



**IMBERHORNE SCHOOL**

Name .....

# Revision

**A guide with hints, tips and helpful information from your subjects**



**Compassion  Achievement  Respect  Endeavour**  
**The cornerstones of our learning community**



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Health and Social Care  
History  
Maths  
Modern Foreign Languages  
Music  
PE  
Religious Studies  
Science (combined)  
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Sport (BTEC)  
Design & Technology

**8 WAYS TO CHECK IF YOU REALLY KNOW SOMETHING**  
by @inner\_drive | www.innerdrive.co.uk

How many of these can you do?

- 1 ANSWER A MULTIPLE CHOICE QUIZ ON IT
- 2 EXPLAIN IT IN YOUR OWN WORDS
- 3 TEACH IT TO SOMEONE ELSE
- 4 APPLY IT TO A DIFFERENT CONTEXT
- 5 COMPARE AND CONTRAST IT WITH SOMETHING ELSE
- 6 ANSWER A QUESTION ON IT UNDER TEST CONDITIONS
- 7 RECALL THE INFORMATION WHILST UNDER PRESSURE
- 8 REMEMBER IT AFTER A LONG TIME

**5 REASONS TO STAY HYDRATED**  
by @inner\_drive | www.innerdrive.co.uk

Memory  
Mood  
Attention  
Decision Making  
Alertness



**Your mock exams** gave you experience of what it is like to sit formal public examinations. You survived those, we are now counting the weeks until you sit the real thing to show what you can do.

**The important thing about revision is that you continue, little and often, following a revision routine.** If you organise yourself well and prepare thoroughly, you will feel more in control and this will help you enormously.

**Organise a system for study if you haven't done so already.** This booklet will help you to plan your preparation sensibly so you will achieve to the very best of your ability, and you will feel happy to open that envelope in August on Results Day.

**There are lots of ideas in this booklet to help you as well as the Google DEAR (Drop Everything and Revise) Classroom (Code engi6so).**

There are many ways of revising that might suit you. Your subject teachers will guide you and give advice. Your Form Tutor and Head of Year can help with advice about organisation. Listen carefully to what they suggest as they have had many years of experience in helping students prepare for GCSEs. Your parents/carers also have a role to play - let them help you when they offer. Share with them how they can best do this. Try not to assume they know instinctively how to help, you need to communicate well together at this time if you can.

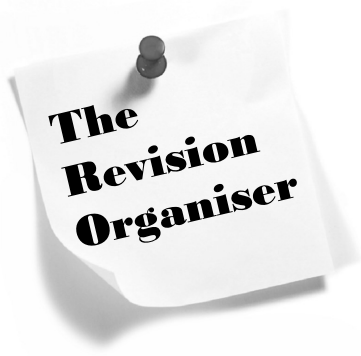
**This booklet is divided into two sections.** The first section is about a plan for revision. The second is about preparation for the individual exams. There is a sample timetable at the back if you want to use it. We hope that you find all of the information useful.

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**Remember that we are here to support you and want you all to do well.**

**Believe in yourself, be positive and give yourself the very best chance.**

[DEARevise Google Classroom Code: engi6so](#)



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## Stage 1 – Planning and Organising

- Make sure you have a dedicated place to study, a desk is ideal if you can
- Remove any distractions - you know what these are for you
- Create a revision timetable
- Get a list of the topics for each subject that you need to revise
- Plan to revise in 30 minute sessions – identify a topic, or two, per 30 minute session
- Plan to revise for 3 x 30 minute sessions a day

## Stage 2 – Gathering and Filtering

- Before you start, rank the topics you need to cover from most to least confident. Begin with the topics lowest on the list. We tend to start with what we already know, which is understandable, but not all that helpful.
- Read through and become familiar with the information that you need to know.
- Reduce this information down to essential parts of the knowledge. You can do this by:
  - Creating mind maps or flash cards
  - Creating Crib sheets – these are like pages from a revision guide with all the essential information
  - Writing 'perfect' exam answers from your notes
  - Making your own knowledge organiser or summary sheet of the topics

## Stage 3 – Learn

Use these strategies to learn the information so that you can recall it easily:

- Look/cover/write/check
- Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recall from memory
- Complete exam/assessment questions and then self-mark them. Fill in the gaps in a different coloured pen. Revise the bits you missed that are highlighted in the different colour

## Stage 4 – Repeat and Test

- Low stakes testing - Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.
- High stakes testing - These are longer exam style questions which apply knowledge as you would have to in the exam. These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.

**The amount of revision you will do should increase the nearer you get to the exams.**



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- Reduce a 'butterfly stomach' and give your energy levels a boost - eat something light and nourishing before you leave home. Please don't skip breakfast.
  - Bring any materials you need, prepare them the night before.
  - Arrive at the exam in good time and go to the toilet before you go in.

**Okay...you're ready to start.....you've got this!**

**Here are some general tips that can be helpful:**

**Take several deep breaths if you feel anxious.** This will often settle your nerves. Think positively. Imagine yourself completing the paper, feeling happy and calm.

**Read the front of the question paper carefully.** It gives information about how long you have got to do the paper; how many sections the paper is split into and how many questions you have to do.

We can all make mistakes with this when we are in exam conditions. You could have been given the wrong paper. It's always best to check.

**Read the question paper.** You may see you can easily answer the first question and rush to get started but having a look through all of the paper first is a good way of deciding what you will tackle first. At the beginning of the exam, whilst you are fresh for example, you may wish to tackle something you find a little harder, or gives the potential for the most marks.

**If there is a choice of question,** decide which you will do. Many questions will be divided into sections so note how many marks are allocated to each section. If you can do one section of one question, which is worth 10 marks, it makes more sense to do that question than one you can do in two parts that are only worth four marks each.

**Time plan.** Decide how long you can afford to spend on each question. Again, a good pointer is the mark allocation. A section worth 10 marks should take roughly half as long as one worth 20 marks. Allow some time at the end for checking your work and adding last-minute ideas.

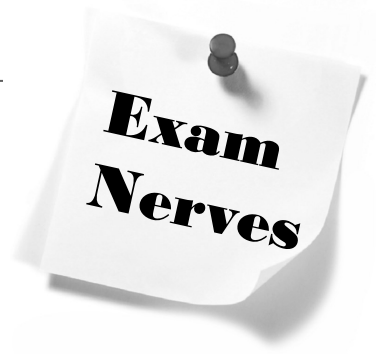
**Remember** the examiner can only read what you write. It sounds too obvious to state, but it is important to write down everything that is relevant to the question. Avoid the urge to look around to see if everyone else is writing. It can be unsettling!

**Always read through what you have written.** Sometimes, when we are anxious to get information down on paper, we rush and what is written is not what we mean. This is where careful checking at the end is invaluable. Don't skip this, even if you are a little tired from the paper.

**If you go blank and panic,** try to tune in to noises outside of the exam room. Your anxiety levels will drop and you'll hopefully be able to think. Try visualising where you were when you learnt the information or revised it. This often jogs our memory.

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# You've Got This!



**1. It is never too late to start studying.** So you might have avoided revising for the last four or five months, but you're not alone! Make a pact with yourself - start today!

**2. Prioritise your workload.** It is human nature to avoid the difficult, so do yourself a favour and work on the more complex tasks first. This may mean going back over stuff you never thought you'd have to look at again, but remember it all counts.

**3. A little bit of cramming works.** We're not saying that it's a good idea to avoid studying all year and do it the night before your exam, some last minute studying can help you. It's better to try and learn something than to give up completely.

**4. Take a healthy break.** That's not 'slobbing out' on the sofa watching Netflix, but get some fresh air, exercise and healthy food inside you. If your body is working to its best abilities, so will your mind. Drink plenty of water.

**5. Make up a revision schedule.** No revision plan is a waste of time. Planning what you're going to study also helps to get rid of the fear of the unknown, and to give you a sense of achievement at the end of the day.

**6. Be realistic about your study aims.** You won't be able to do everything, and you'll become disillusioned if you overload yourself, so be realistic. Choose your topics wisely, stick to key texts and key parts of those texts.

**7. Try studying first thing in the morning.** Studies show that the more you exercise your brain in the morning, the better your memory will be all day. Saving revision for later rarely works. It's true, before you know it, it will be 4.00pm and you will have done nothing.

**8. Talk through any fears.** Bottling up exam worries will only make you feel more stressed. Try studying with friends (but not ones close to 'hysteria') and asking your parents/carers to help out by testing you.

**9. Be realistic about any anxiety.** No one sails through exams with zero stress, even if they've studied like mad all year. However, stressing out endlessly for weeks on end, both before, during and after is not good for your mental health.

**10. Guide your parents/carers.** It is only natural your parents want you to do your best. However, if the parental pressure goes into overdrive, don't suffer in silence, or choose to rebel by failing. Instead, talk to them and tell them you need reassurance and support.

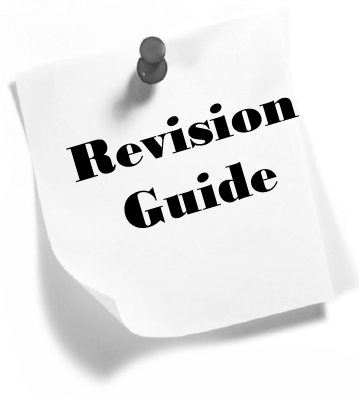
**11. Don't 'autopsy' after your exams.** Avoid the "what did you write?", after-exam-autopsy, it will not help. Instead, once you have taken your exams, stop worrying - it's too late to do anything now, so just relax.

**12. Think about why you are revising.** Instead of thinking about how bored, frustrated and trapped you feel in revision 'hell', think about what you are trying to learn and why. Not only will it help you to focus, but also to learn.

**13. Sleep.** Especially the night before an exam. Lack of sleep will only make you cranky, tired and forgetful - not great if you are trying to write an exam paper.

**14. Organise yourself.** Do you know where your exam is? What time it starts? How long it lasts? How many questions you have to answer? If not, find out now so you can organise your thoughts and timings properly.

**15. Reward yourself.** After all the exams are over. Some people work much better when they know there is a prize ahead of them. So, if you cannot focus on your work, focus on a goal.



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# Art and Design

## Preparing for your Exam Unit

10 week preparatory period

10 hour sustained practical

**This year the Art exam is based on the theme of 'POWER'.**

**This will make up 40% of your GCSE grade.**

### 10 Week Preparatory Period

Students have been given a booklet and set a new theme, as well as an A4 sketchbook in which to carry out all research and preparatory studies.

There is a set period of time to explore and develop the interpretation of the theme and explore and investigate new ideas.

What is expected throughout the research process?

- A range of ideas which students develop through investigations, demonstrating critical understanding of sources, considering how to best communicate their idea through composition, colour scheme, media and technique (showing they have been inspired by other artists' work).
- Evidence that students can refine work by exploring ideas, selecting and experimenting widely with appropriate media, materials, techniques and processes (developing your thumbnails).
- Evidence that students can record ideas, observations and insights relevant to intentions as work progresses (include some drawings from observation).
- A personal and meaningful response that realises students' intentions and demonstrates understanding of visual language.

Students should use the knowledge, skills and understanding they have learnt to show progression along their creative journey.

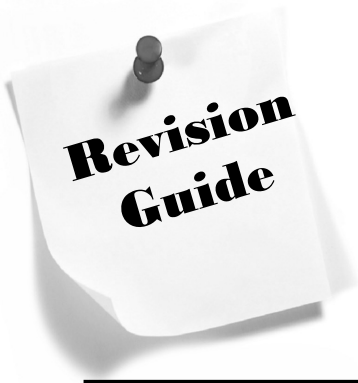
### **10 Hour Sustained Focus (Practical Exam)**

Students will produce a final outcome based on their preparatory studies, in response to the set theme.

#### **Remember:**

1. You will succeed if you keep up to date with classwork/homework.
2. You may use lunchtimes and breaktimes in the art rooms as well as attend after school Art club on a Tuesday and Thursday.





# Revision Guide

# Business GCSE

## Exam Command Words

### **Calculate** 2 marks

Formula are not given, you must learn them.

### **Outline** 2 marks

ONE benefit/impact/method with ONE linked strand of development.

### **Explain** 3 marks

ONE benefit/impact/method and then TWO LINKED strands of development.

### **Analyse** 6 marks

CONTEXTUALISED EXTENDED EXPLAIN QUESTION! 5 LINKED strands of development. Written in context.

### **Discuss** 6 marks

Non-context. 5 LINKED strands of development  
Can provide ONE or TWO impacts/benefits/reasons/drawbacks

### **Justify** 9 marks

You will be given two choices. Talk about one choice. Written in CONTEXT! With 5 LINKED strands of development.

1st paragraph: give a judgement e.g. advantages and THREE reasons why.

2nd paragraph: give an opposing judgement to the chosen option disadvantages and TWO reasons why.

3rd paragraph: conclusion and what it depends on

### **Evaluate** 12 marks

A decision needs to be made in this answer. Written in CONTEXT! 5 LINKED strands of development

1st/2nd paragraph: 1 or 2 advantages identified with 2/3 reasons why.

3rd/4th paragraph: 1 or 2 disadvantages identified with 2/3 reasons why. 5th paragraph: Conclusion. BUT... it depends on...

## Exam Technique

**Two exams - 1 hour 45 minutes each**  
**90 marks each**

### **Paper 1 Theme 1: Investigating small business**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

### **Paper 2 Theme 2: Building a business**

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

## **Essential Formulas to learn**

**Revenue** = Price X Quantity Sold

**Total costs** = Fixed Costs + Variable Costs

**Profit** = Revenue – Total Costs

**Fixed costs** – do not change. They are always the same regardless of output.

**Variable costs** – change with amount of goods produced. Multiply the number of goods sold by the variable costs per unit

**Changing £'s into \$'s or €'s**

multiply the UK price by the exchange rate

**Changing \$'s or €'s in to £'s**

divide the foreign price by the exchange rate

**Break even point** = Fixed costs/(Price-variable cost)

**Margin of safety** = current sales - break even point

**Cash flow** = inflows—outflow

**Interest** = (total repayment-amount borrowed)/amount borrowed x 100

**Gross profit** = sales revenue—cost of sales

**Net profit** = Gross profit—other expenses and interest

**Gross profit margin** = GP/sales revenue x100

**Net profit margin** = NP/sales revenue x 100

**Average rate of return** = annual profit/cost of investment x 100

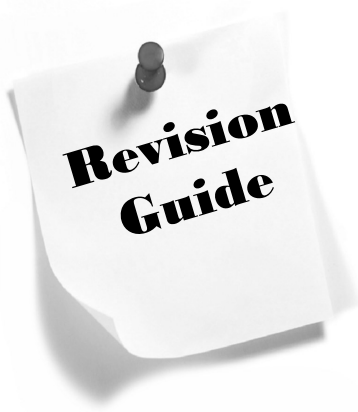
**Percentage change** = (new-original) /original x100

## Resources

**Business Revision Guide and workbook - issued to students already.**

**Google classroom**

**Seneca**



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# Computer Science

There are two papers – Each is 1.5 Hours long

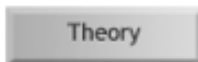
## Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

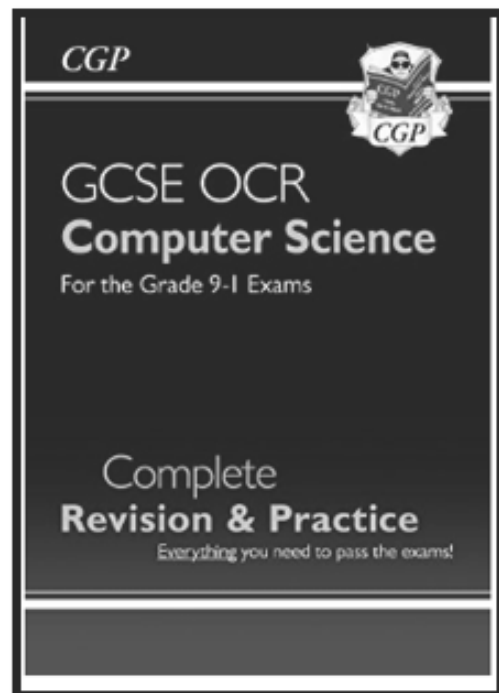
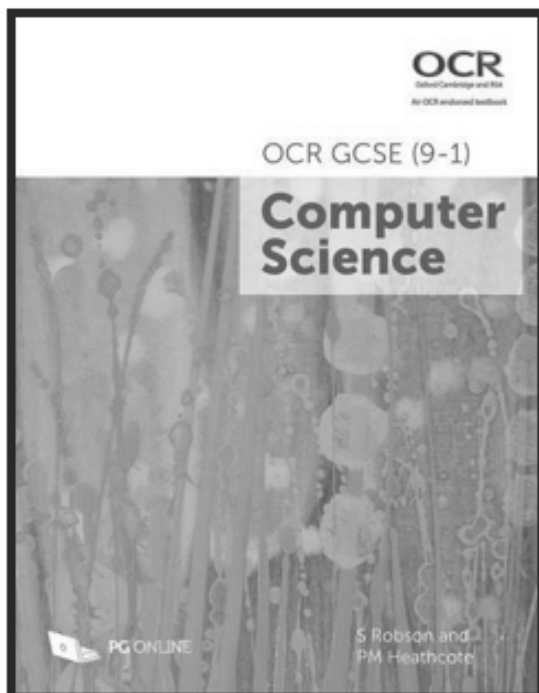
## Computational thinking, algorithms and programming

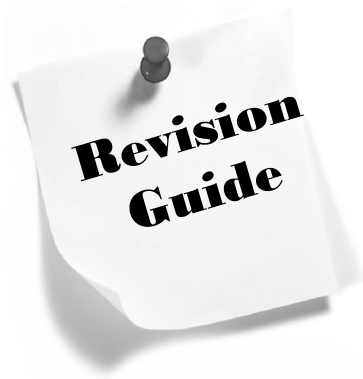
- Algorithms \*
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

All resources are on the school web site via the [ICT KS4 Homepage](#) – Click the **Theory** Button –



The text book is available in class and you should have the revision guide which contains all you need





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# Dance

1 hour 30 minute written exam

## Section A:

Knowledge and understanding of choreographic processes and performing skills.

Q1—7: Hypothetical choreography question in response to a stimulus.

Q7– 10: Knowledge and understanding of performance skills.

## Section B:

Critical appreciation of own work: choreography, duet/trio performance & set phrases: Breathe & Shift.

3x 6 mark questions relating to your use of choreography and performance skills. You will need to reflect on how the skills communicate the choreographic intent or contribute towards an effective performance.

## Section C:

Critical appreciation of 6 professional dance works:

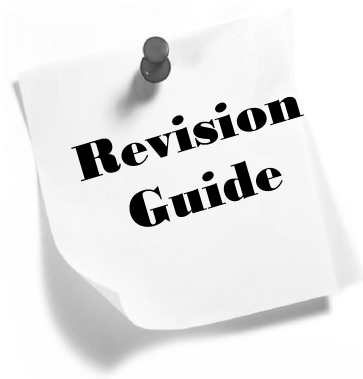
Emancipation of Expressionism—Kenrick H2O Sandy  
Infra—Wayne McGregor  
Artificial Things—Lucy Bennett  
Within her Eyes—James Cousins  
Shadows—Christopher Bruce  
A Linha Curva—Itzik Galili

You must know the following for each professional dance work:

- Features of production: staging/set, lighting, properties, costume, dancers, aural setting, dance for camera (WHE only).
- Performance environments: proscenium arch, site sensitive, end stage
- Choreographic Approaches
- Choreographic Content: movement content (ADSR), structuring devices & form, choreographic devices.
- Choreographic intent: mood, meaning, idea, theme, style / style fusions.

2x 12 mark questions:

- 1) One professional dance work. Describe, analyse, interpret & evaluate 2 characteristics of the performance e.g. aural setting and dance styles and how they contribute to the performance.
- 2) Two professional dance works—similarities & differences. Describe, analyse, interpret & evaluate how the features of production enhance the audiences appreciation.



# Drama

1 hour 45 minute written exam

## Section A: Multiple Choice.

Four quick questions. Make sure you know:

- ✓ Staging configurations
- ✓ The names of the areas of the stage
- ✓ Role and responsibilities in the theatre

[4 marks = 5 minutes]

## Section B: Blood Brothers set text

You will be provided with ONE scene from Blood Brothers (approximately 1.5 pages of script) and all the questions will relate to that scene. [Reading the scene and questions = 5 minutes]

Q6.1: you will design a set or costume for a particular scene or character. You need to link this to your knowledge of the social class and time period of the play. [4 marks = 5 minutes]

Q6.2: You will need to state how you would perform one line of dialogue given to you. Which vocal and physical acting skills would make this line effective? [8 marks = 10 minutes]

Q6.3: You will need to state how you would perform an extract from the scene and how the other actors would perform their roles as well. You will link to a range of acting skills. [12 marks = 15 minutes]

Q6.4: You will be given a character from the show and need to state how you would perform this character in the scene given and also how you would perform that character in the rest of the play. [20 marks = 25 minutes]

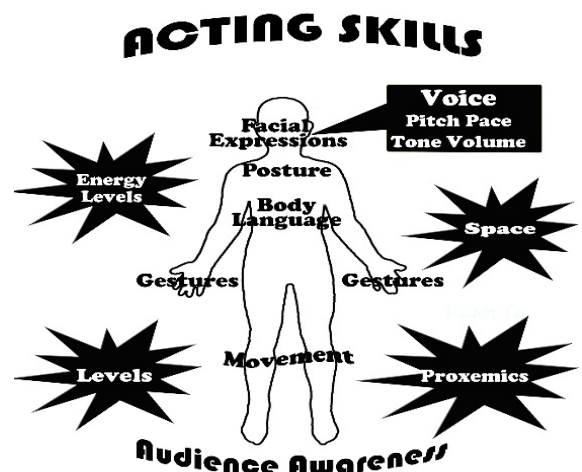
## Section C: Live Theatre Production

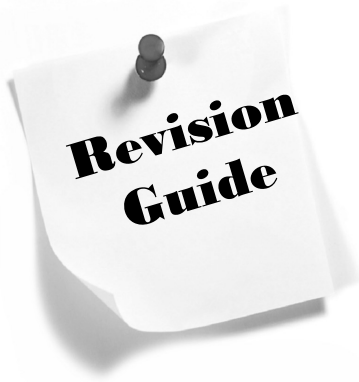
You will analyse and evaluate how one or more actors used their physical and vocal skills in one production you have seen on the course.

You will answer this in reference to 'Billy Elliot – The Musical'. See Office365 for the extracts you will be writing about.

[32 marks = 40 minutes]

You need to refer to these skills in Sections B and C of the written exam:



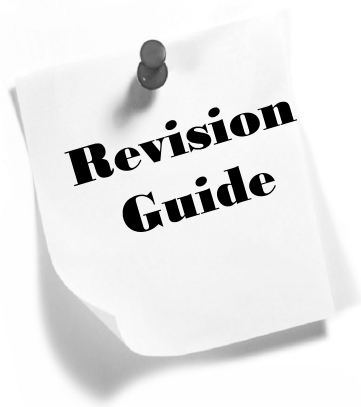


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# Electronics

## Revision Topics

- **Electronic systems & sub-systems**, i.e. input, process, output
  - Sensors (Thermistor & LDR), Signal processing and Output components
  - Use of **transducer drivers** to amplify current & drive output components
- **Circuit diagrams**: draw and recognise standard circuit symbols
- **Current & voltage** rules in series and parallel circuits
- **Ohms law**, power, and energy transfer calculations
- **Resistor** colour codes, Resistors in series & parallel, using E24 series, tolerance
- **Pull-up & pull-down resistors** in series with switches to provide logic inputs
- **Current limiting resistors**, e.g. calculating the appropriate resistor value to protect an LED
- **Voltage dividers**. Sensing circuits designed using voltage dividers. Calculations
- **Transistor & MOSFET operation & calculations**. Use in switching circuits (transducer driver)
  - Knowledge of changes to  $V_{be}$  &  $V_{out}$  as transistor **saturates**, Transistor gain formula ( $h_{fe}$ )
  - MOSFET Drain current & transconductance
- **Logic systems**: gates & combinational logic, logic levels, Boolean algebra
  - NOT, AND, OR, NAND, NOR, symbols & truth tables
  - Boolean identities, e.g.  $A \cdot B$ ,  $A + B$ , etc.
  - Designing logic systems from truth tables
  - NAND gate substitution & redundancy
- **Timing circuits** – RC networks, Monostable, Astable, capacitors (polarised & non-polarised)
  - Voltage across capacitor as it charges/ discharges, interpreting charge/discharge graphs
  - Action of 555 monostable + timing formula
  - Astable mark-space ratio, frequency. Frequency calculations
  - Amplitude & time period measured using an oscilloscope
- **Sequential systems** — D Type flip flops: action of, i.e. rising edge triggered
  - Applications, i.e. data transfer, latches, 1 and 2 bit binary counters
  - Displaying characters on 7 segment displays
  - Drawing and analysing timing diagrams for binary & BCD counters
  - Resetting counters at a given value
- **Op-Amps** — Inverting and non-inverting amplifiers (design & analysis)
  - Gain calculations, gain-frequency graphs, bandwidth, voltage-time graphs, clipping distortion
  - Summing Op-amp used as a mixer
  - Comparators: design and operation
- **Interfacing**
  - Describe the operation of a Schmitt Inverter to de-bounce mechanical switches and analogue sensors
  - Compare the action of transistors, comparators and Schmitt inverters
  - Design interfacing circuits using transistors, comparators and Schmitt inverters
- **Control Systems**
  - Microcontrollers and flow chart programming
  - Using servos



# English Language

Exam Board - AQA.

3 Revision Guides: CPG SPaG Workbook, 9-1 Workbook and 9-1 Revision Guide

Paper 1:

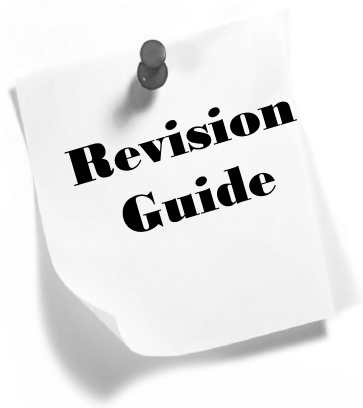
1 hour 45 minutes - 50% of GCSE grade

Question Type	How to revise for this section
<b>Section A: Reading with one text to analyse</b>	Read a variety of challenging fiction texts, looking up difficult vocabulary and phrasing.
Q1: Select four details (4)	Practise finding information quickly and efficiently.
Q2: Language features and their effect (8)	Revise literary techniques, sentence types and word classes. Practise analysing the effect they have.
Q3: Structure and its effect (8)	Revise structural devices and terms, sentence structures and their impact.
Q4: Evaluation question (20)	Practise writing PETAL, paragraphs to analyse the impact of word choices, linguistic devices and structure. In addition to analysis, be willing to express your opinion about the ideas of the text.
<b>Section B: Descriptive or narrative writing</b>	Write a variety of descriptive texts, based on pictures of landscapes or individuals.
Content and organisation (24)	Develop your own interesting texts using images, writing in clear paragraphs and a variety of sentences and openings. Practise linking the opening and closing paragraphs.
Technical accuracy (16)	Revise the rules of punctuation. Practise punctuating using a variety of sentence types, and learn difficult spellings.

Paper 2

1 hour 45 minutes—50% of GCSE grade

Question Type	How to revise for this section
<b>Section A: Reading with two texts to analyse, one C19th</b>	Practise reading a variety of challenging non-fiction texts, including C19th, looking up difficult vocabulary and phrasing.
Q1: Select four details from a choice (4)	Read a range of texts and practise finding information quickly and efficiently.
Q2: Summary of two texts (8)	Practise selecting and summarising points, using short quotations.
Q3: Language and its effect (12)	Revise literary techniques, sentence types and word classes. Practise analysing the effect they have.
Q4: Comparing Tone	Read texts and compare the writers' attitudes/ feelings and discuss how they use language to create the attitude.
<b>Section B: Writing to present a viewpoint</b>	Write a variety of arguments, based on your response to a statement.
Content and organisation (24)	Develop your own interesting texts, writing in clear paragraphs and a variety of sentences and openings.
Technical accuracy (16)	Revise the rules of punctuation. Practise punctuating using a variety of sentence types and learn difficult spellings.



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# English Literature

## Exam Board - AQA

Revision Guides: any CPG or York Notes revision guides for the set texts.

All papers are closed text.

### **Paper 1: 1 hour 45 minutes (40% of GCSE)**

Section A - Shakespearean play (25%) Answer one question, based on the extract and the text as a whole.

Section B –Pre-1900 text (25%) Answer on question based on the extract but must refer to the wider text as well.

### **Paper 2: 2 hours 15 minutes (60% of GCSE)**

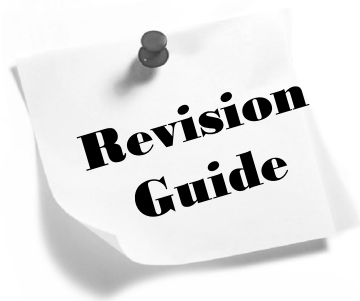
Section A - Modern text (25%) Answer one essay question, from a choice of two.

Section B - Seen Poetry (25%). Answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster.

Section C- Unseen Poetry (25%) Answer one question on an unseen poem. Answer a second question comparing two unseen poems

### **Revision for all parts of the GCSE:**

- Learn quotations for each of your set texts - you **will not** have the texts in the examinations. You will need a minimum of 15 quotations for each text, linked to different themes and aspects of the text that you might want to discuss.
- Revise key literary techniques for poetry, prose and drama.
- Revise appropriate contextual information for each set text - you will need to refer to its importance in your essays. Context includes key themes and links to author's purpose.
- Practise annotating small extracts - these will be provided in Paper 1A and Paper 1B.
- Revise linking small extracts to the rest of the text, as you will be required to do in Paper 1.
- Practise comparing the poems, based on different themes and questions.
- Practise close annotation of unseen poetry.
- Plan different essay ideas, revising key themes in each text.
- Consider alternative interpretations in your essays, using short quotations to support your ideas.
- Practise planning and writing essays in 45 minutes.
- Ensure that you are analysing quotations, rather than simply explaining their meanings.
- Ensure that you refer to the effect of structure in your essays, including juxtaposition, sentence length, and overall structure.



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# Food

**The written paper is in two sections and worth a total of 100 marks.**

**Section 1** - multiple choice style questions and worth 20% of the marks

**Section 2** - longer and more analytical type questions requiring written answers and worth 80% of the marks

**The exam will cover the following topics:**

## **Food Choice**

The current guidelines for a healthy diet - The Eatwell Guide and portion size

How people's nutritional needs change and how to plan a balanced diet for different life stages

How to plan a balanced meal for specific dietary groups

How to maintain a healthy body weight throughout life

Food labelling and marketing

British and international cuisine

Factors which may influence food choice

## **Food Nutrition and Health**

Macro Nutrients—Protein, Fat, Carbohydrates

Micro nutrients—Water soluble vitamins, Fat soluble vitamins, Antioxidants, Minerals

Nutritional analysis

The relationship between diet, nutrition and health

Major diet related health risks

Water

## **Food Safety**

Micro-organisms used in food production

Food spoilage, pathogenic bacteria, yeast, mould, bacteria

The food safety principles when buying and storing food

Personal hygiene and kitchen hygiene

Contamination

Critical temperatures

Preparing, cooking and serving food

## **Food Science**

Why do we cook food?

Heat transfer

Selecting appropriate cooking methods

Functional and chemical properties of food, Protein, carbohydrate's, fat and oils,

Raising agents

Fruit and vegetables—enzymes

## **Food Provenance**

Environmental impact and sustainability of food—food sources

Food and the environment

Sustainability

Primary and Secondary stages of processing and production

How processing affects the sensory and nutritional properties of ingredients.

Technical developments associated with better health and food production

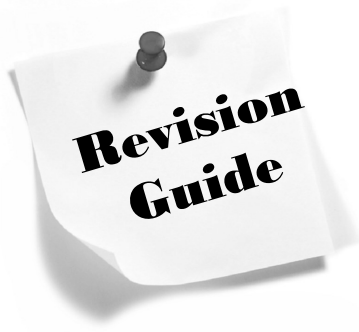
**Use your revision guides, work books, notes from Year 10 and RAG sheet to help with your revision.**

Supporting PowerPoints and other documents can be found in:

**Student Resources\Subjects\Key Stage 4\Technology\Yr 11\YEAR 11 Food\Revision**

**Also see the GCSE Food Google Classroom** [tyjluma](#)





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# Geography

## Exam Technique

Know the command words:

**Describe** – what it is like

**Explain/ suggest** – how or why, use connectives such as because, this is due to

**Compare** – similarities and differences, use comparing connectives e.g. whereas, between the two points you are comparing

**Assess** – explain all aspects and reach a judgement as to the most important

**Evaluate** – weigh up and use the information to make a judgement or conclusion

**Select and justify** – select one option and explain why you choose it using the information provided; add information on why you did not choose the other options

**Use Figure 1 to...** - use ONLY the source and include data or information from the source

**Use Figure 1 and your own knowledge** – you must include something from the source

**Use a case study to...** - use only one case study. Learn facts for the case studies (significant number of lessons) and located examples

### Paper 1: Global Geographical Issues – 37.5% -

#### Friday 17th May (afternoon) 1Hr 30 minutes

Section A: Hazardous Earth – Tectonic Hazards: earthquakes and volcanoes; Climate Hazards: hurricanes. Located examples: Earthquakes – Japan 2011 and Haiti 2010, Hurricanes - New Orleans, USA, Hurricane Katrina, August 2005 - Cyclone Nargis – Myanmar 2008

Section B: Development dynamics. Case study: India

Section C: Challenges of an urbanising world. Case study: Mumbai

### Paper 2: UK Geographical Issues - 37.5% of the qualification

#### Wednesday 5<sup>th</sup> June (morning), 1hr 30 minutes

Section A: The UK's evolving physical landscape

-Including Coastal change and conflict. Located example: Holderness

- Including River processes and pressures. Located example: River Eden, Cumbria

Section B: : The UK's evolving human landscape

-Including Dynamic UK cities. Case Study: London

Section C: Investigating a UK Geographical Issue—Revise your fieldwork

- Physical geography fieldwork (South Coast Fieldwork— Eastbourne, Birling Gap, Seaford & Peacehaven)
- Human Geography fieldwork (London Stratford Fieldwork—Carpenter's road & East Village)

### Paper 3: People and Environment Issues – Making Geographical Decisions- 25% of the qualification

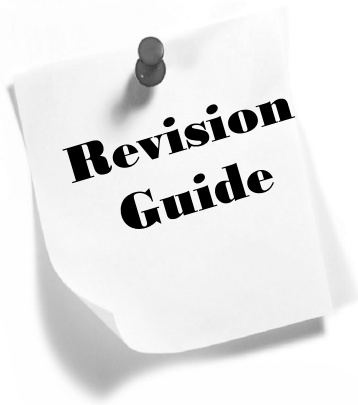
#### Friday 14<sup>th</sup> June (morning), 1hr 30 minutes

Section A: People and the biosphere

Section B: : Forests under threat – Tropical Rainforest and Taiga

Section C: : Consuming energy resources

Section D: : Making a geographical decision – material is provided in the exam which the students will study and then make a decision about the best course of action. They should practice on past exam papers and use the help found on Google Classroom.



# Health and Social Care

OCR Cambridge National Level 1/2

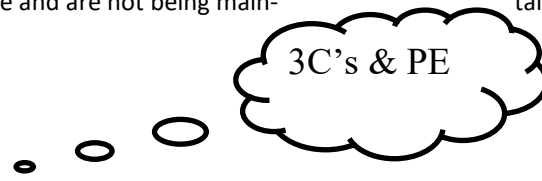
## R032 Principles of Health and Social Care —Exam Date: 5th June 2024

Further details can be found in the colour coded booklets you have been given in class on each of the topic areas below:

### Topic Area 1 Maintaining Individual Rights

You must be able to identify the following rights and when they are and are not being main-<sup>tained:</sup>

- Confidentiality
- Choice
- Consultation
- Protection from abuse and harm
- Equal and fair treatment

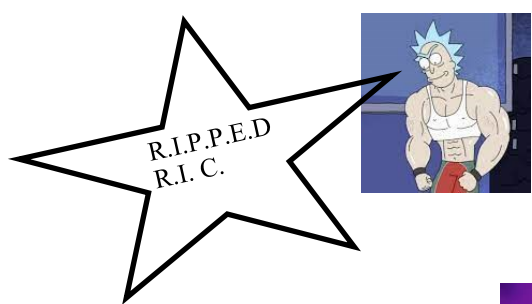


You must also be able to explain and analyse the benefits of the rights above being maintained

### Topic Area 2 Person Centred Values/The 6 C's

You must be able to identify the following values and explain how practitioners would promote them:

- Respect
- Independence
- Partnership
- Privacy
- Encourage to make decisions
- Dignity



- Rights
- Individuality
- Choice

You must be able to identify the following qualities practitioners must have to deliver high quality care:

- Care
- Communication
- Compassion
- Competence
- Commitment
- Courage



You need to be able to explained the Physical, Intellectual, emotional and social effect to service users if the above are not maintained

### Topic Area 3 Types of Communication

You must be able to identify and explain different types of communication from the following 4 categories:

- Verbal
- Non-verbal
- Active Listening
- Special Methods

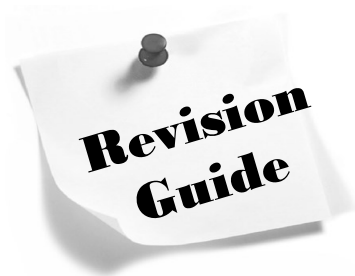
Why Verbal Communication Matters



You must be able to explain the benefits of using each skill from the list above and the effects if they are used incorrectly

### Topic Area 4 Protecting Individuals

- Safeguarding - identify and explain the actions taken by staff to identify and reduce the negative outcome of abuse/ maltreatment
- Infection Control - identify and explain different measures taken by practitioners to minimise the spread of infectious agents.
- Safety Measures - identify and explain different measures to prevent accidents in and around a setting
- Security Measures - identify and explain different measures to keep intruders out



# History

<p><b>Paper 1</b>  <b>Medicine in Britain</b>  <i>(1 hour 15 minutes)</i>  <b>30%</b></p> <p>6 questions with sources.</p> <p>Section A: Medicine in the trenches 1914-1918.</p> <p>Section B: Medieval, Renaissance, C18th C19th, Modern medicine. Causes, treatments, preventions &amp; case studies.</p>	<p><b>Paper 2</b>  <b>Early Elizabethan England 1558-1588</b>  <i>(50 minutes)</i>  <b>20%</b></p> <p>3 questions. No sources or interpretations.</p> <p>Key topic 1: Queen, government and religion 1558-1569</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad 1569-1588</p> <p>Key topic 3: Elizabethan society in the Age of Exploration 1558-1588</p>	<p><b>Paper 2</b>  <b>Superpower relations and the Cold War 1941-1991</b>  <i>(50 minutes)</i>  <b>20%</b></p> <p>3 questions. No sources or interpretations.</p> <p>Key topic 1: The origins of the Cold War 1941-1958</p> <p>Key topic 2: Cold War crises 1958-1970</p> <p>Key topic 3: The end of the Cold War 1970-991</p>	<p><b>Paper 3</b>  <b>Weimar &amp; Nazi Germany 1918-1939</b>  <i>(1 hour 20 minutes)</i>  <b>30%</b></p> <p>6 questions with sources and interpretations.</p> <p>Key topic 1: The Weimar Republic 1918-1929</p> <p>Key topic 2: Hitler's rise to power 1919-1933</p> <p>Key topic 3: Nazi control and dictatorship 1933-1939</p> <p>Key Topic 4: Life in Nazi Germany 1933-1939</p>
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## HOW TO REVISE FOR GCSE HISTORY EXAMS

### Use Google Classroom

All the lessons are there and also there is a designated revision section full of clips, PPTs, past papers, and advice on how to answer the questions.

Paper 1 – [3ldu7v5](#)

Paper 2 Elizabeth – [dx5gdmn](#)

Paper 2 Cold war – [sw23fwc](#)

Paper 3 – [vsetqkk](#)

Revise with **past papers** – these are all on Google Classroom

Use the **revision notes** you have made for homework: mindmaps, Flash cards, Revision quizzes

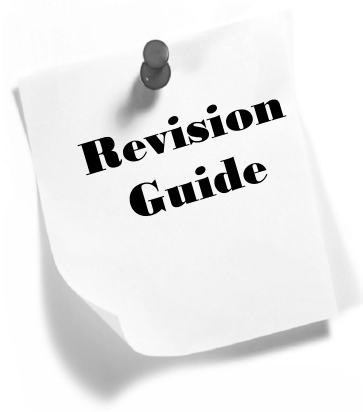
Don't forget to revise **how to answer the questions** as well. There are lots of resources to help you with this on Google Classroom.

Use the **CGP Revision Guide**.

Use your **booklets and exercise books**.

**Monday lunchtime revision sessions** room 70 with Mrs Swan

**BBC Bitesize website** – make sure you are looking at the **Edexcel** section only.



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# Maths

In the Maths Google Classroom you will find:

- Tips on how to revise
- Complete revision lists
- Past exam papers and solutions from AQA
- Links to web resources e.g. Maths Genie, Corbett, Maths Watch and SparX
- A list of formulae that you need to memorise

## Google Classroom

Here are codes:

Foundation = **wbmeb4c**

Higher = **oesu3qc**

## Revision Guides

We recommend the CGP Revision Guides.:

**GCSE AQA Mathematics for the Grade 9-1 - Course Revision Guide**

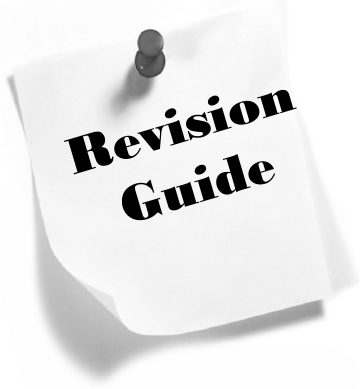
**GCSE AQA Mathematics for Grade 9-1 - Course Exam Practice Workbook**

**GCSE AQA Mathematics Grade 8-9 - Targeted Exam Practice Workbook**

## Calculator

Two out of your three papers are calculator papers—make sure you have one!

We recommend the [Casio 85GTCW](#)



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# Modern Foreign Languages

## French, German, Spanish & Italian

- ◆ For your MFL exams you need to know the vocabulary from the topics listed below. This is in your vocabulary booklets.
- ◆ Your teachers have put lots of vocab on *Quizlet* for you over Year 10 & 11. Use this to help you revise.
- ◆ Focus on a couple of topics per week. Highlight the vocab you don't know and go back over it until you are confident you can remember it. Little and often is the best way to revise vocabulary.
- ◆ You need to be able to use the grammar points listed below.
- ◆ To help with your revision use *Duolingo* and *Quizlet*.
- ◆ You might find it helpful to make flashcards or to put post-it notes up at home with the hard to remember words / grammar points.
- ◆ Remember to learn your conversation topics that you've prepared really thoroughly. To help with this you could record your answers and play them back, display questions and answers around your room or ask someone else to test you regularly.

### TOPICS

Greetings	Daily routine	Life at school
Numbers	Helping around the house	Comparing different schools
Telling the time	Festivals and special occasions	School rules
Weather	Hobbies	
Opinions	TV and cinema	
Connectives	Food	
Questions	Restaurant role plays	
Saying when you do things	Healthy eating	<b><u>GRAMMAR</u></b>
Months, days, seasons	Health and illness	“a” “some” and “the”
Family and relationships	Countries and nationalities	Possessive adjectives
Physical descriptions	Transport	Plurals
Character	The journey	Adjectival agreements
Animals and colours	Where do you go on holiday?	Idioms
Where you live	Accommodation	Negatives
Places in town	Holidays	Direct object pronouns
Describing your town	Future plans	Present tense verbs
Shops	Environment	The future tenses
Directions	Social problems	The imperfect tense
Clothes	Jobs	The perfect tense
Shopping	Technology	The conditional tense
	School subjects	The subjunctive
	School day and facilities	



## Revision Guide

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# Music

**Students have been issued with an official revision guide and multiple practice resources for use until the day of the exam. Please return the revision guide to school following the exam**

### **Area of study 1: Musical Forms and Devices**

**SET WORK** : Badinerie by J.S. Bach for Flute and String Orchestra with Harpsichord  
(Final movement, Orchestral Suite No.2 in B minor, 1067)

- repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/ arpeggio • Alberti bass • regular phrasing • melodic and rhythmic motifs • modulation to dominant and relative minor • simple chord progressions including cadences

### **Area of study 2: Music for Ensemble**

- monophonic • homophonic • counterpoint • countermelody • polyphonic • unison • chordal • layered • round • canon • melody & accompaniment

*Learners will also consider how texture is used in the following instrumental and vocal groupings:*

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

### **Area of study 3: Film Music**

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

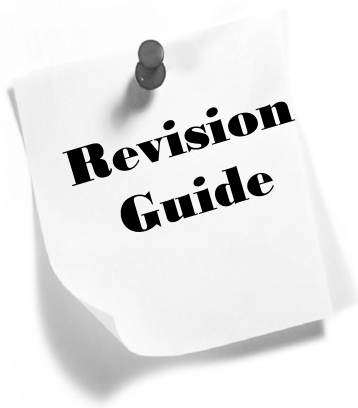
### **Area of study 4: Popular Music**

**SET WORK** : Africa: Toto (released 1982)

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

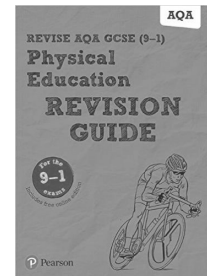
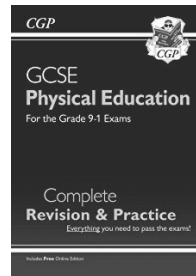
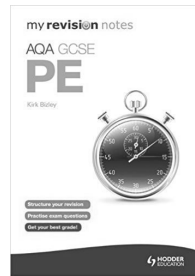
*Learners will also identify and use (as appropriate) the following musical features:*

- 32 bar song form • Strophic • 12 bar blues • verse • chorus • riffs • middle 8 (eight) • bridge • fill • instrumental break • intros and outros • improvisation • loops • samples • panning • phasing • off beat /



# PE

## Useful Guides for Revision



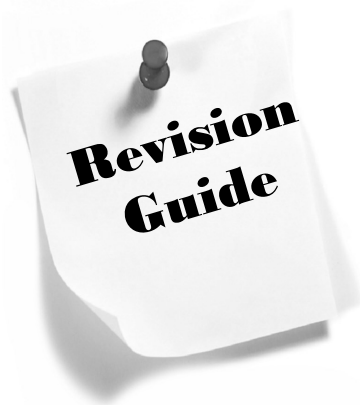
<b>PAPER 1: The human body &amp; movement in physical activity &amp; sport.</b>	<b>PAPER 2: Socio-cultural influences &amp; well being in physical activity &amp; sport.</b>
<b>Applied Anatomy and Physiology</b>	<b>Sports Psychology</b>
<b>Movement Analysis</b>	<b>Socio-cultural Influences</b>
<b>Physical Training</b>	<b>Health, Fitness and Wellbeing</b>
<b>Use of Data</b>	<b>Use of Data</b>

The PE exam is across 2 papers

Both papers are 1 hour 15 minutes, worth 78 marks and are 30% each of your final grade

### Section Topics

<b>Applied Anatomy and Physiology</b>	<b>Movement Analysis</b>	<b>Physical Training</b>	<b>Sports Psychology</b>	<b>Socio-cultural Influences</b>	<b>Health, Fitness and Wellbeing</b>
The structure & function of the musculoskeletal system	Lever systems	Health and fitness	Classification of skill	Engagement patterns of different social groups	Physical, emotional and social health, fitness and wellbeing
The structure & function of the cardio vascular system	Planes and axis of movement	Components of fitness	Goal setting (SMART)	Commercialisation of sport	Consequences of a sedentary lifestyle
Aerobic and anaerobic exercise		Principles of training	Basic information processing	Ethical and socio cultural issues in sport	Energy use, diet, nutrition & hydration
Short & long term effects of exercise		How to optimise training & prevent injury	Guidance and feedback		
		Effective warm use of warm up and cool down	Mental preparation		
<b>Use of Data</b>					
Demonstrate an understanding of how data is collected, both qualitative and quantitative.			Presenting data (including tables and graphs).		



# Religious Studies

## Full Course

### How to answer THEMES questions

Each exam is 1 hour 45 mins. This is roughly a minute a mark.

Make sure you allow enough time to answer each question, especially the 12 mark ones!

For the **1-mark question**, you will be given a multiple-choice question and you need to choose the right answer. Learn your key words.

For the **2-mark question** you need to give two examples or facts. You **do not** need to elaborate on these and do not waste time giving more than 2, as you can only get 2 marks.

For the **4-mark question**, you will be asked to 'explain'. You need to give two points. To get full marks you must develop or justify both points. You can think of it as being a mark per point and a mark for developing each point. This should show that you understand information as well as being able to recall it. The question may ask for two *contrasting* beliefs – in this case make sure that the beliefs you use are different, and not just the same argument given by two different religions. You **must** refer to Christianity as one of the chosen religions.

The **5-mark question** is very similar to the 4-mark question, but the beliefs do not need to be contrasting. You may refer to any religious beliefs, which do not need to include Christianity. As well as making two points and developing/justifying both, you should refer to at least one piece of scripture / religious writing (as well as your development/justification). Again, try to make sure your points are different so that the examiner gives you credit for every point/development you make.

The **12-mark question** is the longest, and there is a little more to remember. You will need to evaluate a statement. This means giving arguments and justifications **for** and **against** the statement (so agreeing with it, and also suggesting an alternative point of view). Make sure you have good reasons for all the points you make and link them together well. To get top marks you need to come to a conclusion; picking the most convincing side of the argument (based on the arguments you have given!) and saying why you think this is the case. You need to refer to religious views, it is a good idea to refer to non-religious views as well.

#### Full Course Topics

##### **Paper 1 (15th May) - 4 Qs**

Buddhist Beliefs and Teachings  
Buddhist Practices  
Christian Beliefs and Teachings  
Christian Practices

##### **Paper 2 (23rd May) - 4 Qs**

Family and Relationships  
Religion and Life  
Peace and Conflict  
Crime and punishment.

**Please ignore the other themes!**

**Please check Google Classroom regularly as you will be sent additional advice and revision resources**



Google Classroom

Look at the revision booklets that have been issued on **Buddhism, Christianity and the THEMES.** **WATCH** the recommended YouTube videos on Google Classroom

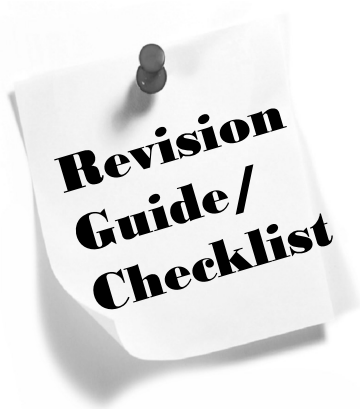
Use the comprehensive revision guides that have been issued for each section of Paper 1.

In addition to these, there are ZigZag resources available in the Google Classroom.

'Themes' revision and teachings sheets are also available for you alongside some past papers and the mark schemes (mark sheets) for each one to check answers.

Please contact Mrs Quick or Mr Clubb if you need any extra help





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# Combined Science (AQA Trilogy)

**Combined Science (double award)** - most students follow this route

There are SIX exams, each 1 hour 15 mins long, making up an equal part of the double award qualification:

<b><u>B1</u></b> Cell biology Organisation Infection and response Bioenergetics	<b><u>C1</u></b> Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	<b><u>P1</u></b> Energy Electricity Particle model of matter Atomic structure
<b><u>B2</u></b> Homeostasis and response Inheritance Variation and evolution Ecology	<b><u>C2</u></b> The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<b><u>P2</u></b> Forces Waves Magnetism and electromagnetism

The content of these exams is covered by the red revision guide marked 'GCSE Combined Science' on the front cover, which has been lent to each student at the start of Year 10

**Please join the google classrooms for your science course to find useful resources, revision aids, links to videos and websites and more.**

Keep checking back nearer to the exams as these will continue to be added to.

**Combined science foundation: rkz2wti**  
**Combined science higher tier: s46quap**

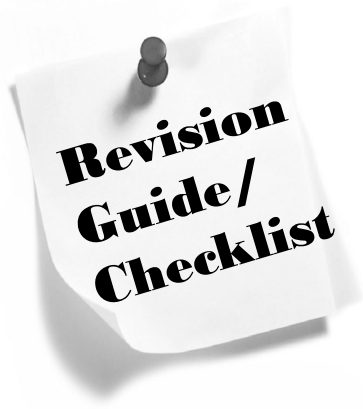
Useful websites:

BBC bitesize: [AQA combined trilogy \(double award\) science](#)

[Seneca Learning](#) Filter as follows... Age: GCSE, Subject: Combined science, Exam board: AQA, Tier: Higher or Foundation

Useful YouTube channels:

[Primrose kitten](#) [Free science lessons](#) [Cognito](#)



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# Triple Science (AQA )

## Triple science (separate science)

There are SIX exams, each 1 hour 45 mins long

<b><u>B1</u></b> (makes up 50% of biology grade) Cell biology Organisation Infection and response Bioenergetics	<b><u>C1</u></b> (makes up 50% of chemistry grade) Atomic structure and the periodic table Bonding, structure and the properties of matter Quantitative chemistry Chemical changes Energy changes	<b><u>P1</u></b> (makes up 50% of physics grade) Energy Electricity Particle model of matter Atomic structure
<b><u>B2</u></b> (makes up 50% of biology grade) Homeostasis and response Inheritance Variation and evolution Ecology	<b><u>C2</u></b> (makes up 50% of chemistry grade) The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<b><u>P2</u></b> (makes up 50% of physics grade) Forces Waves Magnetism and electromagnetism Space physics

The content of these exams is covered by the three revision guides marked 'GCSE Physics' 'GCSE Chemistry' and 'GCSE Biology' on the front cover, which have been lent to each student at the start of Year 10

**Please join the google classrooms for your science course to find useful resources, revision aids, links to videos and websites and more.**

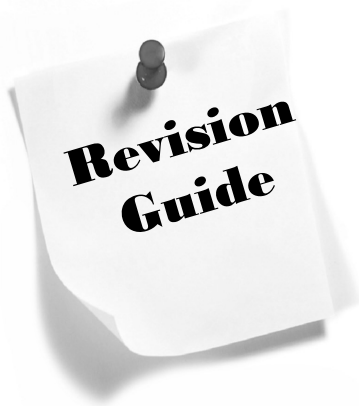
Keep checking back nearer to the exams as these will continue to be added to.

**Triple science: olh25ed**

### Useful websites:

BBC bitesize: [Triple Physics](#) [Triple Biology](#) [Triple Chemistry](#)

[Seneca Learning](#) Filter as follows... Age: GCSE, Subject: Biology/Chemistry/Physics, Exam board: AQA, Tier: Higher



# BTEC SPORT

The BTEC exam is 1 hour and 30 minutes long

Make sure you know the following command words that are likely to come up in the exam

**Assess** - Give careful consideration to all the factors or events that apply and identify which are the most important or relevant, leading to supported judgements.

**Complete table (X) by stating** - Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.

**Describe** - Present two (or more) linked descriptive points on characteristics, features, uses or processes. Do not need to include a justification or reason.

**Draw**—Match each item to the correct answer from a choice of five options.

**Evaluate**—Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgement supported by evidence which will often be in the form of a conclusion.

**Explain**—Present an explanation that requires a justification/exemplification of the identified reason, way, benefit or importance etc.

**Give**—Provide an example or response, i.e. of a feature, characteristic or use of.

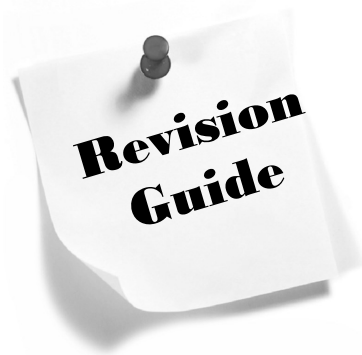
**Identify**—Select the correct answer from the given context.

**State/name** - Recall from memory facts, terms, processes, etc. or provide the correct answer to the given context.

**Which**—Select one correct answer from a choice of four options provided.

The key areas covered in the exam are shown below:

<b>Learning Aim A</b> Explore the importance of fitness for sports performance	<b>Learning Aim B</b> Investigate fitness testing to determine fitness levels	<b>Learning Aim C</b> Investigate different fitness training methods	<b>Learning aim D</b> Investigate fitness programming to improve fitness and sports performance
Components of fitness	Importance of fitness testing	Warming Up	Personal information to aid fitness training programme design
Fitness principles	Fitness testing methods for physical fitness	Cooling Down	Fitness programme design
Exercise Intensity	Fitness testing methods for skill related fitness	Fitness training methods for physical components of fitness and their advantages and disadvantages	Motivational techniques for fitness programming
Importance of fitness testing	Interpretation of fitness results and data	Fitness training methods for skill related components of fitness and their advantages and disadvantages	
		Provision for taking part in fitness training methods	
		The effects of long-term fitness training on the body systems	



# Design & Technology

## Revision list for the Year 11 D&T exam – Summer 2024

**Equipment:** Black pen, pencil, sharpener, rubber, ruler, protractor, calculator, set squares.

The exam paper is 2 hours and is divided into 3 sections - A, B & C which are explained below.

### Section A – Core Technical Principles

Everyone has to answer all of the questions. These are short answer or multiple-choice style questions.

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

### Section B – Specialist Technical Principles

This section is based on your chosen material specialism so you will study your specific material in relation to the topics below.

**Plastics—Product Design**

**Timbers—Resistant Materials**

**Textiles— Textiles**

These are higher tariff questions where you will be tested on knowledge, understanding, analysis/evaluation and critical thinking skills.

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

### Section C – Designing and Making Principles

You answer relevant questions according to your chosen material specialism. These are higher tariff questions where you will be tested on knowledge, understanding, analysis/evaluation, critical thinking and other knowledge skills.

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances

### The work of others:

Students should investigate, analyse and evaluate the work of past and present designers and companies to inform their own designing.

Students should investigate the work of a minimum of two of the following designers:

- Harry Beck
- Marcel Breuer
- Coco Chanel
- Norman Foster
- Sir Alec Issigonis
- William Morris
- Alexander McQueen
- Mary Quant
- Louis Comfort Tiffany
- Raymond Templer
- Marcel Breuer
- Gerrit Reitveld
- Charles Rennie Macintosh
- Aldo Rossi
- Ettore Sottsass
- Philippe Starck
- Vivienne Westwood.

Students should investigate the work of a minimum of two of the companies:

- Braun
- Dyson

### Communication of Design Ideas:

Develop, communicate, record and justify design ideas using a range of appropriate techniques such as:

- freehand sketching, isometric
- 1 and 2 point perspective
- 2D and 3D drawings
- system and schematic diagrams
- annotated drawings that explain detailed development or the conceptual stages of designing
- exploded diagrams to show construction detail or assembly
- working drawings
- 3rd angle orthographic, using BSI conventions, dimensions and drawn to scale

# Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8 - 9							
9 - 10							
10 - 11							
11 - 12							
12 - 1							
1 - 2							
2 - 3							
3 - 4							
4 - 5							
5 - 6							
6 - 7							
7 - 8							
8 - 9							

# Exam Timetable (Y11) - Summer 2024

Week 31B			
Monday 6th May	9.00AM	BANK HOLIDAY	
	1.00PM		
Tuesday 7th May	9.00AM		
	1.00PM		
Wednesday 8th May	9.00AM	BTEC L2 Enterprise BEN03 (Component 3)	2 Hrs
	1.00PM		
Thursday 9th May	9.00AM	GCSE Religious Studies 8062/1	1 Hr 45
		BTEC L2 Sport BSP03 (Component 3)	1 Hr 30
	1.00PM	GCSE Drama 8261/W	1 Hr 45
		GCSE Italian Listening 8633/LH&F	45m/35m
	GCSE Italian Reading 8633/RH&F	1Hr/45m	
Friday 10th May	9.00AM	GCSE Biology 8461/1H & F	1 Hr 45
		GCSE Combined Science 8464/B/1H & F	1 Hr 15
	1.00PM	GCSE Electronics C490UA0-1	1 Hr 30
		GCSE German Listening 8668/LH&F	45m/35m
	GCSE German Reading 8668/RH&F	1Hr/45m	
Week 32A			
Monday 13th May	9.00AM	GCSE English Literature 8702/1	1 Hr 30
	1.00PM		
Tuesday 14th May	9.00AM	GCSE French Listening 8658/LH&F	45m/35m
		GCSE French Reading 8658/RH&F	1Hr/45m
	1.00PM	GCSE Business 1BS0/01	1 Hr 45
Wednesday 15th May	9.00AM	GCSE History 1HI0 11	1 Hr 15
	1.00PM	GCSE Computer Science J277/01	1 Hr 30
Thursday 16th May	9.00AM	GCSE Maths 8300/1H & F (Non-Calc)	1 Hr 30
	1.00PM	GCSE Religious Studies 8062/2A	1 Hr 45
Friday 17th May	9.00AM	GCSE Chemistry 8462/1H & F	1 Hr 45
		GCSE Combined Science 8464/C/1H & F	1 Hr 15
	1.00PM	GCSE Geography 1GB0/01	1 Hr 30
Week 33B			
Monday 20th May	9.00AM	GCSE English Literature 8702/2	2 Hrs 15
	1.00PM	GCSE Electronics C490U20-1 (1h30m)	1 Hr 30
		GCSE Italian Writing 8633/WH&F (1h15m/1h)	1Hr 15/1Hr
Tuesday 21st May	9.00AM	GCSE German Writing 8668/WH&F	1Hr 15/1Hr
	1.00PM	GCSE Computer Science J277/02	1 Hr 30
Wednesday 22nd May	9.00AM	GCSE Physics 8463/1H & F	1 Hr 45
		GCSE Combined Science 8464/P/1H & F	1 Hr 15
	1.00PM	GCSE Physical Education 8582/1	1 Hr 15
Thursday 23rd May	9.00AM	GCSE English Language 8700/1	1 Hr 45
	1.00PM		
Friday 24th May	9.00AM	GCSE French Writing 8658/WH&F	1Hr 15/1Hr
	1.00PM		
HALF TERM			

<b>Week 34A</b>			
<b>Monday 3rd June</b>	9.00AM	GCSE Maths 8300/2H & F (Calc)	1 Hr 30
	1.00PM	GCSE Physical Education 8582/2	1 Hr 15
<b>Tuesday 4th June</b>	9.00AM	GCSE Spanish Listening 8698/LH&F	45m/35m
		GCSE Spanish Reading 8698/RH&F NCFE L1/2 Health & Fitness	1Hr/45m 1 Hr 30
<b>Wednesday 5th June</b>	1.00PM	GCSE History 1HI0 2R	1 Hr 45
	9.00AM	GCSE Geography 1GB0/02	1 Hr 30
<b>Thursday 6th June</b>	1.00PM	GCSE Business 1BS0/02 CNAT L2 H&SC R032/01	1 Hr 45 1 Hr 15
	9.00AM	GCSE English Language 8700/2	1 Hr 45
<b>Friday 7th June</b>	9.00AM		
	1.00PM	GCSE Biology 8461/2H & F GCSE Combined Science 8464/B/2H & F	1 Hr 45 1 Hr 15
<b>Week 35B</b>			
<b>Monday 10th June</b>	9.00AM	GCSE Maths 8300/3H & F (Calc)	1 Hr 30
	1.00PM	GCSE Spanish Writing 8698/WH&F	1Hr 15/1Hr
<b>Tuesday 11th June</b>	9.00AM	GCSE Chemistry 8462/2H & F	1 Hr 45
		GCSE Combined Science 8464/C/2H & F	1 Hr 15
<b>Wednesday 12th June</b>	1.00PM	GCSE History 1HI0 31 Level 2 Further Maths 8365/1	1 Hr 20 1 Hr 45
	9.00AM	GCSE Dance 8236/W	1 Hr 30
<b>Thursday 13th June</b>	1.00PM	NCFE L1/2 Child Development	1 Hr 30
	9.00AM		
<b>Friday 14th June</b>	1.00PM	<b>Contingency Session</b>	
	9.00AM	GCSE Geography 1GB0/03	1 Hr 30
<b>Monday 17th June</b>	1.00PM	GCSE Physics 8463/2H & F GCSE Combined Science 8464/P/2H & F	1 Hr 45 1 Hr 15
	9.00AM		
<b>Week 36A</b>			
<b>Tuesday 18th June</b>	1.00PM	GCSE Music C660U30-1	1 Hr 15
	9.00AM	GCSE Design & Technology 8552/W	2 Hrs
<b>Wednesday 19th June</b>	1.00PM		
	9.00AM	GCSE Food & Nutrition 8585/W Level 2 Further Maths 8365/2	1 Hr 45 1 Hr 45
<b>Thursday 20th June</b>	9.00AM		
	1.00PM		
<b>Friday 21st June</b>	9.00AM		
	1.00PM		
<b>Week 37B</b>			
<b>Wednesday 26th June</b>	9.00AM	<b>Contingency day</b>	
	1.00PM		

Candidates must remain available on **Thursday 6th & 13th June**, and up to and including **Wednesday 26th June 2024** should an awarding body need to invoke its contingency plan.