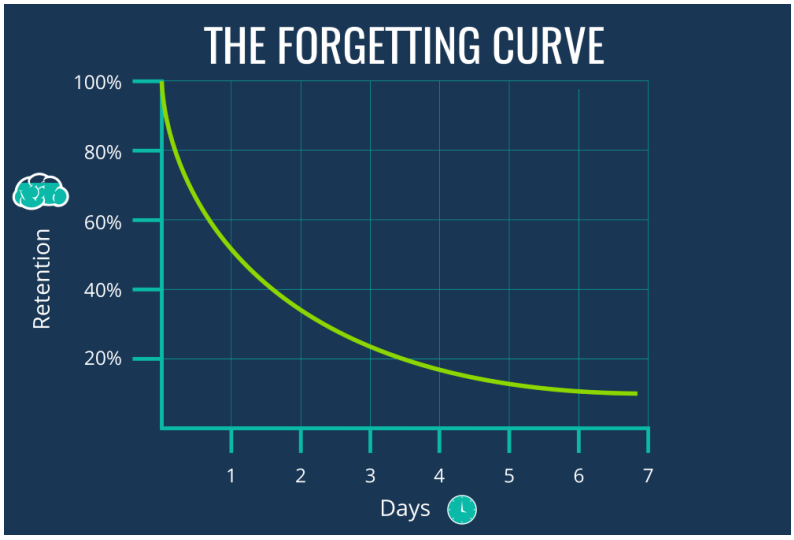
Year 11 Cohort 2022

End of Year Assessments Revision Support Document

Year 10 Timetable

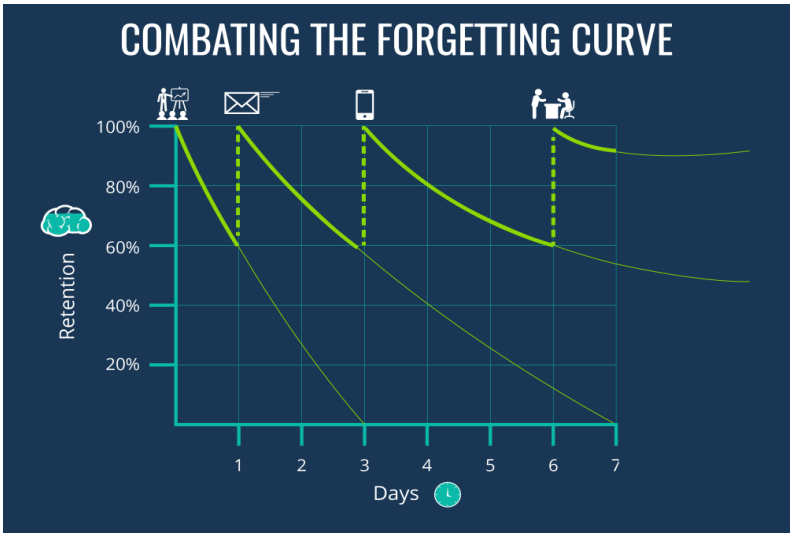
Week	Date	Period	Examination	Length of Paper
A	7TH June	1	Maths Calculator	60 minutes
A	7TH June	3	English Language	105 minutes
A	8th June	1	French Reading and Writing	60 minutes
A	8th June	3	Geography	90 minutes
A	8th June	5	French Listening 10A/F1	30 minutes
A	9th June	1	Religious Studies	80 minutes
A	9th June	3	GCSE PE	105 minutes
A	9th June	3	BTEC Music	60 minutes
A	9th June	5	French Listening 10C/F1	30 minutes
A	10th June	1	History	90 minutes
A	10th June	3	Drama	60 minutes
A	10th June	5	French Listening 10C/F1	30 minutes
A	11th June	1	English Literature	105 minutes
A	11th June	3	Maths Non Calculator	60 minutes
B	16th June	1	Science Combined	90 minutes
B	16th June	1	Biology	45 minutes
B	17th June	5	Chemistry	45 minutes
B			Physics	45 minutes

Understanding the Science behind Learning



When we first learn a new skill, concept or fact, the information disappears at a rapid rate after the first couple of days. From this point forward the amount of loss slows. Therefore if new information is not revisited soon after learning it is lost and not stored in the long term memory.

90% of new information is lost if not revisited.



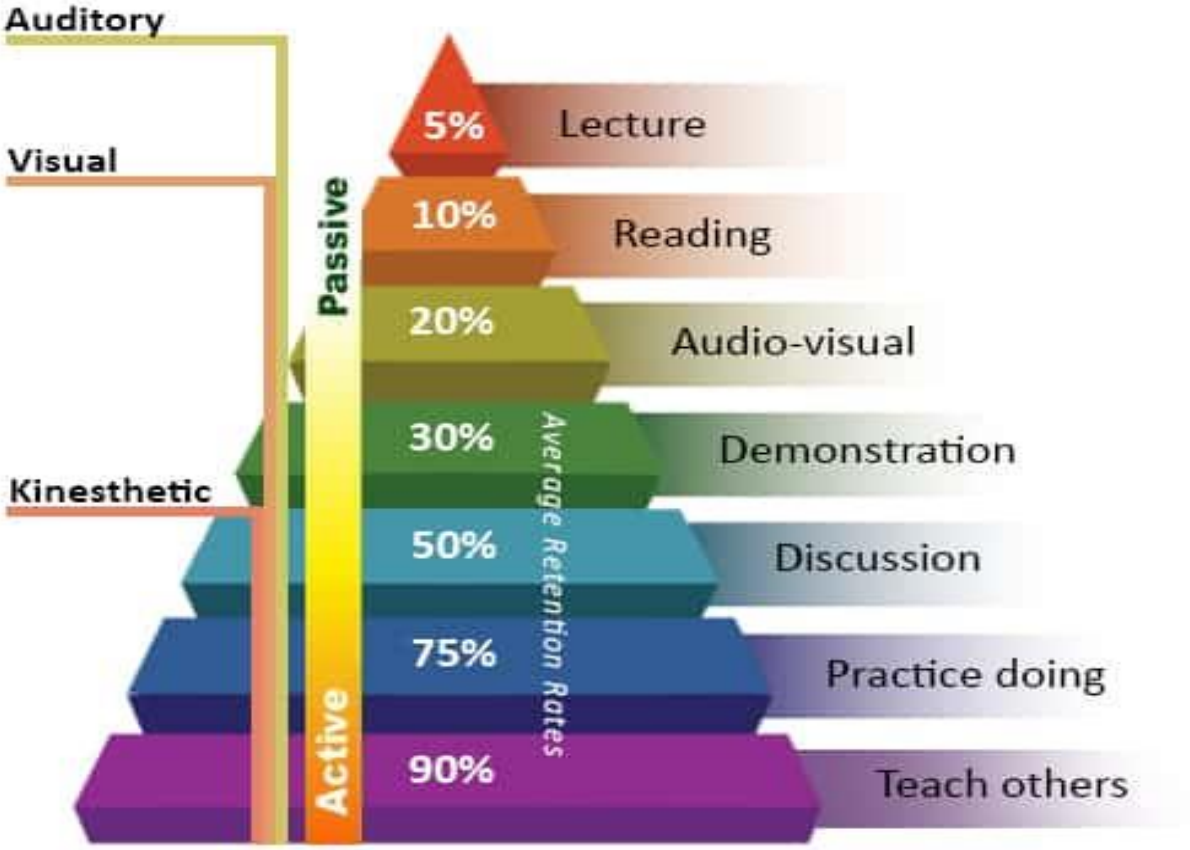
The impact of this loss can however be minimised by using the concept of spaced retrieval. By revisiting the new skill, concept or fact regularly for the first week after learning can increase memory retention significantly.

Through the use of spaced retrieval only 10% of new information is lost.

Spaced retrieval requires you to revisit the new information initially three times after the first learning. The information should be revisited on day 1, 3 and 6 after first learning. During each revisit the activity must involve a 'doing task' such as creating a revision card or completing an exam question.

After each revisit keep a record of any parts that were difficult and ensure that you focus upon this in the following session.

Active Revision



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

The most effective revision programme involves 'activity' or a 'doing exercise'. Revision that is passive for example reading notes has been proven to be the least effective method of retaining information. The image above shows that those learners who use passive methods such as reading will only retain 10% of the information covered compared to active methods such as attempting past questions by which 75% of the information is retained.

Active learning will involve completing a task or an exercise. Examples include creating revision cards, recall diagrams, designing knowledge organisers, answering past papers / questions or use of computer packages such as Seneca, Hegarty, My GCSE and Language Nut.

Planning a Revision Programme

When planning a revision programme it is important to first identify any time periods where revision cannot take place e.g. sport / music commitments, family meal times. Having done this a timetable should be created and displayed that covers all subjects. It is a good idea to mirror the subjects studied at school on a particular day with the same subjects for the revision. After each week the programme must be evaluated and if necessary changed especially if subjects have been missed. There is a temptation to only focus on the subjects that you enjoy, avoid this otherwise the gap between subjects will grow further.

The most effective revision programmes are broken down into small manageable sections. Each section should last for a period of between 25 - 30 minutes and be followed by a 5 minute break. When students are focusing for longer than 30 minutes their concentration is likely to wander and therefore any information covered during this time is likely to be lost. The break allows the time for the information to be processed and the student to refocus on the next topic or subject.

It is important that within the 25-30 minute work section there is a clear goal and that the success of the section can be measured e.g. answered exam question or revision card production.

All distractions must be removed during the work section to prevent important information from being lost. This includes mobile phones which should be removed from the work room. A vibration, pop up or flashing light will distract the learning process and impact results. During breaks mobiles can be used as a 'reward' for completing the learning.

As a guide to revision four sections each week day (two hours) and between six to eight sections at weekends (three – four hours) should support positive exam performance.

Pomodoro Revision Technique

The Pomodoro revision technique is a method used to support revision using the principles from above.

Students select four tasks that need to be completed on a particular day and write each done on separate sheet. This forms the focus for the revision.

A 25 minute countdown timer is then started and the student commences completing the first task. At the end of the 25 minutes the timer will sound, the student will stop working take a 5 minute break before commencing the next task. The process then repeats three further times.

At the end of the four session the student would have then completed their revision for that particularly evening and are then free to enjoy their own time.

With school finishing at 2.20pm and most students home by 3.30pm revision could be completed by 6.00pm each night.

At weekends two blocks of four work periods could be used to help maximise learning.

Different Methods of Active Revision

There are multiple methods of active revision that can be used, the secret is to find the method that best suits you as a student. When preparing for the end of year assessments students should look to experiment with different methods and find which they prefer. This could differ across subjects.

As a school we have placed a series of short video clips highlighting some of the methods that could be used to support active revision

Cornell Notes - https://www.youtube.com/watch?v=uM0R1a0LAs0

Flash Cards - https://www.youtube.com/watch?v=_iiJDUEC22I

Knowledge Organisers - https://www.youtube.com/watch?v=v0OrWjwWAf4

Mind Mapping - https://www.youtube.com/watch?v=QkJSh_y_USo

Mnemonics - https://www.youtube.com/watch?v=4XJy7ymsrH4

Self-Quizzing - https://www.youtube.com/watch?v=5XYJI2ovVYI

The Leitner Flashcard Model

For this method you will need three numbered boxes (1,2 and 3) and a set of flashcards. This method involves using the flashcard approach and follows the following steps:

1) Write a question, key word or definition on the front of the card and the answer, translation or meaning on the back.
2) Place all cards in Box 1 – these will be studied every day.
3) If you get the answer on the card correct it moves to Box 2 – these will be studied every other day.
4) If you get the answer on the card correct it moves to Box 3 – these will be studied once per week.
5) If you get the answer to the card incorrect it moves down a box.
6) The process then continues.

This is an example of spaced retrieval.

https://www.youtube.com/watch?v=C20EvKtdJwQ

The Power of Seneca

https://senecalearning.com/en-GB/

Seneca is an online learning package that covers the majority of subjects taught at Key Stage 4. Students log on using their school email address and have access to all their class groups. Students use Seneca to complete homework tasks that have been set or to revise independently. The amount of time students spend on the programme is recorded and can be share with parents / carers.

Seneca works by combining the teaching of content with self-questioning. Students have enter the correct answer are allowed to progress those that don't are required to go back and review the learning. The learning will however be adapted to present this is a different way to support understanding. Seneca has an inbuilt algorithm that will challenge students based upon their ability and level of progress made.

The research provided by Seneca suggests that students learn two time faster than traditional methods. The interactive nature of the programme promotes interest and supports motivation.

Monitoring Progress as a Parent

Parents are able to create their own Seneca account and link this can be linked to their son / daughter. To do this parents should click on the link below and follow the step by step guide. It should take less than 5 minutes to complete.

https://app.senecalearning.com/sign-up-parent

An online demo of the programme can be found by linking on the link below:

https://senecalearning.com/en-GB/blog/webinar-for-parents-getting-the-most-out-of-seneca/

Examination Board Command Words

Analyse	Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
Annotate	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling)
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity
Calculate	Work out the value of something.
Critically	Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
Define – What is meant by	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Describe	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
Discuss	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
Evaluate	Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.

Examine	Consider carefully and provide a detailed account of the indicated topic.
Explain – Why	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
Interpret	Ascribe meaning.
Justify	Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.
Outline or summarise	Provide a brief account of relevant information.
To what extent	Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

Subject Assessment Preparation Sheets

The following pages include subject assessment preparation sheets for all subjects that have examinations. The sheets are to be used to support the planning and completion of revision. All subject sheets contain the same information:

Examination structure details
Course content title (taken from the examination specification)
What must I learn?
Revision resources.

These sheets are be used in a number of ways however it is commended that for each subject the following steps are completed:

1) Colour code each 'What Must I Learn?' statement either green, amber or red. (green = confident I know this, amber = I know some of this, red = I don't know any of this)

2) The focus of the revision must be the amber and red content.

3) Allocate all amber and red content to a 25/30 minute revision slot.

4) Complete the revision session using one of the active revision methods.

5) After each revision slot, recolour code the relevant section.

6) Revisit the content as many times as necessary until it is colour coded green.

GCSE English Literature

Assessment Structure
One Paper – 1hr 45 minutes **Two essay questions (extended response) – answer one question in each section from a range of texts.** **YOU MUST ANSWER ON MACBETH AND A CHRISTMAS CAROL** **Maximum Marks: 64**

Content Title	What Must I Learn?	Revision Resources
Macbeth plot and character revision	Ensure you have secure knowledge of the plot of Macbeth You should be able to write a three sentence summary of each act (1-5) of the plot You should be able to write a one sentence summary of each character: Macbeth / Lady Macbeth / Banquo / Macduff/ The Witches/ Malcolm / Duncan	https://www.shmoop.com/study-guides/literature/macbeth/summary https://www.shmoop.com/study-guides/literature/macbeth/characters https://www.shmoop.com/study-guides/literature/macbeth/characters
Macbeth / Lady Macbeth character and quotation revision	Ensure you have secure knowledge of at least FIVE quotations for each character from across the play (WHAT) Ensure you can identify at least one method in each quotation (HOW) Ensure you can explain how these quotations link to the big ideas in the play (ambition / guilt/ power/ masculinity) (WHY) Inhaled and exhaled air	**Seneca English Lit GCSE Macbeth quotations – Lady Macbeth / Macbeth** https://www.shmoop.com/study-guides/literature/macbeth/macbeth-character https://www.shmoop.com/study-guides/literature/macbeth/lady-macbeth

Macduff / Banquo / Witches character quotations	Ensure you have secure knowledge of at least THREE quotations for each character from across the play (WHAT) Ensure you can identify at least one method in each quotation (HOW) Ensure you can explain how these quotations link to the big ideas in the play (ambition / guilt/ power/ masculinity) (WHY)	**Seneca English Lit GCSE Macbeth quotations – Other characters** **https://www.sparknotes.com/shakespeare/macbeth/quotes/character/the-three-witches/** **https://www.sparknotes.com/shakespeare/macbeth/quotes/character/banquo/** **https://www.sparknotes.com/shakespeare/macbeth/quotes/character/macduff/**
Plot and Character revision A Christmas Carol	Ensure you have secure knowledge of the plot of a Christmas Carol You should be able to write a three sentence summary of each Stave (1-5) You should be able to write a one sentence summary of each character: Scrooge / Bob Cratchit / Tiny Tim / Fezziwig / Ghost of past, present, future, Jacob Marley WHAT DOES EACH CHARACTER REPRESENT?	**https://www.shmoop.com/study-guides/literature/christmas-carol/summary** **https://www.shmoop.com/study-guides/literature/christmas-carol/characters** **https://www.youtube.com/watch?v=WGckMxRq6yE**
Scrooge and ghosts revision (Marley + Past)	Ensure you have secure knowledge of at least THREE quotations for each character from across the novella (WHAT) Ensure you can identify at least one method in each quotation (HOW) Ensure you can explain how these quotations link to the big ideas in the novella (family / greed/ inequality / poverty/ redemption) (WHY)	https://www.sparknotes.com/lit/christmascarol/quotes/character/ebenezer-scrooge/ **https://www.sparknotes.com/lit/christmascarol/quotes/section/stave-one-marleys-ghost/** **https://www.sparknotes.com/lit/christmascarol/quotes/character/the-ghost-of-christmas-past/**

Scrooge and ghosts revision (present and future)	Ensure you have secure knowledge of at least THREE quotations for each character from across the novella (WHAT) Ensure you can identify at least one method in each quotation (HOW) Ensure you can explain how these quotations link to the big ideas in the novella (family / greed/ inequality / poverty/ redemption) (WHY)	**https://www.sparknotes.com/lit/christmascarol/quotes/character/the-ghost-of-christmas-present/** https://www.sparknotes.com/lit/christmascarol/quotes/character/the-ghost-of-christmas-yet-to-come/
Bob and Fred quotations	Ensure you have secure knowledge of at least THREE quotations for each character from across the novella (WHAT) Ensure you can identify at least one method in each quotation (HOW) Ensure you can explain how these quotations link to the big ideas in the novella (family / greed/ inequality / poverty/ redemption) (WHY)	**https://www.sparknotes.com/lit/christmascarol/quotes/character/bob-cratchit/** **https://www.sparknotes.com/lit/christmascarol/quotes/character/fred/**

Maths Foundation

Assessment Structure
2 papers: 1hr 30 mins each, 80 marks each **1 non-calculator, 1 calculator**

Foundation

Content Title	What Must I Learn?	Revision Resources
Rearrange Formulae	Rearrange formulae to change the subject Change the subject of a formula involving the use of square roots and squares	**HegartyMaths** **Revision Guide**
LInear Graphs	Use function machines to find coordinates (i.e. given the input x, find the output y); Plot and draw graphs of y = a, x = a, y = x and y = –x; Plot and draw graphs of straight lines of the form y = mx + c using a table of values; Sketch a graph of a linear function, using the gradient and y-intercept; Identify and interpret gradient from an equation y = mx + c; Identify parallel lines from their equations; Find the equation of a straight line from a graph; Find the midpoint of a line segment	**HegartyMaths** **Revision Guide**
Compound measures	Interpret distance-time graphs and calculate the speed of individual sections, total distance and total time Change between standard units e.g. time, mass, length, money, volume, area Change between compound units e.g. speed, rates of pay, prices Work out time intervals for graph scales Change between standard an compound units e.g. density and pressure	**HegartyMaths** **Revision Guide**
Quadratic Graphs	Generate points and plot graphs of quadratic functions; Identify the line of symmetry of a quadratic graph;	**HegartyMaths** **Revision Guide**

	Find approximate solutions to quadratic equations using a graph; Interpret graphs of quadratic functions from real-life problems; Identify and interpret roots, intercepts and turning points of quadratic graphs. Find roots of a quadratic algebraically by factorisation Find roots of a quadratic algebraically by factorisation – with rearrangement needed	
Solving Quadratics	Define a 'quadratic' expression; Multiply together two algebraic expressions with brackets; Square a linear expression, e.g. (x + 1)2; Factorise quadratic expressions of the form x2 + bx + c; Factorise a quadratic expression x2 – a2 using the difference of two squares; Solve quadratic equations by factorising;	**HegartyMaths** **Revision Guide**
Real Life Graphs	Draw, label and scale axes; Use axes and coordinates to specify points in all four quadrants in 2D; Identify points with given coordinates and coordinates of a given point in all four quadrants; Find the coordinates of points identified by geometrical information in 2D (all four quadrants); Find the coordinates of the midpoint of a line segment; Read values from straight-line graphs for real-life situations; Draw distance–time graphs and velocity–time graphs; Interpret information presented in a range of linear and non-linear graphs; Interpret graphs with negative values on axes;	**HegartyMaths** **Revision Guide**
Simultaneous equations	Set up and solve a pair of simultaneous equations in two variables for each of the above scenarios, including to represent a situation; Interpret the solution in the context of the problem;	**HegartyMaths** **Revision Guide**
Cubic and other Graphs	Solve problems involving direct and inverse proportion using graphs, and read values from graphs;	**HegartyMaths** **Revision Guide**

	Recognise, sketch and interpret graphs of simple cubic functions;	
Standard Form	Convert large and small numbers into standard form and vice versa; Add and subtract numbers in standard form; Multiply and divide numbers in standard form; Interpret a calculator display using standard form and know how to enter numbers in standard form.	**HegartyMaths** **Revision Guide**
Probability	Distinguish between events which are impossible, unlikely, even chance, likely, and certain to occur; Mark events and/or probabilities on a probability scale of 0 to 1; Write probabilities in words or fractions, decimals and percentages; Find the probability of an event happening using theoretical probability; List all outcomes for single events systematically; Work out probabilities from frequency tables; Work out probabilities from two-way tables; Record outcomes of probability experiments in tables; Add simple probabilities; Identify different mutually exclusive outcomes and know that the sum of the probabilities of all outcomes is 1; Find a missing probability from a list or table including algebraic terms Find the probability of an event happening using relative frequency; Estimate the number of times an event will occur, given the probability and the number of trials – for both experimental and theoretical probabilities; Use and draw sample space diagrams; Work out probabilities from Venn diagrams Use union and intersection notation; Compare experimental data and theoretical probabilities; Compare relative frequencies from samples of different sizes;	**HegartyMaths** **Revision Guide**

	Find the probability of successive events, such as several throws of a single dice; Use tree diagrams to calculate the probability of two independent events; Use tree diagrams to calculate the probability of two dependent events. Mutually exclusive events sum to 1	
Simple Interest	Simple interest;	**HegartyMaths** **Revision Guide**
Growth and Decay	Set up, solve and interpret the answers in growth and decay problems, including compound interest Identify the interest rate in compound interest questions Set up, solve and interpret the answers in growth and decay questions	**HegartyMaths** **Revision Guide**
Statistics and Sampling	Specify the problem and: Plan an investigation; Decide what data to collect and what statistical analysis is needed; Consider fairness; Recognise types of data: primary secondary, quantitative and qualitative; Identify which primary data they need to collect and in what format, including grouped data; Collect data from a variety of suitable primary and secondary sources; Understand how sources of data may be biased; Explain why a sample may not be representative of a whole population; Understand sample and population.	**HegartyMaths** **Revision Guide**
Ratio	Compare lengths, areas and volumes using ratio notation and scale factor Solve ratio problems involving the change of ratio within the question Relate ratios to fractions and linear functions	**HegartyMaths** **Revision Guide**

Statistical Measures	Calculate the mean, mode, median and range for discrete data; Interpret and find a range of averages as follows: • median, mean and range from a (discrete) frequency table; • range, modal class, interval containing the median, and estimate of the mean from a grouped data frequency table; • mode and range from a bar chart; • median, mode and range from stem and leaf diagrams; • mean from a bar chart; Understand that the expression 'estimate' will be used where appropriate, when finding the mean of grouped data using mid-interval values; Compare the mean, median, mode and range (as appropriate) of two distributions using bar charts, dual bar charts, pictograms and back-to-back stem and leaf; Recognise the advantages and disadvantages between measures of average.	**HegartyMaths** **Revision Guide**
Representing Data	Use suitable data collection techniques (data to be integer and decimal values); Design and use data-collection sheets for grouped, discrete and continuous data, use inequalities for grouped data, and introduce ≤ and ≥ signs; Sort, classify and tabulate data, both discrete and continuous quantitative data, and qualitative data; Extract data from lists and tables; Use correct notation for time, 12- and 24-hour clock and work out time taken for a journey from a timetable; Construct tables for time–series data; Design, complete and use two-way tables for discrete and grouped data; Calculate the total frequency from a frequency table; Read off frequency values from a table; Produce and interpret: •pictograms; • composite bar charts;	**HegartyMaths** **Revision Guide**

	• dual/comparative bar charts for categorical and ungrouped discrete data • bar-line charts; • vertical line charts; • line graphs; • line graphs for time–series data; • histograms with equal class intervals; • stem and leaf (including back-to-back);	
Pie Charts	Construct pie charts for categorical data and discrete/continuous numerical data; Interpret simple pie charts using simple fractions and percentages; , and multiples of 10% sections; From a pie chart: •find the mode; •find the total frequency; Understand that the frequency represented by corresponding sectors in two pie charts is dependent upon the total populations represented by each of the pie charts.	**HegartyMaths** **Revision Guide**
Scatter Diagrams	Draw scatter graphs; • Interpret points on a scatter graph; • Identify outliers and ignore them on scatter graphs; • Draw the line of best fit on a scatter diagram by eye, and understand what it represents; • Use the line of best fit make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing; • Distinguish between positive, negative and no correlation using lines of best fit; • Use a line of best fit to predict values of a variable given values of the other variable; • Interpret scatter graphs in terms of the relationship between two variables;	**HegartyMaths** **Revision Guide**

	• Interpret correlation in terms of the problem; • State how reliable their predictions are, i.e. not reliable if extrapolated.	

Maths - Higher

Assessment Structure
2 papers: 1hr 30 mins each, 80 marks each **1 non-calculator, 1 calculator**

Higher

Content Title	What Must I Learn?	Revision Resources
Rearrange Formulae	Change the subject of a formula, including cases where the subject is on both sides of the original formula, or involving fractions and small powers of the subject; Simple proofs and use of ≡ in "show that" style questions; know the difference between an equation and an identity;	**HegartyMaths** **Revision Guide**
LInear Graphs	Plot and draw graphs of y = a, x = a, y = x and y = –x, drawing and recognising lines parallel to axes, plus y = x and y = –x; Identify and interpret the gradient of a line segment; Recognise that equations of the form y = mx + c correspond to straight-line graphs Identify and interpret the gradient and y-intercept of a linear graph given by equations of the form y = mx + c; Find the equation of a straight line from a graph in the form y = mx + c; Plot and draw graphs of straight lines of the form y = mx + c with and without a table of values; Sketch a graph of a linear function, using the gradient and y-intercept (i.e. without a table of values); Interpret and analyse a straight-line graph and generate equations of lines parallel and perpendicular to the given line;	**HegartyMaths** **Revision Guide**
Compound measures	Interpret distance-time graphs and calculate the speed of individual sections, total distance and total time Change between standard units e.g. time, mass, length, money, volume, area Change between compound units e.g. speed, rates of pay, prices Work out time intervals for graph sclaes	**HegartyMaths** **Revision Guide**

	Change between standard an compound units e.g. density and pressure	
Quadratic Graphs	Generate points and plot graphs of quadratic functions; Identify the line of symmetry of a quadratic graph; Find approximate solutions to quadratic equations using a graph; Identify and interpret roots, intercepts and turning points of quadratic graphs. Find roots of a quadratic algebraically by factorisation Find roots of a quadratic algebraically by factorisation – with rearrangement needed	**HegartyMaths** **Revision Guide**
Solving Quadratics	Define a 'quadratic' expression; Multiply together two algebraic expressions with brackets; Square a linear expression, e.g. (x + 1)2; Factorise quadratic expressions of the form x2 + bx + c; Factorise a quadratic expression x2 – a2 using the difference of two squares; Solve quadratic equations by factorising;	**HegartyMaths** **Revision Guide**
Real Life Graphs	Draw, label and scale axes; Use axes and coordinates to specify points in all four quadrants in 2D; Identify points with given coordinates and coordinates of a given point in all four quadrants; Find the coordinates of points identified by geometrical information in 2D (all four quadrants); Find the coordinates of the midpoint of a line segment; Read values from straight-line graphs for real-life situations; Draw distance–time graphs and velocity–time graphs; Interpret information presented in a range of linear and non-linear graphs; Interpret graphs with negative values on axes;	**HegartyMaths** **Revision Guide**
Simultaneous equations	Set up and solve a pair of simultaneous equations in two variables for each of the above scenarios, including to represent a situation;	**HegartyMaths** **Revision Guide**

	Interpret the solution in the context of the problem;	
Cubic and other Graphs	Solve problems involving direct and inverse proportion using graphs, and read values from graphs; Recognise, sketch and interpret graphs of simple cubic functions; Recognise, sketch and interpret graphs of the reciprocal function with x ≠ 0; Sketch and interpret graphs of exponential functions y=k^x for positive values of k and integer values of x Draw circles, centre the origin, equation x^2 + y^2 = r^2 Sketch graphs of simple cubic functions given as three linear expressions	**HegartyMaths** **Revision Guide**
Standard Form	Convert large and small numbers into standard form and vice versa; Add and subtract numbers in standard form; Multiply and divide numbers in standard form; Interpret a calculator display using standard form and know how to enter numbers in standard form.	**HegartyMaths** **Revision Guide**
Probability	Distinguish between events which are impossible, unlikely, even chance, likely, and certain to occur; Mark events and/or probabilities on a probability scale of 0 to 1; Write probabilities in words or fractions, decimals and percentages; Find the probability of an event happening using theoretical probability; List all outcomes for single events systematically; Work out probabilities from frequency tables; Work out probabilities from two-way tables; Record outcomes of probability experiments in tables; Add simple probabilities; Identify different mutually exclusive outcomes and know that the sum of the probabilities of all outcomes is 1; Find a missing probability from a list or table including algebraic terms Find the probability of an event happening using relative frequency;	**HegartyMaths** **Revision Guide**

	Estimate the number of times an event will occur, given the probability and the number of trials – for both experimental and theoretical probabilities; Use and draw sample space diagrams; Work out probabilities from Venn diagrams Use union and intersection notation; Compare experimental data and theoretical probabilities; Compare relative frequencies from samples of different sizes; Find the probability of successive events, such as several throws of a single dice; Use tree diagrams to calculate the probability of two independent events; Use tree diagrams to calculate the probability of two dependent events. Mutually exclusive events sum to 1 Calculate and interpret conditional probabilities using: Two way tables Tree diagrams Venn diagrams	
Capture / Recapture	Infer properties of populations or distributions from a sample, while knowing the limitations of sampling	**HegartyMaths** **Revision Guide**
Growth and Decay	Set up, solve and interpret the answers in growth and decay problems, including compound interest Identify the interest rate in compound interest questions Set up, solve and interpret the answers in growth and decay questions	**HegartyMaths** **Revision Guide**
Surds	Understand surd notation Simplify surds Rationalise the denominator	**HegartyMaths** **Revision Guide**

Recurring Decimals	Recognise recurring decimals and convert fractions such as $\frac{3}{7}$, and $\frac{1}{3}$ into recurring decimals; Convert recurring decimals to fractions including where the recurring decimal parts don't start in the tenths column.	**HegartyMaths** **Revision Guide**
Accuracy and Bounds	Calculate the upper and lowers bounds of numbers given to varying degrees of accuracy; Calculate the upper and lower bounds of an expression involving the four operations; Use inequality notation to specify an error bound.	**HegartyMaths** **Revision Guide**
Ratio	Compare lengths, areas and volumes using ratio notation and scale factor Solve ratio problems involving the change of ratio within the question Relate ratios to fractions and linear functions	**HegartyMaths** **Revision Guide**
Statistical Measures	Design and use two-way tables for discrete and grouped data; Use information provided to complete a two-way table; Recognise the advantages and disadvantages between measures of average; Construct and interpret stem and leaf diagrams (including back-to-back diagrams): Find the mode, median, range, as well as the greatest and least values from stem and leaf diagrams, and compare two distributions from stem and leaf diagrams (mode, median, range); Construct and interpret grouped frequency tables for continuous data: Estimate the mean with grouped data; Understand that the expression 'estimate' will be used where appropriate, when finding the mean of grouped data using mid-interval values.	**HegartyMaths** **Revision Guide**
Representing Data	Know which charts to use for different types of data sets; Produce and interpret pie charts: •find the mode and the frequency represented by each sector;	**HegartyMaths** **Revision Guide**

	•compare data from pie charts that represent different-sized samples; Produce and interpret frequency polygons for grouped data: •from frequency polygons, read off frequency values, compare distributions, calculate total population, mean, estimate greatest and least possible values (and range); Construct and interpret time–series graphs, comment on trends; Recognise simple patterns, characteristics relationships in bar charts, line graphs and frequency polygons;	
Scatter Diagrams	Draw and interpret scatter graphs in terms of the relationship between two variables; Draw lines of best fit by eye, understanding what these represent; Identify outliers and ignore them on scatter graphs; Use a line of best fit, or otherwise, to predict values of a variable given values of the other variable; Distinguish between positive, negative and zero correlation using lines of best fit, and interpret correlation in terms of the problem; Understand that correlation does not imply causality, and appreciate that correlation is a measure of the strength of the association between two variables and that zero correlation does not necessarily imply 'no relationship' but merely 'no linear correlation'; Explain an isolated point on a scatter graph; Use the line of best fit make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing.	**HegartyMaths** **Revision Guide**
Simple Interest	Simple interest;	**HegartyMaths** **Revision Guide**
Proportion	Understand and use proportion as equality of ratios; Solve word problems involving direct and inverse proportion; Work out which product is the better buy; Scale up recipes; Convert between currencies; Find amounts for 3 people when amount for 1 given;	**HegartyMaths** **Revision Guide**

	Solve proportion problems using the unitary method; Recognise when values are in direct proportion by reference to the graph form; Understand inverse proportion: as *x* increases, *y* decreases (inverse graphs done in later unit); Recognise when values are in direct proportion by reference to the graph form; Understand direct proportion ---> relationship $y = kx$.	

GCSE Combined Science: Trilogy

Assessment Structure
1 x 90 minute written paper consisting of a mixture of short and longer answer questions. **You will need a calculator and a pencil and ruler.**

Log in for www.my-gcsescience.com Username is school email address and password is seagulls.

Content Title	What Must I Learn?	Revision Resources
Biology : **Plant tissues , organs and organ systems**	Structure and function of plant tissues. Transportation in plants Magnification Photosynthesis- reactants and products	**Knowledge organiser B1 and B2** **Seneca topics: Biology 1.1.7, 1.1.8, 2.1.3,** **2.4** **https://www.my-gcsescience.com/aqa/biology/microscope-and-magnification-2/** **https://www.my-gcsescience.com/aqa/biology/transpiration-in-plants/** **https://www.my-gcsescience.com/aqa/biology/organisation-in-plants/** **https://www.my-gcsescience.com/aqa/biology/photosynthesis/**
Infection and response	Non- communicable diseases	**Knowledge organiser B3** **Seneca topic: 4.1** **https://www.my-gcsescience.com/aqa/biology/preventing-the-spread-of-pathogens/**
Respiration	Aerobic and anaerobic respiration- reactants and products	**Knowledge organiser B4** **Seneca topic : 4.2** **https://www.my-gcsescience.com/aqa/biology/respiration-and-metabolism/**

Chemistry: **Atomic structure**	Atomic mass and atomic (proton) number Mass/ charge of protons, electron and neutrons Electron configuration of an element Isotopes	**Knowledge organiser C1** **Seneca topic : Chemistry 1.1.4, 1.1.5, 1.1.7** **https://www.my-gcsescience.com/aqa/chemistry/atomic-structure/** **https://www.my-gcsescience.com/aqa/chemistry/electronic-structure/** **https://www.my-gcsescience.com/aqa/chemistry/relative-atomic-mass/**
Properties of matter	Particle model of matter- solids , liquids and gases	**Knowledge organiser C1** **Seneca topic : 2.2**
Energy changes	Exothermic and endothermic reactions Energy level diagrams (reaction profiles)	**Knowledge organiser C5** **Seneca topic : 5.1.1, 5.1.2** **https://www.my-gcsescience.com/aqa/chemistry/exothermic-and-endothermic-reactions/** **https://www.my-gcsescience.com/aqa/chemistry/reaction-profile-diagrams/**
Quantitative chemistry	Percentage by mass of an element in a compound	**Knowledge organiser C3** **Seneca topic : 3.1.1** **https://www.my-gcsescience.com/aqa/chemistry/3-1-2-relative-formula-mass/**
Structure and bonding	Ions and ionic bonding	**Knowledge organiser C2** **Seneca topic : 2.1.1, 2.1.2**

		https://www.my-gcsescience.com/aqa/chemistry/ionic-bonding/
Physics: **Particle model of matter**	Changes of state	**Knowledge organiser** **Seneca topic : 3.1** **https://www.my-gcsescience.com/aqa/physics/solids-liquids-and-gases/**
Energy	Specific heat capacity	**Knowledge organiser** **Seneca topic : 3.2.2** **https://www.my-gcsescience.com/aqa/physics/specific-heat-capacity-and-specific-latent-heat/**
Electricity	Circuit symbols Circuit diagrams Current, potential difference and resistance Ohm's law	**Knowledge organiser** **Seneca topic : : 2.1.1, 2.1.3, 2.2, 2.3** **https://www.my-gcsescience.com/aqa/physics/circuit-symbols/** **https://www.my-gcsescience.com/aqa/physics/series-and-parallel-circuits/** **https://www.my-gcsescience.com/aqa/physics/investigating-resistance-in-circuits/**
Atomic structure	Isotopes Development of the atomic model	**Knowledge organiser** **Seneca topic : 4.1.1, 4.1.2, 4.1.4** **https://www.my-gcsescience.com/aqa/physics/atoms-and-isotopes/** **https://www.my-gcsescience.com/aqa/physics/the-development-of-the-model-of-the-atom/**

Triple Science - Biology

Assessment Structure
Biology higher 45 Minutes **short answer, and extended mark questions** **Maximum Marks: 45**

Content Title	What Must I Learn?	Revision Resources
Cell Structure	Surface area to volume ratio	https://www.bbc.co.uk/bitesize/guides/z84jtv4/revision/1 Knowledge organisers Seneca 1.1- 1.4
Transport in cells	Transpiration Diffusion Active transport	Https://www.bbc.co.uk/bitesize/guides/zc7k2nb/revision/1 Knowledge organisers Seneca 1.3- 1.3.6
Animal tissues, organs and organ systems	Capillaries, veins and arteries The heart	https://www.bbc.co.uk/bitesize/guides/zyptv9q/revision/1 Knowledge organisers Seneca 2.1- 2.5
Infection and response	vaccinations	https://www.bbc.co.uk/bitesize/topics/z9236yc Knowledge organisers Seneca 3.1-
photosynthesis	Photosynthesis equation Leaf adaptations	https://www.bbc.co.uk/bitesize/guides/zg8nrwx/revision/1 Seneca 4.1

		Knowledge organisers
respiration	**Anaerobic and aerobic respiration**	**https://www.bbc.co.uk/bitesize/guides/zcjy97h/revision/1** **Seneca 4.2** **Knowledge organisers**

Triple Science - Chemistry

Assessment Structure
Chemistry higher 45 Minutes **short answer, and extended mark questions** **Maximum Marks: 45**

Content Title	What Must I Learn?	Revision Resources
Atomic structure	**Atomic structure** **Periodic table** **Newlands** **Mendeleev**	**https://www.bbc.co.uk/bitesize/guides/z3sg2nb/revision/3** **Seneca 1.1** **Knowledge organisers**
Chemical bonding	**Ionic bonding**	**https://www.bbc.co.uk/bitesize/topics/z33rrwx** **Seneca 2.1-2.3** **Knowledge organisers**
Quantitative chemistry	**Calculating mass produced** **Calculating concentration** **Titration calculations**	**https://www.bbc.co.uk/bitesize/topics/z87mw6f** **Seneca 3.1** **Knowledge organisers**
Chemical changes	**Acids and bases** **Strong acids** **Method for carrying out titrations**	**https://www.bbc.co.uk/bitesize/topics/zcdj97h** **Seneca 4.1- 4.4** **Knowledge organisers**
Energy changes	**Endo and exothermic reactions** **Energy profile diagrams**	**https://www.bbc.co.uk/bitesize/topics/z34kgdm** **Seneca 5.1-5.2** **Knowledge organisers**

Triple Science - Physics

Assessment Structure
Physics higher 45 Minutes **short answer, and extended mark questions** **Maximum Marks: 45**

Content Title	What Must I Learn?	Revision Resources
Energy	**Energy stores and transfers** **Kinetic energy** **Gravitational potential energy** **Insulating materials** **Specific heat capacity**	**https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm** **Seneca 1.1-1.3** **Knowledge organisers**
Electricity	**Resistance, potential difference and current** **Resistance of a wire** **resistors**	**https://www.bbc.co.uk/bitesize/guides/zpdtv9q/revision/2** **Seneca 2.1- 2.5** **Knowledge organisers**
Particle model of matter	**Particle theory** **Specific heat capacity**	**https://www.bbc.co.uk/bitesize/topics/zxsh2nb** **Seneca 3.1-3.3** **Knowledge organsisers**
Atoms and radioactivity	**Radiation- alpha, beta, gamma** **Half life** **Half graphs**	**https://www.bbc.co.uk/bitesize/guides/z3tb8mn/revision/1** **Seneca 4.1-4.2** **Knowledge organisers**

Geography

Assessment Structure
90 minutes – 88 marks Three modules – spend roughly 30 minutes on each module

Content Title	What Must I Learn?	Revision Resources
Natural hazards - tectonics	• Tectonic plates and plate boundaries • Distribution of volcanoes and earthquakes • Earthquake in a richer country – Christchurch NZ 2011 • Earthquake in a poorer country – Haiti 2010 • Managing hazards – MPPP • Why do people live in tectonic areas?	• CGP book pages 2-8 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/topics/zcdrbk7 (this is essential for case studies)
Natural hazards – weather	• Global atmospheric circulation • Tropical storms • Typhoon Haiyan 2013 • UK weather hazards • Somerset Levels flooding 2014	• CGP book pages 9-14 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/topics/zcdrbk7
Natural hazards – Climate change	• Evidence of climate change • Causes of climate change • Effects of climate change • Managing climate change – mitigation and adaptation strategies	• CGP book pages 15-19 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/topics/zcdrbk7
Living World – ecosystems	• Parts of an ecosystem e.g. food webs, nutrient cycle. • Small scale ecosystem – Seahaven Pond • Large scale ecosystems – biomes.	• CGP book pages 20-22 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/guides/zwh9j6f/revision/1
Living World – tropical rainforests	• Characteristics of rainforests • Adaptations of rainforests	• CGP book pages 23-28 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1

	• Deforestation in the Amazon • How to manage rainforests sustainably.	
Living world – Hot Deserts	• Characteristics of hot deserts • Adaptations in the deserts • Opportunities in the Thar Desert • Challenges in the Thar Desert • Desertification • Managing the desert sustainably.	• CGP book pages 30-33 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/guides/zpnq6fr/revision/1 (Thar Desert case study is on Bitesize)
Physical landscapes in the UK - Coasts	• Coastal processes • Coastal landforms • Coastal landforms in Dorset (Swanage coastline) • Coastal management strategies – hard and soft engineering • Coastal management case studies – Eastbourne and Birling Gap.	• CGP book pages 40-48 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/topics/zs3ptyc
Physical landscapes in the UK - Rivers	• Key parts of the river valley • Long and cross profiles • Fluvial processes – erosion, transportation and deposition. • Landforms in the upper, middle and lower course. • River case study – Tees • River flooding • Strategies to reduce flooding – hard and soft engineering • Flooding case study – Somerset 2014.	• CGP book – pages 49-59 • GCSE Bitesize – AQA spec https://www.bbc.co.uk/bitesize/topics/zpypgdm

History

Assessment Structure
1 90 minute paper covering medicine and Elizabeth with shorter and longer questions (to be revised in lesson)

Content Title	What Must I Learn?	Revision Resources
Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches		
c1250–c1500: Medicine in medieval England	• Ideas about the cause of disease and illness • Approaches to prevention and treatment • Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread	**Seneca (EDEXCEL GCSE Medicine in Britain, 1250-present) Module 1.2, 1.2 & 1.3**
c1500–c1700: The Medical Renaissance in England	• Ideas about the cause of disease and illness • Approaches to prevention and treatment • Key individual: William Harvey and the discovery of the circulation of the blood • Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread	**Seneca (EDEXCEL GCSE Medicine in Britain, 1250-present) Module 2.1, 2.2 & 2.3**
c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain	• Ideas about the cause of disease and illness • Approaches to prevention and treatment • Key individual: Jenner and the development of vaccination • Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump	**Seneca (EDEXCEL GCSE Medicine in Britain, 1250-present) Module 3.1, 3.2 & 3.3**
c1900–present: Medicine in modern Britain	• Ideas about the cause of disease and illness • Approaches to prevention and treatment • Key individuals: Fleming, Florey and Chain's development of penicillin	**Seneca (EDEXCEL GCSE Medicine in Britain, 1250-present) Module 4.1, 4.2 & 4.3**

	• The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action	
The British sector of the Western Front, 1914–18: injuries, treatment and the trenches	• The context of the British sector of Western Front and the theatre of war in Flanders and northern France • Conditions requiring medical treatment on the Western Front • The work of the RAMC and FANY and the system of transport • The significance of the Western Front for experiments in surgery and medicine • The historical context of medicine in the early twentieth century	**Seneca (EDEXCEL GCSE Medicine in Britain, 1250-present) Module 5.1**
Early Elizabethan England, 1558–88		
Queen, government and religion, 1558–69	• The situation on Elizabeth's accession • The 'settlement' of religion • Challenge to the religious settlement • The problem of Mary, Queen of Scots	**https://www.bbc.co.uk/bitesize/guides/zy3x39q/revision/1** **https://www.bbc.co.uk/bitesize/guides/zg68tyc/revision/1** **Seneca (EDEXCEL GCSE Early Elizabethan England) Module 1.1 & 1.2**
Challenges to Elizabeth at home and abroad, 1569–88	• Plots and revolts at home • Relations with Spain • Outbreak of war with Spain, 1585–88 • The Armada	**https://www.bbc.co.uk/bitesize/guides/zqcn4j6/revision/1** **Seneca (EDEXCEL GCSE Early Elizabethan England) Module 2.1 & 2.2**
Elizabethan society in the Age of Exploration, 1558–88	• Education and leisure • The problem of the poor • Exploration and voyages of discovery • Raleigh and Virginia	**https://www.bbc.co.uk/bitesize/guides/z3nqsg8/revision/1** **Seneca (EDEXCEL GCSE Early Elizabethan England) Module 3.1, 3.2 & 3.3**

French

Assessment Structure
3 x 30 min assessment in Listening / Reading / Writing

Content Title	What Must I Learn?	Revision Resources
Me my family and friends	Talking about friends and relationships. Using 3 tenses past present future	SENECA 1.1 Speaking booklet page 1 https://www.bbc.co.uk/bitesize/topics/zvvp8xs
Technology in Everyday life	What you do on your mobile/ tablet/ computer.	SENECA 1.2 Speaking booklet page https://www.bbc.co.uk/bitesize/guides/zf8jf4j/revision/1
Free time activities	Sport Music Television and films	SENECA 1.3 Speaking booklet page 2 https://www.bbc.co.uk/bitesize/topics/zrryqp3
Festivals and traditions	Food and meals French customs and festivals Shopping in France	SENECA https://www.bbc.co.uk/bitesize/topics/zkkgxyc https://www.bbc.co.uk/bitesize/guides/zny4mfr/revision/1
Home town Neighbour hood	Describing a region Positives and negatives of your town	SENECA 2.1 Speaking booklet page 4 https://www.bbc.co.uk/bitesize/topics/zddct39

Social issues	**The environment**	**SENECA 2.2** **https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/1**
Global Issues	**Other social and global issues**	**SENECA 2.3** **https://www.bbc.co.uk/bitesize/guides/zbdx382/revision/1**
Travel And Tourism	**Describing a stay** **Talking about your last holidays.** **Projects for next year**	**SENECA 2.4** **https://www.bbc.co.uk/bitesize/topics/z778scw** **Speaking booklet page 5**
My studies	**Describing your school** **Favourite subject** **School rules** **Uniform** **Plans for the future** **Healthy and unhealthy living**	**SENECA 3.1** **Speaking booklet page 7** **https://www.bbc.co.uk/bitesize/topics/zmmwy9q** **https://www.bbc.co.uk/bitesize/guides/zd7pcqt/revision/1**
Employment	**Jobs choices and ambitions**	**SENECA 3.2** **https://www.bbc.co.uk/bitesize/topics/z66q382**

Tenses:

https://app.senecalearning.com/classroom/course/a10e332a-ec60-4f15-95b9-160029c973cc

Present tenses: https://www.bbc.co.uk/bitesize/guides/z6dx382/revision/1

Future tenses: https://www.bbc.co.uk/bitesize/guides/z6qhrj6/revision/1

Past tenses : https://www.bbc.co.uk/bitesize/guides/zk3k6v4/revision/1

GCSE Drama

Assessment Structure
Section A and B of One Paper - (Not including Section C) Time: 60 minutes Multiple Choice questions (x 4) .4 marks 4 Longer mark and extended questions .4 .8 .12 .20 marks Maximum Marks: 48 marks

Content Title	What Must I Learn?	Revision Resources
Section A Theatre Roles and Terminology 4 MCQ questions	Drama and Theatre Terminology Roles and Responsibilities of theatre practitioners Stage Positioning Stage Configuration	AQA GCSE Drama by Annie Fine-Revision Guide- pages 16-25 Physical and vocal skills sheet Blood Brothers Play Guide by Annie Fox pages 6-21
Section B Set Text: Blood Brothers by Willy Russell Question 5.1 4 marks	Short Design Question Costume and make-up Lighting Staging Sound	AQA GCSE Drama by Annie Fine-Revision Guide- pages 51-73 Physical and vocal skills sheet Blood Brothers Play Guide by Annie Fox pages 22-81 https://www.bbc.co.uk/bitesize/topics/zxv7sg8
Section B Set Text: Blood Brothers by Willy Russell Question 5.2 8 marks	How to perform a line from the extract Vocal skills Physical skills Effect on the audience	AQA GCSE Drama by Annie Fine-Revision Guide- pages 51-73 Physical and vocal skills sheet Blood Brothers Play Guide by Annie Fox pages 22-81 https://www.bbc.co.uk/bitesize/topics/zxv7sg8

Section B **Set Text: Blood Brothers by Willy Russell** **Question 5.3** **12 marks**	**Focus on the shaded part of the extract** **Vocal skills** **Physical skills** **Use of Performance space** **Interaction with another character** **Proxemics** **Stage Configuration** **Stage Positioning** **Effect on the audience**	**AQA GCSE Drama by Annie Fine-Revision Guide- pages 51-73** **Physical and vocal skills sheet** **Blood Brothers Play Guide by Annie Fox pages 22-81** **https://www.bbc.co.uk/bitesize/topics/zxv7sg8**
Section B **Question 5.4** **20 marks**	**Focus on the extract and the performance of your role in the play as a whole** **Vocal skills** **Physical skills** **Use of Performance space** **Interaction with another character** **Proxemics** **Stage Configuration** **Stage Positioning** **Effect on the audience**	**AQA GCSE Drama by Annie Fine-Revision Guide- pages 51-73** **Physical and vocal skills sheet** **Blood Brothers Play Guide by Annie Fox pages 22-81** **https://www.bbc.co.uk/bitesize/topics/zxv7sg8**

BTEC Music

Assessment Structure
One Paper – 60 Minutes Multiple choice, short answer, and extended mark questions Maximum Marks: 50

Content Title	What Must I Learn?	Revision Resources
Venues and live performance	Small and medium local venues Large multi-use spaces	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Health, safety and security at venues	Health and safety in the workplace and the responsibility of venues to ensure the health and safety of the audience.	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Production and promotion	Know the organisations within production and promotion in terms of who does what, why it is done and when it is done for new music products. Companies and individuals that create, promote and distribute music work: ● recording companies - major and independent ● music publishing major companies, self-publishing ● promoters - concert, club, festival ● broadcasting - TV, radio, internet ● marketing and distribution - online, high street stores, social media.	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Service companies and agencies	Companies that provide services to artists, venues and production companies: ● royalty collection agencies : PRS for Music, MCPS (formerly the Mechanical Copyright Protection Society, PPL PRS Ltd The Music	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**

	Licence) - the importance of adhering to legal requirements in terms of licensing, i.e. PPL licensing ● artists' representation -management, public relations, agents, stylists ● hire companies - hire of sound and lighting equipment, rehearsal and studio space ● transport companies o to transport equipment and materials for touring.	
Unions	Know the type of issues that unions are skilled in resolving and supporting ● the Musicians' Union (MU) - union for musicians, composers, instrumental teachers ● Equity - union for actors, dancers and other performers ● Broadcast Entertainment Cinematograph Theatre Union (BECTU) - union for those working in production and/or technical roles. Know how unions support those in the music industry:	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Understand job roles in the music industry	● musician ● composer/songwriter/producer ● musical director ● live sound technician ● roadie (backline technical support) ● instrumental support, guitar tech, drum tech.	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Management and promotion roles	● artistic management ● venue management ● studio management ● promoter	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**

	● marketing o managing marketing materials and strategies ● A&R (Artists and Repertoire)	
Recording roles	● recording studio personnel ● producer ● session musician ● mastering engineer	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
Media and other roles	● music journalist/blogger ● broadcaster (TV and radio) ● software programmer/app developer ● retail and distribution	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
How and why workers are employed in the industry	Employment patterns: ● full-time/part-time/freelance contracts (short, long-term) when employing performance, production and front of house staff ● permanent and casual staff for specific projects or performances ● self-employed, entrepreneurial ● volunteers.	**Revision guide and workbook** **Work and video links on TEAMS** **Quizlet links on TEAMS**
More general themes:	Getting a break and starting out Importance of individual roles and responsibilities How individual roles and responsibilities interrelate How the industry relies on entrepreneurs, the self-employed and small enterprises How to get paid	**Revision guide and workbook**

GCSE Physical Education

Assessment Structure
One Paper – 105 Minutes Multiple choice, short answer, and extended mark questions (Two 9 mark questions) Maximum Marks: 90

Content Title	What Must I Learn?	Revision Resources
Structure and function of the Musculo-skeletal system	Functions Bone type – classification Location of bones Joint types Movement patterns Ligaments and tendons Muscle types Location of muscles Antagonistic pairs Muscle fibre types 1, 2a, 2x	https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/1 https://www.bbc.co.uk/bitesize/guides/zpkr82p/revision/1 Knowledge organisers Seneca topic 1.1 Revision Guide 1-14
Structure and function of the cardiorespiratory system	Functions of CV Structure of the system and heart Structure of arteries, veins and capillaries Redistribution of blood flow Components of blood Functions of RS Structure of the lungs Gaseous exchange and alveoli Inhaled and exhaled air	https://www.bbc.co.uk/bitesize/guides/z9n6sg8/revision/1 https://www.bbc.co.uk/bitesize/guides/ztkr82p/revision/1 Knowledge organisers Seneca topic 1.2 Revision Guide 15-23

	Key definitions – tidal volume, vital capacity.	
Aerobic and Anaerobic Exercise	Energy equation and use of glucose Energy sources, fats, carbohydrates as a fuel source	https://www.bbc.co.uk/bitesize/guides/z8ypv4j/revision/1 Knowledge Organiser Seneca 1.3 Revision Guide 24
Long and Short Term Effects of Exercise	ST effects on the muscular, CV and respiratory system. How the skeletal and muscular system work together. How the CV and respiratory system work together. Long term effects (adaptations) on all systems	https://www.bbc.co.uk/bitesize/guides/z367tyc/revision/1 Knowledge Organiser Seneca 1.4 Revision Guide 25-26
Planes and Axes	Name planes and axes Movement patterns Sporting egs	https://www.bbc.co.uk/bitesize/guides/zwbfg82/revision/1 Knowledge Organiser Seneca 2.2 Revision Guide 29-30
Relationship between Health, Exercise, Fitness and Performance	Definitions Link	Knowledge Organiser Seneca 3.1 Revision Guide 31-32
Components of Fitness	Name, define. Relative importance Value of testing Fitness tests for each component	Knowledge Organiser Seneca 3.2 Revision Guide 33-45

Principles of Training	**Name, define – link to sport.** **Training methods** **Training thresholds**	**https://www.bbc.co.uk/bitesize/guides/zxhxnbk/revision/1** **Knowledge Organiser** **Seneca 3.3** **Revision Guide 46-59**
Optimise Training and Injury Prevention	**PARQ** **Methods to prevent.** **Key injuries** **RICE** **Performance Enhancing Drugs**	**Knowledge Organiser** **Seneca 3.5** **Revision Guide 65-77**
Effective Use of Warm Up / Cool Down	**Purpose of WU or CD** **Phases of WU and CD** **Examples**	**https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/1** **Knowledge Organiser** **Seneca 3.4** **Revision Guide 78-79**

GCSE RS

Assessment Structure
80 minutes – 77 marks **There are questions on Islam and Christianity**

Content Title	What Must I Learn?	Revision Resources
Islamic Beliefs	• The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam. • Tawhid (the Oneness of God), Qur'an Surah 112. • Characteristics of Allah. • Angels, their nature and role, including Jibril and Mika'il. • Predestination and human freedom and its relationship to the Day of Judgement. • Akhirah (life after death), human responsibility and accountability, resurrection, heaven and hell. • Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad. • The holy books. The Qur'an as well as the other Islamic holy books.	• **CGP book – pages 16-20** • **GCSE Bitesize – AQA spec** https://www.bbc.co.uk/bitesize/topics/z4v7gwx
Islamic Practices	• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. • Prayer in Islam (Salah) and its significance: how and why Muslims pray and different Muslim views about the importance of prayer. • Sawm: the role and significance of fasting during the month of Ramadan. • Zakah: the role and significance of charitable giving. • Hajj: the role and significance of the pilgrimage to Makkah. • Jihad: the meaning and significance of greater and lesser jihad. • Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.	• **CGP book pages 21-25** • **GCSE Bitesize – AQA spec** https://www.bbc.co.uk/bitesize/topics/z4v7gwx
Christian Beliefs	• The nature of God: ○ God as omnipotent, loving and just, and the problem of evil and suffering.	**CGP book pages 1-6**

	○ the oneness of God and the Trinity: Father, Son and Holy Spirit. • Different Christian beliefs about creation. • Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell. • Beliefs and teachings about: ○ the incarnation and Jesus as the Son of God ○ the crucifixion, resurrection and ascension ○ sin, including original sin ○ the means of salvation, including law, grace and Spirit ○ the role of Christ in salvation including the idea of atonement	**GCSE Bitesize AQA spec** https://www.bbc.co.uk/bitesize/guides/z683rwx/revision/1