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Year 11 GCSE Exam Information, Support and Guidance



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Contents page

Page Numbers	Section heading
3	Introduction
4	Exam Process and Procedure
5	Be Selfish for your Grade
6	Revision Guidance
7	Attendance Matters
7	Period 6
8-46	Subject Pages
47-50	Additional Support: Exam Stress and Mental Health

“You were born to win.
But, to be a winner,
you must plan to win,
prepare to win and
expect to win.”

– Zig Ziglar



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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. We are extremely proud of the work that you have been doing in the run up to your final GCSE examinations.

In Term 5 we will continue with the Period 6 sessions which is vital that all students attend their allocation session 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 these final examinations.

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

For all exams the following rules must be followed: taken from [Information for candidates documents - JCQ Joint Council for Qualifications](#)

- ✓ 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

The exams will take place in the main exam hall and the following process will take place. This will be exactly the same as you have experienced in the recent PPE exams.

Please ensure that you have read the Exam Information and JCQ Guidance that has been shared with you. It is important that you know the exam board's expectations and rules.

- 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:

If it is now the time for you to be selfish for your grade and concentrate on what you need to do to achieve the grades you deserve.

Use your results and feedback from the recent PPE exams to guide your revision and preparation. Remember to revise everything you have been taught in your lessons and what has been set as homework to focus your revision.

To prepare for your exams, 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
- **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.



Revision Guidance

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.



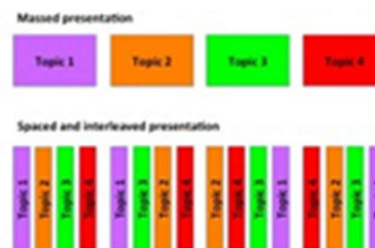
Retrieval Practice

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.



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!

Additional Advice and guidance can be found on our school website:

<https://www.seahavenacademy.org.uk/parents-students/key-stage-4-information>

or

<https://www.bbc.co.uk/bitesize/levels/z98imp3>
<https://www.thenational.academy/teachers/key-stages/ks4/subjects>



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Attendance Matters



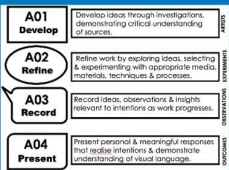
GCSE results:

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

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

Morning Sessions	
Monday AM	Core subject tutor time
Tuesday AM	Core subjects tutor time
Wednesday AM	Core subject tutor time
Thursday AM	Core subject tutor time
Friday AM	Core subject tutor time
Afternoon Sessions	
Week A	Week B
Monday: Maths, Further Maths, Maths Paper Society	Monday: Maths, Further Maths, Maths Paper Society
Tuesday: Triple Science, Science, 3D Design, Geography, French, Photography, Art	Tuesday: Triple Science, Science, 3D Design, Geography, French, Photography, Art
Wednesday: English, English Paper Society, Art	Wednesday: English
Thursday: Art, DT, Food, Geography, History, Photography	Thursday: Art, DT, Food, Geography, History, Photography
Friday: Geography, History	Friday: Geography, Music
Additional Support	
Library Homework Club: Monday - Friday 3-4pm	
Maths Paper Society Monday Week A: Sets 3, 5 & 6 Week B: Sets 2 & 4	
English and Maths Homework is due every Tuesday morning	

Course	EDEXCEL Art & Design Fine Art
Exam Length	5 HOUR MOCK November 2026
Examination and content:	MOCK PRACTICAL EXAM The practical exam is and is taking place on TUESDAY 3rd November 2026 <i>It is adding to the final work for your COURSEWORK component and contributes to the 60% section of your grade</i> COMPONENT 1: <i>Coursework includes everything from year 10 and year 11 and you will not be working on this in class after DECEMBER 2025 as your exam theme will start in JANUARY 2026</i> <i>Evidence needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i> 
Resources to help you revise:	BBC Bitesize Art + Design The Arty Teacher United learning Continuity Oak sessions GCSE ART Knowledge Organisers

Course	NCFE Level 1 / 2 Child Development and Care in the Early Years (0-5yrs)
Exam Length	NEA – Non-Examined Assessment: November 2026 through to March 2027 Synoptic project 14 hours plus 2 hours preparation time. All work must be completed in school. Total 92 marks (50% of final grade). This will be internally assessed and externally moderated. EA – Examination Assessment: Tuesday 8 June 2027 at 1.30pm Exam at the end of the course 80 marks (40% of final grade)
Examination and content:	The exam will be a mixture of multiple choice, short answer and two longer answer questions (9 mark essay responses) and will be externally marked out of 80. Duration - 1 hour 30 mins CONTENT AREAS include: Content area 1: Child Development Content area 2: Factors that influence child development Content area 3: Care routines, play and activities to support the child Content area 4: Early Years Provisions Content area 5: Legislations, policies and procedures in the Early Years Content area 6: Expectations of the Early Years Practitioner Content area 7: Roles and responsibilities within early year settings Content area 8: The importance of observations in the early years childcare Content area 9: Planning in early years childcare
Resources to help you revise:	Use your school Child Development folders for all revision.



Course	EDEXCEL Art & Design Three-Dimensional Design (3D Design)																																		
Exam Length	5 HOUR MOCK Nov 2026																																		
Examination and content:	LIGHT + DARK FINAL PRODUCT																																		
Resources to support you: MOCK PRACTICAL EXAM <i>The practical exam is and is taking FIRST WEEKJ BACK after October break</i> THURSDAY 5th November 2026 <i>It is adding to the final work for your COURSEWORK component and contributes to the 60% section of your grade</i> COMPONENT 1: <i>Coursework includes everything from year 10 and year 11 and you will not be working on this in class after DECEMBER 2025 as your exam theme will start in JANUARY 2026</i> <i>Evidence needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i>	Sketchbook example pages/pacing plan to be used to support evidence and order of work expected. These are found on SMHW and in your sketchbooks + in the classroom <table border="1"> <thead> <tr> <th colspan="2">2026/2027</th> </tr> </thead> <tbody> <tr> <td>July 2026</td> <td>Sean Thornhill + 2D</td> </tr> <tr> <td>Sept 2026</td> <td>Laser cut + vacuum formed response</td> </tr> <tr> <td>Sept 2026</td> <td>Notan design + Vinyl response</td> </tr> <tr> <td>Sept 2026</td> <td>Art deco+laser etch (card inlay)</td> </tr> <tr> <td>Oct</td> <td>CAD response 2D</td> </tr> <tr> <td>Oct</td> <td>Zaha Hadid architecture</td> </tr> <tr> <td>Oct</td> <td>School photos + Edits</td> </tr> <tr> <td>Oct</td> <td>2D Design ideas</td> </tr> <tr> <td>Oct</td> <td>Light cube MOCK prep (to be cute + bases prepped)</td> </tr> <tr> <td>Nov</td> <td>Jerry Reed paper models photographed</td> </tr> <tr> <td>Nov</td> <td>MOCK week</td> </tr> <tr> <td>Nov</td> <td>Personal response idea development</td> </tr> <tr> <td>Nov</td> <td>Personal response idea</td> </tr> <tr> <td>Dec</td> <td>Personal response idea</td> </tr> <tr> <td>Dec</td> <td>Personal response idea</td> </tr> <tr> <td>Dec</td> <td>Personal response idea</td> </tr> </tbody> </table> 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	2026/2027		July 2026	Sean Thornhill + 2D	Sept 2026	Laser cut + vacuum formed response	Sept 2026	Notan design + Vinyl response	Sept 2026	Art deco+laser etch (card inlay)	Oct	CAD response 2D	Oct	Zaha Hadid architecture	Oct	School photos + Edits	Oct	2D Design ideas	Oct	Light cube MOCK prep (to be cute + bases prepped)	Nov	Jerry Reed paper models photographed	Nov	MOCK week	Nov	Personal response idea development	Nov	Personal response idea	Dec	Personal response idea	Dec	Personal response idea	Dec	Personal response idea
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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.



Course	AQA GCSE Drama
Exam Length	<u>PRACTICAL NEA</u> 40% COMPLETED Devised Drama 20% Texts in Practice performed to visiting aqa examiner in Term 3 <u>WRITTEN EXAM</u> Paper 1- Unit 1 1 hour 45 minutes
Examination and content: The exams and non-exam assessment will measure how students have achieved the following assessment objectives: • AO1: Create and develop ideas to communicate meaning for theatrical performance. • AO2: Apply theatrical skills to realise artistic intentions in live performance. • AO3: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. • AO4: Analyse and evaluate their own work and the work of others.	<u>Component 1</u> <u>Understanding Drama</u> <u>Section A</u> Theatre Roles and Terminology: Multiple choice x 4 questions 4 marks total <u>Section B</u> Study of set play: Blood Brothers Reading an extract and answering 4-part question 34 marks total <u>Section C</u> Live Theatre Production Describe how two actors effectively use vocal and physical skills in performance. 32 marks total 80 marks for complete paper 



Resources to help you revise:

[Preparing for the written exam - How to answer set text exam questions - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[Director and performers - Theatre roles - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[Social, cultural and historical context - Characteristics of a dramatic work - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[Staging - Staging - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[Stage positioning - Stage positioning - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)

[How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize](#)



Course & Exam Length	AQA English Literature Paper 2: 2hrs 15mins Language Paper 2: 1hr 45mins
Examination and content:	Literature Paper 2: 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. 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. 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. - Part 1: unseen poem essay 24 marks (AO1, AO2) - Part 2: unseen poetry comparison 8 marks (AO2) Language Paper 2: Reading (40 marks) (25%) – two linked texts 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:

School Revision Folder: [Year 11 Revision Resources](#)

English Literature:

Knowledge Organisers:		
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
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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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Exam Length

NCFE Level 1/2 FOOD + COOKERY

Written Exam length 1.5 hours

Examination and content:

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks	Assessment conditions	Marking
NEA	16 hours 30 minutes (plus 2 hours to develop a resource pack)	60%	96	1.250	120	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
Assessment total	18 hours (plus 2 hours to develop a resource pack)	100%			200		

NEA – Non-Examined Assessment:

November 2026 through to March 2027

Synoptic project 16.5 hours plus 2 hours preparation time.

All work must be completed in school and this involves 3 cooking sessions included in the 16.5 hours

Total 96 marks (60% of final grade).

This will be internally assessed and externally moderated.

EA – Examination Assessment:

May/June 2027

Exam at the end of the course 80 marks (40% of final grade)

MOCK EA – November 2026 – this will test knowledge across all content areas studied in year 10 as well as draw on practical experience and knowledge

There are 7 content areas of the NCFE Level 1 / 2 Technical award in Food and cookery. They are:

1. Health and Safety relating to food, nutrition and the cooking environment.
2. Food legislation and food provenance
3. Food groups, key nutrients and a balanced diet
4. Factors affecting food choice
5. Food preparation, cooking skills and techniques
6. Recipe amendment, development, and evaluation
7. Menu and action planning for complete dishes.

Each of these 'content areas' has subsections which focus on certain aspects of that category. Within this you will also cover practical cooking lessons.

Your assessment objectives are as follows:

AO1 – Recall knowledge and show understanding.

AO2 – Apply Knowledge and understanding.

AO3 – Analyse and Evaluate knowledge and understanding.

AO4 – Demonstrate and apply relevant technical skills, techniques and processes.

AO5 – Analyse and evaluate the demonstration of relevant technical skills, techniques and processes.

Resources to help you revise:

[SENECA REVISION](#)

[BBC Bitesize FOOD](#)

[GCSE Food Knowledge Organisers](#)

NCFE revision books

Revision materials from school

Year 10/11 class books

Course	Edexcel GCSE French		
Examination and content:		Foundation Tier	Higher Tier
	Speaking 50 marks 25%	Prep time: 15 mins Foundation: 7-9 mins Task 1: Read aloud and 2 short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, 2 short unprepared questions and follow-on conversation	Prep time: 15 mins Higher: 10-12 mins Task 1: Read aloud and 2 short unprepared questions Task 2: Role play in a transactional setting Task 3: Picture description, 2 short unprepared questions and follow-on conversation
	Listening & Understanding 50 marks 25%	Foundation: 45 mins 5 mins reading time included Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation All extracts are played 3 times	Higher: 60 mins 5 mins reading time included Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Dictation All extracts are played 3 times
	Reading & Understanding 50 marks 25%	Foundation: 45 mins Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English	Higher: 60 mins Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English. Section B: Translation into English
	Writing 50 marks 25%	Foundation: 1 hour 15 mins Picture task Two writing responses (with a choice of two options for each question) Translation into French	Higher: 1 hour 20 mins Two writing responses (with a choice of two options for each question) Translation into French



Resources to help you revise:

Paper 1 – Speaking

- 15-minute preparation time – you will be given your read aloud, role-play card and photo card to prepare in this time – you can write notes on the read aloud card and then on the paper provided for the role play and photo – you can use your notes for this section of the exam.
- The final minute of the preparation time is in the exam room where you can practice your read aloud – out loud
- Read aloud – you can annotate your passage and use these notes in the exam
- Role-Play – you can make notes on the paper provided and use these notes in the exam
- Photocard – you have a choice of two photos and must talk about People, Action and Location – you must provide as much detail as possible. You can make notes and use these notes in the exam
- General Conversation – this is on the same theme as the photocard
- Two weeks before the speaking exam window you will be asked to choose from two themes – your photocard and general conversation will be based on this theme
- During the exam there will be 2 short (unprepared) questions after the read aloud and after the photocard

Paper 2 - Listening

- Use the 5-minute reading time to carefully read through the paper.
 - 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 three times.
- Focus on the dictation – listen really carefully and apply your French phonics/SSCs. This is worth 20% of the paper (10 marks)

Paper 3 - Reading

- Use a few minutes to carefully read through the paper.
 - 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 you leave enough time for the translation which is the last question. This is worth 20% of the paper (10 marks)

Paper 4 – Writing

FOUNDATION



	• Question 1 – photo Write 4 ‘il y a’ sentences about the photo – remember to keep it simple (8 marks) • Question 2 – 40-50 words – you will have a choice of two (14 marks) Write about 3 bullet points - Bullet 1 – requires description - Bullet 2 – requires opinions - Bullet 3 – requires you to answer using the future • Question 3 – 80-90 words – you will have a choice of two (18 marks) Write about 4 bullet points - Bullet 1 – requires description - Bullet 2 – requires opinions - Bullet 3 – requires you to answer using the past - Bullet 4 – requires you to answer using the future • Question 4 – translation (10 marks) Translate 5 sentences into French HIGHER • Question 1 – 80-90 words – you will have a choice of two (18 marks) Write about 4 bullet points - Bullet 1 – requires description - Bullet 2 – requires opinions - Bullet 3 – requires you to answer using the past - Bullet 4 – requires you to answer using the future • Question 2 – 80-90 words – you will have a choice of two (22 marks) Write about 4 bullet points - Bullet 1 – requires description - Bullet 2 – requires you to write about the pros and cons - Bullet 3 – requires you to answer using the past - Bullet 4 – requires you to answer using the future • Question 4 – translation (10 marks) Translate a short paragraph into French
Resources to help you revise:	Blank copies for your speaking booklets (please ensure you fully download and save to your own area before you make any changes) Year 10 Speaking questions Themes 1-4 .docx Year 11 Speaking questions Themes 5-6.docx On www.languageut.com there are weekly homework tasks which cover the current topics and themes as well as revising the Year 10 topics and



themes. You can also look for specific tasks on Language Nut and personalize your revision.

[GCSE French, German and Spanish \(2024\) - Student speaking support for speaking exams](#) this document has been produced by Edexcel to support students with their speaking exam

[french-key-vocabulary-by-subject.docx](#) key vocabulary – by topic (this does not cover 100% of the vocabulary lists)

Videos from Edexcel to support your speaking exams – they are all very short and straight from the exam board to give you the best advice.

[Student Tip 1 – Let's talk about the speaking exam \(GCSE \(2024\) French, German and Spanish\)](#)

[Student Tip 2 – preparation time \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 3 – annotating the read aloud card \(GCSE \(2024\) French, German and Spanish speaking\)](#)

[Student Tip 4 – correcting pronunciation \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 5 – using the 1-minute prep time \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 6 – the role play \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 7 – answering two mark questions \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 8 – asking for a repeat \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 9 – choosing the picture \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 10 – the picture description \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 11 – conversation: student role \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 12 – conversation: teacher role \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 13 – using your notes \(GCSE \(2024\) French, German and](#)

[Spanish speaking exams\)](#)

[Student Tip 14 – revision \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 15 – the speaking exam day \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)

[Student Tip 16 – how to smash your speaking \(GCSE \(2024\) French, German and Spanish speaking exams\)](#)



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Course	AQA GCSE Geography
Exam Length	Paper 1, 2 & 3 – 90 mins Equipment reminder: Always have a pencil, ruler, and calculator alongside your normal equipment in your geography exam. Content to be tested in Mock Mock 1 – Paper 1 - all content. Paper 2 – Urban Issues and Challenges. Paper. Paper 3 – Unfamiliar and familiar fieldwork Mock 2 – Paper 1, Paper 2 and Paper 3 (Unfamiliar and familiar fieldwork)
Examination and content:	Paper 1: Natural Hazards • Tectonic Hazards • Plate boundaries • Case study Haiti and New Zealand • Tropical Storms • Case study Typhoon Haiyan • Extreme weather in the UK – Somerset floods Climate Change • Evidence • Global effects • Mitigation • Adaptation Living with the physical environment. Coasts • Coastal processes • Coastal landforms • Identifying landforms – Example – Coastal landscape – Dorset Coastline • Coastal Management - Example – Coastal management – Eastbourne Rivers • River landforms – Deposition • Identifying river landforms • Example: River landscape – River TEEs • River discharge and flooding • River management • Flood management Paper 2 Urban Issues and Challenges • 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 – Liverpool • Example of regeneration in the UK – Anfield, Liverpool • Example of sustainable urban living – Curitiba, Brazil • Traffic management 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 Challenge of resource management • Water in the UK • Food in the UK • Energy in the UK • Water worldwide resource Paper 3 • Pre-release (March) – skills and decision making questions • Unfamiliar fieldwork • Familiar fieldwork ○ Physical (The Goynes at Eastbourne stop longshore drift) ○ Human (Tourism has a negative impact on the environment of Eastbourne)
Resources to help you revise:	Recommended Revision Guide: CGP GCSE AQA Geography (9-1) NEW Revision Guide: Amazon Link Past Papers: AQA Link Seneca: Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) United Learning: United Learning Curriculum platform: Internet of Geography: Home - Internet Geography

Additional Video Links for Revision Support:

Paper 1:

Natural Hazards

What is a natural hazard -

<https://www.bing.com/videos/riverview/relatedvideo?&q=natural+hazards&adlt=strict&mid=EBC6CF679092257EF374EBC6CF679092257EF374&&FORM=VRDGAR>

Tectonic Hazards

Mantle and convection currents https://www.youtube.com/watch?v=p0dWF_3PYh4 or [PLATE TECTONICS - Bing video](#)

Continental drift or [plate tectonics \(youtube.com\)](#)

Plate boundaries - [Bing Videos](#) or [Geography | KS3 | Explain This... | Plate Tectonics | BBC Teach \(youtube.com\)](#) or [Plate Tectonics Theory Lesson \(youtube.com\)](#)

Earthquakes – causes and effects [Bing Videos](#) or [Bing Videos](#)

Haiti - [Bing Videos](#) or [Bing Videos](#) or [Bing Videos](#)

New Zealand - [Christchurch Earthquake Feb 2011 - Hamish Clark TV3 New Zealand \(youtube.com\)](#)

Comparing Earthquakes (Haiti vs Japan but useful) - [Bing Videos](#)

MPP Earthquakes - <https://www.youtube.com/watch?v=1ciJrYWdeO4>



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Reducing Hazards - [Bing Videos](#) or <https://tse1.mm.bing.net/th?id=OVP.nl1Df-JcSdgAU1CFTolgdwEsDh&w=320&h=180&c=7&pid=1.7&rs=1>

Living with tectonic hazards - [JDW SkyPartnership landscape - updated version \(youtube.com\)](#)

Tropical Storms

Global atmospheric circulation model - [Atmospheric Circulation \(youtube.com\)](#)

Hurricanes/Tropical Storms - [Curse of the Golden Paw | Compare the Market \(youtube.com\)](#) and [What are hurricanes, typhoons and tropical cyclones? \(youtube.com\)](#) or [Bing Videos](#)

Coriolis effect - [Hurricanes 101 | National Geographic \(youtube.com\)](#)

Formation of a tropical storm - [Bing Videos](#) or [Bing Videos](#)

Typhoon Haiyan - [Bing Videos](#) or [Bing Videos](#)

Reducing effects of tropical storms - [Bing Videos](#) and [Bing Videos](#) or [Extreme weather 2018 - more in 10 years than in decades \(UK\) - BBC News - 2nd November 2018 \(youtube.com\)](#)

Extreme Weather in the UK

Extreme weather in the UK - [Bing Videos](#) or [Bing Videos](#)

Is our weather more extreme - [Extreme weather 2018 - Taking its toll \(UK\) - ITV News - 26th July 2018 \(youtube.com\)](#)

Understanding extreme weather met office - [Exploring extreme weather - lesson plan - Met Office](#)

Understanding weather warnings - [Second red warning 18/02/22 \(youtube.com\)](#)

What Somerset is like - [The Somerset Levels & Moors \(youtube.com\)](#)

Effects of Flooding Somerset levels - [Somerset Levels still suffering under the floods \(youtube.com\)](#)

Somerset levels case study - [Bing Videos](#)

Managing Somerset levels floods - [16x9 BG USGROWTHTRUST 20sec VO Subs \(youtube.com\)](#)

Storm Eunice - [Storm Eunice: 122mph record winds batter UK - YouTube](#)

Climate Change

Evidence of climate change -

<https://www.bing.com/videos/riverview/relatedvideo?q=evidence+of+climate+change+geography&adlt=strict&view=riverview&mmscn=mtsc&mid=08A6DB46F864D42DA33A08A6DB46F864D42DA33A&aps=0&FORM=VMSOVR> or

<https://www.bing.com/videos/riverview/relatedvideo?&q=evidence+of+climate+change+geography&adlt=strict&mid=7662FBB2F2212DF2D4537662FBB2F2212DF2D453&&FORM=VRDGAR>

Ice core samples - <https://www.youtube.com/watch?v=VjTsj-fi-p0>

Tree Rings - <https://www.bbc.co.uk/news/uk-wales-49742598.amp> and

<https://www.youtube.com/watch?v=xmZO7aRgcW4>

Physical causes of climate change

Orbital change -

<https://www.bing.com/videos/search?q=Milankovitch+Cycles+Simple&adlt=strict&view=detail&mid=A1A7E1E06609EEABA85EA1A7E1E06609EEABA85E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DMilankovitch%2BCycles%2BSimple%26FORM%3DVRIBQP>

Sunspots – front fairs -

<https://www.bing.com/videos/riverview/relatedvideo?&q=frost+fairs+london&adlt=strict&mid=405A4F207EE942275AB6405A4F207EE942275AB6&&FORM=VRDGAR>

Volcanoes – Mount Tambora -

<https://www.bing.com/videos/riverview/relatedvideo?&q=frost+fairs+london&adlt=strict&mid=405A4F207EE942275AB6405A4F207EE942275AB6&&FORM=VRDGAR>

Human causes of climate change -

<https://www.bing.com/videos/riverview/relatedvideo?&q=human+causes+of+climate+change+time+for+geography&adlt=strict&mid=B5985114C38FA62E90F7B5985114C38FA62E90F7&&FORM=VRDGA>

[R](#)
Enhances green house effect - <https://www.youtube.com/watch?v=SN5-DnOHQmE>

International agreements - <https://www.youtube.com/watch?v=5rFmYRXWVio>

Carbon capture - <https://www.youtube.com/watch?v=aHtbDmzjYgg>

Renewable energy -

<https://www.bing.com/videos/riverview/relatedvideo?&q=renewable+energy+geography&adlt=strict&mid=464589A86EBE20B743F2464589A86EBE20B743F2&&FORM=VRD GAR>

Fossil fuels and renewable energy - <https://www.bbc.co.uk/bitesize/articles/zntxgwx>

Adapting to climate change - <https://www.youtube.com/watch?v=BGKZqm7VwOs> and

<https://www.youtube.com/watch?v=AkMnSgjkRq4>

Coral Bleaching - <https://www.youtube.com/watch?v=mQ10xBl8XMQ>

Effects of climate change - <https://www.youtube.com/watch?v=S7jpMG5DS4>

Climate change and the Maldives - <https://abcnews.go.com/International/facing-dire-sea-level-rise-threat-maldives-turns/story?id=80929487> and

<https://www.bing.com/videos/search?q=maldives+at+risk+of+climate+change&FORM=HDRSC6> and
https://www.youtube.com/watch?v=SCs-_4c6KdQ

Climate change UK positives - <https://www.youtube.com/watch?v=gnbsHbYjLGk>

Climate change UK negatives - <https://www.youtube.com/watch?v=B8L4BoDNJMc>

Living World

Ecosystems - <https://www.youtube.com/watch?v=KkMiIRb-Kz4>

Biomes - <https://www.youtube.com/watch?v=JPHqUxxylsY>

Changes in ecosystem reintroducing wolves - <https://www.youtube.com/watch?v=lloe8y8rwJQ>

Global atmospheric circulation model - <https://www.youtube.com/watch?v=WXuGYSM2D8k>

Distribution of biomes - <https://www.youtube.com/watch?v=hly0ZlyPPDg>

Biomes Song -

<https://www.bing.com/videos/riverview/relatedvideo?q=biomes+song&mid=942131A2450660A95DFC942131A2450660A95DFC&FORM=VIRE>

Tropical Rainforests

Introduction tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=DEBDE9BA57D8E7A6097FDEBDE9BA57D8E7A6097F&&aps=0&FORM=VMSOVR>

Characteristics of tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=67DF4C254D41A887CD6E67DF4C254D41A887CD6E&&aps=0&FORM=VMSOVR>

Adaptations in tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=9EAB2C87015AFAB945A99EAB2C87015AFAB945A9&&aps=0&FORM=VMSOVR>

Causes of deforestation -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+tropical+rainforests&adlt=strict&mid=824784DFC76438FBB371824784DFC76438FBB371&&FORM=VRD GAR>

Impacts of deforestation - https://www.youtube.com/watch?v=k1Mk_fkK84

Managing tropical rainforests - <https://tse1.mm.bing.net/th?id=OVP.12i4dOkpnDR-pPrAcR75gAHgFo&w=272&h=153&c=7&rs=1&qlt=90&o=5&pid=1.7>

Sustainable logging - <https://www.youtube.com/watch?v=XMLEwOuQVbE>

Ecotourism - <https://www.youtube.com/watch?v=Fhx0QBnBtC8>

Hot Deserts

Introduction into hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=A6E61008C0A091A1A185A6E61008C0A091A1A185&&aps=0&FORM=VMSOVR> and

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=stri>



[ct&view=riverview&mmscn=mtsc&mid=C7B74BF9FE0138B9AFACC7B74BF9FE0138B9AFAC&&aps=0&FORM=VMSOVR](https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=C7B74BF9FE0138B9AFACC7B74BF9FE0138B9AFAC&&aps=0&FORM=VMSOVR)

Characteristics of hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=F4E6FF92A03291EAD277F4E6FF92A03291EAD277&&aps=0&FORM=VMSOVR>

Thar Desert -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=AEF8E8FCEE0FB71AEF03AEF8E8FCEE0FB71AEF03&&FORM=VRDGAR> and
<https://www.youtube.com/watch?v=vHJLOqU3Myc>

Challenge in hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=4CE92220579573781E744CE92220579573781E74&&FORM=VRDGAR>

Hot deserts overall revision - [Video 2 - Cold Traffic - FEB 24 \(youtube.com\)](#)

Adaptations -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=F6A1530998682279EA83F6A1530998682279EA83&&FORM=VRDGAR>

Camel Song - [Bing Videos](#)

Causes of desertification -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=61DFBEFF092F23BBE71F61DFBEFF092F23BBE71F&&FORM=VRDGAR> and
<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=90882E104BE0EFD94C8E90882E104BE0EFD94C8E&&FORM=VRDGAR>

Reducing desertification -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=AE554A02B84F07C72A81AE554A02B84F07C72A81&&FORM=VRDGAR>

Physical Landscapes in the UK

Physical Landscapes - [Bing Videos](#)

Coasts

Waves- <https://www.youtube.com/watch?v=WB7rImD7C4U>

Weathering-[Bing Videos](#)

Coastal Erosion- <https://www.youtube.com/watch?v=TYQ--nTcNU8>

Headlands and Bays incl exam question- [Headlands and Bays \(youtube.com\)](#)

Wave cut notch and platforms -[Formation of a wave-cut \(shore\) platform \(timeforgeography.co.uk\)](#)
or [Cliffs and Wavecut platforms - Bing video](#)

Caves arches stacks and stumps- [Bing Videos](#)

Long shore drift- https://www.youtube.com/watch?v=Zy_rFk4F0pI

Spits saltmarshes - <https://www.bbc.co.uk/programmes/p00xpr6k> or [Geography KS3 / GCSE: What is a 'spit' and how does it form through longshore drift? - BBC Teach](#)

Sand dunes-https://timeforgeography.co.uk/videos_list/coasts/formation-sand-dunes/

Dune management -https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-sand-dune-management/

Swanage- old harry -<https://www.youtube.com/watch?v=KJtZu1M9JiY> and depositional
<https://www.youtube.com/watch?v=UDEUmJ8KDeo>

Hard engineering - https://timeforgeography.co.uk/videos_list/coasts/hard-engineering-approaches-coastal-management/

Soft engineering -https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-beach-management/

Rivers

Water Cycle- <https://www.youtube.com/watch?v=zBnKgwnn7i4>



Drainage basin - https://timeforgeography.co.uk/videos_list/rivers/drainage-basin-anatomy/
 River Severn - <https://www.youtube.com/watch?v=M48ANM3hAQ>
 Bradshaw model - [Bing Videos](#)
 River Erosion - https://timeforgeography.co.uk/videos_list/rivers/river-erosion-processes/
 River transportation - [River transport processes \(timeforgeography.co.uk\)](#)
 V Shaped valleys - [Bing Videos](#)
 Waterfalls and gorges - [Bing Videos](#)
 Meanders and Oxbow lakes - [Bing Videos](#)
 Levees and floodplains - [Bing Videos](#)
 River Tees - https://www.youtube.com/watch?v=UiH_UeGCAfM
 Somerset Levels - https://www.youtube.com/watch?v=hk6vst_G5qM
 Hydrographs - [Bing Videos](#)
 Flood management - [Bing Videos](#) or [S24 destinations 16x9 30s \(youtube.com\)](#)

Paper 2:

<https://www.bing.com/videos/riverview/relatedvideo?&q=bristol+case+study+gcse+geography&adlt=strict&mid=F79A984CF8E70FD6197BF79A984CF8E70FD6197B&&FORM=VRDGAR>

Urban Challenges

What is urbanisation - <https://www.youtube.com/watch?v=EpBbnL3pMRA>

Why is urbanisation happening - <https://www.youtube.com/watch?v=C4UCknuBNKg>

Urban change in the UK -

<https://www.bing.com/videos/riverview/relatedvideo?&q=bristol+case+study+gcse+geography&adlt=strict&mid=D6DE0EE1DEF9298910A7D6DE0EE1DEF9298910A7&&FORM=VRDGAR>

Urban growth and challenges -

<https://www.bing.com/videos/riverview/relatedvideo?&q=bristol+case+study+gcse+geography&adlt=strict&mid=D6DE0EE1DEF9298910A7D6DE0EE1DEF9298910A7&&FORM=VRDGAR>

Megacities -

<https://www.bing.com/videos/riverview/relatedvideo?&q=megacities&adlt=strict&mid=C5F79C128BEA8C67142BC5F79C128BEA8C67142B&&FORM=VRDGAR>

Rio -

<https://www.bing.com/videos/riverview/relatedvideo?&q=gse+revisioon+rio&adlt=strict&mid=B98F0514700D8143FDC1B98F0514700D8143FDC1&&FORM=VRDGAR> or

<https://www.bing.com/videos/riverview/relatedvideo?&q=gse+revisioon+rio&adlt=strict&mid=EBB85B1D230F6B46FA1EEBB85B1D230F6B46FA1E&&FORM=VRDGAR>

Rio Favela Project - <https://www.youtube.com/watch?v=2iRmIHEkhj8>

Liverpool -

[Case Study: Urban Change in Liverpool | Free Notes & Practice – Geography: AQA GCSE](#)

Environmental cities Curitiba, Brazil - [Curitiba, Brazil: A sustainable city](#)

Changing Economic World

HDI -

<https://www.bing.com/videos/riverview/relatedvideo?&q=human+development+index&adlt=strict&mid=0221A713DA916D3453720221A713DA916D345372&&FORM=VRDGAR>

Demographic transition model -

<https://www.bing.com/videos/riverview/relatedvideo?&q=demographic+transition+model&adlt=strict&mid=A246F7FED402273E4791A246F7FED402273E4791&&FORM=VRDGAR>

Population pyramids -

<https://www.bing.com/videos/riverview/relatedvideo?&q=population+pyramid&adlt=strict&mid=B6079647CD7D9B640B11B6079647CD7D9B640B11&&FORM=VRDGAR>

Development

Uneven Development



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Causes of uneven development -

<https://www.bing.com/videos/riverview/relatedvideo?&q=effects+of+uneven+development&adlt=strict&mid=2E35C0927F17336863B52E35C0927F17336863B5&&FORM=VRDGAR>

Causes of uneven development migration -

<https://www.bing.com/videos/riverview/relatedvideo?&q=effects+of+uneven+development&adlt=strict&mid=CEACDC93AD85993AB8F1CEACDC93AD85993AB8F1&&FORM=VRDGAR>

Historical causes of uneven development - <https://www.youtube.com/watch?v=5zqobgyuS1k>

Reducing development gap

Free and Fairtrade -

<https://www.bing.com/videos/riverview/relatedvideo?&q=reducing+development+gap&adlt=strict&mid=3E589BAC74CC38BA01F03E589BAC74CC38BA01F0&&FORM=VRDGAR>

Debt relief and micro finance -

<https://www.bing.com/videos/riverview/relatedvideo?q=reducing+development+gap&mid=9351230A42963A32A4C39351230A42963A32A4C3&FORM=VIRE>

Investment and tourism -

<https://www.bing.com/videos/riverview/relatedvideo?q=reducing+development+gap&mid=990DEB1392D000536169990DEB1392D000536169&FORM=VIRE>

Aid and intermediate technology -

<https://www.bing.com/videos/riverview/relatedvideo?q=reducing+development+gap&mid=1AC31E822AB1BF42931A1AC31E822AB1BF42931A&FORM=VIRE>

TNC's - https://www.youtube.com/watch?v=4Y2RLHymf_A

TNC unilever - <https://www.youtube.com/watch?v=Y6lGl1SsYn8>

UK

Environmental impacts of industry -

<https://www.bing.com/videos/riverview/relatedvideo?&q=environmental+impacts+of+industry&adlt=strict&mid=3989F121FBED8EC13F2D3989F121FBED8EC13F2D&&FORM=VRDGAR>

Changes in UK economy -

<https://www.bing.com/videos/riverview/relatedvideo?&q=deindustrialisation&adlt=strict&mid=183A840A04A7657E1890183A840A04A7657E1890&&FORM=VRDGAR>

De-industrialisation in UK -

<https://www.bing.com/videos/riverview/relatedvideo?&q=deindustrialisation+in+uk&adlt=strict&mid=4D9D9ABB903A1AF511F34D9D9ABB903A1AF511F3&&FORM=VRDGAR>

Changing rural landscapes -

<https://www.bing.com/videos/riverview/relatedvideo?&q=uk+in+the+wider+world+gcse+geography&adlt=strict&mid=7F4EC26F104A0E2F948D7F4EC26F104A0E2F948D&&FORM=VRDGAR>

UK – North South divide -

<https://www.bing.com/videos/riverview/relatedvideo?q=north+south+divide+uk+gcse+geography&adlt=strict&view=riverview&mmscn=mtsc&mid=B7BBEE89BF0303784C68B7BBEE89BF0303784C68&&aps=0&FORM=VMSOVR>

Northern Powerhouse - <https://www.youtube.com/watch?v=1iq6cU6Z-Lo>

UK Transport -

<https://www.bing.com/videos/riverview/relatedvideo?&q=uk+transport++gcse+geography&adlt=strict&mid=FBEE14CE082E562E2A66FBEE14CE082E562E2A66&&FORM=VRDGAR>

UK in the wider world - <https://www.youtube.com/watch?v=8zusqrlba10>

Challenge of resource management

Water

Water in the UK - <https://www.youtube.com/watch?v=sqS3Y-V1DGw>

Water Management - <https://www.youtube.com/watch?v=GYo9Ja16LRw>

UK Water Strategies -

<https://www.bing.com/videos/riverview/relatedvideo?&q=water+in+uk++gcse+geography&adlt=strict&mid=773DDAC463A431817DAB773DDAC463A431817DAB&&FORM=VRDGAR>



Kielder water transfer - <https://www.youtube.com/watch?v=g4SL9SNg734>

UK Food

Foods carbon footprint -

<https://www.youtube.com/watch?v=JCohzI9oVNE&pp=ygUucmVkdWNpbmcgZm9vZHMgY2FyYm9uIGZvb3RwcmludCBnZW9ncmFwaHkgZ2NzZQ%3D%3D>

UK Food - <https://www.youtube.com/watch?v=ajyoDJn-Zso> and

<https://www.youtube.com/watch?v=GZyDm9EzCew>

UK Energy

Energy mix -

<https://www.bing.com/videos/riverview/relatedvideo?&q=uk+energy+mix+gcse+geography&adlt=strict&mid=202836C9BCB34AEFD9E4202836C9BCB34AEFD9E4&&FORM=VRDGAR> and

<https://www.youtube.com/watch?v=ftx4UHKeD3M>

Non-renewable and renewable energy - <https://www.youtube.com/watch?v=Gn-3m6RqOGE>

Rampion wind Farm -

<https://www.bing.com/videos/riverview/relatedvideo?&q=rampion+wind+farm+++gcse+geography&adlt=strict&mid=29E1A91EECED4E9F1CD029E1A91EECED4E9F1CD0&&FORM=VRDGAR>

Water – Global

Global demand for water -

<https://www.bing.com/videos/riverview/relatedvideo?&q=water+in+uk+++gcse+geography&adlt=strict&mid=CB78EFF5DDC6B7C6B927CB78EFF5DDC6B7C6B927&&FORM=VRDGAR>

Water aid - https://www.youtube.com/watch?v=wF_HlgnWEwU

Desalination plants - https://www.youtube.com/watch?v=gA_XVxhBmTQ

Problems with desalinations - https://www.youtube.com/watch?v=qZ5ut_4zKug

Artificial glaciers Ice Stupas - <https://www.youtube.com/watch?v=FdVijr10DZ0>

China's water transfer - <https://www.youtube.com/watch?v=8VwllbP72yY&t=18s>

Paper 3:

- Physical Fieldwork

Longshore drift - https://www.youtube.com/watch?v=Zy_rFk4F0pl

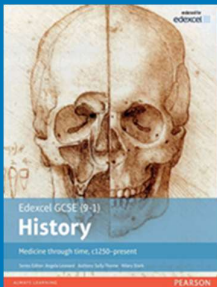
Hard engineering - https://timeforgeography.co.uk/videos_list/coasts/hard-engineering-approaches-coastal-management/

Soft engineering - https://timeforgeography.co.uk/videos_list/coasts/soft-engineering-beach-management/

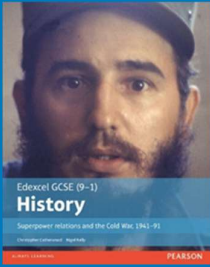
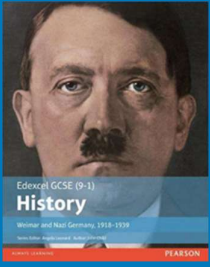
Why protect Eastbourne - <https://www.youtube.com/watch?v=wtG2FUsUaQc>

- Human Fieldwork
- Practicing fieldwork at Eastbourne beach
- Unseen Fieldwork - [Unfamiliar Fieldwork Paper 3 \(Section B\) AQA GCSE Geography](#)



Course	History Pearson Edexcel
Examination and content:	Medicine Through Time 30% of GCSE Cold War 20% of GCSE Elizabethan England 20% of GCSE (not examined in November 2026) Weimar and Nazi Germany 30% of GCSE
Resources to help you revise:	For exam technique, please see the presentation on MS Teams Podcasts have now been made for all topics, available on MS Teams and spotify - https://open.spotify.com/show/7w22TtQyUcCOMjERTmu2gt?si=vfZU7S5ySM6T2XvuDi4t3Q Lecture-style knowledge sessions can be found on this playlist: Y11 Revision playlist For Exam board information, click here: https://qualifications.pearson.com/en/home.html
PAPERS	For specific revision on each paper. Please see below:
Medicine 1250-present 	• Department produced revision guides (in S26), self-marked using answers on teams. • Revision guides contain exam questions which teachers will mark and provide feedback. • Old booklets and related PowerPoints are available on teams – paper copies can be made on request. • Summary booklets have been created – please check with Mr Lavy • Core Knowledge (Seneca): https://senecalearning.com/en-GB/ • Knowledge organizer quizzes (to self-mark) are also available in S26. • Online lessons can be found here: Curriculum - Curriculum (continuityoak.org.uk) • United learning online resources: Home - United Curriculum Medicine in Britain content: • Medieval Medicine, 1250-1500 • Renaissance Medicine, 1500-1700 • Industrial Medicine, 1700-1900 • Modern Medicine, 1900 to present day • The British Sector of the Western Front, 1914-18: injuries, treatments and the trenches Medicine in Britain exam questions: • Describe one feature of... (2 marks) • Describe one feature of... (2 marks) • How useful are two sources for an enquiry... (8 marks) • How could you follow up the source to find out more... (4 marks) • Explain one way in which ... was similar/different to... (4 marks) • Explain why... (12 marks) • Statement. How far do you agree? (16 marks + 4 SPAG marks) (choice of 2)
Superpower Relations and the Cold War	• Department produced revision guides (in S26), self-marked using answers on teams. • Revision guides contain exam questions which teachers will mark and provide feedback. • Old booklets and related PowerPoints are available on teams – paper copies can be made on request. • Summary booklets have been created – please check with Mr Lavy • Core Knowledge (Seneca): https://senecalearning.com/en-GB/ • Knowledge organizer quizzes (to self-mark) are also available in S26. • Online lessons can be found here: Curriculum - Curriculum (continuityoak.org.uk) • United learning online resources: Home - United Curriculum Superpower relations and the Cold War content:



	• The origins of the Cold War, 1941-58 • Cold War Crises, 1958-70 • The end of the Cold War, 1970-1991 Superpower relations and the Cold War exam questions: • Explain one consequences of... (4 marks) • Explain one consequences of... (4 marks) • Write a narrative account analysing the... (8 marks) • Explain two of the following: - The importance of X for/in/on Y... - The importance of X for/in/on Y... - The importance of X for/in/on Y... (16 marks)
Early Elizabethan England – 1558-1588  Not examined in the November mock series	• Department produced revision guides (in S26), self-marked using answers on teams. • Revision guides contain exam questions which teachers will mark and provide feedback. • Old booklets and related PowerPoints are available on teams – paper copies can be made available on request. • Summary booklets have been created – please check with Mr Lavy • Core Knowledge (Seneca): https://senecalearning.com/en-GB/ • Knowledge organizer quizzes (to self-mark) are also available in S26. • Online lessons can be found here: Curriculum - Continuityoak (continuityoak.org.uk) • United learning online resources: Home - United Curriculum Early Elizabethan England content: • Queen, Government and Religion, 1558-1569 • Challenges to Elizabeth at home and abroad, 1569-1588 Early Elizabethan England exam questions: • Describe one feature of... (2 marks) • Describe one feature of... (2 marks) • Explain why... (12 marks) • Statement. How far do you agree? (16 marks + 4 SPAG marks)
Weimar and Nazi Germany 	• Department produced revision guides (in S26), self-marked using answers on teams. • Revision guides contain exam questions which teachers will mark and provide feedback. • Old booklets and related PowerPoints are available on teams – paper copies can be made on request. • Summary booklets have been created – please check with Mr Lavy • Core Knowledge (Seneca): https://senecalearning.com/en-GB/ • Knowledge organizer quizzes (to self-mark) are also available in S26. • Online lessons can be found here: Curriculum - Continuityoak (continuityoak.org.uk) • United learning online resources: Home - United Curriculum Weimar and Nazi Germany content: • The Weimar Republic, 1918-29 • Hitler's rise to power, 1919-33 • Nazi Control and Dictatorship 1933-1939 • Life in Nazi Germany Weimar and Nazi Germany exam questions: • Give two things you can infer from Source A about... (4 marks) • Explain why... (12 marks) (from a choice of two questions) • How useful are Sources B and C for an enquiry... (8 marks) • Study interpretation 1 & 2. What is the main difference between the views? (4 marks) • Suggest one reason why the interpretations have different views, using the sources to explain your answer. (4 marks)



	• How far do you agree with interpretation ... about Explain with both interpretation and your own knowledge. (16 marks + 4 SPAG marks)
Revision	• Revision has been taking place in S26 every Friday after school. • These sessions have focused on individual topics of what students have already studied i.e. a session on medieval medicine, then renaissance medicine • All revision and lesson resources are on the class MS Team – these are updated regularly



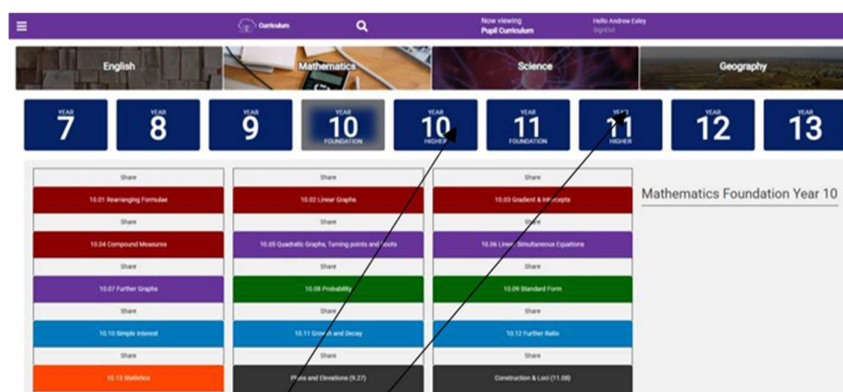
Course and Exam Length

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



	Corbettmaths Great selection of questions organised by topic. All have answers on the site. Khan Academy: Maths lessons and practice Pearson Revise Person revision online – access to revision guides and identification of “hot topics” Practice Papers Onmaths Maths genie (also has video solutions) Tik Tok – watch 20 minute videos @mathsoeasy_jennifer
Intervention:	After school: Monday Period 6 and Paper Society and Catch up on Tuesday. Tutor time: targeted exam technique Friday period 5 exam papers every other week.

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 CodeU369 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 GCSE Music
Exam Length	Component 3: Appraising Written examination: 1 hour 15 minutes (approximately) 40% of qualification
Examination and content:	Component 3 is assessed via a listening examination. Appraising Written examination: 1 hour 15 minutes (approximately) 40% of qualification Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study Area of study 4: Popular Music Two of the eight questions are based on extracts set by WJEC/Eduqas (Africa by Toto and Badinerie by J.S Bach)
Resources to help you revise:	Exam Walkthrough Eduqas GCSE Music Exam guidance for students.pptx (live.com) Elemental is the main resource to support your learning and revision. Home Elemental The Eduqas GCSE Music website contains many practice listening questions with answers so you can check your work. Follow this link: Resource Practice questions quiz: GCSE Music revision Musical terms quiz: Music GCSE - Musical Terms Full analysis of Africa by Toto: edugas-toto-africa-musical-analysis-update-10-20.pdf Full analysis of Badinerie by J.S Bach: edugas-bach-badinerie-musical-analysis.pdf Badinerie full score with analysis/annotations: Bach Badinerie - Melodic & Harmonic Analysis - Full Score.pdf Toto – Africa Knowledge Organiser edugas-ko-africa.pdf (wjec.co.uk) Bach - Badinerie Knowledge Organiser https://resources.edugas.co.uk/pages/ResourceSingle.aspx?rId=1508 AOS1 Musical Forms and Devices Knowledge Organiser ko1-musical-form-and-devices_area-of-study-1.pdf (wjec.co.uk)



AOS2 Music for Ensemble Knowledge Organiser [ko2-music-for-ensemble_area-of-study-2.pdf \(wjec.co.uk\)](#)

AOS3 Film Music Knowledge Organiser [ko3-film-music_area-of-study-3.pdf \(wjec.co.uk\)](#)

AOS4 Popular Music Knowledge Organiser [ko4-popular-music_area-of-study-4.pdf \(wjec.co.uk\)](#)

Glossary Musical Terms and Signs [ko5-music-terms-and-signs.pdf \(wjec.co.uk\)](#)

There are a number of useful videos on YouTube to support your revision [edugas music gcse revision - YouTube](#)

<https://elementalmusic.app/> and musictheory.net are very useful for developing your theoretical knowledge



Course	EDEXCEL Art & Design Photography																																
Exam Length	5 HOUR MOCK																																
Examination and content: MOCK PRACTICAL EXAM <i>The practical exam is and is taking place between on 6th November 2025</i> <i>It is adding to the final work for your COURSEWORK component and contributes to the 60% section of your grade</i> COMPONENT 1: <i>Coursework includes everything from year 10 and year 11 and you will not be working on this in class after DECEMBER 2025 as your exam theme will start in JANUARY 2026</i> <i>Evidence needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i>	PRACTICAL MOCK EXAM <table border="1"> <thead> <tr> <th></th><th>Year 11 Photography Coursework 60% of final grade</th></tr> </thead> <tbody> <tr> <td>A Sept 5th</td><td>Intro to Structures with mindmap</td></tr> <tr> <td>B Sept 10th, 11th +</td><td>Moodboard of Structures images</td></tr> <tr> <td>A Sept 17th, 19th</td><td>Sharon Johnson artist study and photo shoot OIL IN WATER</td></tr> <tr> <td>B Sept 24th, 25th +</td><td>Vilde Rolfsen artist study. Tissue in box photoshoot</td></tr> <tr> <td>A Oct 1st, 3rd</td><td>Jerry Reed artist study and papercut shoot</td></tr> <tr> <td>B Oct 8th, 9th +</td><td>Beshty artist study: Acetate on lightbox shoot</td></tr> <tr> <td>A Oct 15th, 17th</td><td>EDITS on Canva Start to discuss best edits and final plans . Best photos onto acetate for projection.</td></tr> <tr> <td>B Oct 22nd, 23rd +</td><td>Final Plans using all shoots. Combine experimental ideas. Draw small plans</td></tr> <tr> <td></td><td>HALF TERM</td></tr> <tr> <td>A Nov 5th, 7th</td><td>MOCK EXAM: Merging of workshops to create a Canva edit series of work</td></tr> <tr> <td>B Nov 12th, 13th +</td><td>Complete exam in class with possible physical edit.</td></tr> <tr> <td>A Nov 19th, 21st</td><td>Year 10 finals to be completed with PINK POINTS. New final pieces created via edits.</td></tr> <tr> <td>B Nov 26th, 27th +</td><td>Year 10 coursework PINK POINTS to be completed</td></tr> <tr> <td>A Dec 3rd, 5th</td><td>Complete all coursework for Jan 1st 2026 (Final exam paper released on 1st Jan: 40% of final grade...12 weeks prep for two day exam)</td></tr> <tr> <td>B Dec 10th, 11th +</td><td>Evaluations and Connections to all artists</td></tr> </tbody> </table>		Year 11 Photography Coursework 60% of final grade	A Sept 5th	Intro to Structures with mindmap	B Sept 10th, 11th +	Moodboard of Structures images	A Sept 17th, 19th	Sharon Johnson artist study and photo shoot OIL IN WATER	B Sept 24th, 25th +	Vilde Rolfsen artist study. Tissue in box photoshoot	A Oct 1st, 3rd	Jerry Reed artist study and papercut shoot	B Oct 8th, 9th +	Beshty artist study: Acetate on lightbox shoot	A Oct 15th, 17th	EDITS on Canva Start to discuss best edits and final plans . Best photos onto acetate for projection.	B Oct 22nd, 23rd +	Final Plans using all shoots. Combine experimental ideas. Draw small plans		HALF TERM	A Nov 5th, 7th	MOCK EXAM: Merging of workshops to create a Canva edit series of work	B Nov 12th, 13th +	Complete exam in class with possible physical edit.	A Nov 19th, 21st	Year 10 finals to be completed with PINK POINTS. New final pieces created via edits.	B Nov 26th, 27th +	Year 10 coursework PINK POINTS to be completed	A Dec 3rd, 5th	Complete all coursework for Jan 1st 2026 (Final exam paper released on 1st Jan: 40% of final grade...12 weeks prep for two day exam)	B Dec 10th, 11th +	Evaluations and Connections to all artists
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Resources to help you revise:	BBC Bitesize Art + Design The Arty Teacher United learning Continuity Oak sessions Photography Portfolio Template and Pacing Plan KS4 Photography Knowledge Organisers																																



Course	NCFE Level 1/2 Health and Fitness
Exam Length	NEA – Non-Examined Assessment: November 2026 through to March 2027 Synoptic project 22 hours plus 2 hours preparation time. All work must be completed in school. Total 88 marks (60% of final grade). This will be internally assessed and externally moderated. EA – Examination Assessment: Tuesday 18th May 2027 at 1.30pm Exam at the end of the course 80 marks (40% of final grade)
Examination and content:	The exam will be a mixture of multiple choice, short answer and two longer answer questions (9 mark essay responses) and will be externally marked out of 80. Duration - 1 hour 30 mins CONTENT AREAS include: Content area 1: Structure and function of body systems Content area 2: Effects of health and fitness activities on the body Content area 3: Health and fitness and the components of fitness Content area 4: Principles of training Content area 5: Testing and developing components of fitness Content area 6: Impact of lifestyle on health and fitness Content area 7: Applying health and fitness analysis and setting goals Content area 8: Structure of a health and fitness programme and how to prepare safely
Resources to help you revise:	NCFE Level 1/2 Technical Award in Health and Fitness (1) NCFE Health and Fitness (ncfe.org.uk) 2024 NCFE Technical Award in Health and Fitness Revision Hub NCFE Health and Fitness – Exam Questions Explained – The PE Classroom NCFE Technical Award in Health and Fitness VCERT Revision (Summer 2024) - YouTube

Course and Exam Length	The mock in November will examine all year 10 work, this is the content for the paper 1 exams Exam Board: AQA Biology Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation) Chemistry Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation) Physics Paper 1: 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)
Examination and content:	All lessons are available on the link here: Remember to change to Key Stage 4 as the default is KS3. https://curriculum.unitedlearning.org.uk/Curriculum https://continuityoak.org.uk/lessons Year 10 work Biology Paper 1 B1 – Cell biology B2 – Organisation B3 – Infection and response B4 – Bioenergetics Chemistry Paper 1 C1 – Atomic structure and the periodic table C2 – Structure and bonding C3 – Quantitative chemistry C4 – Chemical changes C5 – Energy changes Physics Paper 1 P1 – Energy P2 – Electricity P3 – Particle model of matter P4 – Atomic structure
Resources to help you revise:	• 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



- <https://www.youtube.com/playlist?list=PLijqQiSMHnP2aEdAajHRDsralGH9n3gHT>

Cognito science video clips:

Biology paper 1

[GCSE Biology - Cell Types and Cell Structure #2 \(youtube.com\)](#)

[GCSE Biology - What is Microscopy? #5 \(youtube.com\)](#)

[GCSE Biology - What Is The Difference Between Light And Electron Microscopes? #6 \(youtube.com\)](#)

[GCSE Biology - Differentiation and Specialised Cells #10 - YouTube](#)

[GCSE Biology - What are Stem Cells? Difference Between Embryonic and Adult Stem Cells #11 - YouTube](#)

[What is Diffusion? How Does it Work? What Factors Affect it? #7 - YouTube](#)

[GCSE Biology - Active Transport #9 - YouTube](#)

[GCSE Biology - Osmosis #8 - YouTube](#)

[Binary Fission - How Do Bacteria Divide? #12 - YouTube](#)

[GCSE Biology - Cell cycles, Chromosomes & Mitosis #69 - YouTube](#)

[GCSE Biology - Meiosis #70 \(youtube.com\)](#)

[GCSE Biology - Sexual vs Asexual Reproduction - What is Asexual Reproduction? #71 \(youtube.com\)](#)

[GCSE Biology - Levels of Organisation - Cells, Tissues, Organs and Organ Systems \(youtube.com\)](#)

[GCSE Biology - Digestive System #18 \(youtube.com\)](#)

[GCSE Biology - Digestive Enzymes #17 \(youtube.com\)](#)

[GCSE Biology - Enzymes - How Temperature and pH Affect Rate of Reaction \(youtube.com\)](#)

[GCSE Biology - Gas Exchange and Lungs #26 - YouTube](#)

[GCSE Biology - The Heart #23 - YouTube](#)

[GCSE Biology - Blood Vessels #24 \(youtube.com\)](#)

[GCSE Biology - What Is Blood Made of? / What Does Blood Do? #25 \(youtube.com\)](#)

[GCSE Biology - Structure of a Leaf and Stomata #50 \(youtube.com\)](#)

[GCSE Biology - Transport in plants - Translocation \(Phloem\) and Transpiration \(Xylem\) #51 \(youtube.com\)](#)

[GCSE Biology - Health and Disease #33 \(youtube.com\)](#)

[GCSE Biology - Communicable Disease #34 \(youtube.com\)](#)

[GCSE Biology - How A Mushroom Can Kill You - Fungal and Protist Disease #35 \(youtube.com\)](#)

[GCSE Biology - What Is a Virus? - Examples of Viral Disease \(HIV, Measles & TMV\) #36 - YouTube](#)

[GCSE Biology - What Are Bacterial Diseases? - Treatment and Prevention #37 - YouTube](#)

[GCSE Biology - Immune System \(Defences Against Pathogens\) #38 \(youtube.com\)](#)

[GCSE Biology - What Are Vaccines? Are They Safe? How Do They Work? Vaccines Explained #39 \(youtube.com\)](#)

[GCSE Biology - Is Your Lifestyle Really a Personal Choice? - Lifestyle & Risk Factors #42 - YouTube](#)

[GCSE Biology - Why Do We Get Heart Disease and How to Treat It? - Cardiovascular Disease \(CVD\) #47 \(youtube.com\)](#)

[GCSE Biology - What is Cancer? 'Benign' and 'Malignant' Tumours Explained #43 \(youtube.com\)](#)

[GCSE Biology - What is Antibiotic Resistance? Why Antibiotic Resistance is a HUGE issue #81 - YouTube](#)

[GCSE Biology - Drugs - Painkillers vs Antibiotics - Relief vs Treatment #44 - YouTube](#)

[GCSE Biology - Drug Development and Testing - Clinical Trials #45 - YouTube](#)

[GCSE Biology - Plant Disease and Defences #46 \(youtube.com\)](#)

For triple only:

[GCSE Biology - How the Eye Works \(Part 1\) - Structure of the Eye & Iris Reflex #31 - YouTube](#)

[GCSE Biology - How the Eye Works \(Part 2\) - Accommodation #32 \(youtube.com\)](#)

[GCSE Biology - The Brain #30 \(youtube.com\)](#)

[GCSE Biology - Monoclonal Antibodies #40 \(youtube.com\)](#)

[GCSE Biology - How do Pregnancy Tests Work? #41 \(youtube.com\)](#)



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



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 Head of Year or Key Stage Director
- 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)





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