



P
R
O
U
D

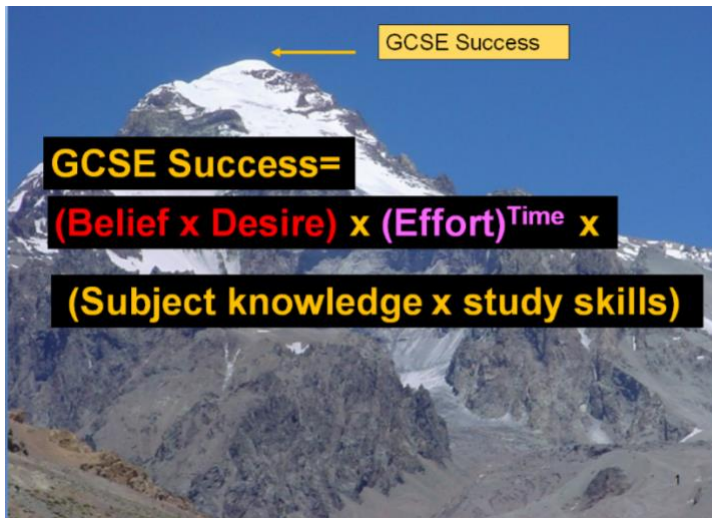
GCSE Mock Exam Booklet Autumn 2023



Contents Page

A student's Guide to revising for GCSEs.....	3
Mind Maps	5
Coping with Exams/Revision Stress	6
GCSE POD	7
GCSE English Language (<i>Pearson 1EN0</i>).....	9
GCSE English Literature (<i>Pearson 1EN0</i>).....	10
GCSE Mathematics	11
GCSE Double Award Combined Science: Trilogy (<i>AQA 8464</i>)	13
GCSE Triple Science Biology (<i>AQA 8461</i>).....	15
GCSE Triple Science Chemistry (<i>AQA 8462</i>)	16
GCSE Triple Science Physics (<i>AQA 8463</i>).....	17
GCSE Computer Science (<i>OCR J277</i>)	19
GCSE History (<i>Pearson 1HI0BN</i>)	20
GCSE Geography (<i>AQA 8035</i>)	22
GCSE MFL – French (<i>Pearson 1FR0</i>) and Spanish (<i>Pearson 1SP0</i>)	24
GCSE Religious Studies/PBE (<i>AQA 8062MA</i>)	25
GCSE Art and Design (<i>Pearson 1FA0 Fine Art</i>)	26
GCSE Design and Technology (<i>AQA 8552</i>)	27
GCSE Drama (<i>Eduqas C690QS</i>).....	29
GCSE Music (<i>Eduqas C660QS</i>)	31
GCSE Film.....	33
GCSE Sport Science	34
Timetable 2023	35



A student's Guide to revising for GCSEs





GCSE Success

GCSE Success=
(Belief x Desire) x (Effort)Time x
(Subject knowledge x study skills)


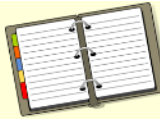
Plan

1. Planning & Time management
2. Testing yourself & memory skills
3. Exam Technique
4. Resilience & wellbeing exercises

Planning

- Identifying tasks that need doing & schedule them in the diary

Planning



- ✓ Saves time – we are more efficient
- ✓ Reduces stress & anxiety
- ✓ Help us to produce higher quality work
- ✓ Enhance our learning by helping plan reviews

Planning

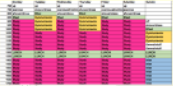


To plan we need MAKE TIME TO PLAN

1. Task list / to-do list for term, week, day
2. Diary / calendar
3. Weekly timetable.






Make a personal time table




- Have a general colour-coded weekly time table. Put in when you are studying, when you are doing non- study activities
- Have a detailed timetable for this week. What are the priorities this week?
- Make a daily to-do list. **Use your time when you are you most fresh to tackle difficult topics.**

Avoid time stealers



- Avoid distractions
- E.g. switch off social media. Turn phone off.
- Stay offline only if you do not need to be online
- Best way to avoid distractions is
- PLAN REGULAR BREAKS



Plan your learning

- Know what you need to learn !
- Get the syllabus for your exam
- Create your own list of topics of what you need to learn



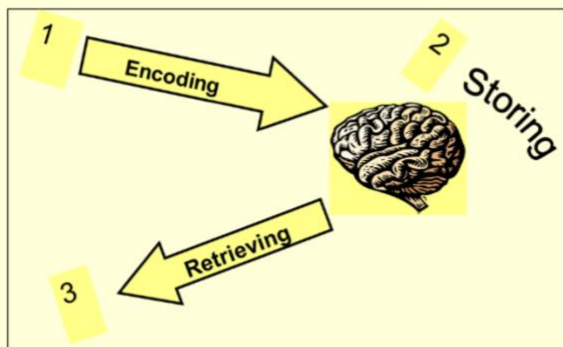
7

2) Testing yourself & memory Skills



8

How Your Memory Works



9

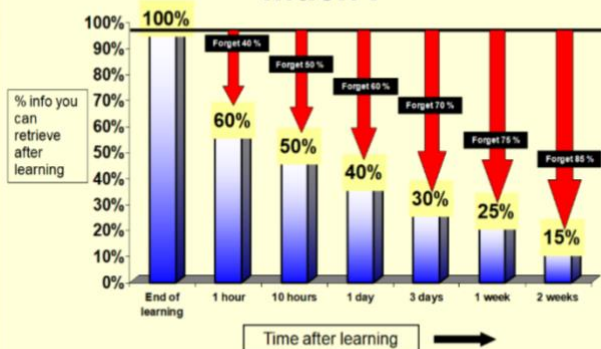
Excellent Encoding

Skills for Excellent Encoding & Memory

1. **SOS: Slice up and organise & squash** the learning material
2. **Repeat & review the** learning material
3. **Use linking & association** to link new information with a) what you already know and b) with made-up images or imaginary experiences.

10

Review to reduce forgetting so much !



S Boo © 2017

11

Exam technique

- Get the all the past papers/specimen papers
- Know the structure of the exam
- Calculate how long you have per question and the "time per mark" i.e. 120 mark exam in a 2 hour exam = 1 min per mark
- Practise exam questions from now on under timed conditions

12

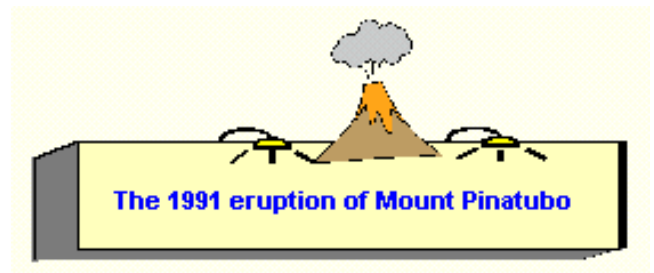
Mind Maps

A mind map is a stylised spider diagram that contains information in the form of pictures and text. Mind maps can be used to plot information relevant to the different topics in any subject. When you create a mind map you should use lots of colour and include diagrams and sketches. This makes the information more interesting to your brain. It should also make revision more 'enjoyable'. Below is a brief explanation how to create mind maps. The example given below is from a geography case study on the causes and impacts of the eruption of Mt Pinatubo in 1991, but could be adapted for any subject. For example:

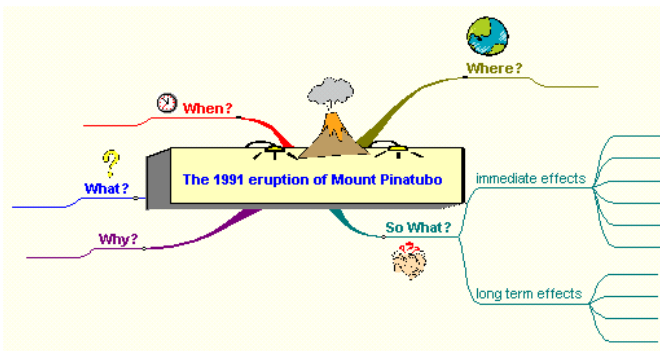
- English: The plot of a Shakespeare play could be simplified on a mind map;
- History: The events leading to the outbreak of the Second World War;

Stage 1

In the centre of a piece of A4 paper, identify the topic you are producing your mind map about. The example below is a case study of the eruption of Mount Pinatubo, a volcano in the Philippines.



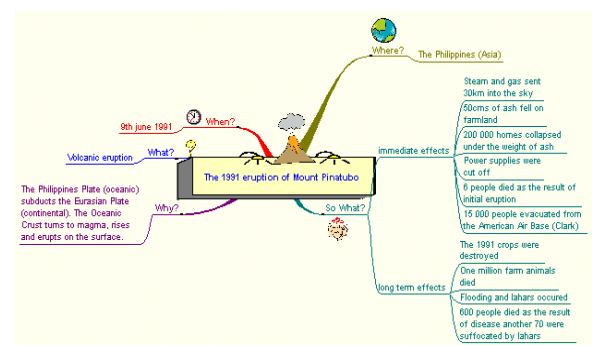
Stage 2



You now need to draw the main topic branches. These need to contain the main categories of information that will be included in your spider diagram. In the mind map below we are going to use the **5W's technique** (What? When? Why? Where? Who?)

Stage 3

Finally, you need to include the sub categories or detail to your mind map. The diagram below shows a completed mind map for the eruption of Mount Pinatubo.





The Pomodoro Technique

How to do it

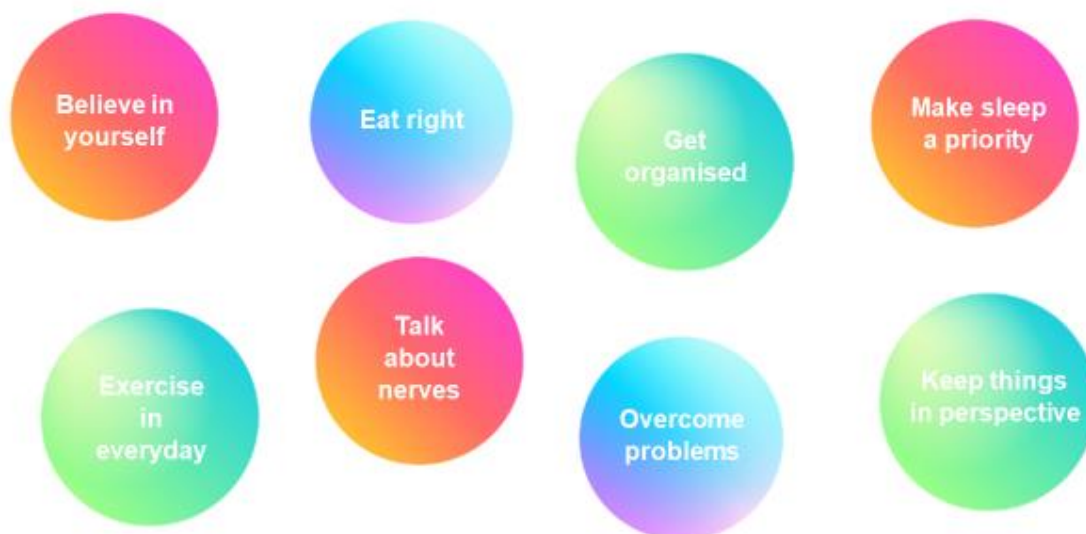
- Put all distractions away – NO PHONES
- Set your timer for 25 mins (this unit is called a pomodoro)
- Revise the topic that you have set on your revision timetable, setting a specific goal about what you want to achieve by the end of the session
- Concentrate on that for 25 mins.
- DO NOTHING ELSE - including answering phones, email, etc..
- If someone else interrupts DEFER them.
- If you cannot concentrate, its not a Pomodoro mark it as abandoned.

Did you make it?

- Tick off the task on your revision timetable
- Take a break for 5 mins.
- Relax your brain.

Coping with Exams/Revision Stress

We will be learning many strategies for this in our HEALTH lessons over the next few weeks, and using learning strategies such as timetables and the pomodoro technique can also really help. Here are some more tips that may help you:



GCSE POD

- ❑ **Retrieval Practice:** is the act of recalling information without having it in front of you
- ❑ **Dual Coding:** is the theory that for successful retrieval of knowledge you need to combine words and visuals for better revision
- ❑ **Interleaving:** is the theory that revising more than one topic in each revision session will help you make better Link between them.
- ❑ **Spaced Practice:** is the theory that short, sharp bursts of learning are more effective than cramming just before the exam



Optimal Spacing



Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
4 Months	2 weeks
6 Months	4 weeks
1 Year	1 month

Top Tips to Take Care of Yourself

- ❑ Exercise regularly
- ❑ Eat well
- ❑ Sleep well
- ❑ Relax often
- ❑ Socialise & connect with others
- ❑ Take time out for you
- ❑ It's good to talk: staff, family and friends.

Username and Password the same as for Teams



www.gcsepod.com or download app on a tablet or a phone



SPACED PRACTICE





Revision Timetable

Week 1	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 2	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 3	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



GCSE English Language (Pearson 1EN0)

Method of Assessment

Component 1: Fiction and Imaginative Writing (40% of the marks) Total exam time: 1 hour 45 minutes

How will you be assessed?

Component 1: Fiction and Imaginative Writing (1 hr and 45 minutes)

Part A – 1 hour - READING

Students will be given an unseen extract of pre-1900 fiction writing (approximately 500-800 words) and will be asked 4 questions about it.

Questions 1 and 2 (4 marks) – **A01 Understanding** - students will retrieve information from the text

Question 3 (6 marks) – **AO2 Analysis** - will ask students to analyse how the writer uses language and sentence structure in order to create effect in a specific paragraph.

Question 4 (15 marks) – **AO4 Evaluation** – students will be asked to explain how effectively a writer achieves their aim: e.g. creating tension, describing a horrific event, creating sympathy. Students must pick out and evaluate successful methods (setting, perspective and character, ideas, tone and events) and why they work.

PART B – 45 minutes – **Creative Writing**

Students will be asked to write a piece of creative writing based on what they have read. They will be given a choice of two questions and will be expected to construct a story around it. Pictures will be given to inspire them. Students will be assessed on accuracy and how effective the writing is.

What topics do you need to revise?

- **Reading skills:** scanning for facts and information, reading between the lines, selecting appropriate quotations from the text, summarising, identifying techniques of language and structure, practising the exam.
 - **Writing skills:** paragraphing, spelling, punctuation, ambitious vocabulary, varying your sentence structures, planning and structuring an engaging idea, language techniques for description of setting, mood and character.
- Find KS4 Revision Resources on the school website:** <http://www.chestnutgrove.wandsworth.sch.uk/English>

In order to achieve a grades 9-7, you will need to be able to:

- understand and communicate complex information, and select what is relevant for specific purposes
- understand and evaluate subtle creation of mood, tone, perspective, and theme
- present material in a clearly structured, sequenced, developed and detailed way
- describe and analyse experience, expressing effectively what is felt and what is imagined
- recognise implicit meanings and attitudes of a writer, and the means by which they have been conveyed
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes
- write in well-constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary
- demonstrate a high degree of accuracy in use of grammatical structures, spelling and punctuation.

In order to achieve a grade 5, you will need to be able to:

- understand and communicate information, sometimes at a complex level and select what is relevant for specific purposes
- understand and reflect on facts, ideas and opinions
- present material in a structured and coherent way, with some development and use of detail
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined
- recognise the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed
- show a sense of audience and an awareness of appropriate uses of language for different purposes
- write in paragraphs, using a variety of sentence types and a varied vocabulary
- demonstrate accuracy in use of grammatical structures, spelling and punctuation
- Show a secure demonstration of writing for a specific audience and purpose.
- Effectively present your ideas in a sustained way



GCSE English Literature (Pearson 1EN0)

Method of Assessment

Shakespeare and Post-1914 Literature (50% of GCSE) Total exam time: 1 hour 45 minutes

Students must answer 2 questions on *Romeo and Juliet* and 1 question on *Animal Farm*.

They will NOT be given the text in the exam and so must MEMORISE QUOTATIONS

How will you be assessed?

Romeo and Juliet - 25% of GCSE (1hr)

- Students will be given an extract (about 30 lines of *Romeo and Juliet*) and will be asked to analyse the language and structure used to present a character, their relationship to another character, their mood, or feelings. Students will be expected to pick out language and structural techniques and to explain in detail their effect on the audience. (30 minutes – 20 marks)
- Students will be asked to explain how Shakespeare presents a theme in another part of the text. THEY CANNOT USE THE EXTRACT GIVEN. They must remember quotations and write an introduction, 3-4 detailed paragraphs, conclusion. They must ensure they link to historical context throughout. (30 minutes – 20 marks)

Animal Farm - 25% of GCSE (45mins)

- Students will be given a choice of two questions on either a theme, character or idea used through the novella. Students will need to write an essay exploring this theme/character/idea and linking to Orwell's intentions and the contextual factors in detail throughout.

What topics do you need to revise?

- **Romeo and Juliet** – QUOTATIONS – on themes, revise techniques, practice language analysis etc. technical terminology, characters, settings, tragedy.
- Revise context on the **Elizabethans, Shakespeare's other plays and literary sources.**
- **Animal Farm** – QUOTATIONS – on themes, characters, ideas.
- Revise context on Orwell, the Russian Revolution and Stalinism.
- Look at Teams. On here you will find revision resources and exemplar material, including full mark answers.
- **Find KS4 Revision Resources on the school website:** <http://www.chestnutgrove.wandsworth.sch.uk/English>

In order to achieve a grade 9-7, you will need to be able to:

- Respond enthusiastically and critically to texts, showing imagination and originality in developing alternative approaches and interpretations.
- Confidently explore and evaluate how language, structure and form contribute to writers' varied ways of presenting ideas, themes and settings, and how they achieve specific effects on readers.
- Convey ideas persuasively and cogently, supporting them with apt textual references.

In order to achieve a grade 5, you will need to be able to:

- Understand and demonstrate how writers use ideas, themes and settings in texts to affect the reader.
- Respond personally to the effects of language, structure and form, referring to textual detail to support their views and reactions.
- Convey ideas clearly and appropriately.

GCSE Mathematics *(Pearson 1MA0)*

Method of Assessment

Foundation and Higher: 3 exams of 90 minutes

Paper 1: Non-Calculator; **Paper 2:** Calculator; **Paper 3:** Calculator

How will you be assessed?

Students will be given individualised Question Level Analysis, based on the recent October Assessment, which they can use to revise for key topics that they struggled with.

What topics do you need to revise?

Foundation (grades 5-1)

Paper 1:

- Conversion between fractions, decimals and percentages
- One quantity as a fraction of another
- Order numbers
- Apply four operations.
- Solve linear equations.
- Circle definitions and properties
- Primes, factors, multiples
- Conventional geometrical terms and notation
- Graphs and equations of lines
- Units of mass, length, time, money and other measures (including standard compound measures)
- Approximation and estimation
- Measures of central tendency (median, mean, mode and modal class)
- Factorise expressions.
- Percentages and problems involving percentage change.
- Calculate exactly with fractions.
- Ratio in real context
- Percentages and problems involving percentage change.
- Translate situations or procedures into algebraic expressions, formulae or equations.
- The n th term of a sequence
- Apply four operations.
- Calculate exactly with fractions.
- Area of triangles, parallelograms, trapezia
- Frequency polygons
- Theoretical probability; appropriate language; 0-1 probability scale
- Stem and leaf diagrams
- Percentages and problems involving percentage change.
- Use compound units.
- Solve two simultaneous equations.
- Index notation
- Exact values of $\sin \theta$ and $\cos \theta$ and $\tan \theta$
- Independent and dependent combined events

Paper 2:

- Rounding; Inequality notation to specify error interval.
- Terminating decimals and their corresponding fractions
- Change between standard units and compound units.
- Simplify and manipulate algebraic expressions and fractions.
- Primes, factors, multiples
- Theoretical probability; appropriate language; 0-1 probability scale
- Conventional geometrical terms and notation
- Scale factors, scale diagrams and maps
- Ratio notation, reduction to simplest form
- Solve problems involving direct and inverse proportion.
- Frequency tables
- Transformations
- BIDMAS and inverse operations
- Volume cuboids and other right prisms (including cylinders)
- Randomness, fairness and equally likely events
- Use compound units.
- Measures of central tendency (median, mean, mode and modal class)
- Solve problems involving direct and inverse proportion.
- Percentages and problems involving percentage change.
- BIDMAS and inverse operations
- Primes, factors, multiples
- Multiplicative relationship between two quantities
- Solve linear inequalities.
- Translate situations or procedures into algebraic expressions, formulae or equations.
- Ratio in real context
- Rounding; Inequality notation to specify error interval.
- Growth and decay, compound interest
- Graphs of reciprocal functions

Paper 3:

- Apply four operations.
- Conversion between fractions, decimals and percentages
- Algebraic manipulation
- Change between standard units and compound units.
- Order numbers
- Perimeters of 2D shapes
- Probabilities of an exhaustive set of outcomes
- Properties of 3D shapes
- Bar charts
- Use standard units of measure and related concepts.
- BIDMAS and inverse operations
- Pie charts
- Distance-time graphs, velocity-time graphs
- Solve problems involving direct and inverse proportion.
- Ratio in real context
- Transformations
- Scale drawings and bearings
- Solve linear equations.
- Percentages and problems involving percentage change.
- Expand expressions.
- Solve problems involving direct and inverse proportion.
- Parallel lines
- Solve problems involving direct and inverse proportion.
- Primes, factors, multiples
- Use compound units.
- Roots, intercepts, turning points of quadratic functions.
- Growth and decay, compound interest
- Standard form



What topics do you need to revise?

Higher (grades 9-4)

Paper 1:

- Apply four operations.
- Calculate exactly with fractions.
- Volume cuboids and other right prisms (including cylinders)
- Frequency polygons
- Theoretical probability; appropriate language; 0-1 probability scale
- Line of best fit
- Percentages and problems involving percentage change.
- Use compound units.
- Solve two simultaneous equations.
- Exterior and interior angles
- Simplify and manipulate expressions using laws of indices.
- Independent and dependent combined events
- Solve problems involving direct and inverse proportion.
- Index notation
- Graphs and equations of lines
- Surface area and volume of spheres, pyramids, cones and composite solids
- Rearrange formulae to change the subject.
- Ratio in real context
- Listing strategies/Product rule for counting
- Inverse and composite functions; formal function notation
- Circle theorems
- Pythagoras's Theorem and Trigonometry
- Calculate exactly with surds.
- Solve quadratic inequalities

Paper 2:

- BIDMAS and inverse operations
- Primes, factors, multiples
- Relate ratios to fractions and to linear functions.
- Solve linear inequalities.
- Translate situations or procedures into algebraic expressions, formulae or equations.
- Ratio in real context
- Rounding; Inequality notation to specify error interval.
- Growth and decay, compound interest
- Measures of central tendency (median, mean, mode and modal class)
- Samples and theoretical probability distributions
- Solve two simultaneous equations.
- Pythagoras's Theorem and Trigonometry
- Sine and cosine rule
- Factorise expressions.
- The nth term of a sequence
- Histograms with equal and unequal class intervals
- Approximate solutions to equations using iteration.
- Relate ratios to fractions and to linear functions.
- Limits of accuracy; bounds
- Vectors
- Translations and reflections of a function
- Independent and dependent combined events
- Relationships between lengths, areas and volumes in similar figures
- Areas of composite shapes

Paper 3:

- Expand expressions.
- Percentages and problems involving percentage change.
- Apply angle facts.
- Solve problems involving direct and inverse proportion.
- Primes, factors, multiples
- Rates of change
- Roots, intercepts, turning points of quadratic functions.
- Use compound units.
- Fractions, decimals and percentages as operators
- Pythagoras's Theorem and Trigonometry
- Box plots
- Expand expressions.
- Mathematical arguments and proofs
- Arc lengths, angles and areas of sectors of circles
- Mathematical arguments and proofs
- Transformations
- Distance-time graphs, velocity-time graphs
- Surface area and volume of spheres, pyramids, cones and composite solids
- Graphs of exponential functions
- Recurring decimals and their corresponding fractions
- Simplify and manipulate algebraic expressions and fractions.
- Vectors
- Circle theorems
- Independent and dependent combined events

Top tips for success:

Students are encouraged to use the videos and worksheets on GCSEPod, www.mathsgenie.co.uk and www.corbettmaths.com

GCSE Double Award Combined Science: Trilogy (AQA 8464)

<p>Method of Assessment Mixed paper, content from biology paper 1, chemistry paper 2 and physics paper 1</p>	
<p>How will you be assessed? Written exam: 90 minutes</p>	
<p>What topics do you need to revise? Mixed paper covering content from biology paper 1, chemistry paper 2 and physics paper 1</p> <p>Biology:</p> <ul style="list-style-type: none"> • Cell Biology • Organisation • Infection & response • Bioenergetics <p><i>What Biology units will not be covered in the mock exam:</i></p> <ul style="list-style-type: none"> • Homeostasis & response • Inheritance, variation & evolution • Ecology <p>Chemistry:</p> <ul style="list-style-type: none"> • The rate and extent of chemical change • Organic chemistry • Chemical analysis • Chemistry of the atmosphere • Using resources 	<p><i>What Chemistry units will not be covered in the mock exam:</i></p> <ul style="list-style-type: none"> • Atomic structure and the periodic table • Bonding, structure and the properties of matter • Quantitative chemistry • Chemical changes • Energy changes <p>Physics:</p> <ul style="list-style-type: none"> • Energy • Particle model of matter • Atomic structure <p><i>What Physics units will not be covered in the mock exam:</i></p> <ul style="list-style-type: none"> • Forces • Electricity (Paper 1 content but covered later in year 11) • Waves • Magnetism & electromagnetism
<p>In order to achieve a grade 9-7, you will need to be able to:</p> <ul style="list-style-type: none"> • Demonstrate relevant & comprehensive knowledge & understanding & apply these correctly to both familiar & unfamiliar contexts using accurate scientific terminology • No prompt to write down the equation and rearrange the equation to perform complex multistep calculations • Critically analyse qualitative & quantitative data to draw logical, well-evidenced conclusions. • Critically evaluate & refine methodologies, & judge the validity of scientific conclusions. 	
<p>In order to achieve a grade 5, you will need to be able to:</p> <ul style="list-style-type: none"> • Demonstrate mostly accurate & appropriate knowledge & understanding & apply these mostly correct to familiar & unfamiliar context, using mostly accurate scientific terminology • Given a prompt to write down the equation and use to perform multi-step calculations. • Analyse qualitative & quantitative data to draw plausible conclusions supported by some evidence • Evaluate methodologies to suggest improvements to experimental methods, & comment on scientific conclusions 	



Top tips for success:

READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Take time to plan and address all points mentioned in 6 mark questions. (use the BUSY technique)
4. Check spelling and punctuation in 6 mark questions.
5. Always show your full working for calculation questions (use the GUESS technique)
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:

A Scientific calculator.

Useful websites:

- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

GCSE Triple Science Biology (AQA 8461)

Method of Assessment Mixed paper covering <u>content from biology paper 1.</u>
How will you be assessed? Written exam: 40 minutes
What topics do you need to revise? Biology: Mixed paper covering <u>content from biology paper 1.</u> <ul style="list-style-type: none">• Cell Biology• Organisation• Infection & response• Bioenergetics <p><i>What Biology units will not be covered in the mock exam (paper 2 content):</i></p> <ul style="list-style-type: none">• Homeostasis & response• Inheritance, variation & evolution <p><i>Ecology</i></p>
In order to achieve a grade 9-7, you will need to be able to: <ul style="list-style-type: none">• Demonstrate relevant & comprehensive knowledge & understanding & apply these correctly to both familiar & unfamiliar contexts using accurate scientific terminology• No prompt to write down the equation and rearrange the equation to perform complex multistep calculations• Critically analyse qualitative & quantitative data to draw logical, well-evidenced conclusions.• Critically evaluate & refine methodologies, & judge the validity of scientific conclusions.• REVISE EVERYTHING!!!!
In order to achieve a grade 5, you will need to be able to: <ul style="list-style-type: none">• Demonstrate mostly accurate & appropriate knowledge & understanding & apply these mostly correct to familiar & unfamiliar context, using mostly accurate scientific terminology• Given a prompt to write down the equation and use to perform multi-step calculations.• Analyse qualitative & quantitative data to draw plausible conclusions supported by some evidence• Evaluate methodologies to suggest improvements to experimental methods, & comment on scientific conclusions
Top tips for success: READ THE QUESTION <ol style="list-style-type: none">1. Learn key words and use them in answers to questions2. Look at the number of marks for the question and write the appropriate number of points3. Take time to plan and address all points mentioned in 6 mark questions. (use the BUSY technique)4. Check spelling and punctuation in 6 mark questions.5. Always show your full working for calculation questions (use the GUESS technique)6. Use a revision guide to make key revision point cards or question & answer cards.7. Use the module checklists at the front of your revision guides to make sure that you have revised everything8. Plan your revision according to your exam timetable9. Tackle the concepts that you find challenging first – it is no good leaving them until last10. Answer all the questions in the exam paper – you can't get a mark for a blank line!11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical13. Be confident – you are an excellent scientist!!
Resources you will need: A Scientific calculator.
Useful websites: <ul style="list-style-type: none">• www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes• www.primrosekitten.com• www.s-cool.co.uk• www.bbc.co.uk/education/subjects• www.khanacademy.org• www.docbrown.info• www.mrsmillersblog.wordpress.com

GCSE Triple Science Chemistry (AQA 8462)

Method of Assessment Mixed paper covering content from chemistry paper 1

How will you be assessed?

Written exam: 40 minutes

What topics do you need to revise?

Chemistry: Mixed paper covering content from chemistry paper 2

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

*What Chemistry units **will not be covered** in the mock exam (paper 1 content):*

- *Atomic structure & the periodic table*
- *Bonding, structure and the properties of matter*
- *Quantitative Chemistry*
- *Chemical changes*
- *Energy Changes*

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative & quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.
- **REVISE EVERYTHING!!!!**

In order to achieve a grade 5, you will need to be able to:

- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct to **familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative & quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologists to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

Top tips for success:

READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Take time to plan and address all points mentioned in 6 mark questions. (use the BUSY technique)
4. Check spelling and punctuation in 6 mark questions.
5. Always show your full working for calculation questions (use the GUESS technique)
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:

A Scientific calculator.

Useful websites:

- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects

GCSE Triple Science Physics (AQA 8463)

Method of Assessment Mixed paper covering content from physics paper 1

How will you be assessed?

Written exam: 40 minutes

What topics do you need to revise?

Physics: Mixed paper covering content from physics paper 1

- Forces
- Electricity
- Particle model of matter
- Atomic structure

What Physics units **will not be covered** in the mock exam (paper 2 content):

- Energy
- Waves
- Magnetism and electromagnetism
- Space physics

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative & quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.
- REVISE EVERYTHING!!!!

In order to achieve a grade 5, you will need to be able to:

- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct to **familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative & quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologies to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

Top tips for success:

READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Take time to plan and address all points mentioned in 6 mark questions. (use the BUSY technique)
4. Check spelling and punctuation in 6 mark questions.
5. Always show your full working for calculation questions (use the GUESS technique)
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:

A Scientific calculator.

Useful websites:

- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

How to revise in Science

Flash Cards

- Use small pieces of card on a particular topic.

- Small topics work best.
- Keep notes brief.
- Use colour for key words.

Q&A Cards

- Use small pieces of card on a particular topic. The answer is written on the back.

- Keep simple. Cover the areas that you are less confident with.

Cornell System

- Can then be put on a post-it/ flash card.
- Key Words**
Read through the notes. Write down the key words/phrases.


Mind Maps

Mind map
Generate using short sharp sentences, key words and diagrams.

Learn it
Place the mind map in a prominent place.

Cover it
Cover the mind map with a blank sheet of paper try to redraw it.

Compare it
Compare the new mind map with the original – the difference between the two is what needs to be learnt.



Useful Websites

The school website has some of science resources
<http://www.chestnutgrove.wandsworth.sc.h.uk/Science>

Check the websites are for the correct exam board:




- AQA Science trilogy for combined science
- Bio/Chem/Phys for triple science

- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes

Websites should be used to make notes from or complete any of the following revision tools.

Phone Apps

- Searching for science revision on the App store brings up lots of different possible app such as:
 - Gojimo from the telegraph
 - GCSE science revision guide
 - GCSE science revision buddies
 - Pocket notes
- Apps available that make flash cards, for example **Chegg** and **Quizlet**.

GCSE Computer Science (OCR J277)

Method of Assessment: Paper 2 Computational Thinking, Algorithms and Programming

Written Exam 90 minutes

How will you be assessed?

You will be assessed through the completion of a truncated exam paper comprising of:

Component 02 (Computational thinking, algorithms and programming).

The topics to be covered will be:

Computational thinking, algorithms and programming (50%)

Algorithms, programming techniques, Producing robust programs, Computational logic

What topics do you need to revise?

- The use of variables, constants, operators, inputs, outputs and assignments
- The use of the three basic programming constructs used to control the flow of a program:
- Sequence, selection, iteration (count and condition-controlled loops)
- The use of basic string manipulation
- the use of basic file handling operations: open, read, write, close
- the use of records to store data
- the use of SQL to search for data
- the use of arrays (or equivalent) when solving problems, including both one- and two-dimensional arrays
- how to use sub programs (functions and procedures) to produce structured code
- The use of data types: integer, real, Boolean, character and string, casting
- The common arithmetic operators
- The common Boolean operators.
- Basic file operations (open, read, write, append)

In order to achieve a grade 9/8, you will need to be able to:

- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- Effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems
- Develop and refine a complete solution that meets the requirements of a substantial problem.

In order to achieve a grade 5, you will need to be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems
- Produce a working solution that meets most requirements of a substantial problem

In order to achieve a grade 2, you will need to be able to:

- Demonstrate limited knowledge and understanding of fundamental concepts and principles including
- Digital systems and societal impacts
- Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical
- Computational thinking, to straightforward problems with limited accuracy
- Produce a partially working solution that meets some requirements of a substantial problem.

Top tips for success:

- Review previously completed exam papers, highlight topics you underperformed in and do the following:
- Read the topic again in your book, Teach-ICT.com (Username: **sw128jz**, Password: **gateway4**), go through video from Craig n Dave YouTube channel (<https://tinyurl.com/yckb2dyo>).
- Attend intervention on Wednesday morning with specific questions or topics you need to revisit.

GCSE History (Pearson 1HI0BN)

Method of Assessment

1 paper, 90 minutes

How will you be assessed?

You will be tested on a combination of skills from the Anglo Saxon and Cold War papers, as well as the Notting Hill local environment study which comes at the end of the Migration unit. You will NOT be tested on any part of Migration other than Notting Hill.

You will be expected to answer the following question types from each paper:

Anglo Saxons and Normans:

1. How far do you agree? Essay question (16 marks)

Cold War:

1. Explain 2 consequences of... (8 marks)
2. Write a narrative account of... (8 marks)

Notting Hill environment study:

1. Describe two features... (4 marks)
2. A) Source usefulness (8 marks)
B) Source follow up (4 marks)

What topics do you need to revise?

You need to revise the following sections of each paper:

Anglo Saxons and Normans:

- **Key topic 3: Norman England, 1066–88:**
 - The feudal system and the Church
 - Norman government
 - The Norman aristocracy
 - William I and his sons

Cold War:

- **Key topic 2: Cold War crises, 1958–70**
 - Increased tension between East and West
 - Cold War crises
 - Reaction to crisis
- **Key topic 3: The end of the Cold War, 1970–91**
 - Attempts to reduce tension between East and West
 - Flashpoints
 - The collapse of Soviet control of Eastern Europe

Notting Hill environment study:

- The local context of Notting Hill.
- The influence of Caribbean cultures on the area.
- Racism and policing.
- Black activism in the Notting Hill area.
- The national and regional context

In order to achieve a grade 9-7, you will need to be able to:

- Recall, select, organise and deploy historical knowledge with accuracy and relevance effectively and consistently.
- Show understanding of historical periods and issues through developed explanation and evaluation.
- Communicate your ideas coherently.
- Provide perceptive analysis of key concepts, features and characteristics of historical periods.
- Evaluate and use critically a range of source information to investigate historical questions and reach substantiated conclusions.



In order to achieve a grade 5, you will need to be able to:

- Recall, select, organise and deploy historical knowledge with accuracy and relevance.
- Show understanding of historical periods and issues.
- Communicate your ideas coherently.
- Provide structured descriptions and explanations.
- Evaluate and use critically a range of source information to investigate historical questions

Top tips for success:

- Use the revision checklist that you have been given in class to make sure you cover all topics
- Make sure you read the question carefully and know what it is saying before you start
- Include a for and against argument in your 16-mark question, as well as an intro and a conclusion
- Use specific evidence to back up your points
- Always link back to the question
- Use the ECCP method in the source usefulness question
- Use the revision suggestions your teacher gives you
- Make sure you know the chronology for each paper
- Revise together and make it fun!

Resources you will need:

- Revision checklist and suggestions list
- Your exercise book and lessons on Teams
- Use the Padlet with all the revision resources on it.

Useful website list:

- <https://padlet.com/ladams134/rrzzfq4aet0urae6>
- <http://www.bbc.co.uk/education/subjects/zi26n39>
- <http://www.timelines.tv/>
- <http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Revision/History/GCSE-History-revision-order.aspx>



GCSE Geography (AQA 8035)

Method of Assessment

You will all sit two exams, lasting 60 minutes each in the exam hall.

How will you be assessed?

You will be tested on the following:

PAPER ONE:

The Living World (25 marks)

- Ecosystems
- Tropical rainforests – characteristics and adaptations
- Amazon case study - importance, causes of deforestation, impacts of deforestations and strategies to conserve
- Cold environments – characteristics and adaptations
- Alaska case study - importance, opportunities and challenges to development and strategies to conserve

UK Physical Landscapes – Coasts and Rivers (30 marks)

- Coastal and river processes
- Coastal and river landforms
- Coastal management case study – Holderness Coast
- Flood management and case study – Slow the Flow

PAPER TWO:

Urban issues and challenges (33 marks)

- Global urban patterns
- LIC Urban case study – Rio de Janeiro
- HIC Urban case study – London

The Changing Economic World (30 marks)

- The development gap – causes, impacts and strategies to reduce it
- NEE case study – Nigeria
- UK changing economy

You will be assessed using the full range of question types, ranging from 1 to 9 mark questions.

What topics do you need to revise?

You should revise the topics above using the checklists that are given to you in class. You have access to bespoke revision guides, written by the department, on the Padlet: <https://padlet.com/rrobinson125/gcse-geography-cqa-mocks-lkqqa5xv3z9ye860> . Use the yourself questions to help you with your revision. Work your way through those to revise.

You may also find it useful to use the Hodder AQA GCSE Geography 9-1 revision guides/books. While these are very useful, they do not provide the detail required to reach a level 7-9, and some of the case studies that are in the books are not the same as the ones we have taught you. However, they are still a very good basis for your revision. We recommend these revision guides over the CGP as many of the case studies are different in this!

How Should You Revise?

Use the Chestnut Grove Geography Revision Guides on Teams to help you learn your key content. Each page has a set of Test Yourself questions. Use these questions to help you learn the key content and RAG each question to show how confident you are with each one. Keep retesting yourself and ask your family to test you too. Your bedrock knowledge sheets should then be used to help you tick off topics that you have revised and highlight the areas where you are still weak.

There is a lot to learn for Geography, so try doing a few pages from revision guide each day to help you keep on top of it. The more preparation that you put in early on, the better prepared you will be for the summer.

Reading alone is not likely to be very effective. Making notes, memorising them, repeating them more concisely from memory and then repeating them again is often a useful technique. Creating posters/mind maps/revision flashcards for each topic are also useful and proven strategies.



In order to achieve a grade 9-7, you will need to be able to:

- Students demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues.
- They demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.
- Students can construct sustained and convincing arguments based on critical analysis to draw well-evidenced conclusions using accurate specialist terminology.
- In your 6 and 9 mark questions you evaluate in depth, thinking about how significant your arguments are.
- They use and evaluate a wide range of geographical skills and techniques effectively.

In order to achieve a grade 5, you will need to be able to:

- Students demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
- They demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
- Students are able to construct coherent arguments to draw conclusions supported by some evidence using mostly accurate specialist terminology.
- They can use a range of geographical skills and techniques accurately.

Useful Website List:

- The most important! The Padlet has links to wider revision resources for you and is a treasure trove of revision!
<https://padlet.com/rrobinson125/gcse-geography-cqa-mocks-lkqoa5xv3z9ye860>
- <https://timeforgeography.co.uk/>
- <http://www.coolgeography.co.uk/>
- <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>
- GCSE Pod

Top tips for success:

- Time yourself, as you complete practice assessments – you should spend the most amount of time on the longest questions.
- Use sentence starters to introduce new points and keep sentences concise to give yourself enough time to complete the paper.
- Ensure you know all the key words so you can access the questions, and use them in your answers. A key word list will be made available on Teams for you.
- Try to use evidence in your answers wherever possible.
- Practice key geographical skills such as OS map skills, calculating averages of data and analysing graphs/maps using the TEAM structure.
- Know the structure for 4/6/9 mark questions: 4 marks = 2 PDD. 6 mark 'explain' = 2/3 PDD using evidence/the figure. 6 mark 'do you agree/discuss' = 2/3 PDD and a short overall statement. 9 marks = brief intro setting out your main argument., 3 PDD paragraphs in lots of detail, conclusion (with the most important reason for your judgement/why some arguments outweigh others)

GCSE MFL – French (Pearson 1FR0) and Spanish (Pearson 1SP0)

Method of Assessment

Listening Exam (Foundation 35 min, Higher 45 min)

Reading Exam (Foundation 45 min, Higher 60 min)

How will you be assessed?

- Although you will not be required to write long answers in French/Spanish, some of the questions will be in the target language and students will be expected to understand the instructions. You need to make sure that you read the questions and the instructions very carefully so that you are sure about what you are being asked.
- There will also be a brief translation into English from French/Spanish with instructions in English.

What topics do you need to revise?

The topic areas are different every year, so to make sure that you have covered everything, here is a list of the key topic areas:

Identity and culture

- **Who am I?:** relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life:** customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life:** celebrations and festivals; reading; music; sport; film and television

Local area, holiday and travel

- **Holidays:** preferences; experiences; destinations
- **Travel and tourist transactions:** travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country:** weather; places to see; things to do

School

- **What school is like:** school types; school day; subjects; rules and pressures; celebrating success
- **School activities:** school trips; events and exchanges

Future aspirations, study and work

- **Using languages beyond the classroom:** forming relationships; travel; employment
- **Ambitions:** further study; volunteering; training
- **Work:** jobs; careers and professions

Top tips for success:

- Use the BBC Bitesize and SAM learning websites to help you prepare
- Complete the gap fill activities on the Intermediate Linguascope website
- Revise all key vocabulary that we have covered since the start of Year 10
- Have a look on the Edexcel website at the specification for the vocabulary lists for GCSE and use this as the basis for your revision. The vocabulary is divided into foundation and higher so that you can see what you aiming for the CGP revision books for French and Spanish are worth buying

GCSE Religious Studies/PBE (AQA 8062MA)

Method of Assessment

105 minute exam in the hall (Beliefs & Thematic Studies) Islam & Peace and Conflict
– the final exam will divide Beliefs and Thematic Studies (105 minutes each)

How will you be assessed?

AO1: Describe, explain and analyse, using knowledge and understanding (50%)

AO2: Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints (50%)

- Assessment will be through 1 x 105 minute assessment.
- **Paper 1** is an assessment of knowledge of Christianity and Islam. There are two sections on each religion: one on beliefs and another on practices. This means there are four sections in total. For the mock exam, you will only be tested on Islam.
- **Paper 2** is an assessment of philosophical and ethical debates. There are four units: Crime and Punishment, Religion and Life, Peace and conflict, and Religion and Relationships. In the mock exam, you will only be tested on Peace and Conflict.
- **Spelling, Punctuation and Grammar (SPaG)** will be assessed in the 12 mark questions. The marks for SPaG are shown below the mark allocation for each question. The best of these marks will be included in your total for the paper.
- For each topic there are the following styles of question:
 - 1 mark: Circle the correct multiple choice definition
 - 2 marks: Give two short examples
 - 4 marks: Give two ways or beliefs, both points must be developed
 - 5 marks: Give two ways or beliefs, both points must be developed, plus an additional reference to sacred writing
 - 12 marks: The evaluation essay – students must write an essay examining the arguments on either side of a debate

This means that students will need to revise everything they have learnt this year as well as everything they learnt last year.

What topics do you need to revise?

Peace and Conflict

Just War theory; attitudes to whether violence is ever acceptable; reasons for war, causes of conflict, terrorism, violent protest, forgiveness and reconciliation; nuclear war.

Islam

Angels; Prophets; Tawhid and beliefs about God; Sunni and Shia; life of Muhammad; akhirah, Al-Qadeer

In order to achieve a grade 9-7, you will need to be able to:

Students demonstrate **sophisticated knowledge** of Christianity/Islam and their denominations; they can analyse the significance/impact of religious beliefs, **old and recent** sources and ways of life; they can **evaluate** differences within and between religions as well as non-religious points of view; they use a **sophisticated vocabulary** at all times; they develop **well-reasoned conclusions** based on a **range of evidence**.

In order to achieve a grade 4, you will need to be able to:

Students demonstrate sound knowledge of different religions using **brief reasons**; they can describe the significance/impact of religious beliefs, sources and ways of life; they can give some **clear reasons on both sides of a debate**; they use key vocabulary most of the time; they develop **brief conclusions based on some evidence**.

Top tips for success:

- Use the revision guides you have been given as well as your class notes, practice papers and the PBE podcast to create mind-maps, bullet points, typed notes, posters and revision cards!
- Revise key words (found at the front of revision guides and in key word boxes)
- Learn at least 10 useful quotations and practise applying them to different topics e.g. 'Love thy neighbour' could be used to explain why people should look after the environment, or avoid bullying or even to allow contraception
- Time yourself, as you complete practice assessments – you should spend the most amount of time on the longest questions.
- Read each question carefully and consider what the examiner is looking for i.e. are they asking about Christian attitudes in general or one specific Christian viewpoint?
- Use sentence starters to introduce new points and keep sentences concise to give yourself enough time to complete the paper

GCSE Art and Design (Pearson 1FA0 Fine Art)

Method of Assessment

10 Hour practical exam (over 2 days) at the end of Component 1: Personal Portfolio

How will you be assessed?

- The Art Department will devise their own preparatory period of study prior to the start of the 10-hour sustained focus period. This will likely be the week prior to the exam, during which students will be able to prepare materials, canvases, and create designs/plans to inform the work they aim to create.
- The 10-hour sustained focus period under examination conditions will take place over two consecutive sessions (5 hours, 5 hours).
- Students' work must comprise preparatory studies and personal response(s).
- During the 10-hour period of sustained focus under examination conditions, students will work unaided to produce personal response(s), with reference to their preparatory studies (blue sheets), in response to their second Personal Portfolio project: Fragments, Concealment or Reflections.
- Students' work must show evidence of all four Assessment Objectives, and should represent a culmination of techniques, best-practices and contextual research carried out throughout the project.
- This outcome will be used as the conclusion for the student's coursework component, after which all coursework will be handed in for marking before starting the second component of GCSE Art after the Christmas holidays.

What you need to do to prepare

- During the week before the exam, you will need to develop ideas and designs around what you will be creating over the 10-hour period. This piece of work needs to reflect your theme, and show a clear end point to all the research and techniques that have come before it.
- During this period or before, you need to make the teacher aware of all the materials or special arrangements you need to create your final piece
- This can also include the preparation of materials, and carefully consider any problems you may encounter. Examples may include: painting backgrounds before the exam, pre-cutting down materials or portioning out clay.

A 7+ standard piece(s) of work will:

- Show exceptional ability to produce a personal and meaningful outcome(s), with excellent planning, consideration and skill demonstrated
- Show successfully realised intentions, responding to your topic in a highly effective way; with sophisticated links to the artists and techniques covered within the Personal Portfolio
- Creating outcome(s) that represent the natural end-point/conclusion of your Personal Portfolio project 2 in a way that is highly effective/risk-taking
- Realisations demonstrate exceptional understanding of visual language through application of formal elements and show risk-taking to create a meaningful response(s)

A 5/6 standard piece(s) of work will:

- Show confident and competent ability to produce a personal and meaningful outcome(s), with good planning, consideration and skill demonstrated
- Demonstrate good realisation of intentions, responding to your topic in a competent/effective way; with secure links to the artists and techniques covered within the Personal Portfolio
- Display outcome(s) that safely represent the natural end-point/conclusion of your Personal Portfolio project 2
- Realisations demonstrate competent understanding of visual language through application of formal elements

A 4 and below standard piece(s) of work will:

- Show basic/emerging ability to produce a personal and meaningful outcome(s), with simple/unfocused planning, consideration and skill demonstrated
- Demonstrate basic realisation of intentions, responding to your topic in an unrefined/safe way; with tentative links to the artists and techniques covered within the Personal Portfolio
- Display outcome(s) that safely/tenuously represent the natural end-point/conclusion of your Personal Portfolio project 2
- Realisations demonstrate basic/growing understanding of visual language through application of formal elements

GCSE Design and Technology (AQA 8552)

Method of Assessment:

2 hour written exam

How will you be assessed?

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.

What topics do you need to revise?

Go to www.technologystudent.com and click on 'new D&T GCSE'.

Please revise the list of general design and technology related subjects as shown below:

Core technical principles:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles (in relation to timbers, plastics and metals):

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

In order to achieve a grade 9-8, you will need to be able to:

Fully explain manufacturing and material choices in depth showing excellent knowledge and understanding.

Thorough responses to questions in relation to the themes above - students need to understand the benefits and disadvantages of automation/CAD and CAM, have sound knowledge of materials and their properties, be able to explain about new and emerging technologies in detail and understand various sustainability issues (e.g. carbon footprint, etc).

Top tips for success:

Useful website: www.technologystudent.com – go to the 'new D&T GCSE' section

Useful books: PG Online AQA GCSE (9-1): Design and Technology: Product Design (978-1-910523-10-0)



1. Read the questions carefully and check how many marks are awarded for each question. You must then write the relevant points to meet these marks.
2. Answer questions in full sentences and explain your reason if asked.

Use the correct names of materials and manufacturing processes.

Resources you will need for the GCSE Product Design:

- Pencil
- Pen
- Rubber
- 30cm ruler
- Sharpener

Coloured pencils

GCSE Drama (Eduqas C690QS)

Method of Assessment

Written Exam: Component 3 – Interpreting Theatre (90 minutes)

How will you be assessed?

The exam requires students to demonstrate their knowledge and understanding of how Drama and Theatre is created, developed, performed and produced through the study of a play text (Noughts & Crosses) and through responding to a live theatre performance.

The exam is split into two parts as detailed below:

Section A (45 marks):

A series of questions assessing knowledge and understanding on an **extract** from the set text (30 marks)

One question assessing knowledge and understanding of **wider text** (15 Marks).

Section B (15 marks):

One question from a choice of two that asks you to analyse and evaluate a live theatre production.

What topics do you need to revise?

You need to read the set text, Noughts & Crosses focusing on:

- genre
- structure
- characters
- form and style
- language/dialogue
- stage directions
- the social, historical and cultural context
- how meaning is interpreted and communicated through: performance conventions
- use of performance space and spatial relationships on stage (proxemics)
- stage configurations: proscenium arch, theatre in round, traverse and thrust
- relationships between performer and audience
- the design of lighting, sound, set/props and costume, hair and make-up
- the actor's vocal and physical interpretation of character.

Questions could include questions on the following aspects:

- rehearsal techniques (you must know the full range of rehearsal techniques)
- use of vocal and movement skills
- mood and atmosphere
- character positioning/proxemics
- technical aspects – lighting, sound, set and props, costume, hair, make up
- communicating a role as an actor
- design elements – from an actor's perspective to a director's perspective to a designer's perspective

In order to achieve a grade 9-7, you will need to be able to:

- An excellent, perceptive explanation of character motivation and the subtleties of the interaction between characters
- Excellent, detailed and discerning knowledge and understanding of how vocal and movement skills are used to communicate the character
- Highly appropriate references to the extract
- Highly relevant knowledge, understanding and use of Drama terminology

In order to achieve a grade 6, you will need to be able to:

- A well-informed explanation of character motivation and the interaction between characters
- Good, detailed knowledge and understanding of how vocal and movement skills are used to communicate the character
- Appropriate references to the extract
- Relevant knowledge, understanding and use of Drama terminology

In order to achieve a grade 4, you will need to be able to:

- A reasonable explanation of character motivation and interaction between characters
- A reasonable knowledge and understanding of how vocal and movement skills are used to communicate the character
- Reasonably appropriate references to the extract
- Reasonably relevant knowledge, understanding and use of Drama terminology



Top tips for success:

Before exam:

- Watch extracts from the play on YouTube to see different interpretations of Noughts & Crosses
- Practice answering Section A questions using extracts from Noughts & Crosses
- Make sure you know the play really well to ensure you are confident in answering on any character in the extract.
- Watch a live theatre production on Drama Online as many times as possible, making notes about performance skills and design/technical elements.
- Practice answering Section B questions about different performances you have seen.

During the exam:

- Read each question carefully, make sure you understand the command word (name, describe, explain).
- When approaching questions about directing or designing or the Section B question remember that you are writing your own ideas/personal response and as long as you justify with your knowledge and understanding of the play, Drama and theatre this is fine.

Resources you will need for the exam:

A copy of Noughts & Crosses will be provided for you.

GCSE Music (Eduqas C660QS)

Method of Assessment

This component is assessed via a listening examination. 75 minutes.

How will you be assessed?

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices; Area of study 2: Music for Ensemble; Area of study 3: Film Music; Area of study 4: Popular Music. Two of the eight questions are based on extracts set by Eduqas.

What topics do you need to revise?

Area of Study 1: Musical Forms and Devices

In this area of study, learners place music within a broad historical context. They need to have an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. This area of study includes one prepared extract which learners must study in depth. Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067) for assessment from summer 2022 onwards. Students need to know and be able to identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music:

- Repetition
- Contrast
- Anacrusis
- Imitation
- Sequence
- Ostinato
- Syncopation
- Dotted rhythms
- Drone
- Pedal
- Canon
- Conjunct movement
- Disjunct movement
- Ornamentation
- Broken chord/arpeggio
- Alberti Bass
- Regular phrasing
- Melodic and rhythmic motifs
- Simple chord progressions including cadences
- Modulation to dominant and relative minor.

Area of Study 2: Music for Ensemble

In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Students need to know about chamber music, musical theatre, jazz and blues, and how composers combine musical lines in the following textures;

- monophonic
- homophonic
- polyphonic
- Unison
- Chordal
- Layered
- melody and accompaniment
- round
- canon
- counter melody.

Learners will also need to be able to identify how texture is used in the following instrumental and vocal groupings:

- vocal ensembles (including solos, duets, trios, use of backing vocals)
- jazz/blues trio
- rhythm section
- string quartet
- basso continuo
- sonatas.

Area of Study 3: Film Music

In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Students need to demonstrate an understanding of how:

- composers use musical elements appropriately to respond to a specific commission
- composers use leitmotifs and thematic transformation to develop thematic material
- to respond to a given stimulus or commission such as words or pictures
- musical features are adopted by composers to create a mood in descriptive music
- performers interpret a composition
- the audience and/or venue affect the performance and/or composition
- instrumental and/or vocal timbres are used to create colour/mood
- dynamics and contrast are used for the creation of special effects
- music technology may be used to further enhance sonority
- minimalistic techniques are used in film music.



Area of Study 4: Popular Music

In this area of study, learners need to have an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles). This area of study includes one prepared extract which learners must study in depth. Africa: Toto (released 1982) for assessment from summer 2022 onwards. Students need to be able to demonstrate and understanding of how:

- instrumental and synthesised sound is used
- original music may be modified
- vocal sounds are used
- instruments and voices are combined
- sound is computer-generated and amplified
- software and samplers are utilised.

Learners must also be able to identify the following musical features:

- | | |
|---|--|
| <ul style="list-style-type: none">• 32 bar song form• Strophic• 12 bar blues• Verse• Chorus• Riffs• middle 8• bridge• fill• instrumental break• intros and outros• improvisation• loops | <ul style="list-style-type: none">• samples• panning• phasing• syncopation• driving rhythms• balance• standard chord progressions• melismatic and syllabic writing• lead and backing vocals• backing tracks• primary chords• secondary chords• cadences. |
|---|--|

In order to achieve a grade 9-7, you will need to be able to:

- identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music accurately
- make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology accurately
- complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale) with absolute accuracy

In order to achieve a grade 5, you will need to be able to:

- identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music mostly accurately
- make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology mostly accurately
- complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale) mostly accurately

Top tips for success:

READ THE QUESTION

- Learn key words and use them in answers to questions
- Look at the number of marks for the question and write the appropriate number of points
- Address all points mentioned in 5 mark questions.
- Check spelling and punctuation in 5 mark questions.
- Use the Padlet to revise from. <https://padlet.com/kstriesow/gcse-music-cga-eduqas-gyb9flzuc6ud42tk>
- Use a revision guide to make key revision point cards or question & answer cards.

Answer all the questions in the exam paper – you can't get a mark for a blank line!

Resources you will need:

Pen, Pencil, Rubber, Pencil sharpener

Useful websites:

- www.bbc.co.uk/education/subjects
- GCSE Pod



GCSE Film

Method of Assessment

90 minutes exam

How will you be assessed?

- 1) (AO1), the ability to demonstrate knowledge and understanding,
- 2) (AO2), the ability to apply knowledge and understanding

Component 2: *Slumdog Millionaire*, *Tsotsi*, *Attack the Block*

What topics do you need to revise?

- Key scenes from all set text films; *Slumdog Millionaire*, *Tsotsi*, *Attack the Block*
- Technical terminology linked to representation, style, genre, narrative.
- Key ideas from specialist writing 'What makes a Film Independent'
- Character names, plot and key lines of dialogue

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate a sophisticated understanding of genre, representation, narrative and style
 - Compare the representation of characters your films and how well they conform to or challenge stereotypes
 - Use media terminology with excellence and frequency across all four areas including editing
 - Explain the effect of technical elements on the audience and how it makes them feel
 - Use A-Level terms and links to representation and narrative techniques
 - Be able to link your films to their wider context and the impact of cultural, social and political on the messages and values they represent.

In order to achieve a grade 6, you will need to be able to:

- Demonstrate a good understanding of conventions of genre, style, narrative and representation
- Discuss the representation of characters in your set texts and how well they conform to or challenge stereotypes
- Use media terminology frequently to support your points
- Explain the effect of technical elements on the audience
- Use terms from your glossary and make some links to representation and narrative techniques

In order to achieve a grade 4, you will need to be able to:

- Demonstrate some understanding of genre, representation and style
- Discuss characters in the films we have studied and if they are stereotypes or not
- Use media terminology when discussing the micro elements
- Explain the effects of technical elements on the audience

Top tips for success:

Top tips for success:

- Re-watch key scenes from your films and take notes on the technical elements
- Use your knowledge organisers to test your knowledge of each set text
- Practice short and long exam answers and respond to marking and feedback
- Revise and apply technical terms to each key scene
- Practice writing your Juno response in timed conditions
- Ensure coursework is a grade above target and all tasks are submitted by deadline
- Collect detailed revision packs from your teachers
- Attend any relevant interventions for further support

OCR National Sport Science

Method of Assessment

Unit R051 – External assessment in the form of written exam 70 Marks 1hour 15mins
Unit R053 externally set coursework task working on in lessons.

How will you be assessed?

The exam must be taken in the final assessment series before qualification certification. The result from the exam taken in the final series will be the one that counts towards a student's overall grade.

What topics do you need to revise?

- Skeletal & Muscular system (names of bones & muscles)
- Extrinsic & Intrinsic Factors
- Key components of a warm up
- Physiological & psychological benefits of a warm up
- Key components of a cool down
- Physiological benefits of a cool down

Questions could include questions on the following aspects:

- Section A – short answer questions
- Section B – includes short and medium answer questions with some. Final question is extended response.

In order to achieve a Distinction, you will need to be able to:

Recall, select and apply detailed knowledge and thorough understanding of a wide range of the topics and concepts.

Make reasoned judgements and substantiated conclusions supported with examples

Present information clearly and accurately, using a wide range of terminology.

Apply relevant knowledge, and a thorough understanding of physical and psychological factors that affect performance and participation in sporting activities.

Analyse and evaluate the evidence available, reviewing and adapting and suggesting improvements to methods where appropriate

In order to achieve a Merit, you will need to be able to:

Create material which reflects thoughtful planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills at a high level.

Present information clearly and with some accuracy, using a range of terminology

Demonstrate an understanding of how to meet specific needs of different individuals.

In order to achieve a Pass, you will need to be able to:

Recall, select and apply knowledge and thorough understanding of a a limited range of topics and concepts.

Demonstrate some awareness of how to meet specific needs when developing and delivering different physical activity programmes.

Review evidence available, analysing and evaluating some information clearly and making some basic adaptations to their methods

Top tips for success:

- **Read the question and identify the topic that it refers to.**
- Learn key words and use them in answers to questions
- Look at the number of marks for the question and write the appropriate number of points
- Support examples with sporting examples
- Check spelling and punctuation in 6 mark questions.
- Use the module checklists at the front of your revision guides to make sure that you have revised everything
- Plan your revision according to your exam timetable
- Be able to apply knowledge in sports that are not just football, more marks for using a wide range of sports.
- Make links to work you have covered in coursework units.

Resources you will need for the exam:

Pen, Pencil, Rubber, Pencil sharpener

Timetable 2023

Start	Title of Exam	Cand	Length Mins	End
Wednesday 6th and Thursday 7th December 2023				
All day	Art Exam	47	600	3:10 PM
STUDY LEAVE BEGINS				
Friday 08 December 2023				
9:00 AM	Geography: Paper 1: Physical - The Living World and UK Landscapes (Coasts and Rivers)	130	60	10:00 AM
1:30 PM	Film: Paper 2: Global Film	25	90	3:00 PM
	Computer Science	16	120	3:30 PM
Monday 11 December 2023				
9:00 AM	Science: Triple Science	63	120	11:00 AM
	Science: Combined Science	114	80	10:20 AM
1:30 PM	PBE: Islam Peace and Conflict	177	105	3:15 PM
Tuesday 12 December 2023				
9:00 AM	Maths: Paper 1: Non-Calculator	177	90	10:30 AM
1:30 PM	Geography: Paper 2: Urban issues and challenges and Changing Economic World	130	70	2:40 PM
Wednesday 13 December 2023				
9:00 AM	Maths: Paper 2: Calculator	177	90	10:30 AM
1:30 PM	History: Anglo Saxons and Normans, Superpower Relations and the Cold War, and Notting Hill	59	90	3:00 PM
Thursday 14 December 2023				
9:00 AM	English Literature: Romeo & Juliet and Animal Farm	177	105	10:45 AM
1:30 PM	French: Listening	59	45	2:15 PM
	Spanish: Listening	67	45	2:15 PM
Friday 15 December 2023				
9:00 AM	English Language: 19th century fiction unseen text and Imaginative Writing	177	105	10:45 AM
1:30 PM	DT: Unit 1 Written Paper	35	120	3:30 PM
	Classical Civilisation	3	120	3:30 PM
	Home Languages: Reading	31	60	2:30 PM
	Music	15	75	2:45 PM
Monday 18 December 2023				
9:00 AM	Maths: Paper 3 Calculator	177	90	10:30 AM
Tuesday 19 December 2023				
9:00 AM	Drama: Component 3	25	90	10:30 AM
1:30 PM	Sport Science	27	75	2:45 PM

Exams will be held in the Sports Hall, and students with access arrangements will be seated in S.1.10, S.1.16 and S.1.17. Students will be informed of their locations closer to the exam dates.

Morning Exams start at 9:00 AM - please be on site for 8:45 AM
 Afternoon Exams start at 1:30 PM - please be on site for 1:15 PM

Pencil cases must be transparent. Please ensure you have a BLACK pen to answer questions. Calculators must be brought along for appropriate exams only.

Please bring a water bottle as none can be provided on the day. You must remove labels from bottles.

All mobile phones, smart devices (switched off) and watches must be left in bags or be handed in before the exams start.