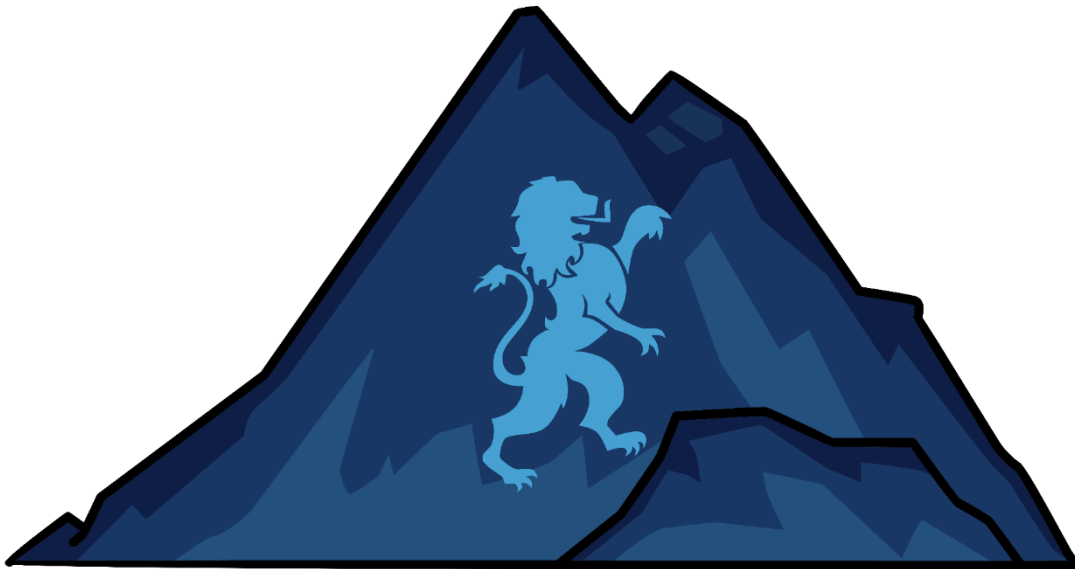


Year 11  
Assessment Manifest  
February 2026



**WORK HARD, BE KIND**

## This booklet contains:

- A summary of how to revise effectively
- An assessment manifest for each subject: an outline of the mock exam requirements; the types of questions that will be asked; revision strategies and resources

## Mock Exams

- You should treat the mocks as a *dry run* - so treat them as if they are the real thing
- Students **must** attend school on mock exam days. Attendance at all exams is mandatory for students
- For morning exams students will have:
  - A Warm-Up during period 6 the previous day
- Morning exams then begin any time from 9am, so you must be punctual! If you are running late, phone the school office and let us know.
- For afternoon exams, students will:
  - A period 4 Booster
- Students will then enter the exam hall at 14:00pm.
- Students will attend period 6 as normal.
- Students will have exams each day for the fortnight from Monday 2nd February

## Wellbeing during exams

- Go to sleep by 10pm
- Have time without screens, particularly before bed. Read a book!
- Continue to exercise as you normally would
- Spend time with your family and friends. Sometimes meeting up at the weekend, revising together, and spending time not revising as well, can be helpful
- Schedule when you will do your revision and when you will take breaks: having a plan helps manage stress
- Eat healthily - avoid sugary drinks and snacks; get lots of vitamins, iron and protein!

## How to revise

- Small manageable chunks avoid cognitive overload. If revising for a two-hour period, doing at least two different subjects is much more effective than sticking to the same subject for two hours.
- Set mini goals: add some mini goals you'd like to achieve by the end of each day. This helps you to avoid feeling overwhelmed.
- Do not just read your notes and highlight. It won't work!
- Retrieval practice is key – practice, test yourself (Look, Cover, Write, Check) and ask someone to test you! Use flashcards to help you.
- Use online programmes, such as Sparx, in which you are completing questions yourselves.
- Dig deeper – aim to seek a full understanding of the areas you are less sure of. If you can answer the “how?” and “why?” questions, you will have a much better understanding.
- Mocks matter: colleges, universities and employers will look at your predictions *before* your real GCSEs - and these are based on what you get in your mock exams!

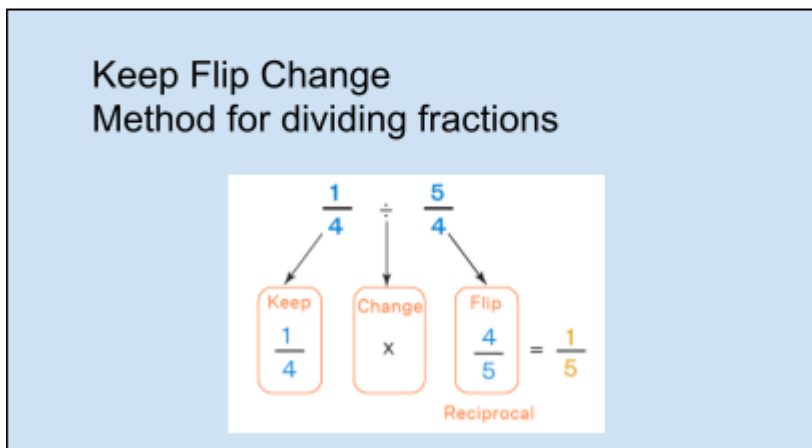
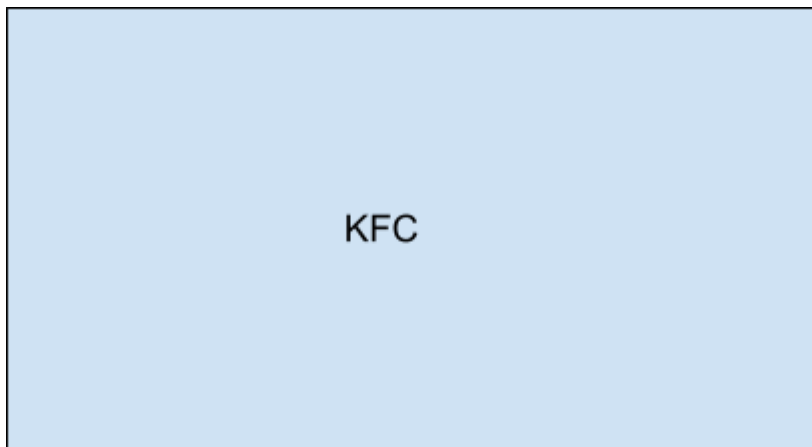
## Overcoming the forgetting curve

All of us forget things when we learn them for the first time. The more times we've reviewed them, the less we forget! Therefore:

- Revise the mock exam you have the next day the day before so it's fresh in your mind
- But also revise all subjects little and often - don't leave until the last minute

## How to use flashcards

1. Write a question or prompt on one side and the answer on the other!
2. Write examples on the card
3. Write quotes on one side and the theme / character / idea it relates to on the other
4. Test yourself or ask someone to test you. If you get the card wrong, come back to it later in that same testing session.
5. Acronyms: write an acronym on one side that spells out what is on the other side.



# Core Subjects

<b>Subject</b>	Mathematics
<b>Exam Board</b>	Edexcel Pearson
<b>Paper being tested</b>	Foundation – Paper 1 (Non-Calc), Paper 2 (Calc) and Paper 3 (Calc) Higher – Paper 1 (Non-Calc), Paper 2 (Calc) and Paper 3 (Calc)
<b>Length</b>	1 hour 30 mins each
<b>Structure of paper</b>	Entire Papers

## What are the types of questions that can be asked?

The GCSE maths papers contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as you progress through the paper. When answering single mark questions, it's always worth double-checking your answer before moving on.

You can be tested on any of the following topics; number, algebra, ratio, proportion, geometry, probability and statistics.

## Revision Strategies in Maths

### Revision Strategies & Techniques

Embedding revision strategies into practice gives students the opportunity to develop skills and habits which they can use for their GCSE Maths exams. They are advised to follow the strategies as below:

- Regularly practice by maintaining consistency, managing your time effectively, and seeking constructive feedback to maximise your performance.
- Completing (as many as possible) past exam questions
- Practice doing questions under exam conditions
- Use of flashcards
- Practice using calculator
- Understanding the problem by reading carefully, highlighting key points and formulate questions
- Reviewing the work by double-checking calculations, cross-verification of answers, and reflecting on mistakes
- Don't just practice the topics you can do – challenge yourself!

### Key Websites for Revision

<https://corbettmaths.com/contents/> - Recommended for Topics Revision

<https://corbettmaths.com/2019/04/01/gcse-practice-papers/> - Recommended for Practice Papers


<https://www.mathsgenie.co.uk/gcse.php> - Recommended for Topics Revision

<https://www.mathsgenie.co.uk/papers.php> - Recommended for Practice Papers

<https://selectschool.sparxmaths.uk/> - Virtual learning and homework

**Exam Questions**

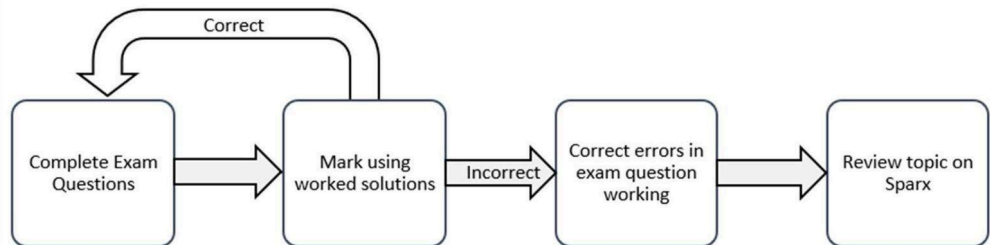
Complete **exam questions**, using the high frequency booklet given to you by your teacher.

 Corbettmaths		 Corbettmaths	
<b>GCSE Foundation 100 Days to Go Revision Book</b>		<b>GCSE Higher 100 Days to Go Revision Book</b>	
 100 Days to Go	 How to Use	 100 Days to Go	 How to Use
 Revision Cards	 Revision Resources	 Revision Cards	 Revision Resources

These booklets will include exam questions from the highest frequency topics across all three GCSE maths exam papers. These are the topics that appear most often in the GCSE papers.

To excel in your GCSE Maths exam, use the revision booklet by starting early, actively engaging with the content, practicing regularly, and focusing on weak areas.

If you find you're struggling with a topic, you should search for this on Sparx Independent Learning and review the skill with more questions and videos on Corbettmaths.



**Online platform**

Complete questions from the topics below on Sparx.

<b>Foundation - Paper 1</b>	
<i>Topic</i>	<i>Sparx Code</i>
Simplifying expressions by collecting like terms	U105
Converting between fractions, decimals and percentages	U888
Converting units of length, mass and capacity	U388
Finding the lowest common multiple (LCM)	U751
Understanding, measuring and drawing angles	U447
Interpreting frequency tables and two-way tables	U981
Interpreting frequency tables and two-way tables	U981
Drawing bar charts	U363
Interpreting bar charts	U557
Line and shape properties	U121
Properties of 3D shapes	U719
Using algebraic notation	U613
Using algebraic notation	U613
Solving equations with one step	U755
Rounding integers	U480
Estimating calculations	U225
Adding and subtracting fractions	U736
Finding fractions of amounts without a calculator	U881
Reading, converting and calculating with time	U902
Reading, converting and calculating with time	U902
Function machines with numbers	M175
Function machines with numbers	M175
Drawing and interpreting scale diagrams	U257
Using a written method to multiply decimals	U293
Angles in triangles, Angles on parallel lines	U628, U826
Solving direct proportion word problems	U721
Drawing stem-and-leaf diagrams	U200
Finding the HCF and LCM using prime factor decomposition	U250
Probabilities of mutually exclusive events	U683
Writing probabilities as fractions, decimals and percentages	U510
Plotting graphs of quadratic functions	U989
Plotting graphs of quadratic functions	U989
Interpreting graphs of quadratic functions	U667
Fractions of amounts, Sharing amounts in a ratio, Writing and simplifying ratios	U881, U577, U687
Writing and simplifying ratios	U687
Adding and subtracting numbers in standard form	U290
Angles in polygons	U427
Finding equations of straight line graphs	U315
Multiplying column vectors by a scalar	U564

<b>Foundation - Paper 2</b>	
<i>Topic</i>	<i>Sparx Code</i>
Reading, converting and calculating with time	U902
Using algebraic notation	U613
Converting between fractions, decimals and percentages	U888
Ordering negative numbers	U947
Using appropriate units	U497
Using appropriate units	U497
Constructing and solving equations	U599
Substituting into real-life formulae	U144
Finding the mode	U260
Calculating the range	U526
Angles on a line and about a point	U390
Angles on a line and about a point	U390
Converting between ratios, fractions and percentages	U176
Reading, converting and calculating with time	U902
Calculating with speed	U151
Interpreting frequency tables and two-way tables	U981
Simplifying expressions using index laws	U662
Solving equations with two or more steps	U325
Drawing pie charts	U508
Interpreting pie charts	U172
Writing probabilities as fractions, decimals and percentages	U510
Calculating speed from distance-time graphs	U462
Plotting distance-time graphs	U403
Finding percentages of amounts	U349
Finding the volume and the surface area of cubes and cuboids	U786, U929
Reading and drawing inequalities on number lines	U509
Reading and drawing inequalities on number lines	U509
Prime factor decomposition	U739
Finding the HCF and LCM using prime factor decomposition	U250
Sharing amounts in a given ratio	U577
Area of circles, Area of compound shapes	U950, U575
Solving direct proportion word problems	U721
Constructing loci	U820
Finding fractions of amounts	U881, U916
Calculating the mean, Using equivalent ratios to find unknown amounts	U291, U753
Finding unknown angles in right-angled triangles	U545
Calculating with density, Converting units of length, mass and capacity	U910, U388
Sketching quadratic graphs	U310
Special sequences	U680

<b>Foundation - Paper 3</b>	
<i>Topic</i>	<i>Sparx Code</i>
Understanding and ordering decimals	U435
Using a calculator	U926
Converting between fractions, decimals and percentages	U888
Finding equivalent fractions	U704
Finding factors and using divisibility tests	U211
Using a calculator	U926
Writing probabilities as fractions	U408
Writing probabilities as fractions	U408
Sample space diagrams	U104
Reading and plotting coordinates	U789
Solving shape problems involving coordinates	U889
Calculating midpoints	U933
Calculating with roots and powers	U851
Converting units of length, mass and capacity	U388
Substituting into position-to-term rules	U530
Position-to-term rules for arithmetic sequences	U498
Vertically opposite angles, Angles in quadrilaterals	U730, U732
Measuring and drawing bearings	U525
Drawing and interpreting scale diagrams	U257
Constructing fractions	U163
Writing numbers as percentages of other numbers	U925
Finding fractions of amounts with a calculator	U916
Frequency trees	U280
Frequency trees	U280
Finding percentages of amounts with a calculator	U349
Finding averages from frequency tables	U569
Finding averages from frequency tables	U569
Using a calculator	U926
Rounding decimals using significant figures	U965
Simplifying expressions using index laws	U662
Simplifying expressions using index laws	U662
Expanding single brackets	U179
Expanding double brackets	U768
Drawing and interpreting frequency polygons	U840
Changing the subjects of formulae with two or more steps	U181
Factorising into one bracket	U365
Finding the percentage an amount has been changed by	U278
Currency conversion, Solving direct proportion word problems	U610, U721
Finding error intervals	U657
Calculating with speed	U151
Solving shape problems involving coordinates	U889
Finding the area of trapeziums, Using Pythagoras' theorem in 2D	U265, U385
Solving simultaneous equations using elimination	U760

<b>Higher - Paper 1</b>	
<i>Topic</i>	<i>Sparx Code</i>
Finding the HCF and LCM using prime factor decomposition	U250
Probabilities of mutually exclusive events	U683
Writing probabilities as fractions, decimals and percentages	U510
Plotting graphs of quadratic functions	U989
Plotting graphs of quadratic functions	U989
Interpreting graphs of quadratic functions	U667
Fractions of amounts, Sharing amounts in a ratio, Writing and simplifying ratios	U881, U577, U687
Writing and simplifying ratios	U687
Adding and subtracting numbers in standard form	U290
Angles in polygons	U427
Simplifying algebraic fractions by cancelling common factors	U103
Solving inequalities with the unknown on both sides	U738
Solving double inequalities	U145
Geometric proofs with congruence and similarity	U887
Finding unknown sides in similar shapes	U578
Rotation	U696
Enlargement by a positive or negative scale factor	U134
Writing algebraic proofs	U582
Constructing direct and inverse proportion equations	U407, U138
Estimating gradients of non-linear graphs using tangents	U800
Estimating gradients of non-linear graphs using tangents	U800
Estimating areas under non-linear graphs	U882
Converting recurring decimals to fractions	U689
Sample space diagrams	U104
Interpreting histograms	U983
Rationalising denominators containing a single term	U707
Rationalising denominators containing two terms	U281
Finding composite functions	U448

<b>Higher - Paper 2</b>	
<i>Topic</i>	<i>Sparx Code</i>
Prime factor decomposition	U739
Finding the HCF and LCM using prime factor decomposition	U250
Sharing amounts in a given ratio	U577
Area of circles, Area of compound shapes	U950, U575
Solving direct proportion word problems	U721
Constructing loci	U820
Finding fractions of amounts	U881, U916
Calculating the mean, Using equivalent ratios to find unknown amounts	U291, U753
Finding unknown angles in right-angled triangles	U545
Calculating with density, Converting units of length, mass and capacity	U910, U388
Simplifying expressions using index laws	U662
Solving equations with the unknown on both sides	U870
Tree diagrams for independent events	U558
Tree diagrams for independent events	U558
Drawing box plots	U879
Interpreting box plots	U837
Calculating the median	U456
Expanding triple brackets	U606
Using the product rule for counting	U369
Graphs of linear inequalities	U747
Graphs of linear inequalities	U747
Finding the surface area and volume of similar shapes	U110
Finding the surface area and volume of similar shapes	U110
Graphs of exponential functions	U229
Substituting into iterative formulae	U434
Trigonometry in 3D shapes	U170
Equation of a line from its gradient and a point, Sharing amounts in a ratio	U477, U577
Solving quadratic inequalities	U133
Equations of circles and tangents, Translating graphs	U567, U598
The cosine rule, The sine rule	U591, U952

<b>Higher - Paper 3</b>	
<b>Topic</b>	<b>Sparx Code</b>
Drawing and interpreting frequency polygons	U840
Changing the subjects of formulae with two or more steps	U181
Factorising into one bracket	U365
Finding the percentage an amount has been changed by	U278
Currency conversion, Solving direct proportion word problems	U610, U721
Finding error intervals	U657
Calculating with speed	U151
Solving shape problems involving coordinates	U889
Finding the area of trapeziums, Using Pythagoras' theorem in 2D	U265, U385
Using standard form with positive indices	U330
Using standard form with negative indices	U534
Using a calculator, Rounding decimals using significant figures	U926, U965
Index rules with positive indices	U235
Indices of the form $\frac{a}{b}$	U772
Finding original values in percentage calculations	U286
Finding original values in percentage calculations	U286
Graphs of cubic, reciprocal, and exponential functions	U980, U593, U229
The area rule	U592
Tree diagrams for independent events	U558
Finding the volume of composite shapes	U543
Adding and subtracting algebraic fractions	U685
Venn diagrams	U476
Conditional probabilities from Venn diagrams	U699
Finding bounds for calculations	U587
Angles subtended at the centre/circumference of circles, Angles in quadrilaterals	U459, U732
Solving simultaneous equations involving quadratic	U547
Equations of circles and tangents	U567
Solving geometric problems using vectors	U781

<b>Subject</b>	English Literature & English Language
<b>Exam Board</b>	AQA
<b>Paper being tested</b>	English Literature Paper 2 English Language Paper 2
<b>Length</b>	English Language Paper 2: 1hr 45min English Literature Paper 2: 2hr 15min
<b>Structure of paper</b>	Entire papers

### What are the types of questions that can be asked?

#### English Literature Paper 2

You will be asked to complete one question on **An Inspector Calls**, one question on the **Power and Conflict Poetry Anthology**, and two questions on **unseen poetry**.

**An Inspector Calls:** You will be given the choice of two questions, of which you will answer **one** of your choice. This question will be on theme and/or character. You will **not** be given an extract nor the text, so you need to ensure you know the play and key quotations from it.

**Power & Conflict Poetry Anthology:** You will be given **one** poem in the exam, and asked to **compare** it to another poem of your choice from the anthology that you have studied in class. You are expected to know the context (background) and content of the poems, and analyse how the two are similar/different in reference to a given **theme/idea**.

**Unseen poetry:** You will be given a poem that you have not studied in class and asked to answer two questions. The first will be to analyse it. This can be largely completed as language analysis, but you should aim to comment on something poetry-specific (e.g., rhyme scheme). The second question asks you to compare this poem with another unseen example in terms of **methods** used.

This paper makes up 60% of your overall literature mark.

#### English Language Paper 2

This is an assessment of your reading and writing skills, with each skill being worth 50% of the marks in the paper. It is based on **two** non-fiction texts.

- Section A: **Reading section** - You'll answer four questions. These will ask you to:
  - A multiple-choice question identifying true statements
  - An inference and comparison question based on both texts
  - A language analysis question on one text
  - A comparison of the writers' viewpoints and perspectives
- Section B: **Writing section** - You will write a piece of non-fiction, such as a letter, speech or article.

This paper makes up 50% of your overall language mark.

## Revision Strategies in English

### Revision Strategies & Techniques

#### English Literature - focus on knowledge & recall (plot, themes, context, quotes)

Quote recall

- Make flashcards with short quotations on one side, and key key themes or characters on the other

practice	<ul style="list-style-type: none"> <li>• These should be short quotes, and mainly the ones studied in class that appear in your course readers</li> </ul>
Theme/character maps	<ul style="list-style-type: none"> <li>• Create a mindmap for each character and theme, or each poem and theme</li> <li>• Add quotes, context, and key moments</li> </ul>
Context connections	<ul style="list-style-type: none"> <li>• Make bullet-point reminders of big contextual ideas (e.g., socialism vs capitalism (AIC), or reality of conflict, memory (poetry)), and link these to quotes</li> </ul>
Write mini-plans	<ul style="list-style-type: none"> <li>• Instead of writing full essays every time, practice planning and writing just your introduction</li> <li>• Helps you to cover lots of possible questions</li> </ul>
<b>Practice papers</b>	<ul style="list-style-type: none"> <li>• <b>Complete times exam papers - these can be given to you by your teacher or found easily online</b></li> <li>• <b>If you would like feedback on the work you've done, you can email it to Miss Potheary (apothecary@hartlandhigh.co.uk)</b></li> </ul>
Braindump	<ul style="list-style-type: none"> <li>• On a whiteboard or piece of paper, write down as much as you can remember about the text or poem (e.g., characters, themes, quotes, key moments, etc.) in whatever way you see fit</li> <li>• Using a different colour pen (if possible), go back through your revision notes and add in anything you missed out from your brain dump</li> </ul>
<b>English Language - skills &amp; practice (e.g., time drills &amp; creative writing)</b>	
One-minute annotation drill	<ul style="list-style-type: none"> <li>• Take a short unseen extract. Give yourself one minute to highlight words, phrases, and structural shifts, as you would for Q3</li> <li>• This trains you to pick out evidence quickly under timed conditions</li> <li>• Take short comparative extracts. Give yourself one minute to highlight words, phrases, and structural shifts, as you would for Q2 or 4</li> </ul>
Sentence stem practice	<ul style="list-style-type: none"> <li>• Make flashcards with the sentence stems you have been taught in your lessons</li> </ul>
<b>Practice papers</b>	<ul style="list-style-type: none"> <li>• <b>Timed exam question practice - can be given to you by your teacher or found online</b></li> <li>• <b>If you would like feedback on the work you've done, you can email it to Miss Potheary (apothecary@hartlandhigh.co.uk)</b></li> </ul>
Vocabulary upgrade	<ul style="list-style-type: none"> <li>• Build a personal 'wow word bank' of ambitious but useful vocabulary, and practice using them in your writing</li> <li>• E.g., oppressive, fragmented, luminous</li> </ul>
5-4-3-2-1 Planning	<p>Spend 5 minutes planning before writing:</p> <ul style="list-style-type: none"> <li>• 5 bullet points of what will happen (or what you'll describe)</li> <li>• 4 ambitious words/phrases to include</li> <li>• 3 types of punctuation to use (e.g. dash, colon, ellipsis)</li> <li>• 2 types of rhetoric device (e.g. statistics, repetition, rhetorical question, hypophora)</li> <li>• 1 sentence you want to open/close with</li> </ul>
Slow motion writing	<ul style="list-style-type: none"> <li>• Take a topic from the news. Write half a page just on why this topic is so important that a reader should care enough to read about how they can make a change.</li> <li>• This helps to make your writing more convincing which examiners want to see</li> </ul>

Speed re-drafting	<ul style="list-style-type: none"> <li>• Write for 20 minutes, then spend 5 minutes improving vocab and sentence variety with a different coloured pen</li> <li>• This mimics exam conditions and improves control.</li> </ul>
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Key Websites for Revision	
<p><b><u>English Literature Paper 2</u></b></p> <p><a href="https://www.savemyexams.com/gcse/english-literature/">https://www.savemyexams.com/gcse/english-literature/</a></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/gcse-aqa">https://www.physicsandmathstutor.com/english-revision/gcse-aqa</a></p> <p><a href="http://www.aqaenglishrevision.com/home">www.aqaenglishrevision.com/home</a></p> <p><a href="https://revisionworld.com/gcse-revision">https://revisionworld.com/gcse-revision</a></p> <p><a href="https://www.revisely.com/gcse/english-literature/aqa">https://www.revisely.com/gcse/english-literature/aqa</a></p>	
<p><b><u>English Language Paper 2</u></b></p> <p><a href="https://www.savemyexams.com/gcse/english-language/">https://www.savemyexams.com/gcse/english-language/</a></p> <p><a href="https://www.edplace.com/gcse-revision/english-language">https://www.edplace.com/gcse-revision/english-language</a> - 'Critical Reading and Comprehension'</p> <p><a href="https://www.tutor-in.co.uk/aqa-gcse-english-language-paper-2-revision-guide/">https://www.tutor-in.co.uk/aqa-gcse-english-language-paper-2-revision-guide/</a></p>	
<p><b><u>Both</u></b></p> <p><b>YouTube:</b> Mr Bruff, Mr Salles, Anthony's GCSE English, Spotlight on GCSE English Language</p> <p><b>TikTok:</b> Steertosuccess, thelightuptutor</p>	

Exam Questions	<ul style="list-style-type: none"> <li>• Ask your English teacher/Miss Pothecary (in C12)</li> <li>• Will be given in your February half term revision packs - <b>remember</b> you can do questions more than once to ensure you are improving each time</li> <li>• Find examples online - make sure they look like what you have been doing in class, and are for AQA</li> </ul>
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Online platform	
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<b>Subject</b>	Science
<b>Exam Board</b>	AQA
<b>Paper being tested</b>	Biology paper 2, Chemistry paper 2, Physics paper 2
<b>Length</b>	1 hour 15 minutes (combined students) / 1 hour 45 minutes (separate science students only)
<b>Structure of paper</b>	Entire papers

### What are the types of questions that can be asked?

The Combined Science Paper 2 mock exams will consist of three papers in total. Biology, Chemistry, and Physics. A typical exam paper will feature multiple-choice, structured short answer (1-4 marks), and extended response (6 mark) questions. These will assess knowledge, application, analysis, and evaluation of scientific concepts. Practical skills will be assessed through data analysis or method descriptions.

It has been announced that students will be given the Physics equation sheet in the exam. There is no requirement to memorise equations. However a scientific calculator is highly recommended.

Papers are tiered with Higher or Foundation. The overall grade is calculated from the total marks across all papers. We will be using the 2025 Grade boundaries (below). Science awards two GCSE grades for example a 9-9 or a 3-2. Most colleagues will be looking for 5-5+ for A level sciences. A 4-4 is considered a pass at GCSE.

Higher tier %	Grade	Foundation %	Grade
69%	9-9	60%	5-5
64%	9-8	56%	5-4
60%	8-8	52%	4-4
55%	8-7	46%	4-3
51%	7-7	40%	3-3
46%	7-6	34%	3-2
41%	6-6	28%	2-2
37%	6-5	23%	2-1
32%	5-5	17%	1-1
28%	5-4		U
23%	4-4		
19%	4-3		
14%	3-3		
	U		

Topics that could come be assessed in each paper are as follows:

Biology paper 2	Chemistry paper 2	Physics paper 2
Homeostasis Hormones & Nervous responses Diabetes Fertility Inheritance & variation Evolution & genetics Ecology	Rates of reactions Investigating reactions Alkanes and alkenes Fractional distillation Earth's atmosphere Using earth's resources	Balance and unbalanced forces Speed and acceleration Distance time graphs Resultant forces Hooke's Law Electromagnetic waves Transverse and longitudinal waves Magnetism & Electromagnetism

## Revision Strategies

Revision Strategies & Techniques	
Flash cards	<p>Recalling facts makes up roughly 30% of the combined science paper. For example the charge of a proton is positive.</p> <p><b>Foundation Tier:</b> In Foundation Tier, there is likely to be a slightly higher proportion of questions testing direct recall of facts, definitions, and basic concepts. This is because the focus is on demonstrating a basic understanding of the core content.</p> <p><b>Higher Tier:</b> In Higher Tier, the emphasis shifts more significantly towards applying knowledge to unfamiliar situations, analyzing data, and evaluating methods. While factual recall is still necessary, it's used as a stepping stone for higher-order thinking skills.</p> <p><b>Definitions:</b> You need to know the definitions of key terms (e.g., photosynthesis, respiration, electrolysis, etc.).</p> <p><b>Basic Concepts:</b> You need to understand basic concepts (e.g., the structure of an atom, the function of enzymes, etc.).</p> <p><b>Practical Techniques:</b> You need to know the basic procedures and expected outcomes of the required practicals.</p> <p>Students are encouraged to produce their own flash cards, with a question on one side and the answer on the other. They should routinely quiz themselves. A good idea is to make a pile of questions you get right the first time and a pile of questions you struggle with. Students you make the most progress with constantly revisit the questions they struggled with until they know them off by heart.</p> <div style="border: 2px solid #0070C0; padding: 10px; margin: 10px 0;"> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid #0070C0; padding: 5px; width: 45%;"> <p style="text-align: center;">PMT</p> <p style="text-align: center;">Order the types of electromagnetic radiation from lowest to highest frequency.</p> <p style="text-align: center; font-size: small;">www.pmt.education PMTEducation</p> </div> <div style="border: 1px solid #0070C0; padding: 5px; width: 45%;"> <p style="text-align: center;">PMT</p> <p style="text-align: center;">Order the types of electromagnetic radiation from lowest to highest frequency.</p> <ul style="list-style-type: none"> <li>• Radio waves</li> <li>• Microwaves</li> <li>• Infrared</li> <li>• Visible Light</li> <li>• Ultraviolet</li> <li>• X-rays</li> <li>• Gamma Rays</li> </ul> <p style="text-align: center; font-size: small;">www.pmt.education PMTEducation</p> </div> </div> </div>
Exam Questions	<p>Past exam questions are invaluable for GCSE revision. They provide a realistic preview of the exam format, question types, and time pressure. Students who make the most progress consistently use past papers to identify their strengths and weaknesses, focusing revision where needed. Each year, similar question styles and topics reappear, and some questions even have near-identical mark schemes. By practicing these questions, you become familiar with the expected wording and required level of detail for top marks, ultimately boosting your confidence and exam performance.</p>

Students should either focus on a certain topic they struggle with or do a full past exam paper (available online) and mark it themselves using the mark schemes. This gives them instant feedback on topics they need to improve on.





There are lots of past papers available in the science office.

**Key Websites for Revision**

**BBC Bitesize - History GCSE - OCR B**

- Vikings
- Norman Conquest
- Hitler's Germany
- Health and the people

**Useful revision sites**

<p>Physics &amp; Maths tutor</p> 	<p>Past papers, mind maps and flash cards for biology, chemistry and physics</p>	<p><a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></p>
<p>Physics online</p> 	<p>YouTube videos explaining Physics concepts</p>	<p><a href="https://www.youtube.com/watch?v=SPHNNHJwbOA&amp;list=PLIDtVvefFYT9zfbJtvcOCwF9g3TdJMWDr">https://www.youtube.com/watch?v=SPHNNHJwbOA&amp;list=PLIDtVvefFYT9zfbJtvcOCwF9g3TdJMWDr</a></p>
<p>Science shorts</p> 	<p>YouTube videos covering all sciences</p>	<p><a href="https://www.youtube.com/@ScienceShorts">https://www.youtube.com/@ScienceShorts</a></p>
<p>Primrose Kitten</p> 	<p>YouTube videos covering all sciences</p>	<p><a href="https://www.youtube.com/watch?v=6k3ENcjOYos&amp;list=PL7O6CcKg0HaGhn5E_LwNPH69bagsYQaJs">https://www.youtube.com/watch?v=6k3ENcjOYos&amp;list=PL7O6CcKg0HaGhn5E_LwNPH69bagsYQaJs</a></p>

**Online platform**

Sparx science is our best online platform. Completing an extra hour of sparx for each exam will improve your grades!

<b>Subject</b>	Geography
<b>Exam Board</b>	EDUQAS
<b>Paper being tested</b>	EDUQAS Route B
<b>Length</b>	1hr 30
<b>Structure of paper</b>	You will be tested on what you did in Y10 (Component 1 and 2 only; for component 3 it will be on ecosystems as this unit is not completed yet)

<b>What are the types of questions that can be asked?</b>
See lists below

## Revision Strategies

<b>Revision Strategies &amp; Techniques</b>
Use revision guides given to you in class Create flashcards in class, summarising key info, SOWAs and key debate arguments.

<b>Key Websites for Revision</b>
<a href="https://www.bbc.co.uk/bitesize/examspecs/ztp2qtv">https://www.bbc.co.uk/bitesize/examspecs/ztp2qtv</a>

<b>Exam Questions</b>	Describe style questions about how things happen (4 marks)  Using a graph / picture - extrapolating data (1 or 2 marks)  Completing / drawing a graph or sketch (2 or 4 marks)  Explain cause / consequences of an event or phenomenon (6 marks)  Using a case study to analyse and evaluate effectiveness (12 marks)
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<b>Online platform</b>	Complete questions from the topics below on Sparx.
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- Key Idea 1.1: Urbanisation in contrasting global cities.
- Key Idea 1.2: Urban and rural processes and change in the UK.
- Key Idea 1.3: A global perspective on development issues
- Key Idea 2.4: Climate change - cause and effect - Need to finish
- Key Idea 2.3: Weather and climate.

- Key Idea 2.1: Shaping the landscape - coasts and coastal management.
- Key Idea 2.2: Shaping the landscape - rivers and river management.
- Key Idea 3.1: How ecosystems function.
- Key Idea 3.2: Ecosystems under threat.
- Key Idea 3.4: Desertification.
- Unseen fieldwork

Enquiry questions	Depth of study
<p>1.1.1 To what extent is urbanisation a global phenomenon?</p> <p>1.1.2 What are the ways of life and current challenges created by urbanisation in <b>two</b> global cities?</p> <p>1.1.3 What strategies can be used to manage the impacts of urbanisation in global cities?</p>	<p>1.1.1 Global scale patterns and how these patterns vary over time and space. Concepts of urbanisation and re-urbanisation. The concept of global cities*. The development over time and the present location and distribution of global cities.</p> <p>1.1.2 The growth and character of <b>two</b> global cities. One city must be located in either a low income country (LIC)* or newly industrialised country (NIC)*. The other city must be located in a high income country (HIC). For each city, learners must set their studies within the regional, national and global context of that city.</p> <p>For each city:</p> <p>(a) The reasons for its growth. Factors to include natural population change and migration. Push and pull factors for rural to urban migration, regional migration and historic/recent international migration.</p> <p>(b) The resulting ways of life. The social, economic and cultural patterns within the city.</p> <p>(c) Current challenges to include: addressing poverty and deprivation; housing provision and quality; and infrastructure challenges of transport and waste disposal.</p> <p>1.1.3 Strategies which aim to reduce inequality and improve the lives of people living in global cities (which should be the same cities chosen in 1.1.2). Coverage must include:</p> <p>(a) In the LIC/NIC city: self-help schemes, slum clearance programmes, housing projects and mass transit schemes.</p> <p>(b) In the HIC city: strategies to create sustainable urban environments.</p>

Enquiry questions	Depth of study
<p>1.2.1 What changes are taking place in where people live in both urban and rural areas of the UK?</p> <p>1.2.2 What are the distinctive features of urban areas in the UK?</p> <p>1.2.3 What factors help to drive urban and rural change across the UK?</p>	<p>1.2.1 An overview of urban change in the UK to include the processes of urbanisation, suburbanisation, counter-urbanisation, re-urbanisation and infill.</p> <p>The impact of change on rural areas of the UK to include villages which have become commuter settlements.</p> <p>1.2.2 How the processes of urban change over time have created distinctive spatial zones/patterns in UK towns and cities. The characteristics of town/city centres to include Central Business Districts (CBDs) and pedestrianised zones. The distinctive features of UK towns/cities to include zones of affluence, zones of deprivation, zones undergoing rapid regeneration, zones where multi-cultural communities thrive and multi-purpose zones where people live, work and enjoy leisure and cultural opportunities.</p> <p>1.2.3 Economic, social and environmental factors that drive urban renewal. Coverage must include the brownfield / greenfield debate.</p> <p>How regional inequalities and social factors contribute to population movement within the UK. How commuting and tele-working influence where people live and work in the UK. How migration, from outside the UK, has social and economic consequences for urban and rural areas of the UK. The factors leading to depopulation in some rural areas of the UK.</p> <p>The challenges of creating sustainable living environments in urban and rural locations. Coverage must include the importance of transport systems in creating sustainable communities.</p>
<p>1.2.4 What is the cause and effect of change in retail provision across the UK?</p> <p>1.2.5 What are the issues associated with leisure use in urban and rural areas across the UK?</p>	<p>1.2.4 The cause and effect of change in retailing (shopping). Changes in where shops are located to include the decline of shopping areas within CBDs and the rise of out of town retail parks. Coverage must include the concepts of range, threshold population and catchment area. How technology is changing how and where we shop. The social, economic and environmental impact of increased online shopping.</p> <p>1.2.5 How urban and rural areas are used for leisure. Advantages and disadvantages of leisure use for both local residents and leisure users. The impacts of increasing leisure use on rural honeypots. Positive and negative impacts of major sporting events on localities. Study of <b>one</b> location where leisure use is managed and the effectiveness of the management strategy.</p>

Enquiry questions	Depth of study
1.3.1 What are global patterns of development?	1.3.1 How development data and images are used to learn about levels of development in different countries including the UK. The limitations of using data to ascertain levels of development. The merits of using economic data alongside human/social development data. How we define groups of countries that have similar characteristics. Definitions must include 'Least Economically Developed Countries' or 'Low Income Countries' (LICs) and 'Newly Industrialised Countries' (NICs).
1.3.2 What are the global processes that connect countries at different levels of development including the UK?	1.3.2 The key drivers of globalisation to include trade, technology, geo-political links, cultural exchange, migration and economic investment by multi-national companies (MNCs). An overview of how the UK is connected to other countries by the processes of globalisation.
1.3.3 What are the causes and consequences of uneven development?	<p>1.3.3 How the key drivers of globalisation (identified in enquiry question 1.3.2) have caused uneven levels of development at a global scale and within nations. The consequences of this uneven development. Coverage must include the UK and at least <b>one</b> Low Income Country (LIC)* <b>and one</b> Newly Industrialised Country (NIC)*. The following causes and consequences must be covered:</p> <p>(a) The reasons MNCs have for locating in countries at different levels of development, including in the UK and <b>one</b> LIC or <b>one</b> NIC (one of the same countries chosen in the first strand of 1.3.3). The advantages and disadvantages of the development of global MNCs (for the MNC) and the consequences for the host country to include economic, social and environmental consequences.</p>

<p>1.3.4 What are the advantages of different types of aid project?</p>	<p>(b) The reasons for the emergence of Newly Industrialised Countries (NICs) as economic power houses in the world economy. The positive and negative consequences of this development in <b>one</b> NIC (the same country chosen in the first strand of 1.3.3).</p> <p>(c) The pattern and the impact of trade between nations at different levels of development including the UK and at least <b>one</b> Low Income Country (LIC) <b>and one</b> Newly Industrialised Country (NIC)* (the same countries used in the first strand of 1.3.3). Concepts of trade must include imports, exports, trade partnerships/blocs, tariffs and 'fair trade'. How patterns of trade can cause uneven development. How trade can be used to reduce global inequalities.</p> <p>(d) The social, cultural, political and economic consequences, both positive and negative, of globalisation on societies. To include globalisation's effects in the UK and at least <b>one</b> Low Income Country (LIC) <b>and one</b> Newly Industrialised Country (NIC)* (the same countries used in the first strand of 1.3.3). Coverage must include international patterns of migration, globalisation of consumer products, globalisation of culture and threats to local and national identity.</p> <p>1.3.4 The advantages of both <b>one</b> long-term development aid programme and <b>one</b> short-term emergency aid response for both donor and at least <b>one</b> recipient LIC (the same country chosen in the first strand of 1.3.3).</p>
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Enquiry questions	Depth of study
2.1.1 How do people and processes contribute to the development of distinctive coastal landscapes in the UK?	<p>2.1.1 At a wider scale, ways in which climate, geology and human activity influence coastal processes and landscapes in the UK, to include:</p> <ul style="list-style-type: none"> <li>• how seasonal weather patterns and extreme events influence coastal processes</li> <li>• how geology influences rates of erosion and the creation of distinctive coastal landscapes</li> <li>• how human activity may slow down or accelerate the rate of natural coastal processes.</li> </ul> <p>Geomorphological processes should include weathering, mass movement and marine processes. At a local scale, erosional marine processes must include hydraulic action, abrasion, attrition and solution. Coverage must also include the processes of transportation and deposition including longshore drift, traction, saltation, suspension and solution.</p> <p>How the processes listed above create distinctive landforms in the UK to include cliffs, wave cut platforms, arches, stacks, headlands and bays, beaches, spits and estuaries. An overview of how past human activity has modified the UK's coastal landscapes for economic benefit.</p>
2.1.2 How are coastlines managed?	<p>2.1.2 Contemporary management options to reduce risk of coastal floods/erosion. Coverage must include:</p> <ul style="list-style-type: none"> <li>• costs/benefits of hard engineering options such as sea walls, groynes, gabions and rock armour</li> <li>• costs/benefits of soft engineering options to include beach nourishment, beach stabilisation and wetland creation</li> <li>• concepts of 'hold the line' and 'retreat the line'.</li> </ul>
2.1.3 Why is coastal management often controversial?	<p>2.1.3 The role of government and local authorities in shaping shoreline management plans (SMPs). Conflicting views on coastal management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy.</p>
2.1.4 What are the predicted impacts of climate change on coastal landscapes and communities?	<p>2.1.4 The potential impacts of climate change on coastal communities in at least <b>two</b> countries at different levels of development. Management challenges which arise from sea level rise and the increased frequency of storms.</p>

Enquiry questions	Depth of study
<p>2.2.1 How do people and processes contribute to the development of distinctive river landscapes in the UK?</p>	<p>2.2.1 At a wider scale, ways in which climate, geology and human activity influence flows and stores of water within river landscapes. Coverage to include the processes of interception, transpiration, infiltration, surface run-off and throughflow. How these may be affected by human activity through changes to vegetation and urbanisation. How climate creates seasonal variation in discharge. The concept of annual regime. The use of hydrographs to show the relationship between climate and discharge.</p> <p>How fluvial processes, combined with weathering, mass movement and human activities create distinctive river landscapes in the UK. At a local scale, fluvial erosional processes to include hydraulic action, abrasion, attrition and solution. Processes of transportation and deposition to include traction, saltation, suspension and solution. Coverage of landforms must include v-shaped valleys, waterfalls, gorges, meanders, ox-bow lakes, floodplains and estuaries. How human activity affects river landscapes to include creation of reservoirs, dredging and straightening of channels.</p>
<p>2.2.2 Why do rivers flood and what are the consequences of flooding?</p>	<p>2.2.2 The physical factors (to include geology and vegetation) and human activities (to include urbanisation and changes to ecosystems) that cause rivers to flood. Climatic patterns that cause seasonal floods. Extreme weather events that cause flash floods.</p> <p>Social and economic consequences of flooding (positive and negative) on different groups of people.</p>
<p>2.2.3 How can rivers be managed to reduce the risk of flooding?</p>	<p>2.2.3 The costs and benefits of soft and hard engineering flood management options. Management options to include dam construction, river engineering, afforestation, managed flooding and land use zoning for flood plains. The impact of river management on hydrographs.</p>
<p>2.2.4 Why is river flood management often controversial?</p>	<p>2.2.4 Conflicting views on drainage basin management. The reasons why stakeholders have different views, values and attitudes and why this may lead to controversy. The economic and social impacts of river management on locations downstream.</p>

Enquiry questions	Depth of study
2.3.1 Why is the UK climate so variable?	2.3.1 The characteristics of the UK climate including regional variations. Coverage must include seasonality, average monthly temperature and precipitation rates. The influence of global atmospheric circulation, latitude, altitude, air pressure, and distance from the sea.
2.3.2 How does the global circulation of the atmosphere create distinctive climate zones?	2.3.2 An overview of the global circulation of the atmosphere to include the operation of cells in the troposphere. An overview of the location and distribution of distinctive climate zones across the globe. The features of the hot semi-arid climate ( <i>note the link to the study of hot semi-arid grasslands in 3.1.1</i> ) and <b>one</b> other climate zone.
2.3.3 How are weather hazards distributed at a global scale and how does this pattern change over time?	2.3.3 How global circulation creates areas of high and low pressure. Distribution and location of these pressure systems. Typical weather patterns and extreme weather hazards associated with high <b>and</b> low pressure systems. Coverage should include the use of weather charts. Temporal and spatial changes in extreme weather to include seasonal and longer term changes in the tropics which result in drought ( <i>note the link to changing patterns of desertification in 3.4.1</i> ) and the seasonal distribution of cyclone/hurricanes.
2.3.4 What are the causes, impacts and responses to two contrasting extreme weather events?	2.3.4 A detailed study of <b>two</b> contrasting extreme weather events located outside of the UK. <b>One</b> event must relate to a dominant long-lasting high pressure system. <b>One</b> event must relate to an intense low pressure system. For each event, coverage must include: <ul style="list-style-type: none"> <li>• causes</li> <li>• impacts on different groups of people</li> <li>• responses (<i>note the link to responses to desertification in 3.4.3</i>).</li> </ul>

Enquiry questions	Depth of study
2.4.1 How has climate changed during the Quaternary period?	2.4.1 An overview of how climate has changed to include glacial and inter-glacial periods.
2.4.2 What are the causes of global warming?	2.4.2 Natural processes that create the greenhouse effect. Evidence for global warming, including the role of human activity as <b>one</b> contributory factor in global warming.
2.4.3 What are the consequences of climate change?	2.4.3 The consequences of climate change for people and environments. These must be in addition to the impact of climate change on coastal management strategies described in 2.1.4 above. Coverage must include the consequences on <b>at least two</b> of the following: <ul style="list-style-type: none"> <li>• Farming and food supply</li> <li>• Wildlife and habitats</li> <li>• Water and water supplies</li> <li>• Where people live and population movement</li> <li>• Tourism and tourist destinations.</li> </ul>
2.4.4 How and why do attitudes to climate change vary?	2.4.4 Differing views, values and attitudes which are held on the issue of climate change and the ways in which its effects could be addressed. Global initiatives to reduce the impact of climate change.
2.4.5 What role can individuals and government in the UK play in reducing the risk of climate change?	2.4.5 How individuals can play a part in reducing the risk of climate change. How and why local and national UK government may attempt to reduce the risk of climate change.

### Key Idea 3.1: How ecosystems function

Enquiry questions	Depth of study
3.1.1 What is the relationship between climate and biomes at a global scale?	3.1.1 The location and distribution of biomes at a global scale and their relationship to climate zones. An overview of the characteristics and interdependence of climate, soils, vegetation, animals and humans in <b>two</b> contrasting biomes. Coverage must include hot semi-arid grasslands ( <i>note the link to the study of hot semi-arid climate in 2.3.2 and to the relationship between changing climatic patterns and the environment in 3.4.1</i> ) and <b>one</b> other biome.
3.1.2 What physical processes and interactions operate within ecosystems?	3.1.2 The physical processes that link living/biotic components (plants, animals, decomposers) and non-living/abiotic components (temperature, light, moisture) in hot semi-arid grasslands and <b>one</b> other biome. Coverage must include nutrient stores and flows, energy flows and food webs (producers, primary, secondary and tertiary consumers). The concept of biodiversity.
3.1.3 How are small scale ecosystems in the UK used and managed?	3.1.3 The characteristics of <b>one</b> small scale ecosystem in the UK. The benefits of the ecosystem for local communities. The challenges of managing the ecosystem and how different stakeholders perceive its value.

### Key Idea 3.2: Ecosystems under threat

Enquiry questions	Depth of study
3.2.1 How are ecosystems used by people?	3.2.1 An overview of how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources.
3.2.2 How are ecosystems damaged by human activity?	3.2.2 How hot semi-arid grasslands and <b>one</b> other ecosystem have been damaged by human activity. How processes within the ecosystem have been affected ( <i>note the link to how human activity can contribute to desertification in 3.4.2</i> ). The effects of the damage at the local scale, to include the effect on biodiversity, and at the global scale.
3.2.3 Why and how are ecosystems managed in a sustainable way?	3.2.3 The reasons for conservation and management. The ways in which hot semi-arid grasslands and <b>one</b> other ecosystem have been managed ( <i>note the link to how environments vulnerable to desertification can be managed in 3.4.3</i> ). Strategies for sustainable management.

### Key Idea 3.3: Water resources and management

Enquiry questions	Depth of study
3.3.1 Why does supply and demand for water vary over time and space?	3.3.1 An overview of past and present global trends in water supply and demand. The concepts of water footprints and water security. The social, economic and environmental reasons why supply and demand for water varies over time and place. The links between population change, economic growth, consumerism and increasing demands for water.
3.3.2 What happens when demand for water exceeds supply?	3.3.2 The concept of over-abstraction and the reasons for water transfer schemes. The impact of over-abstraction and unsustainable use of water on people, the economy and environment. Coverage to include the impacts in countries at contrasting levels of development ( <i>note the link to how human activity may contribute to desertification in 3.4.2</i> ).
3.3.3 What are the challenges of managing water supplies?	3.3.3 Ways in which an imbalance of supply and demand can be met within <b>one</b> country at a local scale. The international issues facing future water management across national boundaries.

### Key Idea 3.4: Desertification

Enquiry questions	Depth of study
3.4.1 What are the physical processes operating in hot semi-arid regions that make them vulnerable to desertification?	3.4.1 An overview of the location and global distribution of environments vulnerable to desertification. How this distribution pattern is changing over time. The relationship of this distribution to the global circulation of the atmosphere and to the dominance of high pressure systems. Changing climatic patterns over periods of decades to include unreliable rainfall patterns and higher rates of evapotranspiration in hot semi-arid regions. Smaller scale processes related to changing patterns of vegetation, evapotranspiration and micro-climate.
3.4.2 To what extent does human activity contribute to the problem of desertification?	3.4.2 Human activities to include unsustainable use of water resources, over-grazing, poor land management and use of fire wood. The different viewpoints, values and attitudes of stakeholders in the region.
3.4.3 How can environments vulnerable to desertification be managed?	3.4.3 A range of strategies employed by Non-Government Organisations (NGOs), working at a local level with communities, to include drip irrigation, magic stones and use of drought-tolerant crops. International strategies aimed at reducing the spread of areas experiencing desertification.

<b>Subject</b>	History
<b>Exam Board</b>	OCR B
<b>Paper being tested</b>	HISTORY B (SCHOOLS HISTORY PROJECT) GCSE (9-1) Version 1.7 (March 2024) Specification Qualification Accredited J411
<b>Length</b>	1hr30
<b>Structure of paper</b>	The People's Health, c.1250 to present Viking Expansion, c.750–c.1050

#### What are the types of questions that can be asked?

See the topic areas below

### Revision Strategies

#### Revision Strategies & Techniques

Use revision guides given to you in class  
Create flashcards in class, summarising key info, SOWAs and key debate arguments.

#### Key Websites for Revision

<https://www.bbc.co.uk/bitesize/examspecs/zqkrbk7>

<b>Exam Questions</b>	<p>How did Hitler consolidate his control of power in Germany 1933-1934?</p> <p>'The Danelaw was the most significant aspect of the Viking invasion of England.' Discuss.</p> <p>How did public health change from the Black Death in the Medieval period and the Great Plague in the 1660s?</p> <p>'The Feudal System was the greatest achievement of King William I.' How far do you agree with this statement?</p>
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<b>Online platform</b>	Complete questions from the topics below on Sparx.
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Sections	Learners should study the following content:
<b>Dictatorship</b>	<ul style="list-style-type: none"> <li>• Hitler and the Nazi Party in January 1933</li> <li>• Establishing the dictatorship, January 1933 to July 1933</li> <li>• Achieving total power, July 1933 to August 1934</li> </ul>
<b>Control and Opposition, 1933–1939</b>	<ul style="list-style-type: none"> <li>• The machinery of terror including the SS, the law courts, concentration camps and the Gestapo</li> <li>• The range and effectiveness of Nazi propaganda</li> <li>• Opposition to Nazi rule including the Left, church leaders and youth groups</li> </ul>
<b>Changing Lives, 1933–1939</b>	<ul style="list-style-type: none"> <li>• Work and home: the impact of Nazi policies on men and women</li> <li>• The lives of young people in Nazi Germany including education and youth movements</li> <li>• Nazi racial policy: the growing persecution of Jews</li> </ul>
<b>Germany in War</b>	<ul style="list-style-type: none"> <li>• The move to a war economy and its impact on the German people, 1939–1942</li> <li>• Growing opposition from the German people including from elements within the army</li> <li>• The impact of total war on the German people, 1943–1945</li> </ul>
<b>Occupation</b>	<ul style="list-style-type: none"> <li>• The contrasting nature of Nazi rule in eastern and western Europe</li> <li>• The Holocaust, including the <i>Einsatzgruppen</i>, ghettos and the death camps</li> <li>• Responses to Nazi rule: collaboration, accommodation and resistance</li> </ul>

Periods	Learners should study the following content:
<b>Medieval Britain c.1250–c.1500</b>	<ul style="list-style-type: none"> <li>• The characteristic features of medieval Britain: an overview</li> <li>• Living conditions: housing, food, clean water and waste.</li> <li>• Responses to the Black Death: beliefs and actions</li> <li>• Approaches to public health in late-medieval towns and monasteries</li> </ul>
<b>Early Modern Britain c.1500–c.1750</b>	<ul style="list-style-type: none"> <li>• Cultural, social and economic change including the growth of towns: an overview</li> <li>• Changing living conditions: housing, food, clean water and waste</li> <li>• Responses to outbreaks of plague including national plague orders and local reactions</li> <li>• The impact of local and national government on public health including measures to improve the urban environment and the government response to the gin craze, 1660–1751</li> </ul>
<b>Industrial Britain, c.1750–c.1900</b>	<ul style="list-style-type: none"> <li>• Industrialisation, the growth of major cities and political change: an overview</li> <li>• Urban living conditions in the early nineteenth century: housing, food, clean water and waste</li> <li>• Responses to cholera epidemics</li> <li>• Public health reform in the nineteenth century including the Public Health Acts and local initiatives</li> </ul>
<b>Britain since c. 1900</b>	<ul style="list-style-type: none"> <li>• Economic, political, social and cultural change: an overview</li> <li>• Living conditions and lifestyles: housing, food, air quality and inactivity</li> <li>• Responses to Spanish Influenza and AIDS</li> <li>• Growing government involvement in public health including pollution controls, anti-smoking initiatives and the promotion of healthy lifestyles</li> </ul>

Sections and Issues	Learners should study the following content:
<p><b>England on the eve of the conquest</b></p> <p><i>Issue: The character of late Anglo-Saxon England</i></p>	<ul style="list-style-type: none"> <li>• The nature, structure and diversity of late Anglo-Saxon society</li> <li>• Religion in late Anglo-Saxon England</li> <li>• Anglo-Saxon culture: buildings, art and literature</li> </ul>
<p><b>Invasion and victory</b></p> <p><i>Issue: How and why William of Normandy became King of England in 1066</i></p>	<ul style="list-style-type: none"> <li>• Norman society, culture and warfare pre-1066</li> <li>• The succession crisis of 1066</li> <li>• The battles of Fulford, Stamford Bridge and Hastings</li> </ul>
<p><b>Resistance and response</b></p> <p><i>Issue: The establishment of Norman rule between 1067 and 1071</i></p>	<ul style="list-style-type: none"> <li>• First uprisings against Norman rule including resistance in the west and in Mercia</li> <li>• Northern resistance and William's 'Harrying of the North'</li> <li>• The rebellion of Hereward in the east and the end of English resistance</li> </ul>
<p><b>Castles</b></p> <p><i>Issue: The nature and purpose of Norman castles in England to 1087</i></p>	<ul style="list-style-type: none"> <li>• Pre-conquest fortifications and the first Norman castles in England</li> <li>• The distribution and design of Norman castles in England to 1087</li> <li>• The purpose of Norman castles in England including their military and economic functions</li> </ul>
<p><b>Conquest and control</b></p> <p><i>Issue: The impact of the Norman Conquest on English society to 1087</i></p>	<ul style="list-style-type: none"> <li>• Domesday Book, its creation and purpose</li> <li>• The social structure of Norman England including changes in land ownership and the elite</li> <li>• Changes and continuities: language, laws and Church</li> </ul>

<b>Subject</b>	Religious Studies
<b>Exam Board</b>	Edexcel (Specification B)
<b>Paper being tested</b>	Christianity and Islam
<b>Length</b>	Christianity - 55 mins Islam 1hr 20mins
<b>Structure of paper</b>	See next page

### What are the types of questions that can be asked?

Each of the two papers are broken down into topic areas. Each of these has exactly the same question format:

- “a” question: briefly outline three beliefs / teachings / examples relating to an area we have studied e.g. *Outline three beliefs Muslims have about peace*
- “b” question: explain two teachings / beliefs / reasons for why Christians / Muslims approach a topic a certain way e.g. *Explain two teachings from Christianity about the relationship between men and women*
- “c” question: same as the “b” question, but you have to also include one reference to a “source of wisdom and authority” for one of your explanations e.g. *From the Bible or the Qur’an.*
- “d” questions: evaluate a statement giving reasons why people (especially Christians or Muslims) would agree / disagree with it and then say what your conclusion is and why, e.g. - *‘It is wrong for countries to have weapons of mass destruction.’*

## Revision Strategies

### Revision Strategies & Techniques

Use revision guides given to you in class  
Create flashcards in class, summarising key info, SOWAs and key debate arguments.

### Key Websites for Revision

BBC Bitesize website - Select Edexcel B course  
Youtube

<b>Exam Questions</b>	<b>Paper 1 Christianity</b>	<b>Paper 2 - Islam</b>
	<b>1. Belief in God</b>	<b>1. Belief in Allah</b>
	<ul style="list-style-type: none"> <li>• What God is like and how Christians know?</li> <li>• Christian understanding of origins - creation etc</li> <li>• Jesus Christ, his identity and his life</li> <li>• Christ's crucifixion and resurrection</li> <li>• What is salvation and how does it happen?</li> <li>• What happens after we die?</li> <li>• The problem of suffering / evil – how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• The Six beliefs of Sunni Islam</li> <li>• The Five Roots of Shia Islam</li> <li>• The Nature of Allah</li> <li>• The Prophets – Why they were needed</li> <li>• The Kutubullah – the Muslim Holy Books</li> <li>• The Nature and importance of the angels</li> <li>• Predestination – what it is and isn't</li> <li>• What happens after we die</li> <li>• The Lineage of Imams and its significance</li> </ul>
	<b>2. Marriage and the Family</b>	<b>2. Crime and Punishment</b>
<ul style="list-style-type: none"> <li>• The purpose and importance of marriage</li> <li>• What is the role of sexual relationships?</li> <li>• The place of the family in Christianity</li> <li>• How the Church supports families</li> <li>• Christian teachings about contraception</li> <li>• Christian teachings about divorce</li> <li>• The role of women in Christianity and teachings on prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• What is justice and why is it important?</li> <li>• How Muslims view and combat crime</li> <li>• Different attitudes towards punishment</li> <li>• Muslim teachings about forgiveness; when/how?</li> <li>• Muslim teachings on how to treat criminals</li> <li>• Muslim attitudes towards the death penalty</li> </ul>	
	<b>4. Peace and Conflict</b>	
		<ul style="list-style-type: none"> <li>• Muslim attitudes to peace</li> <li>• The role of Muslims in peace-making</li> <li>• Muslim attitudes to conflict (war)</li> <li>• Muslim attitudes to pacifism</li> <li>• Jihad</li> <li>• What is / was "holy war?"</li> <li>• Muslim attitudes to WMDs</li> <li>• Muslim attitudes to issues surrounding conflict</li> </ul>

<b>Online platform</b>	Complete questions from the topics below on Sparx.
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<b>Subject</b>	French
<b>Exam Board</b>	Edexcel - new specification 2024 - first examination 2026
<b>Paper being tested</b>	Listening, Reading, Writing, Speaking
<b>Length</b>	Listening: 45min (F) / 1h (H) Speaking: 7–9min + 15 prep (F) / 10–12min + 15 prep (H) Reading: 45min (F) / 1h (H) Writing: 1h15 (F) / 1h20min (H)
<b>Structure of paper</b>	<b>Listening:</b> comprehension tasks based on recordings, English answer responses <b>Speaking:</b> read-aloud, role play, photo description and further conversation <b>Reading:</b> comprehension of different text types, translation from French into English. <b>Writing:</b> short and extended writing tasks, translation from English into French.

#### What are the types of questions that can be asked?

You will be tested on your understanding of spoken and written French. You need to be able to recognise the vocabulary covered in the 6 GCSE themes. There will be a range of question types, from multiple choice to answering questions in English. In the listening exam, the final question is a dictation task, meaning you have to write in French what you hear as well as, in the reading paper, the final question is a translation task from French into English.

You will be tested on being able to write in French. When writing, you must answer questions that ask you to cover a list of bullet points. At the end of the writing paper, there is a translation into French to be assessed.

You can be tested on any of the following themes: my personal world; lifestyle and wellbeing; my neighbourhood; media and technology; studying and my future; travel and tourism.

### Revision Strategies

#### Revision Strategies & Techniques

##### Vocabulary learning

Test yourself from the KS4 French sentence builders on your Google Classroom. Same if needed for KS3 vocab and PAL mat (<https://classroom.google.com/w/Nzk5NTE4MDc0MDg2/tc/ODE0MDg2MjM2NzEy>)

Use the “Look, Cover, Write, Check” method, and write down the words you don’t remember on flashcards (French on one side, English on the other).

- Read the word on the front. Say the answer out loud.
- Check the answer on the back.
- Use the Blooket vocab link on Google Classroom

**Grammar revision**

GCSE Pod videos, Wordwall activities link and PPT on Google classroom

**General revision**

Make a simple revision timetable – short sessions (20–30 minutes) with breaks.

Use flashcards or keyword lists – practise key vocabulary and grammar.

Make flashcards of your speaking questions

Do past exam questions – especially reading, listening and writing tasks.

Listen to short GCSE practice audios – repeat regularly for listening confidence.

Practise short translations – English → French and French → English.

Write short answers – sentences or short paragraphs on common topics.

**Key Websites for Revision****BBC Bitesize**

- [GCSE French - Edexcel \(for exams from 2026\) - BBC Bitesize](#) (new GCSE exams based)
- [GCSE French - Edexcel \(for exams until 2025\) - BBC Bitesize](#) (old spec but grammar videos still relevant)

**Seneca Learning:** free interactive revision courses.

**Quizlet / Memrise:** vocabulary and flashcard practice.

**Google Classroom:** grammar and vocabulary practice

**Wordwall:** free interactive revision activities

**Exam Questions**

**Listening** – multiple choice, short answers in English or Spanish, gap-fill tasks

**Speaking** – read aloud, role-play, photo task description, conversation questions

**Reading** – comprehension questions, gap-fill, matching, translation French → English

**Writing** – short and extended writing tasks, translation English → French

**Online platform**

Complete questions on Pearson's Active Learn - <https://www.pearsonactivelearn.com/app/login>

<b>Subject</b>	Spanish
<b>Exam Board</b>	Edexcel GCSE – first assessment 2026
<b>Paper being tested</b>	4 papers: Listening, Speaking, Reading, Writing
<b>Length</b>	<p>Listening: 45min (F) / 1h (H)</p> <p>Speaking: 7–9min + 15 prep (F) / 10–12min + 15 prep (H)</p> <p>Reading: 45min (F) / 1h (H)</p> <p>Writing: 1h 15 (F) / 1h 20 min (H)</p>
<b>Structure of paper</b>	<p><b>Listening:</b> comprehension tasks based on recordings, mix of English and Spanish responses.</p> <p><b>Speaking:</b> read-aloud, role-play, photo task, conversation.</p> <p><b>Reading:</b> comprehension of different text types, translation from Spanish into English.</p> <p><b>Writing:</b> short and extended writing tasks, translation from English into Spanish.</p>

#### What are the types of questions that can be asked?

- Multiple choice
- Short written answers
- Gap-fill / matching
- Translation (both directions)
- Structured writing tasks (short sentences, extended paragraphs, open-ended responses)
- Oral responses (role-play, picture description, conversation)

### Revision Strategies

#### Revision Strategies & Techniques

**Follow class revision materials – use vocabulary lists, worksheets and practice tasks provided in lessons.**

**Make a simple revision timetable – short sessions (20–30 minutes) with breaks.**

**Use flashcards or keyword lists – practise key vocabulary and grammar.**

**Do past exam questions – especially reading, listening and writing tasks.**

**Listen to short GCSE practice audios – repeat regularly for listening confidence.**

**Practise short translations – English → Spanish and Spanish → English.**

**Write short answers – sentences or short paragraphs on common topics.**

### **Key Websites for Revision**

BBC Bitesize – GCSE Spanish: topic summaries, grammar and listening practice.

Seneca Learning: free interactive revision courses.

Quizlet / Memrise: vocabulary and flashcard practice.

Pearson Edexcel: official specification and sample papers.

### **Exam Questions**

**Listening** – multiple choice, short answers in English or Spanish, gap-fill tasks

**Speaking** – role-play, photo task description, conversation questions

**Reading** – comprehension questions, gap-fill, matching, translation Spanish → English

**Writing** – short and extended writing tasks, translation English → Spanish

### **Online platform**

Complete questions on Pearson's Active Learn - <https://www.pearsonactivelearn.com/app/login>

<b>Subject</b>	GCSE Food Preparation and Nutrition
<b>Exam Board</b>	AQA
<b>Paper being tested</b>	5 Topics covered: 1. Food, Nutrition and Diet, 2. Food Science, 3. Food Safety, 4. Food Choices, 5. Food Provenance
<b>Length</b>	1H 45Mins
<b>Structure of paper</b>	Section A 20 Multi Choice questions, 20 marks, complete in 15-20 mins Section B 6 long answers questions with 2,3,4 parts marks: 6-12, Total 80 marks 1 mark 1 minute complete within 85 minutes

#### What are the types of questions that can be asked?

1. Multi Choice Questions x20 - covers all 5 topics
2. Long answer questions: Explain, Give reasons, State, Case study - Analyse Evaluate, Complete tables: faults/problems, reason for faults, Identify, Name, Examples, Modify.

### Revision Strategies

#### Revision Strategies & Techniques

1. CGP Book exam advice p80
2. FFoL Knowledge Organisers [here](#)
3. Exam papers with mark guide
4. CGP Book Q&A - practice practice practice (PPP), Test, use marking guide - Student issue
5. Collins Book Q&A - PPP. Test, use marking guide - Student issue
6. Tutorial 1 Exam Technique link [here](#)
7. Tutorial 2 Exam Technique link [here](#)
8. LASACAWAC - notes, mind maps, mnemonics
9. Flash cards
10. Learn and define Key words - Glossary and Command words - Reference CGP and Collins Book
11. Track Topic knowledge: Revise, Practice, Test, Repeat - Red Amber Green - Reference Collins Book RAG topics according to score when tested and marked.

#### Key Websites for Revision

1. QR codes found throughout Collins Books- student issue
2. Food Fact of Life [here](#)
3. FFoL Knowledge Organisers [here](#)
4. BBC Bitesize FP&N [here](#)
5. GCSE FP&N Revision by Video link [here](#)
6. Quizlet [here](#)
7. Seneca [here](#)
8. Revision World [here](#)
9. Save my Exams - past papers, mark guides, notes [here](#)

<b>Exam Questions</b>	5 Topics covered: Reference CGP and Collins book for breakdown of each topic. <ol style="list-style-type: none"><li>1. Food, Nutrition and Diet</li><li>2. Food Science</li><li>3. Food Safety</li><li>4. Food Choices</li><li>5. Food Provenance</li></ol> Written Exam - answering questions: <ol style="list-style-type: none"><li>1. Reading</li><li>2. Understanding command words and context - highlight key words</li><li>3. Check mark guide: scaled 1 mark : 1 correct answer</li><li>4. Long answer questions up to 12 marks, link analysis and evaluation relate to key points .</li></ol>
<b>Online platform</b>	

<b>Subject</b>	NCFE Health and Fitness
<b>Exam Board</b>	NCFE
<b>Paper being tested</b>	Paper one
<b>Length</b>	90 minutes
<b>Structure of paper</b>	Section A begins with 4 multiple choice questions. There are then five 3 or 4 mark questions. Sections B and C follow a similar format. Section D is two 9 markers of which both must be answered.

#### What are the types of questions that can be asked?

Section A begins with 4 multiple choice questions. There are then five 3 or 4 mark questions. Sections B and C follow a similar format. Section D is two 9 markers of which both must be answered.

### Revision Strategies

#### Revision Strategies & Techniques

Complete **exam questions**, using the Period 6 booklet and the homework booklet.

These booklets include all topics and a range of questions.

To use this booklet most effectively, you should make notes from each knowledge organiser before you begin the questions.

#### Key Websites for Revision

<https://thepeclassroom.com/ncfe-tech-award-in-health-and-fitness/>  
<https://quizlet.com/gb/455657075/ncfe-health-and-fitness-vcert-revision-flash-cards/>

<b>Exam Questions</b>	<b>Structure and function of body systems</b>	<p><b>Skeletal system-structure including axial and appendicular sections, functions, types of bone, types of joint, joint actions, structure of a synovial joint, structure of the spine, posture</b></p> <p><b>Muscular system-types of muscle, muscle location, muscle contractions, muscle fibres</b></p> <p><b>Respiratory system-structure, functions, diffusion, gaseous exchange, respiratory measurements and changes</b></p> <p><b>cardiovascular system-structure and function of blood vessels, blood redistribution, structure of the heart, cardiac cycle, measurements, blood pressure</b></p> <p><b>Energy systems-Anaerobic, aerobic</b></p>
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	<p><b>Effects of health and exercise on the body</b></p>	<p>Short term effects Long term effects</p>
	<p><b>Components of fitness</b></p>	<p>What is health? Health related fitness Skill related fitness</p>
	<p><b>Principles of training</b></p>	<p>Principles of training-SPORT Principles of overload-FITT</p>
	<p><b>Fitness testing</b></p>	<p>Health related tests Skill related tests Using data-normative Training methods Heart rate training zones-maximum heart rate, aerobic zone, anaerobic zone Reps and sets</p>
	<p><b>Lifestyle</b></p>	<p>Activity levels-active, sedentary, moderate, vigorous  Diet-key nutrients, NHS guidelines, hydration, energy expenditure  Rest and recovery  Other factors-Drugs,smoking, alcohol, stress</p>

	<b>Goal Setting</b>	<b>Health and fitness analysis tools-PAR Q, lifestyle questionnaire, food diary</b> <b>Collecting and evaluating data</b> <b>Goal setting-SMART</b>
	<b>Structure of a programme and safety</b>	<b>Health and safety</b> <b>Structure of a session plan</b> <b>Warm ups and cool downs</b> <b>Timescales and goal setting</b>
<b>Online platform</b>		

<b>Subject</b>	PE
<b>Exam Board</b>	AQA
<b>Paper being tested</b>	Paper 1 and 2
<b>Length</b>	1 hour 15 per paper
<b>Structure of paper</b>	5 multiple choice questions, mixture of 1-5 markers with identify, name, explain, evaluate, define and data analysis, one 6 and one 9 marker extended answer

<b>What are the types of questions that can be asked?</b>
5 multiple choice questions, mixture of 1-5 markers with identify, name, explain, evaluate, define and data analysis, one 6 and one 9 marker extended answer

## Revision Strategies

<b>Revision Strategies &amp; Techniques</b>
Flashcards, past papers, exam pro questions, lesson notes

<b>Key Websites for Revision</b>
<a href="https://www.bbc.co.uk/bitesize/examspecs/zp49cwx">https://www.bbc.co.uk/bitesize/examspecs/zp49cwx</a>

<b>Exam Questions</b>	<p>Paper 1</p> <ul style="list-style-type: none"> <li>Musculoskeletal system</li> <li>Cardiovascular system</li> <li>Exercise</li> <li>Movement analysis</li> <li>Components of fitness</li> <li>Recovery from exercise</li> <li>Respiratory system</li> <li>Levers</li> <li>Fitness training</li> <li>Fitness testing</li> <li>Benefits of exercise</li> </ul> <p>Paper 2</p> <ul style="list-style-type: none"> <li>Skill classification</li> <li>Goal setting</li> <li>SMART targets</li> <li>Information processing</li> <li>Guidance</li> <li>Feedback</li> </ul>
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	<p>Arousal Agression Personality types Motivation Social groups Media Technology Commercialisation Drugs Hooliganism Sportsmanship Gamesmanship Health, wellbeing and fitness Sedentary lifestyle Somatotypes Obesity Nutrition and a balanced diet</p>
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<b>Online platform</b>	
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<b>Subject</b>	Music
<b>Exam Board</b>	Eduqas
<b>Paper being tested</b>	Component 3 - Appraising
<b>Length</b>	1 Hour & 15 minutes
<b>Structure of paper</b>	8, 12 mark sections

<b>What are the types of questions that can be asked?</b>
<p><b>Musical Forms and Devices</b> (e.g., Baroque, Classical forms, binary, ternary, rondo, etc.) Set work: <i>Eine Kleine Nachtmusik, Movement 3</i> by Mozart.</p> <p><b>Music for Ensemble</b> (e.g., chamber music, musical theatre, jazz, etc.)</p> <p><b>Film Music</b></p> <p><b>Popular Music</b> (including rock, pop, and fusion styles) Set work: <i>Africa</i> by Toto.</p>

## Revision Strategies

<b>Revision Strategies &amp; Techniques</b>
Online revision, flashcards,

<b>Key Websites for Revision</b>
<p>Focus on Sound <a href="#">here</a>.</p> <p>BBC Bite Size <a href="#">here</a>.</p> <p>Eduqas Resource <a href="#">here</a></p> <p>Music Theory.net <a href="#">here</a>.</p>

<b>Exam Questions</b>	Exam practice questions found <a href="#">here</a> .
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<b>Online platform</b>	<b>Focus on Sound</b>
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<b>Subject</b>	Business
<b>Paper being tested</b>	GCSE Business paper 1 and paper 2
<b>Length</b>	1h and 45 minutes
<b>Structure of paper</b>	<p><b>1 paper – 90 Marks</b></p> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul> <p><b>Paper 2 – 90 Marks</b></p> <ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>

<b>What are the types of questions that can be asked?</b>	
Paper 1:	<p>Section A begins with multiple choice questions and 2–4-mark questions</p> <p>Section B includes case studies and calculations. 2 – 9-mark questions.</p> <p>Section C includes case studies. Range of short, medium and long questions. 1–12-mark question</p>
Paper 2:	<p>Section A begins with multiple choice questions and 2 – 4-mark questions</p> <p>Section B includes case studies and calculations. 2 - 9-mark questions.</p> <p>Section C includes case studies and calculations. 2-12-mark questions</p>

## Revision Strategies in Business

<b>Exam Questions</b>	Complete <b>exam questions</b> , using the Period 6 booklet. Practise past papers and check answers with the mark scheme
<b>Past papers</b>	You will be able to find past papers: <ol style="list-style-type: none"> <li>1. Aqa Website</li> <li>2. Save my exams</li> </ol>
<b>Key knowledge</b>	<ol style="list-style-type: none"> <li>1. AQA business key words</li> <li>2. Formula sheets</li> <li>3. Youtube</li> <li>4. Seneca</li> <li>5. Homework booklets</li> </ol>

Topic	Detail
<b>Paper 1:</b>	
<b>Business in the real world</b>	<p>The purpose and of businesses            Business ownerships            Setting business aims and objectives            Stakeholders            Business locations            Business planning            Expanding a business</p>
<b>Influences on business</b>	<p>Technology            Ethical and environmental considerations            The economic climate on business            Globalisation            Legislation            Competitive environment</p>
<b>Business operations</b>	<p>Production processes            The role of procurement            The concept of quality            Good customer service</p>
<b>Human resources</b>	<p>Organisational structures            Recruitment and selection of employees            Motivating employees            Training</p>
<b>Paper 2</b>	
<b>Business in the real world</b>	<p>The purpose and of businesses            Business ownerships            Setting business aims and objectives            Stakeholders            Business locations            Business planning            Expanding a business</p>
<b>Influences on business</b>	<p>Technology            Ethical and environmental considerations            The economic climate on business            Globalisation            Legislation            Competitive environment</p>
<b>Marketing</b>	<p>Identifying and understanding customers            Segmentation            The purpose and methods of market research            The elements of the marketing mix [4 P's]</p>
<b>Finance</b>	<p>Sources of finance</p>

	Cash flow Financial terms and calculations Analysing the financial performance of a business
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### INFORMATION

AO1: Demonstrate knowledge and understanding of business concepts and issues.

AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.

AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

**Calculations** = Formula – 1 / calculations – 4

**4 markers** = AO1 – 2 / AO2 = 2

**6 markers** = AO2 – 3 / AO3 – 3

**9 markers** = AO2 – 3 / AO3 = 6

**12 markers** = AO1 – 3 / AO2 – 3 / AO3 – 6

<b>Subject</b>	Computer Science
<b>Paper being tested</b>	OCR Paper 1 & Paper 2
<b>Length</b>	1h and 30 minutes
<b>Structure of paper</b>	Paper 1- 5 topics Paper2- 2 Topics

<b>What are the types of questions that can be asked?</b>
<p>J277/01: Computer systems Written paper1: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.</p> <p>J277/02 : Algorithm and programming Written paper2: 1 hour and 30 minutes 50% of total GCSE 80 marks This is a non-calculator paper. All questions are mandatory. The question paper will consist of short and medium answer questions. These questions will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.</p>

**Revision Strategies**

- Make Flashcards Use flashcards to help you memorize key concepts. You can use physical flashcards or apps like Anki or Quizlet. Focus on Key Topics, Practice Coding, Review Textbook and Revision Guides, Use Online Revision Tools There are many online tools like **Seneca Learning**, **Quizlet**, and **BBC Bitesize** that offer interactive learning for computer science topics. These platforms often provide quizzes and practice questions, making studying more engaging.
- Complete exam questions, using Past papers.

<b>Exam Questions</b>	Practice Past paper Exam questions
<b>Paper 1 (Topics)</b>	<ul style="list-style-type: none"> <li>1.1 Systems architecture</li> <li>1.2 Memory and storage</li> <li>1.3 Computer networks, connections and protocols</li> <li>1.4 Network security</li> <li>1.5 Systems software</li> </ul>
<b>Paper 2 (Topics)</b>	Computational thinking, algorithms and programming : 2.1 Algorithms <ul style="list-style-type: none"> <li>• 2.2 Programming fundamentals</li> </ul>

<b>Online platform</b>	BBC Bitesize OCR Computer Science <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a>
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**Craig & Dave:** Revision Topics for Paper 1

<https://craigndave.org/video-categories/slr1-1-systems-architecture/>

<https://craigndave.org/video-categories/slr1-2-memory-and-storage/>

<https://craigndave.org/video-categories/slr1-3-computer-networks-connections-and-protocols/>

<https://craigndave.org/video-categories/slr1-4-network-security/>

<https://craigndave.org/video-categories/slr1-5-systems-software/>

**Craig & Dave:** Revision Topics for Paper 2

<https://craigndave.org/video-categories/slr2-1-algorithms/>

<https://craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-variables-constants-inputs-outputs-and-assignments/>

<https://craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-use-of-the-three-basic-programming-constructs/>

<https://craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-common-arithmetic-and-comparison-operators/>

<https://craigndave.org/videos/ocr-gcse-j277-slr-2-2-the-common-boolean-operators/>

**Teach ICT:** [https://www.teach-ict.com/v/GCSE\\_Computing/OCR\\_J277/OCR\\_J277\\_home.html](https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html)



username: rg28af  
password: gateway2

<b>Subject</b>	Health & Social Care
<b>Exam Board</b>	OCR
<b>Paper being tested</b>	Topic area 1: The rights of service users in health and social care settings Topic area 2: Person-centred values Topic area 3: Effective communication in health and social care settings
<b>Length</b>	1 Hour 15 minutes
<b>Structure of paper</b>	Total of 70 marks 6 different case studies - each case study has 2-4 questions

#### What are the types of questions that can be asked?

**Identify question (1-2marks)** - name, state or recognise something briefly

**Explain question (2-6 marks)** - requires a description of how or why something happens with some detail,

**Discuss question (8 marks)**- examine an issue in depth by exploring multiple points of view and supporting them with evidence.

### Revision Strategies

#### Revision Strategies & Techniques

Flashcards, past papers questions, reading with questions

#### Key Websites for Revision

<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/assessment/>

<b>Exam Questions</b>	<p>Topic area 1:</p> <p>Examples of different health and social care settings</p> <p>The rights of service users when using a health and social care service?</p> <p>The benefits to service users' health and wellbeing when their rights are maintained?</p> <p>Topic area 2:</p> <p>Person-centred values and how they are applied by service providers.</p> <p>The benefits of applying the person-centred values.</p> <p>Effects on service users' health and wellbeing if person-centred values are not applied.</p> <p>Topic area 3:</p> <p>The importance of verbal communication skills in health and social care settings.</p> <p>The importance of non-verbal communication skills in health and social care settings</p> <p>The importance of active listening in health and social care settings</p> <p>The importance of special methods of communication in health and social care settings</p> <p>The importance of effective communication in health and social care settings</p>
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Year 11 Mock Exams February 2026

week A	T	Period 1	Period 2	B	Period 3	Period 4	L	Period 5	Period 6
2/2/26		English Language Paper 2 - 1 hour 45						Spanish writing F: 1:15 / H: 1h20 / French Writing W: 1h15 F /1h20 H	
3/2/26		Health and social care 1 hour 15						PE Paper 1 - 1 hour 15	
		RE I Christianity 1 hour 45						Food Tech exam (period 3-5)	
4/2/26		Biological Paper 2 - 1 hour 15, Triple Science 1 hour 45			Business paper 1 1 Hour 45 minutes (for business students)			Business- paper 1 - 1 hour 45	
								Computer Science Paper 1 - 1 hour 30	
5/2/26		Maths - Non-Calculator - 1 hour 30						Geography paper 1 (1 hour 45 minutes)	
6/2/26		Chemistry paper 2 1 hour 15, Triple science 1 hour 45						History - Paper 1 - 1 hour 45	

Week B	T	Period 1	Period 2	B	Period 3	Period 4	L	Period 5	Period 6
9/2/2026		Geography - Paper 2 - 1 hour 30						Physics Paper 2 - 1 hour 15, Triple science 1 hour 45	
10/2/2026		Maths - Calculator - 1 hour 30						History Paper 2 - 1 hour 45	
11/2/2026		Music - 1 hour 15						Spanish / French Listening & Reading L: 45(F) / 1h H R: 45(F) / 1h (H)	
		RE Islam- 1 hour 45 minutes						PE paper 2 - 1 hour 15	
12/2/2026		English Literature paper 2- 2 hour 15						BTEC SPORT - 1 hour 30	
		Computer Science paper 2 - 1 hour 30			Computer Science paper 2 (1 hour 30minutes) for students who do business			Maths - Calculator - 1 hour 30	
13/2/2026		Business- paper 2 - 1 hour 45							

Week A	T	Period 1	Period 2	B	Period 3	Period 4	L	Period 5	Period 6
23/2/2026								CATCH UPS	
24/2/2026		CATCH UPS							
25/2/2026		CATCH UPS							
26/2/2026		PE moderation							
27/2/2026		Food tech Practical							

Week A	T	Period 1	Period 2	B	Period 3	Period 4	L	Period 5	Period 6
2/3/2026		Spanish speaking assessments							
3/3/2026		Spanish speaking assessments							
4/3/2026		Spanish speaking assessments & Food group 1							
5/3/2026		French speaking assessments & Food group 2							
6/3/2026		French speaking assessments							