



Seahaven Academy

The best in everyone™

Part of United Learning



Year 11
GCSE PPE Exam Period
February 2024
Information, Support and
Guidance

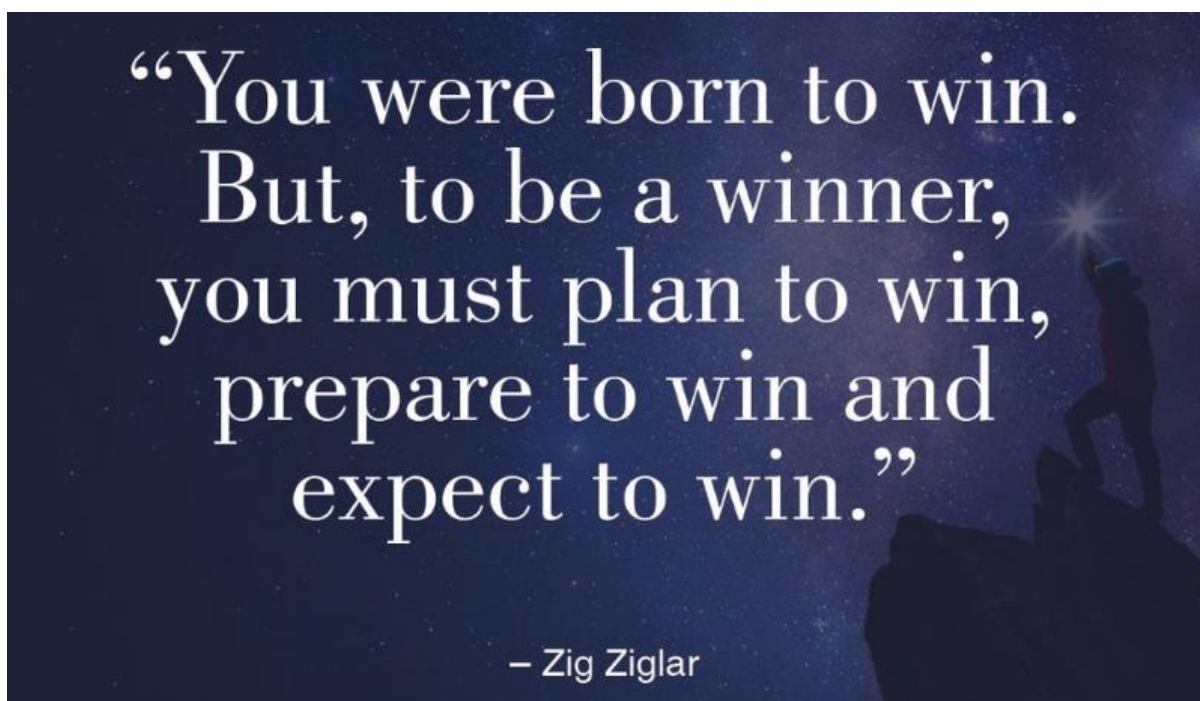


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Introduction

It is the aim of Seahaven Academy to make the examination experience as stress free and successful as possible for all candidates.

Assessment is a key part of education as it helps students to demonstrate their learning, provide feedback on the errors they've been making and help provide opportunities to improve their performance with each assessment. It also helps teachers to guide their teaching to assist with students learning.

Sitting formal exams also contributes to vital and relevant attributes that all students need to be successful in later life. Punctuality, resilience, independence, ambition and confidence will all contribute.

It is vital that all students attend their allocated Period 6 session for their specific subject and that any absences are communicated with the subject teacher before the session as a matter of courtesy. These sessions are designed to support student's progress and will ultimately help in the run up to the February PPEs and the GCSEs in May – June.

As a school, we will be doing everything we can to support your son/daughter through these stressful and busy times. Please do make contact with their subject teachers, Heads of Communities and Mr Hafernik if you need anything.

Please do also take the time to complete this simple questionnaire below as it will help us support you and your child more:

<https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=u9aWExWnNUm4gYTW2Uobp8h-XyM79axEiXSckWOCEFFUODFFUjRDVlhENkIOU1VYVIVXRjgySjdEQi4u&Token=3d7b152e92ba4bc3a291bfa7aed9f28e>

For all exams the following rules must be followed: taken from [JCQ GCSE guidelines 2023](#)

- ✓ Be on time for all your exams. If you are late, your work might not be accepted
- ✓ Do not become involved in any unfair or dishonest practice during the exam
- ✓ If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects
- ✓ You must not take into the exam room: (a) notes; (b) an iPod, a mobile phone, an MP3/4 player or similar device, or a watch. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
- ✓ If you have a watch, the invigilator will ask you to hand it to them
- ✓ Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers
- ✓ Do not talk to or try to communicate with or disturb other candidates once the exam has started
- ✓ You must not write or draw offensive or obscene material
- ✓ If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return
- ✓ Do not borrow anything from another candidate during the exam

The following equipment should be brought to every exam:

- ✓ 3 pens – black
- ✓ 3 pencils
- ✓ Ruler
- ✓ Pencil sharpener
- ✓ Rubber

For certain exams you will also need the following:

- ✓ Compass
- ✓ Protractor
- ✓ Calculator
- ✓ Coloured Pencils
- ✓ Highlighters for use on question papers but not in answers

Exam Process and Procedure – PPE 26th February

The PPE exams will take place in the main exam hall and the following process will take place:

- Students will be taken to the main hall prior to the start of the exam
- A member of staff will complete an SOS (Secrets of Success) briefing to give key messages about the assessment/exam
- Whilst in the main hall students will sit in the exam seating plan and then sent to the Sports hall or the access room
- Students will need to place their bag in the allocated area and only take into the exam hall the following items: Pen, Pencil, Ruler, Rubber, Pencil Sharpener. Specialist Equipment for exams will be provided by the school. Should a water bottle be taken into the exam hall, then this will need to be a clear bottle with no label or writing on it
- As soon as students enter the exam hall then they will be under exam conditions and should be silent. If they need any assistance, then they should raise their hand and an exam invigilator will come and speak with them
- Students will be dismissed at the end of the exam by a member of staff

Be Selfish for your grade

Points to note:

Your February mock examinations are your '**second race**' of the year.

It is the next point that we can understand what level you are currently working at and is a result of the hard work you have been completing this term, since the beginning of the year and throughout your time at Seahaven Academy.

Both your set of mocks will be used to inform predictions (which will be what 6th Form Colleges and Apprenticeship providers will want to know for your admissions), for any set changes and allow you to see your progress.

To prepare for your mocks, you should ensure that you have access, and have completed, the following things:

- Any revision booklets that your subject teacher gives to you
- Your class folders (if your teacher allows you to take it)
- Seneca/Sparx/LanguageNut logins
- All homework assigned which is accessed on Satchel One

Revision

It is important that you continue to revise correctly and smartly – this means planning your revision schedule and keeping to it, rather than revising at the last minute.

IT IS NOT ENOUGH TO JUST COMPLETE THE WORK WHICH IS GIVEN TO YOU IN CLASS

You should see your learning as follows:

- **Classwork** = the exam paper skills/ addressing any misconceptions
- **Poetry breakfast, core subjects in tutor time and Period 6**
- **Subject homework** = Helping you to recall skills from previous units and all skills
- **Revision** = Ensuring you are exam ready

Those who will achieve higher grades will complete all 4 waves of classwork, extra sessions, subject homework and revision.

The Basics:

- Limit distractions
- Create and use a revision plan
- Find a nice quiet space to revise in
- Set an alarm and start early!
- Revise. Repeat. Remember
- Make sure you eat, sleep and take time out
- Stay positive

How can I revise effectively?

Three common revision techniques that are least effective in helping you revise are:

- ✓ Highlighting texts
- ✓ Re-reading
- ✓ Summarising text

These methods may make you *feel like* you are revising, but there are better ways to help you revise...

Flashcards

Create these with questions on one side and the answers on the other. You can colour code them for different topics and quiz yourself or others. You can also create flashcards on-line or on your phone using Quizlet.



Retrieval Practice

Testing yourself for what you know is a really powerful tool in revision. The effort to remember something really strengthens your memory. Use your Knowledge Organisers to Self-Quiz and subject revision guides to help you.

Types: Multiple choice; True or false; odd one out; explanation questions.

Interleaving & Spacing

Avoid trying to revise all your topics in one go (cramming). Instead, revise chunks of a topic for small amounts of time (15 mins) and then move onto another chunk. This will improve your memory.

Massed presentation

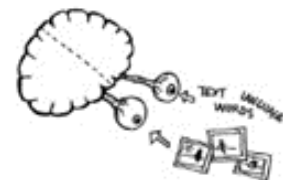


Spaced and interleaved presentation



Dual Coding

This is putting your knowledge into visual form alongside words. It increases your chances of remembering it.



Deliberate Practice

Set aside time to practice improving your knowledge. Choose what you need to do. It should be difficult enough to challenge you, and practice, practice, practice! Try to focus on something you are almost able to do but just not yet!



GCSE results:

Our most recent GCSE results highlighted that student that had their attendance above 96% achieved significantly better GCSE results when compared to students below 96%

Period 6: Term 3

The period 6 timetable has been adapted for this term to provide greater support for students within core subjects.

Morning and Afternoon Sessions	
Monday AM	Poetry Breakfast
Monday PM	Maths – All students
Tuesday PM	English or Drama/Geography/ Music for selected students
Wednesday PM	Triple Science (Content)
Thursday PM	Art/DT/Photography
Friday AM	Poetry Breakfast
Friday PM	History
Additional Support	
Tutorial: Tuesday/Wednesday/Thursday: English or Maths Homework Club: Everyday 3-4pm Maths Homework Club: Tuesday and Thursday 3-4pm	

Year 11 Feb/March PPE Timetable

Please note: Timetable is subject to change. Students and Parents/Carers will be notified as soon as possible of any changes.

Day	Week	Date	Time	Year	Subject	Duration
Monday	B	26/02/2024	09:00	11	English Language	1hr 45min
Monday	B	26/02/2024	11:25	11	History 1	1hr 15min
Tuesday	B	27/02/2024	09:00	11	Maths 1	1hr 30min
Tuesday	B	27/02/2024	11:25	11	French L/R	1hr 20min/ 1hr 45mins
Wednesday	B	28/02/2024	09:00	11	English Literature	1hr 45min
Wednesday	B	28/02/2024	11:25	11	French W	1hr 5min/ 1hr 20min
Thursday	B	29/02/2024	09:00	11	Maths 2	1hr 30min
Thursday	B	29/02/2024	11:25	11	Geography 1	1hr 30min
Friday	B	01/03/2024	09:00	11	Religious Studies	1hr 45min
Friday	B	01/03/2024	11:25	11	Sci Bio	1hr 15min/ 1hr 45min
Monday	A	04/03/2024	09:00	11	Sci Chem	1hr 15min/ 1hr 45min
Monday	A	04/03/2024	11:25	11	Geography 2	1hr 15min
Tuesday	A	05/03/2024	09:00	11	Maths 3	1hr 30min
Tuesday	A	05/03/2024	11:25	11	History 2	55min
Wednesday	A	06/03/2024	09:00	11	Sci Physics	1hr 15min/ 1hr 45min
Wednesday	A	06/03/2024	11:25	11	Geography 3	1hr 30min
Thursday	A	07/03/2024	09:00	11	Religious Studies	1hr 45min
Thursday	A	07/03/2024	11:25	11	Food	1hr 45min
Friday	A	08/03/2024	09:00	11	Drama	1hr 45min
Friday	A	08/03/2024	11:25	11	History 3	1hr 20min
Monday	B	11/03/2024	ALL DAY	11	French Speaking Photography & DT JPA	All Day
Tuesday	B	12/03/2024	ALL DAY	11	French Speaking	All Day
Wednesday	B	13/03/2024	ALL DAY	11	French Speaking Art & DT YAE	All Day
Thursday	B	14/03/2024	ALL DAY	11	French Speaking	All Day
Friday	B	15/03/2024	ALL DAY	11	French Speaking Drama	All Day
Monday	A	18/03/2024	ALL DAY	11	PE Coursework Day	All Day

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The practical exam is COMPONENT 2

The exam component on the theme POWER is worth 40% of your final GCSE grade.

Coursework from year 10 and year 11 make up the other 60%

Evidence for both components needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.

A01 Develop	Develop ideas through investigations, demonstrating critical understanding of sources.
A02 Refine	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.
A03 Record	Record ideas, observations & insights relevant to intentions as work progresses.
A04 Present	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.

Use the links below the checklist for the Seahaven ART GCSE support booklet, Knowledge Organisers and other resources online that can help you.

[BBC Bitesize Art + Design](#)

[The Arty Teacher](#)

[United learning Continuity Oak sessions](#)

[GCSE ART Knowledge Organisers](#)

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Resources to help you revise:	<p><i>Exam preparation: 1st Jan – 20th April in class with supporting research at home to compile the evidence listed below in the PACING PLAN/CHECKLIST. Work should show a journey from investigating the theme, experimenting with ideas and materials, and recording observations throughout to develop a personal response.</i></p> <p style="text-align: center;">GCSE 3D DESIGN POWER EXAM 2024 Pacing Plan/Checklist for assessment</p> <table border="1"> <thead> <tr> <th>Week HW</th> <th>TASK DESCRIPTION</th> <th>EVIDENCE (minimum)</th> <th>AO</th> </tr> </thead> <tbody> <tr> <td>1st Jan</td> <td>Mind map of the theme POWER</td> <td>1x page mind map exploring ideas and links to the theme</td> <td>AO1</td> </tr> <tr> <td>8th Jan</td> <td>Artist research 1 SEMIO analysis and response</td> <td>written work + photos of the artwork created + own drawings</td> <td>AO1</td> </tr> <tr> <td>15th Jan</td> <td>Observational and ideas drawing</td> <td>2 pages of sketches and ideas relating to the theme</td> <td>AO3</td> </tr> <tr> <td>HW</td> <td>Photos or relevant objects/effects/materials</td> <td>10 at least printed out close ups/textures /colours/objects relevant to artists and theme</td> <td>AO3</td> </tr> <tr> <td>22nd Jan</td> <td>Statement of Intent</td> <td>Statement of what you are intending to make + how it relates to the theme</td> <td></td> </tr> <tr> <td>29th Jan</td> <td>Artist research 2 SEMIO analysis and response</td> <td>written work + photos of the artwork created + own drawings</td> <td>AO1</td> </tr> <tr> <td>5th Feb</td> <td>Model making + CAD (2D Design) + Materials experimentation</td> <td>3 small scale models of your ideas 2D Design screen shots</td> <td>AO2</td> </tr> <tr> <td>HW</td> <td>Final design ideas Artists 3 if needed</td> <td>Drawings of design ideas SEMIO analysis + photos of the artwork created + own drawings</td> <td>AO3</td> </tr> <tr> <td>19th Feb</td> <td>CAD 2D Design + resource collection</td> <td>2D Design screen shots</td> <td>AO2</td> </tr> <tr> <td>26th Feb</td> <td>Reflections and Venn diagram linking artists/theme/materials and experimentation</td> <td>Materials samples Venn diagram sheet</td> <td>AO3</td> </tr> <tr> <td>4th Mar</td> <td>Photographs of all experimentation and reflection</td> <td>Photos annotated in sketchbook</td> <td>AO2</td> </tr> <tr> <td>HW</td> <td>PERSONAL PINK POINTS</td> <td>Respond to specific feedback</td> <td>AO4</td> </tr> <tr> <td>11th Mar</td> <td>Model making + CAD (2D Design) + Materials experimentation</td> <td>Models of your ideas, samples of trials of materials and processes</td> <td>AO2</td> </tr> <tr> <td>18th Mar</td> <td>Materials preparation</td> <td>ANY MATERIAL ORDERS to TEACHER</td> <td>AO2</td> </tr> <tr> <td>25th Mar</td> <td>Exam plan</td> <td>Step by + plan and reflection sheet</td> <td></td> </tr> <tr> <td>HW</td> <td>PERSONAL PINK POINTS</td> <td>Respond to specific feedback</td> <td>AO3</td> </tr> <tr> <td>1st Apr</td> <td>Exam prep</td> <td>Step by step plan</td> <td>AO2</td> </tr> </tbody> </table>	Week HW	TASK DESCRIPTION	EVIDENCE (minimum)	AO	1 st Jan	Mind map of the theme POWER	1x page mind map exploring ideas and links to the theme	AO1	8 th Jan	Artist research 1 SEMIO analysis and response	written work + photos of the artwork created + own drawings	AO1	15 th Jan	Observational and ideas drawing	2 pages of sketches and ideas relating to the theme	AO3	HW	Photos or relevant objects/effects/materials	10 at least printed out close ups/textures /colours/objects relevant to artists and theme	AO3	22 nd Jan	Statement of Intent	Statement of what you are intending to make + how it relates to the theme		29 th Jan	Artist research 2 SEMIO analysis and response	written work + photos of the artwork created + own drawings	AO1	5 th Feb	Model making + CAD (2D Design) + Materials experimentation	3 small scale models of your ideas 2D Design screen shots	AO2	HW	Final design ideas Artists 3 if needed	Drawings of design ideas SEMIO analysis + photos of the artwork created + own drawings	AO3	19 th Feb	CAD 2D Design + resource collection	2D Design screen shots	AO2	26 th Feb	Reflections and Venn diagram linking artists/theme/materials and experimentation	Materials samples Venn diagram sheet	AO3	4 th Mar	Photographs of all experimentation and reflection	Photos annotated in sketchbook	AO2	HW	PERSONAL PINK POINTS	Respond to specific feedback	AO4	11 th Mar	Model making + CAD (2D Design) + Materials experimentation	Models of your ideas, samples of trials of materials and processes	AO2	18 th Mar	Materials preparation	ANY MATERIAL ORDERS to TEACHER	AO2	25 th Mar	Exam plan	Step by + plan and reflection sheet		HW	PERSONAL PINK POINTS	Respond to specific feedback	AO3	1 st Apr	Exam prep	Step by step plan	AO2
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The practical exam is COMPONENT 2

The exam component on the theme POWER is worth 40% of your final GCSE grade.

Coursework from year 10 and year 11 make up the other 60%

Evidence for both components needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.

A01 Develop	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS
A02 Refine	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENTS
A03 Record	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS
A04 Present	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	OUTCOMES

Use the links below the checklist for the Seahaven 3D Design GCSE support booklet, Knowledge Organisers and other resources online that can help you.

- [3D Design Knowledge Organisers](#)
- [3D Design GCSE Support Handbook](#)
- [BBC Bitesize Art + Design](#)
- [The Arty Teacher](#)
- [United Learning Continuity Oak sessions](#)

Course	AQA GCSE Drama
Exam Length	Paper 1- Unit 1 1 hour 45 minutes
Examination and content:	<p>Component 1</p> <p>Understanding Drama</p> <p>Section A Theatre Roles and Terminology: Multiple choice x 4 questions 4 marks total</p> <p>Section B Study of set play: Blood Brothers Reading an extract and answering 4-part question 34 marks total</p> <p>Section C Live Theatre Production Describe how two actors effectively use vocal and physical skills in performance. 32 marks total</p> <p>80 marks for complete paper 120 marks are already completed Non-Exam Assessment</p>
Resources to help you revise:	<p>Preparing for the written exam - How to answer set text exam questions - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Director and performers - Theatre roles - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Social, cultural and historical context - Characteristics of a dramatic work - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Staging - Staging - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>Stage positioning - Stage positioning - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p> <p>How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize</p>

Course & Exam Length	AQA English Literature Paper 1: 1hr 45mins Literature Paper 2: 2hrs 15mins Language Paper 1: 1hr 45mins Language Paper 2: 1hr 45mins
Examination and content:	<p>Literature Paper 1:</p> <p>Section A: Shakespeare – 30 marks (AO1, AO2, AO3) + 4 marks (AO4) Students will answer one essay question on their studied Shakespearean text, Macbeth.</p> <p>Section B: The 19th Century Novel – 30 marks (AO1, AO2, AO3) Students will answer one essay question on their studied 19th Century text, A Christmas Carol.</p> <p>Literature Paper 2:</p> <p>Section A: Modern prose/drama - 30 marks (AO1, AO2, AO3) + 4 marks (AO4) Students will answer one essay question from a choice of two on their studied modern play, An Inspector Calls.</p> <p>Section B: Power and Conflict poetry - 30 marks (AO1, AO2, AO3) Students will answer one comparative essay question. Students will need to choose a poem from the Power and Conflict cluster to compare to the named poem on the exam paper.</p> <p>Section C: Unseen Poetry – 32 marks in total Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p> <ul style="list-style-type: none"> • Part 1: unseen poem essay 24 marks (AO1, AO2) • Part 2: unseen poetry comparison 8 marks (AO2) <p>Language Paper 1:</p> <p>Reading (40 marks) (25%) – one text</p> <ul style="list-style-type: none"> • 1 short form question (1 x 4 marks) • 2 longer form questions (2 x 8 marks) • 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25%) 1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p>Language Paper 2:</p> <p>Reading (40 marks) (25%) – two linked texts</p>

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Resources to help you revise:

English Literature:

Knowledge Organisers:		
Paper 1	Macbeth	macbeth knowledge organiser.pdf
Paper 1	A Christmas Carol	acc knowledge organiser.pdf
Paper 2	An Inspector Calls	aic knowledge organiser.pdf
Paper 2	Poetry: Power and Conflict	Bayonet Charge by Ted Hughes.pdf Checking Out Me History by John Agard.pdf Exposure by Wilfred Owen.pdf Kamikaze by Beatrice Garland.pdf London By William Blake.pdf My Last Duchess by Robert Browning.pdf Ozymandias by Percy Bysshe Shelley.pdf Poppies by Jane Weir.pdf Remains by Simon Armitage.pdf Storm on the Island by Seamus Heaney.pdf The Charge of the Light Brigade by Alfred Tennyson.pdf The Emigree by Carol Rumens.pdf The Prelude Stealing the Boat by William Wordsworth.pdf Tissue by Imtiaz Dharker.pdf War Photographer by Carol Ann Duffy.pdf

Additional literature video resources:

An Inspector Calls	Power and Conflict Poetry
The Inspector (Part 1) The Inspector (Part 2) Sheila and Eric (Part 1) Sheila and Eric (Part 2) Mr Birling Mrs Birling Responsibility (Part 1) Responsibility (Part 2) The Generational Divide (Part 1) The Generational Divide (Part 2) Challenging Class and Gender (Part 1) Challenging Class and Gender (Part 2)	London (Part 1) London (Part 2) Ozymandias (Part 1) Ozymandias (Part 2) My Last Duchess (Part 1) My Last Duchess (Part 2) Charge of the Light Brigade (Part 1) Charge of the Light Brigade (Part 2) Exposure (Part 1) Exposure (Part 2) Poppies (Part 1) Poppies (Part 2) Tissue (Part 1) Tissue (Part 2) The Emigree (Part 1) The Emigree (Part 2) Checking Out Me History (Part 1) Checking Out Me History (Part 2)

English Literature and Language:

Online Revision Sites:

Mr Bruff https://www.youtube.com/user/mrbruff	Physics and Maths Tutor https://www.physicsandmathstutor.com/english-revision/gcse-aqa/
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Course	Eduqas Food Preparation and Nutrition																																																						
Exam Length	Written exam: 1 hour 45 minutes Practical exam 21st FEBRUARY 2024 : Total 12 hours (including one day practical session)																																																						
Examination and content:	<p>Component 1: Principles of Food Preparation & Nutrition</p> <p>Written examination: 1 hour 45 minutes</p> <p>50% of qualification</p> <p>Component 2: Food Preparation and Nutrition in Action</p> <p>(Assessment 1: 8 hours already COMPLETED)</p> <p>Non-examination assessment: Assessment 2: (12 hours total including research and preparation) Practical exam February 2024</p> <p>50% of qualification</p>																																																						
Resources to help you revise:	<p style="text-align: center;">GCSE 3D FOOD PREP + NUTRITION YEAR 11 Pacing Plan/Checklist</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #333; color: white;">Week</th> <th style="background-color: #333; color: white;">TASK DESCRIPTION</th> <th style="background-color: #333; color: white;">EVIDENCE/details</th> </tr> </thead> <tbody> <tr> <td>1st Jan</td> <td>Research</td> <td>Photos and written work on document</td> </tr> <tr> <td>8th Jan</td> <td>Research</td> <td>Photos and written work on document</td> </tr> <tr> <td>15th Jan</td> <td>Research + Trial 5</td> <td>Photos and written work on document</td> </tr> <tr> <td>22nd Jan</td> <td>Research + Trial 6</td> <td>Photos and written work on document</td> </tr> <tr> <td>29th Jan</td> <td>Selection of Final 3 dishes</td> <td>Recipes and plan to be clear in document</td> </tr> <tr> <td>5th Feb</td> <td>TIME PLAN</td> <td></td> </tr> <tr> <td></td> <td>Half term</td> <td></td> </tr> <tr> <td style="background-color: #333; color: white;">21st Feb</td> <td style="background-color: #333; color: white;">GCSE NEA 2</td> <td style="background-color: #333; color: white;">PRACTICAL EXAM</td> </tr> <tr> <td>26th Feb</td> <td>Evaluation for NEA 2</td> <td></td> </tr> <tr> <td>4th Mar</td> <td>Written Exam Revision Class RAG evaluation points for teaching</td> <td></td> </tr> <tr> <td>11th Mar</td> <td>Written Exam Revision 1. Food commodities 2. Principles of nutrition</td> <td>Food groups <u>Macronutrients</u> and micronutrients</td> </tr> <tr> <td>18th Mar</td> <td>Written Exam Revision 3. Diet and good health 4. The science of food</td> <td>Energy requirements of individuals Plan balanced diets Calculating energy and nutritional values of recipes, meals and diets The effect of cooking on food Food spoilage</td> </tr> <tr> <td>25th Mar</td> <td>Written Exam Revision 5. Where food comes from 6. Cooking and food preparation</td> <td>Food provenance Food manufacturing Factors affecting food choice Preparation and cooking techniques Developing recipes and meals</td> </tr> <tr> <td>15th Apr</td> <td>Written Exam Revision Class RAG evaluation points for teaching and past exam questions</td> <td></td> </tr> <tr> <td>22nd Apr</td> <td>Written Exam Revision Class RAG evaluation points for teaching and past exam questions</td> <td></td> </tr> <tr> <td>30th Apr</td> <td>Written Exam Revision Class RAG evaluation points for teaching and past exam questions</td> <td></td> </tr> <tr> <td colspan="3" style="background-color: #333; color: white; text-align: center;">External Written Exam date TBC</td> </tr> </tbody> </table> <p>SENECA REVISION BBC Bitesize FOOD GCSE FP&N Exam Preparation Pacing Plan GCSE Food Knowledge Organisers</p>	Week	TASK DESCRIPTION	EVIDENCE/details	1st Jan	Research	Photos and written work on document	8th Jan	Research	Photos and written work on document	15th Jan	Research + Trial 5	Photos and written work on document	22nd Jan	Research + Trial 6	Photos and written work on document	29th Jan	Selection of Final 3 dishes	Recipes and plan to be clear in document	5th Feb	TIME PLAN			Half term		21st Feb	GCSE NEA 2	PRACTICAL EXAM	26th Feb	Evaluation for NEA 2		4th Mar	Written Exam Revision Class RAG evaluation points for teaching		11th Mar	Written Exam Revision 1. Food commodities 2. Principles of nutrition	Food groups <u>Macronutrients</u> and micronutrients	18th Mar	Written Exam Revision 3. Diet and good health 4. The science of food	Energy requirements of individuals Plan balanced diets Calculating energy and nutritional values of recipes, meals and diets The effect of cooking on food Food spoilage	25th Mar	Written Exam Revision 5. Where food comes from 6. Cooking and food preparation	Food provenance Food manufacturing Factors affecting food choice Preparation and cooking techniques Developing recipes and meals	15th Apr	Written Exam Revision Class RAG evaluation points for teaching and past exam questions		22nd Apr	Written Exam Revision Class RAG evaluation points for teaching and past exam questions		30th Apr	Written Exam Revision Class RAG evaluation points for teaching and past exam questions		External Written Exam date TBC		
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Course	AQA GCSE French		
Examination and content:		Foundation Tier	Higher Tier
Listening 25%		Section A: Questions and answers in English. Section B: Questions and	Section A: Questions and answers in English. Section B: Questions and
Speaking 25%		1. Role Play Card 2. Photo Card 3. General Conversation	1. Role Play Card 2. Photo Card 3. General Conversation
Reading 25%		Section A: Questions and answers in English Section B: Questions and answers in French	Section A: Questions and answers in English Section B: Questions and answers in French
Writing 25%		1. Photo Card 2. 40 words 3. Translation into French 4. 90 words	1. 90 words 2. 150 words 3. Translation into French
	<p>Paper 1 - Listening</p> <ul style="list-style-type: none"> • Use the 5-minute reading time to carefully read though the paper. <ul style="list-style-type: none"> - For each question note whether you need to answer in English or French. - Check the instructions e.g. is it multiple choice/select from a list/writing answers/a specific amount of detail required. - Note any useful vocab /translations. • Ensure that you answer every question – you will hear each recording twice. • Ensure that you answer in the correct language. <p>Paper 2 – Speaking</p> <ul style="list-style-type: none"> • 12-minute preparation time – you will be given your role-play card and photo card to prepare in this time – you can write notes on the paper provided and use your notes for this section of the exam. <ul style="list-style-type: none"> - Use your time wisely, we recommend 4 mins for the role-play and 6 mins for the photocard with 2 mins to check and collate your thoughts. - On your notes paper divide it in half – write role-play at the top of the first half and photo card at the top of the second half. - For the role-play write the numbers 1-5 in the margin – also indicate which one is the unseen/mystery question 		

and which one you need to formulate a question – for the role-play keep your responses simple

- For the photo card you have your 3 set questions and 2 further unseen questions – make these answers as detailed as possible (you will have max 2mins(f)/3mins(h) for all 5 questions) – start with the photo and try to include at least 4 things PALM is a good checklist (People/Action/Location/Mood(weather))
- The exam is 8-10mins (f) or 10-12 mins (h)
- Role-Play
 - You can read from your notes – keep it simple – there is no time limit on this section.
- Photo card
 - You can read from your notes - make your answers as detailed as possible but remember there is a maximum time limit - 2mins(f) /3mins(h)
- General Conversation

This is in two parts a) questions on the theme you have chosen in advance and b) questions on a second theme chosen on the day by the exam board.

The questions are based on your Speaking booklets. You need to answer in full sentences and extend your answers where possible giving a focus on using the past/present/future tenses and opinions with reasons. Remember you must ask the examiner a question during this section – keep the questions short and simple.

This section is timed 3-5mins(f)/5-7mins(h)

Paper 3 - Reading

- Use a few minutes to carefully read through the paper.
 - For each question note whether you need to answer in English or French.
 - Check the instructions e.g. is it multiple choice/select from a list/writing answers/a specific amount of detail required.
 - Note any useful vocab /translations.
- Before you start – read the translation task (you may pick up tips or think of the answers as you are completing the paper)
- Ensure that you answer every question.
- Ensure that you answer in the correct language.
- Ensure you leave enough time for the translation which is the last question and is worth 9 marks – complete as much as possible as it is split into chunks for marking.



Paper 4 – Writing

FOUNDATION

- Question 1 – photo
Write 4 'il y a' sentences about the photo – remember to keep it simple.
- Question 2 – 40 words
Write about 4 bullet points – ensure you include all bullet points and a variety of opinions – for each bullet point give an opinion with a reason – you only need to write in the present tense (you can use other tenses if appropriate to the question)
- Question 3 – translation
Read the translation carefully – this is both marked in chunks and also overall.
- Question 4 – 90 words – you have a choice of two - ensure you include all bullet points, a variety of opinions and three tenses. This is also your opportunity to use sophisticated language/super structures where they are relevant. PROF-CAT is a good checklist (Past/Reasons/Opinions/Future-Connectives/Adjectives/Time phrases)

HIGHER

- Question 1 – 90 words – you have a choice of two - ensure you include all bullet points, a variety of opinions and three tenses. This is also your opportunity to use sophisticated language/super structures where they are relevant. PROF-CAT is a good checklist (Past/Reasons/Opinions/Future-Connectives/Adjectives/Time phrases)
- Question 2 – 150 words – you have a choice of two - there are only 2 bullet points so ensure you answer both in detail – split each bullet point into 2-4 mini sections. It is expected that you include sophisticated language/super structures but keep it relevant. Ensure you stick to the question. PROF-CAT is a good checklist (Past/Reasons/Opinions/Future-Connectives/Adjectives/Time phrases)
- Question 3 – translation
Read the translation carefully – this is both marked in chunks and also overall.

Resources to help you revise:

1. Language Nut* www.languagenut.com
2. Exampro*

*Please see Satchel One for the weekly Language Nut and/or Exampro links



	<p>3. Speaking booklet Blank copies of the speaking booklets can be found here: Theme 1 Speaking booklet.docx (sharepoint.com) Theme 2 Speaking booklet.docx (sharepoint.com) Theme 3 Speaking booklet.docx (sharepoint.com)</p> <p>4. Knowledge Organiser & workbook</p>
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Revision Schedule			
Department		French	
Week 1			
1. Please see Satchel One for work set on www.languagenut.com 2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 1 Topic 1 Module 1 Self and Family	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 1 – Topic 1 Ensure all opinion / past / future Qs are developed. KO pp8-12 WB pp17-28	60 minutes
Week 2			
1. Please see Satchel One for work set on www.languagenut.com 2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 1 Topic 2 Module 2 Free time and technology	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 1 – Topic 1 – Ensure all opinion /past /future Qs are developed. KO pp13-21 WB pp29-52	60 minutes
Week 3			
1. Please see Satchel One for work set on www.languagenut.com 2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 2 Topic 1 Module 4 Town & local area	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 2 – Topic 1 – Ensure all opinion /past /future Qs are developed. KO pp25-31 WB 31-78	60 minutes

Week 4			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 2 Topic 2 Module 5 holidays	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 2 – Topic 2 – Ensure all opinion /past /future Qs are developed. KO pp39-43 WB pp97- 108	60 minutes
Week 5			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 3 Topic 1 Module 6 School & education	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 3 – Topic 1 – Ensure all opinion /past /future Qs are developed. KO pp44-47 WB pp109- 116	60 minutes
Week 6			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Speaking/writing Focus Theme 1, 2 & 3	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	To be set by your teacher	60 minutes
Week 7			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 3 Topic 2 Module 7 Post 16 education & employment	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	3Booklet 3 – Topic 2 – Ensure all opinion /past /future Qs are developed. KO pp48-49 WB pp117- 122	60 minutes
Week 8			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 2 Topic 3 Module 7 Social issues & environment	Language Nut Exampro Speaking Booklet	3Booklet 2 – Topic 3 – Ensure all opinion /past /future Qs are developed.	60 minutes

	Knowledge Organiser & workbook	4KO pp32-38 WB pp79-96	
Week 9			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Theme 1 Topic 3 Module 3 Festivals & celebrations	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	Booklet 1 – Topic 3 – Ensure all opinion /past /future Qs are developed. KO pp22-24 WB pp53-60	60 minutes
Week 10			
1. Please see Satchel One for work set on www.languagenut.com			
2. Please see Satchel One for work set on Exampro			
Focus	Method	Resource	Time
Speaking/writing Focus Theme 1, 2 & 3	Language Nut Exampro Speaking Booklet Knowledge Organiser & workbook	To be set by your teacher	60 minutes

Blank copies of the speaking booklets can be found here:

[Theme 1 Speaking booklet.docx \(sharepoint.com\)](#)

[Theme 2 Speaking booklet.docx \(sharepoint.com\)](#)

[Theme 3 Speaking booklet.docx \(sharepoint.com\)](#)

Course	AQA GCSE Geography
Exam Length	Paper 1 -1 hr 30 mins Paper 2/3 1 Hour 30 mins Equipment reminder: Always have a pencil, ruler, and calculator alongside your normal equipment in your geography exam.
Examination and content:	<p>Paper 1 Challenge of natural hazards</p> <ul style="list-style-type: none"> • Tectonic Hazards • Tropical Storms • Extreme weather in the UK • Climate Change <p>Living World</p> <ul style="list-style-type: none"> • Ecosystems/Biomes • Global atmospheric circulation model • Rainforests • Deserts <p>Physical landscapes in the UK</p> <ul style="list-style-type: none"> • Coasts • Rivers <p>Paper 2 Urban Challenges Development of the modern world</p> <ul style="list-style-type: none"> • Urbanisation • Case studies: Rio • Bristol <p>Changing economic world</p> <ul style="list-style-type: none"> • Development • Uneven development • Migration • Tourism • Aid • TNC's <p>Paper 3 Physical Fieldwork Human Fieldwork</p> <ul style="list-style-type: none"> • Practicing fieldwork at Eastbourne Beach
Resources to help you revise:	<p>Recommended Revision Guide: CGP GCSE AQA Geography (9-1) NEW Revision Guide: Amazon Link</p> <p>Past Papers: AQA Link</p> <p>Resources to help revision:</p> <ul style="list-style-type: none"> • AQA Geography Seneca Course: Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) • Recommended Revision Guide: CGP GCSE AQA Geography (9-1) NEW Revision Guide: Amazon Link • Past Papers: AQA Link • United Learning Curriculum platform:

Paper 1: Knowledge Organiser (Year 10)

Paper 2: Knowledge Organiser (Year 11)

Paper 3: Fieldwork Revision Booklet

Please note that not all modules are being tested in the PPE, as we still have some of the course content left to cover. When completing past papers please be mindful of this so you are only completing sections which are in the PPE.

Please see below for the PPE content. Topics, case studies and examples

Paper 1:

Natural Hazards (CFP 1-11)

- Tectonic Hazards
- Plate boundaries
- Case study Haiti and New Zealand
- Effects and Responses
- Tropical Storms (**CGP 12-27**)
- Case study Typhoon Haiyan
- Extreme weather in the UK

Climate Change (CGP 28-36)

- Evidence
- Global effects
- Mitigation
- Adaptation

Living with the physical environment.

Section C: Physical landscapes in the UK

- UK Landscape [UL Lesson 1](#)

Coasts (CGP 78-85)

- Coastal processes
- Coastal landforms
- Identifying landforms – Example – Coastal landscape – Dorset Coastline
- Coastal Management - Example – Coastal management – Eastbourne

Rivers (CGP 86-100)

- River landforms – Deposition
- Identifying river landforms
- Example: River landscape – River TEEs
- River discharge and flooding
- River management
- Flood management

Paper 2

2.1 Section A Urban Issues and Challenges (CGP 110-119)

- NEE City Case Study Growth. Opportunities and challenges (social, economic environmental) management – Rio (Brazil) opportunities and challenges
- Example of how Urban Planning has improved Favelas – Bairro Improvement project.
- UK City Case Study. Location, character, opportunities and challenges – Bristol UK
- Example of regeneration in the UK – Temple Quarter Bristol
- Example of sustainable urban living – Friedberg Germany
- Traffic management case study – Bristol



2.2 Section B: The Changing Economic World

- Example of how Tourism has reduced the development gap – Kenya.
- NEE Cast Study – India
- UK Case Study – North South Divide
- Example of sustainable industry – Unilever

Paper 3: Fieldwork

Based on the physical and human aspects of Year 10 fieldwork enquiry in Eastbourne (CGP 191)

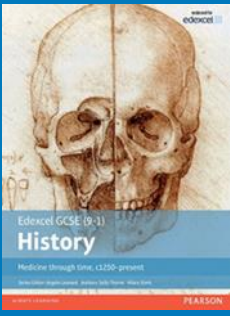
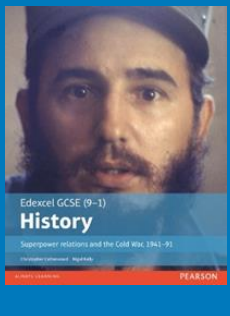
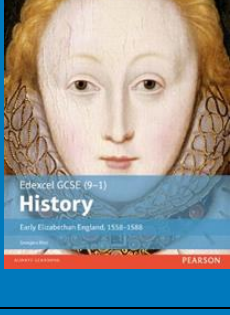
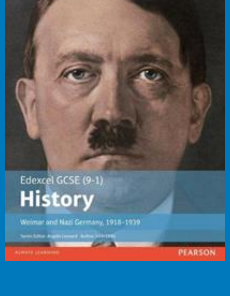
All KS4 Geography lessons can be found on the curriculum website:

[Curriculum - Curriculum \(unitedlearning.org.uk\)](http://Curriculum - Curriculum (unitedlearning.org.uk))


Skills: There will also be a range of skills questions on the paper. The skills could be based on:

- Map skills – Grid references, scale, relief, describing maps, identifying features on maps.
- Graphs – Describing, constructing and analyzing graphs.
- Numerical skills – correlation, frequency, ratio, magnitude, area
- Statistical skills – mean, mode, median, range, % increase/decrease.

Course	History Pearson Edexcel
Examination and content:	Medicine Through Time 30% of GCSE Cold War 20% of GCSE Elizabethan England 20% of GCSE Weimar and Nazi Germany 30% of GCSE
Resources to help you revise:	Recommended Study Guide: GCP History 9-1 Free to all pupils. If you require a copy – please see your History teacher. For Exam board information, click here: https://qualifications.pearson.com/en/home.html

PAPERS	For specific revision on each paper. Please see below:
	<ul style="list-style-type: none"> Core Medicine Knowledge (Seneca): https://senecalearning.com/en-GB/ Knowledge checklists: Knowledge Checklists Medicine Knowledge Organizer and Revision mats Revision Mats and Knowledge Organisers Historical Scholarship Quizzes (MS Forms): Lessons (For those who have missed any): Medicine lessons Paper One Exam Tips: Exam Tips For practice exam questions: Medicine Practice Papers Your teacher will mark these and provide feedback.
	<ul style="list-style-type: none"> Core Cold War Knowledge (Seneca): https://senecalearning.com/en-GB/ Knowledge checklists: Knowledge Checklists Cold War Knowledge organizer and Revision mats: Revision Mats and KO Historical Scholarship Quizzes (MS Forms): Lessons (For those who have missed any): Cold War lessons Paper Two Cold War Exam Tips: Exam Tips For practice exam questions: Cold War Practice Papers
	<ul style="list-style-type: none"> Core Elizabeth Knowledge (Seneca): https://senecalearning.com/en-GB/ Knowledge checklists: Knowledge Checklists Elizabeth Knowledge Organizer and Revision mats Historical Scholarship Quizzes (MS Forms): Lessons (For those who have missed any): Elizabeth lessons Paper Two Elizabeth Exam Tips: Exam Tips For practice exam questions: Elizabeth Practice Papers
	<ul style="list-style-type: none"> Core Weimar and Nazi Germany Knowledge (Seneca): https://senecalearning.com/en-GB/ Knowledge checklists: Knowledge Checklists Weimar and Nazi Germany Knowledge Organizer and Revision mats: Weimar and Nazi KO Historical Scholarship Quizzes (MS Forms): Lessons (For those who have missed any) Paper 3 Lessons Paper Three Exam Tips: Exam Tips For practice exam questions: Weimar and Nazi Germany Practice Papers

Top Tips:



RAG your checklist – anything red will be priority revision.

Use the Knowledge organizer to help you complete your revision mat.

Create your own Flashcards: Question or Dual Coding one side, answer on the other side.

If using the GCP study guide – read the information first, then complete the questions at the bottom of the page.

The tracker below shows the programme of study over the next term in class and what we are focusing on for homework to best prepare you for the March PPE's.
 Period 6 is continuing with a focus on Renaissance, Industrial and present-day medicine.

Christmas Holidays

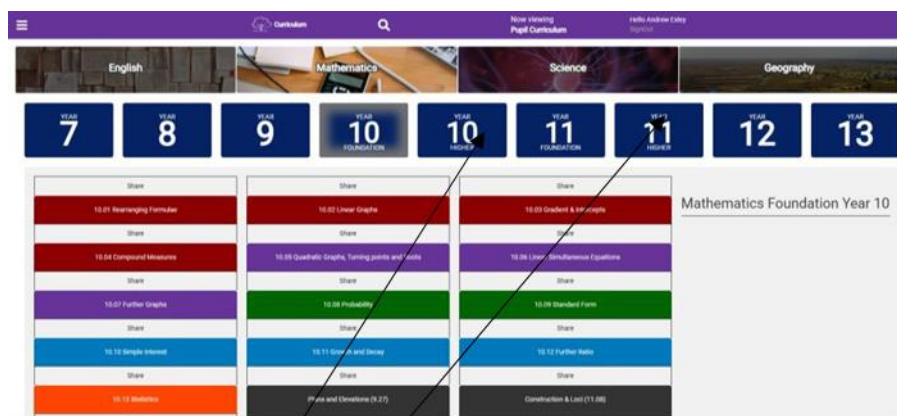
Term	Week Commencing		Lesson 1	Cross Curricular	Skill	Lesson 2	Cross Curricular	Skill	H/W focus	Marking
	3	01 - 5 Jan A Week	1	What was Hitlers ideology?		Source inference				Historical Scholarship Weimar Republic (Forms)
Y	8 - 12 Jan B Week	2	What led to the Munich Putsch?		Causation/ Utility	What was the Nazi strategy in the lean years 1924 - 1928?		Source Utility	Environmental Study Western Front Flashcards	
a	15 - 20 Jan A Week	3	Why was 1929 a turning point for Nazi Success?		Source Utility				Environmental Study Western Front Revision Mat	
r	22 - 26 Jan B Week	4	1932 lead to Hitler becoming Chancellor?		Source Utility				Industrial Medicine Historical Scholarship Forms	1st Whole class booklook
1	29 - 2 Feb A Week	5	Exploring Enquiry Two		Causation / Explain				Cuban Missile Crisis Historical Scholarship (Forms)	
1	5 - 9 Feb B Week	6	How did the Nazis remove opposition? How did the Nazis create a police state?		Source Utility	How did Hitler consolidate his power?		Interpretation	Medicine Core Knowledge Seneca	
	12 - 16 Feb A Week	7			How far do you agree?	How did Hilter deal with the church?		How far do you agree?		2nd Whole class booklook

Course and Exam Length

Exam Board: EdExcel
 Paper 1: Non-Calculator – 1 hour 30 mins
 Paper 2: Calculator – 1 hour 30 mins
 Paper 3: Calculator – 1 hour 30 mins

Resources to help you revise:

United Learning Resources: <https://curriculum.unitedlearning.org.uk/>



Use the Year 10 and 11 lessons to help with revision. The link above takes you to the UL Pupil page shown.

Each topic then has multiple video lessons included as shown below.



Click on the title to open the list of lessons.

Links for further resources:

[Spark –](#)

Log in and use your account as normal.

Use the links below to see the clip numbers by topic.

- Spark GCSE revision foundation
- Spark GCSE Revision Crossover
- Spark GCSE Revision Higher

	<p>Corbettmaths Great selection of questions organised by topic. All have answers on the site.</p> <p>Khan Academy: Maths lessons and practice</p> <p>Pearson Revise Person revision online – access to revision guides and identification of “hot topics”</p> <p>Practice Papers Onmaths</p> <p>Maths genie (also has video solutions)</p>
Intervention:	<p>After school: Monday Period 6, Tuesday and Thursday catch up.</p> <p>Tutor time: targeted exam technique</p> <p>Friday period 5 exam papers every other week.</p>

Remember the key to Maths revision is **practicing questions.**

Maths Foundation Revision Schedule

Department	Maths		
Topic 1			
Focus	Method	Resource	Time
Solving Linear Equations	Watch modelling videos and complete practice questions	SPARX Code U755, U325, U870, U505, U599/Corbett Maths	30mins
Topic 2			
Focus	Method	Resource	Time
Rearranging Formulae	Watch modelling videos and complete practice questions	SPARX Code U556/Corbett Maths	30mins
Topic 3			
Focus	Method	Resource	Time
Factors and Multiples	Watch modelling videos and complete practice questions	SPARX Code U211, U751, U529 /Corbett Maths	30mins
Topic 4			
Focus	Method	Resource	Time
Product of Prime Factors	Watch modelling videos and complete practice questions	SPARX Code U211, U751, U529 /Corbett Maths	30mins
Topic 5			
Focus	Method	Resource	Time
Standard Form	Watch modelling videos and complete practice questions	SPARX Code U330, U534 U264, U290, U161 /Corbett Maths	30mins
Topic 6			
Focus	Method	Resource	Time
Ratio (simplifying and sharing)	Watch modelling videos and complete practice questions	SPARX Code U687 U753, U577 /Corbett Maths	30mins
Topic 7			
Focus	Method	Resource	Time
Averages (Mean, Median, Mode)	Watch modelling videos and complete practice questions	SPARX Code U260 U291,U456,U526 /Corbett Maths	30mins
Topic 8			

Focus	Method	Resource	Time
Fractions (four operations)	Watch modelling videos and complete practice questions	SPARX Code U736, U793 U475, U544 /Corbett Maths	30mins
Topic 9			
Focus	Method	Resource	Time
Factorising Expressions	Watch modelling videos and complete practice questions	SPARX Code U365 /Corbett Maths	30mins
Topic 10			
Focus	Method	Resource	Time
Percentages (finding % of an amount)	Watch modelling videos and complete practice questions	SPARX Code U554, U349 /Corbett Maths	30mins

Maths Higher Revision Schedule

Department	Maths		
Topic 1			
Focus	Method	Resource	Time
Straight Line Graphs	Watch modelling videos and complete practice questions	SPARX Code U898/Corbett Maths	30mins
Topic 2			
Focus	Method	Resource	Time
Rearranging Formulae	Watch modelling videos and complete practice questions	SPARX Code U556/Corbett Maths	30mins
Topic 3			
Focus	Method	Resource	Time
Simultaneous Equations	Watch modelling videos and complete practice questions	SPARX Code U760, U757, U836, U137 /Corbett Maths	30mins
Topic 4			
Focus	Method	Resource	Time
Probability	Watch modelling videos and complete practice questions	SPARX Code U369 U246, U821, U806 U476, U748, U699 /Corbett Maths	30mins
Topic 5			

Focus	Method	Resource	Time
Index Laws	Watch modelling videos and complete practice questions	SPARX Code U662 /Corbett Maths	30mins
Topic 6			
Focus	Method	Resource	Time
Standard Form	Watch modelling videos and complete practice questions	SPARX Code U330, U534, U264, U290 /Corbett Maths	30mins
Topic 7			
Focus	Method	Resource	Time
Ratio	Watch modelling videos and complete practice questions	SPARX Code U687, U753, U176, U577, U921, U865 /Corbett Maths	30mins
Topic 8			
Focus	Method	Resource	Time
Averages (Mean, Median, Mode)	Watch modelling videos and complete practice questions	SPARX Code U408, U510, U683, U580 /Corbett Maths	30mins
Topic 9			
Focus	Method	Resource	Time
Expanding and Factorising	Watch modelling videos and complete practice questions	SPARX Code U606 U858/Corbett Maths	30mins
Topic 10			
Focus	Method	Resource	Time
Pythagoras	Watch modelling videos and complete practice questions	SPARX Code U385 /Corbett Maths	30mins

Course	EDUQAS PERFORMING ARTS LEVEL 1 / 2 AWARD
Exam Length	Controlled Assessment: 20 hours These will take place on specific dates in the coming 2 terms. Excellent attendance is essential.
Examination and content:	<p>40% of qualification 80 marks Externally set and assessed. The submission date for all controlled assessment work is Friday 26th April.</p> <p>Your brief set by the exam board:</p> <p style="text-align: center;">PERFORMANCE COMMISSIONS 2024</p> <p>The Festival of the World is being held this year to celebrate World Earth Day and will fall on 22nd April. We strongly believe that theatre, music and dance can be powerful tools to celebrate the world and therefore want to commission pieces that challenge, inspire and celebrate the way people feel about their world. The Festival of the World is looking to commission new original pieces of work in line with the theme of the festival. We are interested in work that is informative, inventive and challenging. The commissioned performances should be 30–60 minutes in length.</p> <p>Exclusions:</p> <ul style="list-style-type: none"> • shows that have already been toured. • shows that will be under 30 minutes in length. • shows that rely heavily on existing work. <p>Winning commissions receive:</p> <ul style="list-style-type: none"> • funding for their project • video and photography of the final project • marketing and promotional support. <p>In order to apply for funding for your event you will need to submit a creative proposal. The aim of the creative proposal is to explain what you want to accomplish, by breaking down the things you need to achieve, your main goal and the theme of the festival.</p> <p>You will need to provide information on the following areas:</p> <ul style="list-style-type: none"> • research you have undertaken to inform your proposal. • the proposal itself which outlines how your idea will celebrate the world. • some practical examples to illustrate aspects of your proposal.

	<ul style="list-style-type: none"> • what staffing/resources you will require to run your event • how you will promote your event <p>We will review all submitted proposals to decide which projects will be awarded funding for this year.</p> <p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1. Outline the factors that have influenced the creation of your proposed performance work. 10 marks 2. Produce your plans and ideas for your proposed event. 10 marks 3. Outline the timeline, personnel and resources required for the implementation of your creative proposal. 5 marks 4. Outline how you could use marketing and public relations to promote your event. 5 marks 5. Produce practical examples from your proposed event. 15 marks 6. Produce and pitch your creative proposal, including your practical examples, to an audience and gain feedback. 10 marks Evaluate the success of your creative proposal. 7. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events. 20 marks <p>You need to research, provide evidence and understanding of the following in the above tasks:</p> <ul style="list-style-type: none"> • Job roles in performing arts. • Named practitioners who work in different fields. • Named organisations which create commission performing arts work – such as the arts councils, dance and theatre groups etc. • Performance spaces and venues • Different types of target audience • The process of putting on an event, including planning, resources, timelines, what is actually viable. • Budgeting • Promotion, advertising, and marketing, including social media
<p>Resources to help you revise:</p>	<p>Detailed guidance for all tasks can be found in Class Notebook on TEAMS</p>

Course	EDEXCEL Art & Design Photography																																																																				
Exam Length	10 hours (over two days week commencing 22 nd APRIL 2024)																																																																				
Examination and content:	Externally Set Assignment Theme: POWER																																																																				
Resources to help you revise:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0072bc; color: white;"> <th>2024</th> <th>GCCSE PHOTOGRAPHY</th> <th>Exam Pacing Plan</th> <th>HW</th> </tr> </thead> <tbody> <tr> <td>A Jan 4th</td> <td>Written Mindmap</td> <td></td> <td>Visual Mindmap</td> </tr> <tr> <td>B Jan 8th</td> <td>Workshop 1:Projected words Workshop 2:Water</td> <td></td> <td>Photoshoot on own direction</td> </tr> <tr> <td>A Jan 15th</td> <td>Workshop 3 Foreshortening, upload, edit</td> <td></td> <td>Statement of Intent</td> </tr> <tr> <td>B Jan 22nd</td> <td>1st Photographer study, analysis, RESPONSE</td> <td></td> <td>Photoshoot from response</td> </tr> <tr> <td>A Jan 29th</td> <td>2nd Photographer study and RESPONSE shoot</td> <td></td> <td>Complete analysis</td> </tr> <tr> <td>B Feb 5th</td> <td>Manual edit of any of above</td> <td></td> <td>Photoshoot of own ideas</td> </tr> <tr> <td>HALF TERM</td> <td>TAKE LOTS AND LOTS of photographs</td> <td></td> <td></td> </tr> <tr> <td>A Feb 19th</td> <td>Edit and experiment. INITIAL IDEAS drawn out</td> <td></td> <td>Photoshoot for final theme</td> </tr> <tr> <td>B Feb 26th</td> <td>Experiment and edit. MOCK WEEK</td> <td></td> <td>Complete all of above</td> </tr> <tr> <td>A March 4th</td> <td>Experiment and edit. MOCK WEEK</td> <td></td> <td>Catch up</td> </tr> <tr> <td>B March 11th</td> <td>Mop up Mon. Photoshoot plan and final shoots.</td> <td></td> <td>Final photoshoot</td> </tr> <tr> <td>A March 18th</td> <td>FINAL PLAN DRAWN OUT, composition</td> <td></td> <td>Final photographer inspirations</td> </tr> <tr> <td>B March 25th</td> <td>Experiment and edits.</td> <td></td> <td>PHOTOGRAPHER CONNECTIONS</td> </tr> <tr> <td>EASTER</td> <td>COMPLETE ALL WORK AND TAKE LAST SHOOT</td> <td></td> <td></td> </tr> <tr> <td>A April 16th</td> <td>DEADLINE: ALL WORK COMPLETE with analysis</td> <td></td> <td>Evaluate project so far</td> </tr> <tr style="background-color: #0072bc; color: white;"> <td>B April 22nd</td> <td>EXAM WEEK</td> <td>10 hours in two days</td> <td></td> </tr> </tbody> </table>	2024	GCCSE PHOTOGRAPHY	Exam Pacing Plan	HW	A Jan 4th	Written Mindmap		Visual Mindmap	B Jan 8th	Workshop 1:Projected words Workshop 2:Water		Photoshoot on own direction	A Jan 15th	Workshop 3 Foreshortening, upload, edit		Statement of Intent	B Jan 22nd	1st Photographer study, analysis, RESPONSE		Photoshoot from response	A Jan 29th	2nd Photographer study and RESPONSE shoot		Complete analysis	B Feb 5th	Manual edit of any of above		Photoshoot of own ideas	HALF TERM	TAKE LOTS AND LOTS of photographs			A Feb 19th	Edit and experiment. INITIAL IDEAS drawn out		Photoshoot for final theme	B Feb 26th	Experiment and edit. MOCK WEEK		Complete all of above	A March 4th	Experiment and edit. MOCK WEEK		Catch up	B March 11th	Mop up Mon. Photoshoot plan and final shoots.		Final photoshoot	A March 18th	FINAL PLAN DRAWN OUT, composition		Final photographer inspirations	B March 25th	Experiment and edits.		PHOTOGRAPHER CONNECTIONS	EASTER	COMPLETE ALL WORK AND TAKE LAST SHOOT			A April 16th	DEADLINE: ALL WORK COMPLETE with analysis		Evaluate project so far	B April 22nd	EXAM WEEK	10 hours in two days	
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The practical exam is COMPONENT 2

The exam component on the theme POWER is worth 40% of your final GCSE grade.

Coursework from year 10 and year 11 make up the other 60%

Evidence for both components needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.

A01 Develop	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS
A02 Refine	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENTS
A03 Record	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS
A04 Present	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	OUTCOMES

Use the links below the checklist for the Seahaven Photography GCSE support booklet, Knowledge Organisers and other resources online that can help you.

- [BBC Bitesize Art + Design](#)
- [The Arty Teacher](#)
- [United learning Continuity Oak sessions](#)
- [Photography Portfolio Template and Pacing Plan](#)
- [KS4 Photography Knowledge Orgaisers](#)

Course	NCFE VCERT Health and Fitness
Exam Length	<p>Component 1: Synoptic project 22 hours plus 2 hours preparation time. All completed in school. 88 marks (60% of final grade). This will be internally assessed and externally moderated.</p> <p>Component 2: Exam at the end of the course 80 marks. (40% of final grade)</p>
Examination and content:	<p>The exam will be a mixture of multiple choice, short answer and long answer questions and will be externally marked out of 80. (1 hour 30 mins)</p> <p>Content area 1: Structure and function of body systems 25</p> <p>Content area 2: Effects of health and fitness activities on the body 5</p> <p>Content area 3: Health and fitness and the components of fitness 10</p> <p>Content area 4: Principles of training 10</p> <p>Content area 5: Testing and developing components of fitness 25</p> <p>Content area 6: Impact of lifestyle on health and fitness 10</p> <p>Content area 7: Applying health and fitness analysis and setting goals 10</p> <p>Content area 8: Structure of a health and fitness programme and how to prepare safely</p>
Resources to help you revise:	<p>NCFE Level 1/2 Technical Award in Health and Fitness (1) NCFE Health and Fitness (ncfe.org.uk)</p> <p>GCSE Physical Education - BBC Bitesize</p> <p>Edexcel GCSE Physical Education (2016) Pearson qualifications</p>

Course	AQA Religious Studies
Exam Length	2 Papers. Each Paper is 1hr45mins
Examination and content:	<p>AQA Paper 1 – The study of Religions, Beliefs, Practices.</p> <p>Islam & Christianity</p> <p>AQA Paper 2- Thematic Studies.</p> <p>Theme A – Relationships and Families</p> <p>Theme B – Religion and Life</p> <p>Theme D- Religion, Peace and Conflict</p> <p>Theme E- Religion, Crime and Punishment</p>
Resources to help you revise:	<ul style="list-style-type: none"> • Purchase the Red CGP AQA R.S Revision book. • Senecalearning.com <p>Find the following courses on Seneca online.</p> <div data-bbox="564 1048 1385 1182" style="border: 1px solid #ccc; padding: 5px; margin: 10px 0;"> </div> <p>Religious Studies A: AQA GCSE Thematic Studies</p> <p>Religious Studies A: AQA GCSE Religions</p> <ul style="list-style-type: none"> • AQA Islam on Bitesize • AQA Christianity on Bitesize • AQA Website – Past Papers • Online R.S Quote revision pack

Revision Focus Schedule:

Week Commencing	Revision Focus
Jan 15th	Islam – Predestination. Al Qadr.
Jan 22 nd	Islam – 6 Articles of Faith
Jan 29 th	Islam – Imamate
Feb 5 th	Christianity – Types of Worship
Feb 19 th	Christianity - Pilgrimage
Feb 26 th	Christianity – Church in the UK
March 4 th	Theme A – Gender Roles
March 11th	Theme A -
March 18 th	Theme B – Creation. Religious and Atheist
March 25 th	Theme E – Causes and Response to Crime
April 16 th	Theme B – Animals and the Environment
April 22 nd	Islam – 5 Pillars of Islam
April 29	Christianity – Christianity today
May 7 th	Christianity – Nature of God and Creation
May 13th	Islam - Afterlife

Course and Exam Length	<p>Exam Board: AQA</p> <p>Biology Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p>Chemistry Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p>Physics Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p>Biology Paper 2: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p>Chemistry Paper 2: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p>Physics Paper 2: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p>
Examination and content:	<p>All lessons are available on the link here:</p> <p>Remember to change to Key Stage 4 as the default is KS3.</p> <p>https://curriculum.unitedlearning.org.uk/Curriculum https://continuityoak.org.uk/lessons</p> <p>Year 10 work</p> <p>Biology Paper 1</p> <p>B1 – Cell biology B2 – Organisation B3 – Infection and response B4 – Bioenergetics</p> <p>Chemistry Paper 1</p> <p>C1 – Atomic structure and the periodic table C2 – Structure and bonding C3 – Quantitative chemistry C4 – Chemical changes C5 – Energy changes</p> <p>Physics Paper 1</p> <p>P1 – Energy P2 – Electricity P3 – Particle model of matter P4 – Atomic structure</p> <p>Year 11 work</p> <p>Biology Paper 2</p> <p>B5 – Homeostasis and Response B6 – Inheritance B7 – Ecology</p>

	<p>Chemistry Paper 2 C6 – Rates of Reaction C7 – Organic Chemistry C8 – Chemical Analysis C9 – Chemistry of the Atmosphere C10 – Using Resources</p> <p>Physics Paper 2 P5 – Forces P6 – Waves P7 – Magnetism and Electromagnetism</p> <p>Triple only P8 – Space Physics</p>
<p>Resources to help you revise:</p>	<ul style="list-style-type: none"> • Exercise books and marked exam questions. • Revision guides • Seneca • Physics and Maths tutor Physics & Maths Tutor (physicsandmathstutor.com) • Practice Papers • BBC Bitesize • https://www.youtube.com/user/myGCSEscience • http://www.aqa.org.uk/subjects/science/gcse



Revision Schedule			
Please note it is important to keep revisiting topics in science which has so much content.			
Department	Science		
Week 1 – Paper 1 content			
Focus	Method	Resource	Time
Cell biology (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Atomic structure and bonding (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 2 – Paper 1 content			
Focus	Method	Resource	Time
Energy (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Organisation (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 3 – Paper 1 content			
Focus	Method	Resource	Time
Quantitative chemistry (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Electricity (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes

Week 4 – Paper 1 content			
Focus	Method	Resource	Time
Infection and response (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Chemical changes and energy changes (chem)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 5 – Paper 1 content			
Focus	Method	Resource	Time
Particle model and atomic structure (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Bioenergetics (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 6 – Paper 2 content			
Focus	Method	Resource	Time
Rates of Reaction (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Forces (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 7 – Paper 2 content			
Focus	Method	Resource	Time
Homeostasis and Response (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes

Organic Chemistry (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 8 – Paper 2 content			
Focus	Method	Resource	Time
Waves (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Inheritance (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 9 – Paper 2 content			
Focus	Method	Resource	Time
Chemical Analysis (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Magnetism and Electromagnetism (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Week 10 – Paper 2 content			
Focus	Method	Resource	Time
Ecology (biology)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Chemistry of the Atmosphere and Using Resources (chemistry)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes
Triple only Space Physics (physics)	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB	30 minutes

Additional Support: Exam Stress and Mental Health

If you need further guidance or support, remember the layers of support which are on offer to you. You can talk to:

- Your class teacher
- Your tutor
- Your Community Leads
- The head of department for the subject

If you are concerned, stuck or feeling unsure of anything please get into with the school - **support is there if you need it.**

Further advice on supporting students through the exam period can be found here:

[NHS Advice on preparing for exams](#)

[Youngminds A guide for young people Exam Stress](#)

[Dfe – Coping with exam pressure – a guide for students](#)

How can parents support?

Assessments and Exams can often be stressful. Here are some tips to help your child stay stress free during this time:

1. Talk about it – reassure them that feeling anxious or nervous about an exam is normal. Get them to focus on what they have been doing and to talk through how the exam or assessment has gone
2. Practice at home- work through practice papers at home and talk about what will happen during each exam
3. Be positive – speak positively about the exams, to help them be confident and relaxed to avoid stress and anxiety
4. Put things in perspective – remind them that it isn't the end of the world if they don't do as well as they'd hoped, the outcome doesn't define who they are or mean that they won't succeed
5. Look after yourself – young people pick up on stress from adults around them. Try to keep as calm as possible to support their well-being

Self Help Tips:

- ✓ Remind yourself that it is okay to not feel 10/10
- ✓ Stay connected with people who make you feel good
- ✓ Remind yourself that not every feeling you have needs to be acted on
- ✓ It is okay to sit with a difficult emotion
- ✓ Make some plans to do something that you enjoy
- ✓ Deep breathing, relaxation, mindfulness moments can help to restore calmness

Contacts in the community that you can use.

If I am in a crisis and need urgent support but can keep myself safe for now I will:

- Text **SHOUT to 85258** (24/7 text response – texts are free)
- Call **Childline** 0800 1111
- Log in to Childline for online chat <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Tel: **Sussex Mental Health Helpline** 0800 0309 500 24 hours
- **Harmless** – info@harmless.org.uk <http://www.harmless.org.uk/>
- **Papyrus HOPELineUK** (Suicide prevention charity) Tel: 0800 068 4141 (Mon-Friday 10-5pm & 7-10pm and Sat-Sun 2-5pm) Website www.papyrus-uk.org

If you are in crisis and don't feel I can keep myself safe:

- Go to A&E
- Call 999 and ask for an ambulance
- Get someone else to take you to A&E and for them to call an ambulance



Other useful contacts

Bullying UK Helpline

Tel: 0808 800 2222 (Mon-Friday 9am-9pm; Sat-Sun 10am-3pm)

Website: <https://www.bullying.co.uk/>

Young Minds

Mental health information and young peoples shared experiences.

<https://www.youngminds.org.uk>

Allsorts LGBTQI+

Allsorts Youth Project listens to, connects & supports children & young people under 26 who are lesbian, gay, bisexual, trans or exploring their sexual identity

Tel: 01273 721211

Allsorts Youth Project

e-motion- East Sussex

A free online counselling project for young people aged 12-18 years who live in East Sussex

www.e-motion.org.uk

i-rock, 14+

i-Rock can offer you advice and support on emotional and mental wellbeing, jobs, education and housing

irockeastsussex@spft.nhs.uk <https://www.irocksussex.com/>

Calm Harm

The Calm Harm App can be downloaded and used to help manage the urge to self-harm.

[Home - Calm Harm App](#)

Grassroots App

The Stay Alive app is a suicide prevention resource, packed full of useful information and tools to help you stay safe in crisis.

[StayAlive - Essential suicide prevention for everyday life](#)

[Grassroots Suicide Prevention | Educating, Connecting, Campaigning](#)
(prevent-suicide.org.uk)

Me & My Mind run Online Parent and Carer Workshops:

Supporting Your Child with Anxiety & Worry

Thursday 29th February 12-1.30pm

Supporting Your Child with Exam Stress

Thursday 21st March 6-7.30pm

Thursday 18th April 6-7.30pm



A helping hand with your mental health
me & my mind
that looks after mental health support teams

For more info and to book scan the QR code or visit:



SCAN ME

www.tickettailor.com/events/mentalhealthandwellbeingineducation

If you have any questions please email
mhst.parentteam@eastsussex.gov.uk



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