The golden rule is: if it takes more effort it will stick in their memory more effectively. The best strategies are quizzing (because retrieving something from our memories creates new neural pathways) and turning words into images (the posh term for this is 'dual coding').



PROCRASTINATING VS. REVISING

IF YOUR CHILD IS DOING THESE THINGS, THEY ARE PROBABLY JUST PROCRASTINATING...

Just reading through their notes/revision guide.

Highlighting

(unless they are very precise about what they're highlighting for).

Copying out **big** chunks of information

(and maybe adding lots of colour/bubble writing which just makes it look pretty).

...WHEREAS DOING THESE THINGS WILL REALLY HELP INFORMATION STICK IN YOUR CHILD'S HEAD.

Testing themselves using the questions in their revision guide.

Selecting the key information they need to remember and turning into

- Pictures
- Diagrams
- Acronyms
- Stories

Quizzing themselves and others.

(repeated retrieval beats re-exposure)

THE NIGHT BEFORE THE EXAM

Trying to get any information to stick that isn't already stuck is not a good idea. It will probably cause your child to panic. Some friendly quizzing is okay but frantically reading over notes/revision guides is just a sign that they haven't prepared properly for the exam. They are usually best doing no revision at all on the day of an exam.

4. Sitting Your Exams



On the day

- Get up in plenty of time and have a good breakfast.
- Make sure you have everything you need before you leave home.
- If you want to, do some last-minute revision by flicking through your notes.
- Make an agreement with your friend not to talk about the exam.



6 Tips for the Morning of an Exam

by @inner_drive | www.innerdrive.co.uk

-  Eat breakfast as this will help fuel your brain
-  Arrive at school with plenty of time
-  Avoid people who stress you out
-  Remind yourself of all the hard work and preparation you have put in
-  Feeling nervous? Pause for a minute and take some deep breaths
-  Remind yourself of your exam strategy



4. Sitting Your Examinations

YOU ARE **WHAT YOU EAT.**

We all know the benefits of a balanced diet. But we also know that when we are under pressure or feel stressed we start craving junk food like crisps and chocolate bars. And yet, these have been proven to impair memory recall. Sugary foods also give us energy in the short term. But, after a couple of hours, we crash.

Snacks of nuts and seeds have been scientifically proven to help sharpen people's minds when they need to revise. Yes, they aren't as exciting, but they release energy more slowly, which helps us avoid the crashing effect of sugar. Fruit contains natural sugar but it's still better for us than crisps and chocolate. Bananas have been shown to be the best for exam performance.



ON THE DAY OF THE EXAM

For a morning exam, a breakfast which releases energy slowly is best, like granola/oats with yoghurt/milk and some fruit. Intensely-coloured fruits like blueberries and strawberries are good. If that doesn't sound very appetising, any breakfast cereal or bar which is low in added sugar is an alternative. Whatever they have for breakfast, **DO NOT** let them skip it entirely. This would be the worst thing they could do.

For an afternoon exam, they should consider eating a bit less lunch than they usually do. Having an overfull stomach will cause blood to be directed to help digestion rather than being in their brain where they need it. Being full will also make them sleepy, which is never a good thing for an exam (see 8 hours a night).



4. Sitting Your Examinations



ENERGY DRINKS DO NOT GIVE US WINGS (OR HELP US SUCCEED)

Energy drinks are the worst thing your child can consume when they're trying to study as these make our brains behave completely differently. They will get a sugar high crash AND the massive amounts of caffeine will make it harder to concentrate. Coffee and tea aren't good for them either. They might feel like they're waking up and more alert but they're actually making it impossible for their brain to function normally. Caffeine is a diuretic too, which means it draws water out of them and makes their brains less active.

**MORE CAFFEINE
MEANS MORE TRIPS TO THE TOILET!**



ON THE DAY OF THE EXAM

A non-caffeinated hot drink (such as herbal tea) is fine, though they need to be careful drinking anything which is labelled decaffeinated as it is not uncaffeinated: it still has some caffeine in it. Being a diuretic also means caffeine sends us to the toilet more frequently, which is obviously not a good idea during an exam!

Boring as many people find it, water is always best. Sipping water throughout an exam is strongly recommended as it keeps the brain hydrated. Just remind them to bring in a clear bottle with the label removed.

On your exam day

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are not acceptable
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it must not have a label



What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)



Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

Contingency sessions:

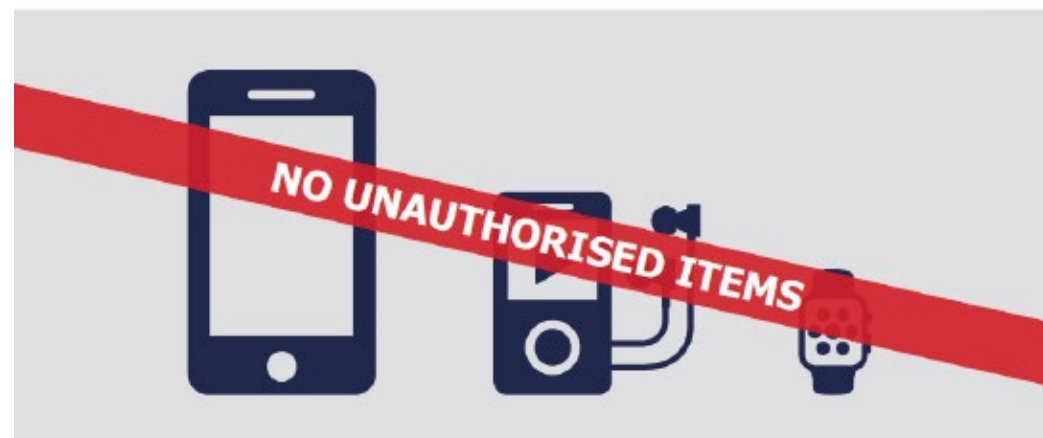
- There are contingency sessions within the Summer 2024 exam timetable – the afternoon of 6 June and 13 June 2024 and the morning and afternoon of 26 June 2024. Make sure you are available on all three dates even if you do not have an exam.

If you have any questions about your exams, please ask your teacher or exams officer.



NO MOBILE PHONES WATCHES MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in

DISQUALIFICATION
from your examination and your overall qualification.

4. Sitting Your Exams



Use your time wisely

- Work out how much time you can devote to each question or section. Your teacher would have told you this already
- As you take the exam you may find yourself falling behind schedule – don't panic just work a little faster.
- Don't fall into the trap of spending most time answering the questions you know least about. Give them a go but don't be afraid to move on. It is important that you try and answer all the necessary questions as in some exams the final questions carry the most marks

Tackling the questions

- Read every question at least twice.
- Think about the question before you get into your answer.
- Work out how long and detailed the answer needs to be by looking at the space you are given and the number of marks available.
- For essay-type questions outline the main points you intend to include in your answer. Without an outline you are likely to stray from the point or forget important points.
- Remember to stick to what the question is asking.



Useful Information

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

7 Ways That Parents Can HELP

A Parent's Survival Guide to Revision
by @inner_drive | www.innerdrive.co.uk



- 1 Have high expectations and provide plenty of support**
Both are needed to help your child improve, perform and develop resilience
- 2 Help them work smarter**
Not all revision techniques are equal. Spacing out their revision and quizzes are better than cramming and highlighters
- 3 Cope well with their setbacks**
There will be highs and lows. How you react to their lows will impact how many highs they have
- 4 Minimise distractions**
Provide a revision area with minimum distractions (this include mobile phones!)
- 5 Rise and dine**
Make sure they eat breakfast. It plays a big role in concentration and memory
- 6 Regular bedtimes and lots of sleep**
If they sleep right, they will think right the next day
- 7 Avoid cabin fever**
Encourage them to get fresh air each and every day



Further Reading

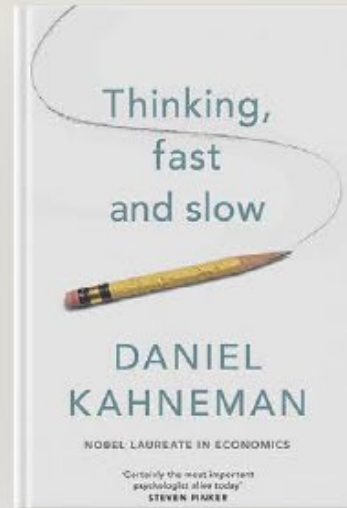
Everything in this booklet is informed by the latest research into neuroscience. If you would like to read more on any of the topics covered, this is our selection of popular reads:



The Marshmallow Test
Walter Mischel



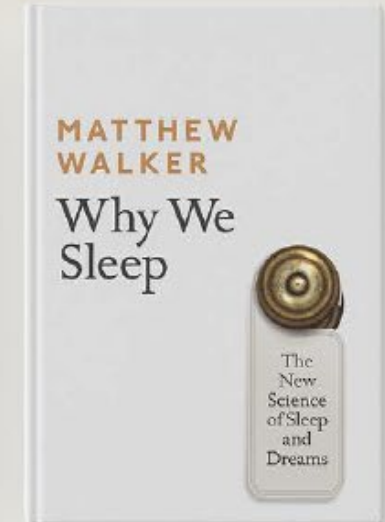
Memorable Teaching
Peps Mccrea



Thinking, Fast & Slow
Daniel Kahneman



:59 Seconds
Richard Wiseman



Why We Sleep
Matthew Walker