MOSSLEY HOLLINS HIGH SCHOOL

THE CLASS OF 2027

YEAR 11

STUDY BOOKLET

Hard Work = Success

Contents

Page No.

2. Contents
3. PPE Timetable
5. Letter from Mrs Hammond
6. How to study at home
7. Planning for your revision
8. Revision Strategies
9. Weekly blank study plans

How to study and what to study by subject, alphabetically:

17. Art
18. Business
20. Creative iMedia
21. Design and Technology
22. Digital Information Technology
24. Drama
25. English Language
26. English Literature
27. Food Preparation and Nutrition
29. Geography
31. History
33. Maths
38. Music
40. Physical Education
41. Religious Studies
45. Science Combined
48. Science Separate
51. Spanish
53. Statistics

Year 11 PPE Timetable November 2026

Time	Examination Title	Duration	Go straight to
Monday 9th November			
8.45am- 10.30am	English Language Paper 1: Explorations in creative reading and writing	1 hour 45 mins	Sports Hall/1.04
11.30am- 12.40pm Combined 11.30am- 1.15pm Separate	Biology 1	1 hour 10 mins Combined 1 hour 45 mins Separate	Sports Hall/1.04
Tuesday 10th November			
9.00am- 10.30am	Maths Paper 1- Non calculator	1 hour 30 mins	P1 lesson first
12.15pm- 1.15pm	History- Conflict and Tension 1945-72 (Cold War)	1 hour	P3 lesson first
Wednesday 11th November			
8.45am-10.30am	English Literature Paper 1: Shakespeare and the Nineteenth Century novel	1 hour 45 mins	Sports Hall/1.04
11.30am- 12.40pm Combined 11.30am- 1.15pm Separate	Chemistry 1	1 hour 10 mins Combined 1 hour 45 mins Separate	Sports Hall/1.04
Thursday 12th November			
Foundation 8.45am- 10.10am Higher 8.45am-10.30am	Spanish- Listening & Reading papers	Listening F 35 mins H 45 mins Reading F 45 mins H 1 hour	Foundation- Dance studio Higher- Sports Hall
11.30am- 1.00pm 11.30am- 12.05pm 11.30am- 12.25pm 11.30am- 12.30pm	Design Technology Drama- C4- Drama: Performance and Response. Section B Live Theatre Review Religious Studies- Paper 1 Christianity GCSE PE- Component 2: Health and Performance	1 hour 30 mins 35 mins 55 mins 1 hour	 Sports Hall/1.04
Friday 13th November			
9.00am- 10.30am	Maths Paper 2- calculator	1 hour 30 mins	P1 lesson first
11.30am- 1.00pm 11.30am- 12.45pm 11.30am- 12.30pm	Statistics- Paper 1 Music- Understanding Music Creative IMedia- R097: Creating an interactive digital media product - practical assessment	1 hour 30 mins 1 hour 15 mins 1 hour	Sports Hall/1.04 Sports Hall/1.04 4.07

Time	Examination Title	Duration	Go straight to
Monday 16th November			
9.00am- 10.30am	Maths Paper 3- calculator	1 hour 30 mins	P1 lesson first
11.30am- 1.00pm	Geography- Living with the Physical Environment	1 hour 30 mins	Sports Hall/1.04
2.05pm- 3.00pm	Religious Studies- paper 1 Buddhism	55 mins	Sports Hall/1.04
Tuesday 17th November			
8.45am- 9.55am Combined 8.45am- 10.30am Separate	Physics 1	1 hour 10 mins Combined 1 hour 45 mins Separate	Sports Hall/1.04
11.30am- 12.30pm	History- Health and the People	1 hour	Sports Hall/1.04
Wednesday 18th November			
8.45am-10.30am	Business Theme 1: Investigating small business	1 hour 45 mins	Sports Hall/1.04
Foundation 11.30am-12.30pm Higher 11.30am- 12.45pm	Spanish- Writing paper	F 1 hour H 1 hour 15 mins	Sports Hall/1.04
Thursday 19th November			
8.45am- 10.30am	Food Preparation & Nutrition	1 hour 45 mins	Sports Hall/1.04
11.30am- 1.30pm	DIT- Component 3- Effective digital working practices CATCH UP EXAMS	1 hour 30 mins	Sports Hall/1.04
Friday 20th November			
 11.25am- 1.25pm Periods 4 and 5	CATCH UP EXAMS Art- practical exam Food practical catch up session	 2 hours	 4.01 4.05

- **Spanish speaking exams will take place during the week beginning 4th November.**
- **Music practicals will be by appointment.**

TAME RIVER EDUCATIONAL TRUST

Great schools in which to learn, teach and belong

MOSSLEY HOLLINS HIGH SCHOOL

FLORET QUI LABORAT

September 2026

Dear Student,

The Pre-Public Examination Study Booklet contains all the essential information for all subjects you are taking to help you prepare thoroughly for your Pre-Public Examinations in November 2026.

The PPE exams begin on ***Monday 9th November*** *and end on* ***Friday 20th November 2026.*** Music practical exams and Spanish speaking exams will be by appointment; your teacher will confirm these times with you directly.

As stated in our Home/School Agreement it is the responsibility of students, parents and the school to work in "partnership" so that every student has the best possible chance of success with their GCSEs. Please read the advice carefully in this booklet and use the sheets provided to plan ahead so that you can be thoroughly prepared for your exams. Colleges may use the results of Pre-Public Examinations to offer places. It is really important that you treat these exams as you would the real ones, ensuring that you thoroughly prepare.

If you need help planning your revision you can see your subject teachers, your Form Mentor, Mrs Dodd, Mr Hayward or Mrs. Hammond.

Mrs. L Hammond

Assistant Headteacher

Mossley Hollins High School

Headteacher: Mrs A Din NPQH

Chief Executive: Mr P Wilson

Huddersfield Road, Mossley,

Ashton-Under-Lyne. OL5 9DP

T: 01457 832491/833031

E: admin@mossleyhollins.com

W: www.mossleyhollins.com

HOW TO STUDY AT HOME

Find a suitable place to work where you feel comfortable (but not too comfortable that you will feel sleepy)

Stick your completed study timetable and exam dates beside you.

Have all your books, notes and practice papers beside you – bring them home from school.
Don't have any excuses for not getting started.

You may need to drop some of your activities for a while; remember it is only a few weeks and it will be worth it.

Divide each topic into manageable parts and try to cover more than one subject during revisions sessions

Work out your best time to study and try to stick to this time.

Study in 20-30 minute chunks.

Work out what you are going to do in advance – have a break and then do another chunk.

There should be an outcome from your revision - Make notes…..don't just read (flashcards, mindmaps, notes) you must write as you go.

Your teachers have been specific on the skills and knowledge required. Learn only what it says in the Study Booklet……practise only the skills in the Study Booklet.

Find some time to relax – go out for a walk, play sport – recharge your (brain) batteries

Planning for your revision

Follow these simple steps……

1. This timetable is one for home time. (At weekends and evenings you'll need 3-5 slots of 20-30 minutes per day).

▼

2. Get all the materials (highlighters, pens, past papers, post it notes, revision cards etc.) that you need for revision for all your subjects.

▼

3. For each subject find out what you need to study for the examination. (Details are in this booklet – read them. Get missing notes).

▼

4. Remove the guidance documents from the revision guidance that are not relevant to you.

▼

5. Work out the total hours that you have for revision.

▼

6. Work out which are high priority, due to the amount to be studied, learning that you have missed or importance for college (e.g. Maths/ English)

▼

7. Plan in time for different subjects each day, ensuring that you allocate appropriate time for each subject.

▼

8. Fill in on your Study Timetable what **TOPICS** and **AREAS** you'll be studying at what times. Also fill in those times that you won't be studying (leisure time). ***Remember to add in all your relevant exams.***

▼

9. Then keep to your timetable. Force yourself to study at these times and in these topics and areas on these subjects.

▼

10. Make sure you plan time to do TIMED past papers – to see how you will cope under exam conditions.

GET PLANNING, GET STUDYING, AND GET RESULTS!

Revision Strategies

On these pages are some ideas on how to revise, **there will be ideas that work for everyone**, and you will need to try them to see which are best for you:

Tried and tested

Past papers and mark schemes- particularly useful to help you understand how exams work, give you a chance to try out real questions, learn how to improve your answers and understand what examiners are looking for. It is essential that you get experience in interpreting exam questions and get used to the way the questions are asked.

Memory

First letter phrases – use the first letter of a list of things you need to remember to make a memorable phrase:

E.g. six types of hard-engineering coastal defences: rip-rap, seawalls, revetments, offshore reefs, groynes, gabions – Rip Saws Really Open Great Gaps.

Look, see, cover, write – read your notes, turn them over and see how much you can write down from memory. See if you can explain your notes to someone else; repeat this to see how much more that you can add.

Make unusual connections - try thinking of weird connections of things that you need to remember. E.g. if you had to remember that Patrick ManSon discovered the spread of mosquitos you could imagine a man and his son being chased by a giant mosquito.

Flashcards – really good for testing your vocabulary – so particularly good for language/science

Getting Visual

Flowcharts - these are good for revising processes. For examples, the life of a product in Product Design.

Concept maps are a good way of revising how one thing connects to something else. A good technique is to start one as you start revising a new topic and map the connections as you go through. Once it is done, hide it and try to redraw it.

Revision posters – use images to help the content stick in your head.

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

September/October

			Monday 28th
			Tuesday 29th
			Wednesday 30th
			Thursday 1st
			Friday 2nd
			Saturday 3rd
			Sunday 4th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Monday 5th
			Tuesday 6th
			Wednesday 7th
			Thursday 8th
			Friday 9th
			Saturday 10th
			Sunday 11th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Monday 12th
			Tuesday 13th
			Wednesday 14th
			Thursday 15th
			Friday 16th
			Saturday 17th
			Sunday 18th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October/November

			Monday 19th
			Tuesday 20th
			Wednesday 21st
			Thursday 22nd
			Friday 23rd
			Saturday 24th
			Sunday 25th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

October

			Monday 26th
			Tuesday 27th
			Wednesday 28th
			Thursday 29th
			Friday 30th
			Saturday 31st
			Sunday 1st

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 2nd
			Tuesday 3rd
			Wednesday 4th
			Thursday 5th
			Friday 6th
			Saturday 7th
			Sunday 8th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 9th
			Tuesday 10th
			Wednesday 11th
			Thursday 12th
			Friday 13th
			Saturday 14th
			Sunday 15th

YOUR PERSONAL HOME STUDY TIMETABLE

- Use the timetable on this and the next pages to help you (make more copies if necessary).
- Remember to plan in time for breaks/ meals
- Be realistic about how much time to revise for in each session, try to study more than one subject in each session
- Plan time away from your studies, around 1 hour per day, more at the weekend

November

			Monday 16th
			Tuesday 17th
			Wednesday 18th
			Thursday 19th
			Friday 20th
			Saturday 21st
			Sunday 22nd

Subject: Art
Head of Faculty/Subject: KM/RHD **Board:** AQA
Subject Teachers: RHD

What to study for

Your PPE time will be spent working on independent parts of your coursework.

You will have time to complete Mind maps, mood boards, statements, research pages and ideas

If these sections are complete you must start to develop your ideas based on photographs taken.

It is vital you take 20-30 photographs or images from google to work from to develop your project. Your ideas will be instantly original if you work from photos.

You can trace or print from your photos them work on them/colour them in your artist's style. This will make your ideas personal and linked to your artist research. This means you will gain high marks for the idea stage of the project.

Computers will be available to use during the PPE but not during the final exam in Year 11

Subject: GCSE Business **Board:** Edexcel
Head of Faculty: Mr McGuinness
Subject Teacher: Miss Buckley/Mrs Din

What to study for

Your Business exam will be 1 hour 45 minutes long and is marked out of 90. Paper 1 is worth 50% of your total Business GCSE (paper 2 is also worth 50%).

For this PPE You will be sitting a full paper 1 (Theme 1) only.

The units that are examined in paper 1 (Theme 1) are:

1.1 **Enterprise and Entrepreneurship**: Role of entrepreneurs, dynamic nature of business, risk and reward, and understanding customer needs.

1.2 Spotting a Business Opportunity: Market research, market segmentation, market mapping, and analysing competition.

1.3 Putting a Business Idea into Practice: Business aims and objectives, financial calculations (revenue, costs, profit, break-even), cash flow, and sources of finance.

1.4 Making the Business Effective: Business ownership types (sole traders, partnerships, limited companies), business locations, the marketing mix (product, price, place, promotion), and business plans.

1.5 Understanding External Influences on Business: Business stakeholders, technology, legislation (consumer and employment law), and the economic climate (inflation, interest rates, exchange rates).

The exam structure

In paper 1 there will be three sections:

Section A – a mixture of multiple choice and short answer questions and is worth 35 marks.

Section B and C are both based around Business case studies. You will have to answer a mixture of short and long questions related to the information in each case study. Section B is worth 30 marks and section C is worth 25 marks.

Topics you need to know for section A	
• Market Segmentation • Cash Flow • Ownership • Competition Market Research • Employment Law • Costs (calculation)	• Sources of finance • Aims • Break Even/ Margin of safety (calculation) • Economic Climate – Unemployment • Location • Adding value

Topics you need to know for section B	**Topics you need to know for section C**
• Risk • Customer Needs • Promotion • Cash flow • Business plans • Sources of finance	Costs Location Marketing Mix Economic Climate – Consumer income

Answer structure

Section A – No case study

Multiple choice – Some ask for one option to be selected and others ask for two. **Read carefully.**

Explain question (3 marks)

Point, this means/this is because, this leads to…

Calculate question (2 marks)

Make sure you show your working out. Even if your answer is incorrect, you may still get marks if your method is correct.

Discuss question (6 marks)

Point, this means/this is because, this leads to… x 2 (with an additional linked strand: this then leads to/therefore….) – This is not a conclusion; it is a further impact.

Section B & C – Case Study Questions. All answers require context/application.

State (1 mark)

*Point - with **x1 context***

Outline (2 marks)

*Point, this means – with **x1 context***

Analyse (6 marks)

Point, this means/this is because, this leads to… x 2 (with an additional linked strand: this then leads to/therefore….) – This is not a conclusion; it is a further impact.

X3 context needed.

Recommend question (9 marks)

Min x3 context throughout answer.

Choose only one option to discuss throughout answer

Paragraph 1: + of option X

+ Point, this means/this is because, this leads to… x 2 (with an additional linked strand: this then leads to/therefore….) – This is not a conclusion; it is a further impact.

Paragraph 2: - of option X

-Negative Point, *this means/this is because, this leads to, therefore.*

Paragraph 3 Conclusion

Summary + and -

For 9/9 IT DEPENDS (with C)

Evaluate (12 marks)

Same structure as 9 mark question.

Revision Materials

Class booklets 1.1-1.5

Knowledge organisers on success hub

Theory: www.businessed.co.uk

Exam practice: Use https://smartrevise.online/ Tips: Quiz Mode: Multiple choice questions. Terms mode: key terms practice (like flash cards), Advance mode: exam question practice that self-marks and gives feedback.

You can use the filter to select topics. You only need Theme 1 (topic 1.1-1.5).

Subject: Creative iMedia
Head of Faculty/Subject: KM **Board:** OCR
Subject Teachers: L.Buckley

What to study for

Your PPE time will be spent working on independent parts of your controlled assessment component

You will have 1 hour to work on creating the website Dolly's Dental.

During this time you will be adding components such as text, images, links etc.

You must remember to follow the house style plan in your report.

To complete this you will need:

- Access to Dreamweaver
- Report to view planning documents in your M drive
- The internet to access images

For this assessment you will not be viewing videos or audio to ensure that exam conditions are upheld.

Subject: Design and Technology
Head of Faculty/Subject: Mr McGuinness **Board:** AQA
Subject Teacher: Miss Heapey

What to study for:

Mechanisms – Gears, Linkages, Forces and loads, movement paths.

Materials – Composite materials, modelling materials, selection over others, aesthetical gains.

Categories of materials –Soft and hard woods, source origins, materials and their uses in products.

Stock forms –Costing using unit prices

Costing – Calculating costing for buying and manufacturing products on different scales.

YOU WILL NEED A CALCULATOR FOR THE EXAM

Designing – Gathering research and comparing products when designing new products. Using anthropometrical data when designing, designers and their influences, CAD and computer-based design in the development of prototypes.

Environmental concerns –Renewable energy, Sustainability, examples of sustainable materials, planned product obsolescence, 6 R's, how to improve the design of products.

Manufacturing processes – Printing on fabrics and card, injection moulding, die cutting. Quality control and assurances. Scales of production – adv/dis over each other. Specific product are needed in your answers.

Production aids – Why are they used? Jigs, templates, moulds, formers, die cutters.

Energy – Finite and renewable energies, portable energy storage systems.

Finishing techniques – Applications, reasons for using finishes, modification of properties and materials.

Definitions – Suitability, how aesthetics influence design, manufacture and material selection. Ergonomics, material properties, crowd funding.

The paper is divided into 3 sections:

1) Multiple choice questions – Material properties and identification.
2) Short answer questions – Analysing existing products and material choices
3) Analysing and developing existing products – Mixture of length questions.

How to study for **Design and Technology**

- Make a Revision timetable and stick to it, taking exam dates into account.
- Use the Revision guide given in class.
- Use a variety of revision techniques – Make revision cards.
- Seneca learning or GCSE pods. (Search the topics listed above)
- Attend revision sessions where appropriate
- Ask your teacher when you need help or advice
- Use your blue and white revision books you have at home.

BTEC TECH AWARD
DIGITAL INFORMATION TECHNOLOGY
COMPONENT 3 | EFFECTIVE DIGITAL WORKING PRACTICES

HEAD OF FACULTY	SUBJECT TEACHER	REVISION PLATFORM
Mr McGuinness	Mr Bashir	Know-It-All Ninja

01 | ASSESSMENT AT A GLANCE

MARKS	TIME	TYPE	WEIGHTING	AVAILABILITY
60	1 hour 30 minutes	External synoptic exam	40%	January & May

Exam focus: Scenario-based questions require learners to apply and connect knowledge from across the qualification.

02 | A. MODERN TECHNOLOGIES

TOPIC	KEY REVISION POINTS
Ad hoc networks	Open Wi-Fi and personal hotspots; consider security, performance and network availability/coverage.
Cloud storage	Access rights, synchronisation, 24/7 availability and scalability.
Cloud computing	Online applications, consistent versions, shared files and collaboration tools.
Choosing services	Consider features, cost, interface/accessibility and available devices.
Cloud + traditional	Device synchronisation, online/offline working and notifications.
Organisation impact	Disaster recovery, data security, maintenance, setup speed and performance.
Modern teams	Global/multicultural teams, inclusivity, flexible/remote working and different time zones.
Team management	Collaboration, communication, scheduling and planning tools.
Stakeholders	Websites, social media, email and voice; select an appropriate communication channel.
Accessibility	Screen readers, alt text, adjustable fonts, text-to-speech and suitable interface design.
Overall impact	Infrastructure, availability, security, collaboration, accessibility, flexibility and wellbeing.

03 | B. CYBER SECURITY

TOPIC	KEY REVISION POINTS
Why attacks happen	Challenge/fun, industrial espionage, financial gain, personal attack, disruption and data theft.
External threats	Hacking, malware, DoS, phishing, pharming, social engineering, shoulder surfing and man-in-the-middle.
Malware	Virus, worm, botnet, rootkit, Trojan, ransomware and spyware.
Internal threats	Accidental disclosure, deliberate theft/leaks, bypassing controls, portable storage, unsafe downloads/websites.
Breach impact	Data loss, reputational damage, financial loss, reduced productivity, downtime and legal action.
Access protection	Physical security, passwords, permissions, biometrics and two-factor authentication.

Data protection	Firewalls, secure interfaces, anti-virus, device hardening, backups/recovery and encryption.
Security testing	Ethical hacking, penetration testing and analysing system data/behaviour.
Security policy	Responsibilities, reporting concerns, password rules, acceptable software/use and device hardening.
Disaster recovery	Responsibilities, staff procedures, backups, recovery time and alternative provision.
After an attack	Investigate → respond → contain/manage → recover → analyse and improve.

04 | C. WIDER IMPLICATIONS

TOPIC	KEY REVISION POINTS
Shared data	Location data, transaction data, cookies and data exchange; consider benefits, risks, privacy and ethics.
Environment	Manufacturing, energy use, waste and rare materials; consider upgrading, replacement and power saving.
Equal access	Benefits, legal requirements, professional standards and net neutrality.
Acceptable Use Policy	Scope, assets, acceptable/unacceptable behaviour, monitoring, sanctions and agreement.
Social/business boundaries	Business social media and the impact of personal digital use on professional life.
Data protection	Lawful use, specific purpose, minimum data, accuracy, limited retention, rights, security and appropriate transfers.
Internet data	Right to be forgotten and appropriate/legal use of cookies and transactional data.
Intellectual property	Trademarks, patents and copyright; permissions, licences and attribution.
Computer crime	Unauthorised access/modification and creating or deliberately spreading malware.

05 | D. PLANNING & COMMUNICATION

TOPIC	KEY REVISION POINTS
Notation	Data flow diagrams, information flow diagrams, flowcharts, system diagrams, tables and written information.
Interpretation	Interpret different forms of notation in a range of contexts.
Presentation	Combine diagrams and written information to explain systems, data and concepts.

07 | EXAM ANSWER FORMULA

IDENTIFY → APPLY → EXPLAIN → IMPACT

Use the scenario. Give the correct DIT knowledge. Explain why it matters and what consequence/impact it has.

How to revise:

FULL CONTENT + PRACTICE: Know-It-All Ninja

Please revise all the work we have covered, including your notes, topics, and any resources (Worksheet) provided. You can also use your “Know-It-All Ninja” account to revise and practise. Make sure you are fully prepared.

Subject: Drama
Head of Subject: Mrs Ryan **Board:** OCR
Head of Faculty: **Board:** AQA

What to study for Drama

November's pre-public exam is in preparation for the written examination in 2027 .In this exam, you will be asked to focus on **Section B only** and write about a live performance you have seen (Peter Pan Goes Wrong). The question will ask you to focus on **describing, analysing** and **evaluating** the performance of Peter Pan Goes Wrong.

Section B focuses on your experience of viewing a **live performance** (Peter Pan Goes Wrong***)*** *and is worth* ***30 marks.***
This section will be assessed by one long essay style answer.
You are advised to spend 35 minutes on this section therefore the length of this exam will be 35 minutes.

Key aspects

- Know how to **CUE the question**
- Where and when performed?
- The director's artistic intention. Comedy – Face- Slapstick – Meta-theatre
- How the play's genre and themes are shown in performance and design.
- Characterisation – use of physical and vocal skills to bring a character to life.
- Staging - technical and design aspects – configuration – sound and lighting.
- Semiotics of costume design
- Character relationships- proxemics
- Know how to use the PETER structure for each paragraph

How to study for Drama

You will be asked to practice exam style questions during lessons and for homework/revision. Please use the resources that will be provided on MS Teams in the folder called PPGW. These will have a more comprehensive outline of how to answer the questions plus examples of model answers.
The recording of 'Peter Pan Goes Wrong' will be on Teams along with examples of how to structure answers on either performance or design/ technical questions.

Section B Live Theatre – Peter Pan Goes Wrong:

- Make sure you have made notes on the whole play
- Read reviews of the play from national newspapers
- Complete semiotics charts on acting, design and technical aspects.
- Have a full understanding of the themes and artistic intention.
- Complete mind maps and revision clocks to assess key knowledge.
- Make notes on key scenes about performance and design

Subject: GCSE English Language
Head of Faculty: Ms MacLeod **Board:** AQA
Subject Teachers: Mrs O'Donnell, Ms Willis, Miss Janjua, Ms Galvin
Mr Santana, Mrs Goddard, Mrs Joynson, Ms Matthews and Ms MacLeod

What to study for GCSE English Language

For your November PPE, you will be sitting English Language Paper 1, which is worth 50% of the GCSE. The exam is 1 hour and 45 minutes. There will be one extract to read and five questions to answer. The extracts will be fiction and will be linked by a theme to the fiction writing you will then produce.

Question 1 – Multiple choice (4 marks)

This question will focus on a small section of the text. You must select 4 correct answers.

Question 2 – Language analysis (8 marks)

This question will focus on a small section of the text (usually 10-15 lines). You need to select 3 details from the relevant section and explore why the writer has used this language. Try to use subject terminology and remember you must write about the effect of the language.

Question 3 – Structural analysis (16 marks)

This question will focus on the whole text with a specific focus created throughout (e.g. danger, tension, fear, interest). You should think about the beginning, a moment of change and the end of the text and why the writer has organised it in this way. Try to use subject terminology and remember you must write about the effect of the choices.

Question 4 – Evaluate the use of methods within the text (20 marks)

This question will focus on a large section of the text (usually half of the source). The question will have a particular focus as outlined in the statement and you need to find evidence of how this is created within the text. You should aim to write 3-4 paragraphs in response to this question. Note that it is worth 20 marks therefore you must explore the methods used in detail and ensure that you spend enough time on this question.

Question 5 – descriptive / narrative writing (40 marks)

You should spend 45 minutes on this section of the exam. You will have a choice of two questions for this section. One question will have an image to help you with your ideas. You will be asked to write a description or a narrative. You must plan your writing carefully before you begin. You will need to write at least three sides in order to develop your narrative and you must remember to proof-read your work once you have finished.

To support your revision for GCSE English Language you should:

- Use your Powerful Knowledge Organisers to help you to learn the structure and framework for each question.
- Re-read WAGOLLs and your own responses and feedback in your books.
- **Complete practice papers from your revision packs.**
- Use your vocabulary lists to ensure that you can use subject terminology to enhance your analysis.

Subject: GCSE English Literature
Head of Faculty: Ms MacLeod **Board:** AQA
Subject Teachers: Mrs O'Donnell, Ms Willis, Miss Janjua, Ms Galvin
Mr Santana, Mrs Goddard, Mrs Joynson, Ms Matthews and Ms MacLeod

What to study for GCSE English Literature

For your November PPE, you will be assessed on your knowledge and understanding of the Shakespeare play that you have studied (Macbeth) and the 19th Century Novel (A Christmas Carol). The exam is 1 hour and 45 minutes.

You will be assessed on the following skills:

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.

Section A: Shakespeare – *Macbeth*

You will be given an extract from a key scene of Macbeth. The question will ask you to explore how Shakespeare presents a certain character/theme in this extract. You must then explain how this is also shown elsewhere in the play. You can write about points in the play which are similar or which show a contrasting idea. You need to write about the themes explored in the play; the methods used by Shakespeare; Shakespeare's ideas and the relevance of the context.

Section B: 19th Century Novel – *A Christmas Carol*

You will be given an extract from a key moment from the novella. The question will ask you to explore how the writer (Dickens) presents a certain character/theme in this extract. You must then explain how this is also shown elsewhere in the novel. You can write about points in the novel which are similar or which show a contrasting idea. You need to write about the themes explored in the novel; the methods used by the writer; the writer's ideas and the relevance of the context.

To support your revision for GCSE English Literature you should:

- ❖ Use your Powerful Knowledge Organisers to help you to revise the key themes and ideas explored within the texts.
- ❖ Use your flashcards to help you to learn key quotations for each character in *Macbeth* and *A Christmas Carol*
- ❖ Use GCSEpod to add to your knowledge and understanding.
- ❖ Re-read WAGOLLs and your own responses and feedback in your books.
- ❖ Complete practice papers.
- ❖ Use your vocabulary lists to ensure that you can use subject terminology to enhance your analysis.
- ❖ Use your revision booklet to learn key themes and characters.

Subject: GCSE Food Preparation & Nutrition
Subject: GCSE Food Preparation & Nutrition
Head of Faculty/Subject: Mr McGuinness **Board:** AQA
Subject Teachers: Mr McGuinness & Mr Beaumont

What to study for

Exam board information
AQA GCSE Food Preparation and Nutrition 8585
Structure of exam
Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 Written exam: 1 hour 45 minutes: 100 marks, 50% of GCSE • **Multiple choice questions (20 marks)** Topics include Micronutrients Coeliac Anaemia Carbohydrates Food safety & storage Cooking & heat transfer fortification • **Five questions each with a number of sub questions (80 marks)** Exam question subject content **Section 1 Food, nutrition and health** Chapter 1 Carbohydrates Chapter 2 Dietary guidelines Chapter 2 Nutritional needs and health **Section 2 Food science** Chapter 4 Carbohydrates & Fats functional properties Chapter 4 Raising agents **Section 3 Food safety** Chapter 6 Food safety **Section 4 Food choice** Chapter 10 Organic farming & GM food **Section 5 Food provenance** Chapter 11 Processing & production

Exam paper links	Useful website/books/apps
A range of past papers can be accessed https://www.aqa.org.uk/subjects/food/gcse/foo d-preparation-and-nutrition-8585/assessmentresources2 ON line book resource www.illuminate.digital/aqafood Username = SHOLL3 Password = STUDENT3	Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life SENECA Learning The food groups - BBC Bitesize

How to revise	Tips to answer common/extended questions
Use your knowledge from the Food investigation (NEA) to help recap the understanding of the working characteristics, functional and chemical properties of ingredients. Use the knowledge organisers prepared for you – paper copies given out in class along, with your own notes to enhance the key topics. Use revision guides to watch videos and complete tests within the specific topics Protein - Macronutrients – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize Continue to practice your practical skills in the everyday setting. As you are preparing ingredients recite the process eg whisking for aeration. Practice exam style questions and check against the mark scheme. Check you have your vocabulary and terminology secure https://www.aqa.org.uk/resources/food/gcse/fo od-preparation-and-nutrition/teach/subjectspecific-vocabulary	Ensure you can explain, describe and give examples of dishes or techniques asked for in the question. It is important to understand what depth is required for each question, so look at the number of marks on offer to see how many examples you may need to include. Consider the food science background to the question. Work though the topics in 3.3 https://www.aqa.org.uk/subjects/food/gcse/foodpreparation-and-nutrition-8585/subject-content/food-science Use your knowledge from all the practical's you have covered at King's. Be prepared to discuss the skill level of the dishes and the complexity https://filestore.aqa.org.uk/resources/food/AQA-8585-NGSL.PDF Use the AQA skills checklist and make sure that you can comfortably use the command words https://www.aqa.org.uk/resources/food/gcse/foodpreparation-and-nutrition/teach/command-words To check knowledge, use the SENECA website for practice questions and quizzes.

Subject: Geography
Board: AQA
Subject Teachers: Mr Tomlinson

What to study for Geography:

This exam is for ALL Y11 pupils studying GEOGRAPHY.

Your November PPE will consist of ONE 1 hour 30 minute exam for Unit 1: Living with the Physical Environment.

- Your revision guide, keyword lists & flashcards, case study summaries and exam question booklets have all the information you need.
- Use your specification checklists to ensure you learn everything in each topic thoroughly.
- You will need to revise the content below thoroughly and in detail.
- Ensure you know and learn what each command word means – describe, outline, explain, assess, evaluate, discuss, justify.
- Keywords – it is essential you understand and include all of these.
-

Unit 1 – Living with the Physical Environment - 1 hour 30min exam paper

You will need to answer ALL sections and ALL questions.

SECTION A:

Natural Hazards

- You need to revise the whole topic. This includes both Tectonic and Weather hazards. You must also learn PLACE SPECIFIC DETAILS for case studies on: Nepal Vs New Zealand earthquakes, Hurricane Katrina, effects of global warming, volcanoes, global atmospheric circulation model.

Coasts and Rivers:

- You need to revise the whole topic. This includes PLACE SPECIFIC DETAILS for case studies on: Erosion/transportation methods, Upper/Middle/Lower course processes and features, river management and River Severn/Bewdsley case study. Waves, mass movement, erosional and coastal features and processes, coastal management and the Holderness Coast case study

The Living World;

- You need to revise the whole topic. This includes PLACE SPECIFIC DETAILS for case studies on: Rainforest climate, adaptations and deforestation, Malaysia Impacts and Management case study, sustainable management. Desert characteristics, adaptation, opportunities and challenges, managing desertification impacts.

Key focus for revision should be spent on trying past paper questions. Any questions answered at home can be brought to your subject teacher and will be marked and graded. This can provide useful insight into where improvements are needed. Flash cards have been given for case study revision. If you need more flash cards they are available at request. Any other resources can be acquired by your teacher if you ask!

How to revise

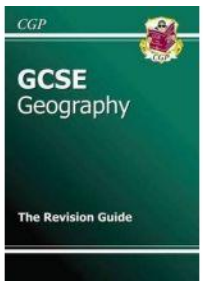
Tips for Geography revision

'Reading through' your notes is NOT revision! Revision must be active; i.e. you must DO something. Here are some ways you can revise:

Use the Revision Guide

Read it, make notes, get someone to test you and **answer the questions at the end of every section.** These are very useful!

AQA



Keywords book

There are many key words & terms to learn in geography! Make a keywords book and keep it up to date. Write the word and a definition- fold the page and **test yourself or get someone else to test you.** Keep revisiting past topics. Do **short, sharp, regular revision sessions**.

Make Flashcards

Useful for keywords and case studies – put word(s) or term on **one side and a description and image on the other** – use to **test yourself** (face down & flip them over) or get someone else to test you. Put into piles – those you know & those you don't – and revise the one's you are unsure of.

Create mindmaps or Revision Clocks

Useful for whole topics but especially useful for case studies . Make sure it has all the **correct sections/ headings** and includes detail and **images** to help you remember. Pin it up on your wall.

Past exam papers/ questions

The best way of preparing yourself for the exam! Practise the longer (e.g. 8 mark) exam questions. **ALWAYS <u>BUG your questions</u>**. If you can't answer one, leave it and go back at the end.

Mnemonics/ rhymes

Useful for remembering long or complex processes/ models.

e.g. How tropical storms are formed

Websites

The following websites are useful for the topics on the exam (there are **clips** you can watch and **games & tests** you can take)...

BBC GCSE bitesize

Cool geography.co.uk

Make Revision posters/ characters

Use **images** or **create a character** to help the content stick in your head.

How NOT to revise:

✗ *Only* the night/week before the exam (it's too late!)

✗ 'Reading through my notes' (do this - but only alongside **other** things! Few people have a photographic memory!)

✗ For 3 hours at a time (you can't concentrate that long). Try 30 min-1hr sessions.

Subject: History
Head of Faculty/Subject: Mr King **Board:** AQA
Subject Teachers: Mr King, Miss Bradbury, Mr Irving

What to study for History

This exam is for all Y11 pupils studying History

Your exams will have two-hour examination. Paper one will be on Conflict and Tension in the East (Cold War) and Health and the People (Paper 2)

- Your unit booklets, GCSE Pod and revision books have all the information you need
- Email your history teacher for any additional exam questions or queries about the topics involved.
- Use your flashcards/knowledge organisers/BBC Bitesize to assist you with your revision

---

Paper 2 – Britain: Health and the People – (One hour)

Part one: Medicine stands still

• Medieval medicine:
  - ✓ approaches including natural, supernatural, ideas of Hippocratic and Galenic methods and treatments;
  - ✓ the medieval doctor; training, beliefs about cause of illness.

• Medical progress:
  - ✓ the contribution of Christianity to medical progress and treatment;
  - ✓ hospitals;
  - ✓ the nature and importance of Islamic medicine and surgery;
  - ✓ surgery in medieval times, ideas and techniques.

• Public health in the Middle Ages:
  - ✓ towns and monasteries;
  - ✓ the Black Death in Britain, beliefs about its causes, treatment and prevention.

Part two: The beginnings of change

• The impact of the Renaissance on Britain:
  - ✓ challenge to medical authority in anatomy, physiology and surgery;
  - ✓ the work of Vesalius
  - ✓ the work of Paré
  - ✓ the work of William Harvey;
  - ✓ opposition to change.

• Dealing with disease:
  - ✓ traditional and new methods of treatments;
  - ✓ quackery;
  - ✓ methods of treating disease;
  - ✓ the Great Plague;
  - ✓ the growth of hospitals;
  - ✓ changes to the training and status of surgeons and physicians;
  - ✓ the work of John Hunter.

• Prevention of disease:
  - ✓ inoculation;
  - ✓ Edward Jenner, vaccination and opposition to change.

Part three: A revolution in medicine

• The development of Germ Theory and its impact on the treatment of disease in Britain:
  - ✓ the importance of Pasteur, Robert Koch and microbe hunting;
  - ✓ Pasteur and vaccination;
  - ✓ Paul Ehrlich and magic bullets;
  - ✓ everyday medical treatments and remedies.

• A revolution in surgery:
  - ✓ anaesthetics, including Simpson and chloroform;
  - ✓ antiseptics, including Lister and carbolic acid;
  - ✓ aseptic surgery.

Part four: Modern Medicine

• The creation of the NHS
  - ✓ Modern Treatment of disease
  - ✓ The impact of war and technology on surgery
  - ✓ Modern public health

Exam 2: Conflict and Tension between the West and the East 1945-72 (Cold War)

This exam will be based around 4 questions. The first question will be based around a source that will either agree or disagree with an event that has happened and you will need to explain your own knowledge on why you know this. The second question will be based around two different sources and your job is to argue why these sources would be useful to an historian. The third question will be based around knowledge, asking about the cause and consequences of a certain event. The final question will be an essay based where it will give you a statement and you will need to write 3 paragraphs and a conclusion on why you agree or disagree. Below is a guidance on what you need to know for the exam.

Part one: The origins of the Cold War

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

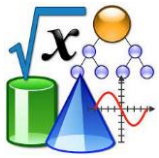
Part two: The development of the Cold War

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

Part three: Transformation of the Cold War

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

Subject: Maths
Head of Faculty/Subject: Mr Frost **Board:** Edexcel
Subject Teachers: Mr Frost, Mrs Higginson, Mrs Hammond, Mr. Moore
Mrs Hampson. Mr Bynon, Mr. Round, Miss Burras



What to study for **Maths:**
You will sit 3 PPE papers:

- Paper 1 non-calculator
- Paper 2 calculator
- Paper 3 calculator

Each paper is 1 hour 30 minutes

It is not possible to say if a topic is exactly grade 4 or grade 8 etc – it depends on how difficult they make the question. However, the topics are grouped roughly into grades below.

You should focus on the topics around your target grade, and the topics your class teacher directs you to.

Use your question level analysis from your year 10 PPE to highlight any weaknesses and make sure you don't have any gaps.

There are questions, videos and answers available through Sparx, Mathswatch and Mathsgenie to practise. Make sure you are checking your work against solutions, so you know if you are getting it right!

Foundation papers cover grades 1 – 5

Higher papers cover grade 4 – 9.

Please ask your class teacher if you have any questions about what or how to revise – we are here to help!

Grade 1

Topic	Sparx	Mathswatch
Addition and Subtraction	U417	17, 18
Multiplication and Division	U127 U453	19,20
Rounding	U480 U298 U731	31,32
Time	U902	6a 6b
Place Value	U735 U922	92
Negative Numbers	U947 U742 U548	68a,68b
Powers and Roots	U851	29
BIDMAS (Order of Operations)	U976	75
Factors, Multiples and Primes	U211 U751 U529	28
Writing, Simplifying and Ordering Fractions	U746	24,26,70
Coordinates	U789	8
Pictograms	U506	16

Grade 2

Calculation Problems	U926	22a
Using a Calculator	U926	77
Systematic Listing		58
Fractions of an Amount	U881 U916	72
Fractions, Decimals and Percentages	U888	85
Simplifying Algebra (Collecting like terms)	U105	33
Writing an Expression	U613	7
Function Machines	M175	36
Solving One-Step Equations	U755	135a
Angles	U447	13
Area and Perimeter	U993	52,53,54
Probability	U803 U408	59
Frequency Polygons	U840	65
Averages (mean, median, mode, range)	U526 U546 U260 U291	62
Bar Charts,	U363 U123	15
Stem & Leaf	U508 U172	128b
Pie charts	U200 U909	128a

Grade 3

Fractions (all operations)	U736 U475 U544	71a, 71b
Estimating / Approximation	U102	91
Writing and Simplifying Ratio	U687	38
Ratio / Sharing in Ratio	U577	106
Proportion	U721	42
Percentages / Percentage Change	U773 U671	108
Exchange Rates / Conversions and Units	U388	105
Scale Drawings / Best Buy / Real-life Ratio Problems	U257	41
Substitution	U201 U585 U144	95
Solving Equations (linear)	U325	135a
Drawing Linear Graphs	U741	96
Area and Circumference of Circles	U604 U950	117 118
Transformations (basic)	U196 U799 U696	48, 49,50
Area of compound shapes	U970	
Frequency Trees / Two-Way Tables	U280 U981	57, 61

Grade 4

Compound Interest & Depreciation	U332	164
Indices (integer)	U235	82
Prime Factors, HCF & LCM	U250	28
Real-life & Distance-Time Graphs	U403 U914 U462	143
Inequalities (linear)	U759 U509 U738	138, 139
Forming & Solving Equations (linear, multi-step)	U599	137
Sequences (nth term)	U498	102 103

Expanding & Factorising (basic)	U179 U365	134a 94
Pythagoras' Theorem	U385 U828	150a
Angles in Parallel Lines	U826	120,
Angles in Polygons	U427	123
Surface Area / Volume of Prisms & Cylinders	U464 U915	119,114
Loci and Constructions	U787 U245	145, 146
Bearings	U107 U525	124
Plans & Elevations	U743	51
Averages from frequency tables	U569	130
Scatter graphs	U199 U277	129
Probability from tables	U683	60

Grade 5

Ratio as Fraction or Linear Function / advanced ratio problems	U176 U595	165
Direct & Inverse Proportion	U640 U407 U357 U138	199
Reverse Percentages	U286	110
Standard from	U330 U534 U264 U290	83
Compound measures	U151 U910 U527 U842	142
Changing the Subject of a Formula	U675 U181	136
Expanding & Factorising Quadratics	U768 U178	134b, 157
Solving Quadratics	U228	157
Quadratic / Cubic / Reciprocal Graphs	U989 U980 U593	98, 161
Simultaneous Equations (algebraic) & Graphical	U757 U836	162, 140
Midpoint / Gradient / Equation of a Line	U933 U477 U315 U848	133, 97,159a 159b
Spheres and Cones	U523 U893 U116 U617	169, 171
Areas of sectors and Arc lengths	U221 U373	167
Similar Shapes (lengths)	U922	144
Trigonometry (SOHCAHTOA)	U283 U545	168
Exact Trig Values	U627 U319	173
Vectors (basic)	U632 U903 U564	174
Probability Trees	U558 U279	175
Venn Diagrams	U476 U748	185
Combined Probability		175

Grade 6

Recurring Decimals → Fractions	U689	177
Fractional & Negative Indices	U985 U772 U694	188, 154
Product Rule for Counting (combinatorics)	U369	
Repeated Percentage Change / growth & decay	U332 U988	164
Expanding Triple Brackets	U606	178
Parallel & Perpendicular Lines	U377 U898	208
Inequalities on Graphs	U747	198

Similar shapes (Area and Volume)	U330 U110	201
Enlargements with Negative Scale Factors	U134	181
Circle Theorems	U459 U251 U489 U130 U808	183
Cumulative frequency	U182 U642	186
Box Plots	U879 U837	187

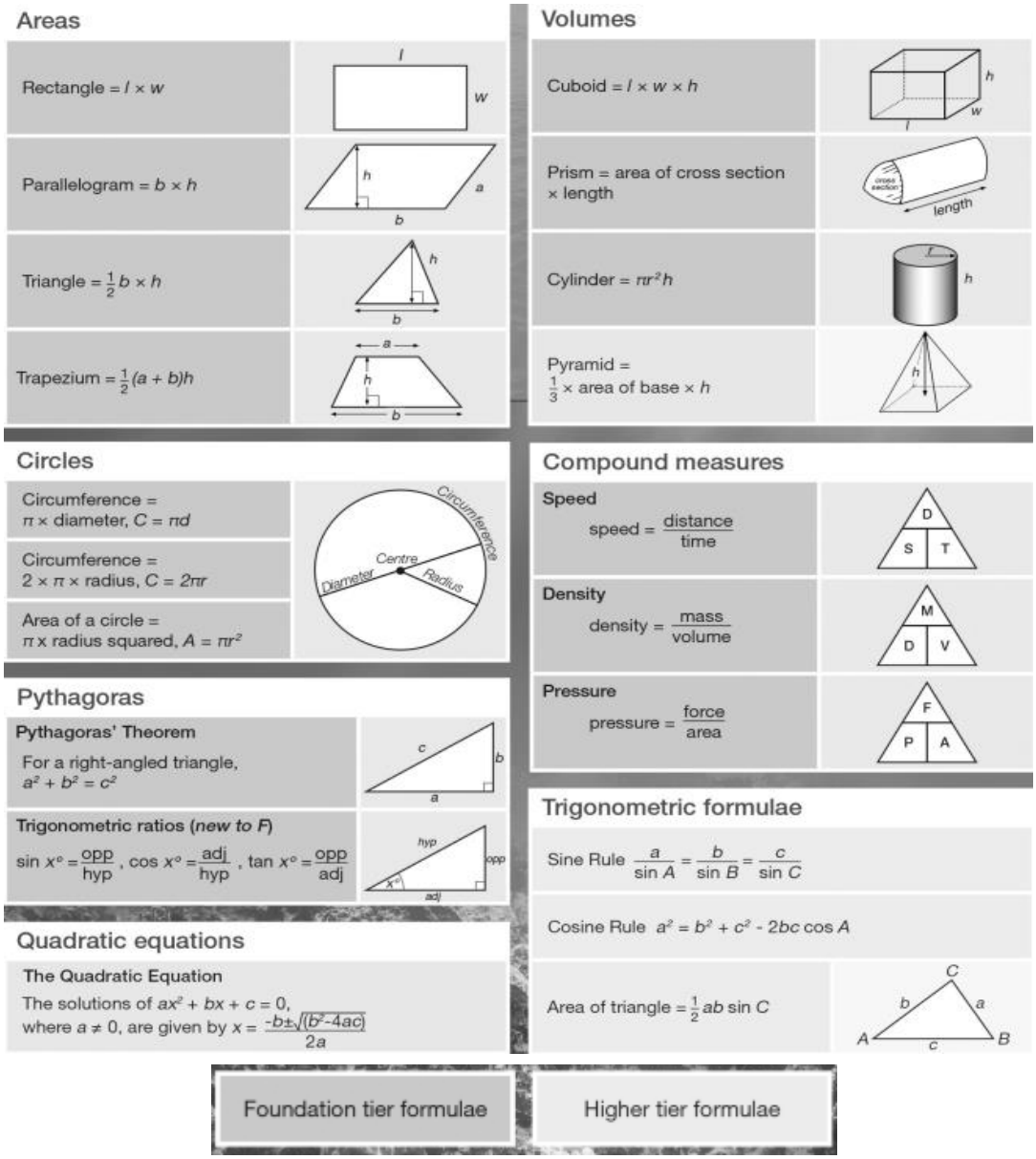
Grade 7

7	Surds (simplifying, operations)	U338	207
7	Bounds / Upper & Lower Bounds / Error Bounds	U587	206
7	Quadratic formula	U665	
7	Factorising harder quadratics	U858	191
7	Algebraic Fractions (SIMPLIFYING)	U437 U294	210a
7	Algebraic Fractions (Calculating)	U685 U457 U824	210b
7	Rearranging Harder Formulae	U191	190
7	Harder Graphs: Trig / Exponential	U156 U140	194a 195b
7	Inverse & Composite Functions	U387 U895 U448 U996	214, 215
7	Iteration	U434 U168	180
7	Sine Rule	U952	
7	Cosine Rule	U591	202
7	Area of Any Triangle	U592	202
7	Congruent Triangles	U790 U866	203
7	3-D Pythagoras / 3-d trigonometry	U541 U170	217 218
7	Histograms	U814 U983	205
7	Venn Diagrams (complex)	U699 U748	185

Grade 8 / 9

Quadratic Simultaneous Equations	U547	211
Transforming Graphs (y=f(x))	U455	196
Proof (Algebraic / Geometric)	U582 U471 U887	193 184
Completing the square	U397	209
Quadratic Sequences	U206	213
Quadratic Inequalities	U133	212
Velocity–Time Graphs (advanced motion problems)	U937 U562 U611	216
Proof of Circle Theorems / Advanced Circle Geometry	U807	184
Vectors Proof Questions / Advanced Vector Geometry	U560	219
Probability Equations / Advanced Probability Problems		204

Here are the formulae that you will need to know for **Maths:**



How to study for Maths

- Use the following websites
  www.sparxmaths.uk
  www.vle.mathswatch.com
  Username – first name.last name@mossleyhollins
  - Password – mossley
  www.justmaths.co.uk
  - Username – mossleystudent
  - Password – Mossley
  www.corbettmaths.com
- Highlight the topics you are going to revise first
- Watch the relevant clips from the websites above and complete practice questions
- Tick off the topics once you feel confident with them
- DO NOT just read notes
- Work through any practice papers you have
- Use your classwork book for worked examples
- Ask your Maths teacher when you need help or advice
- Practice, Practice, Practice!

Subject: Music
Head of Music: Miss Lundberg **Board:** AQA

What to study for

For the **Understanding Music Listening Exam** you will be answering questions related to each of the areas of study. Revision – lots of it is required and here is what you must know for this exam;

- Everything on your long list of exam subject content in your folder.
- Rhythm & Metre
- Timbre/ Sonority
  - Instrumental / voice recognition
  - Instrumental / vocal playing techniques
- Dynamics
- Texture
- Melody
- Harmony
- Tonality
- Articulation & phrasing
- Recognising Cadences
- Recognising Intervals
- Musical period features
  - Western Classical Tradition 1650-1910
  - Popular Music
  - Traditional Music
  - Western Classical Tradition since 1910
- Knowledge and understanding of the Set Works
  - Queen – three songs: *Bohemian Rhapsody, Seven Seas of Rye, Love of My Life*

For the practical exam you will be required to perform a **solo** performance of music with an accompaniment – where an accompaniment is written. The solo performance should be **a minimum of 3 minutes.** (This may require you to perform more than one piece)

Thorough detailed practise will be required for this performance which should be of high quality with attention to the performance directions of particular importance to secure a high mark.

How to study

- Revision of the above bullet points
- Use flash cards and mind maps
- Get someone to test you
- Test yourself by writing down the facts you need to know
- Use YouTube for instrumental recognition
- Regularly listen to the set works (Queen), both with and without your score
- Use your scores when listening to the set works to help you with recognising the features of the music in relation to the elements of music.
- Use YouTube for listening to musical periods and comparing musical features

- Use musictheory.net for aural and visual recognition of chords, intervals, scales, cadences.
- Revision Booklets (issued by Miss Lundberg)
- Pomodoro Technique – focused revision sessions
- Interleave Areas of Study when revising

- **DAILY PRACTISE IS ESSENTIAL TO PERFORM WITH ACCURACY AND CONFIDENCE**
- Record yourself performing your pieces and listen back to them with a critical ear.
- Make sure you have timed your performances as failure to meet the time will result in penalties and marks deducted

Subject: Physical Education
Head of Faculty/Subject: Mr Miller **Board:** Edexcel
Subject Teachers: Mr Miller

Component 2

Topic 1 - Health and Performance:

- Physical, emotional and social health
- Health, fitness, exercise
- lifestyle choices
- Effects of a sedentary lifestyle
- Diet and diet manipulation

Topic 2 - Sports Psychology:

- Classifications of skill
- Types of guidance
- Types of feedback
- Practice structures
- Goal setting
- Mental Preparation

Topic 3 - Socio-cultural influences:

- Engagement patterns (socio economic, gender age, disability and ethnicity)
- Commercialisation
- Sports behaviour

How to study for P.E.

1. Your main revision source is your exercise book – make sure it is up to date and all work is completed – use study skills to revise thoroughly and add more notes and detail – **RELATE ALL WORK TO SPECIFIC SPORTING EXAMPLES.**
2. Flash Cards
3. Use your Revision Guide/Notes. If you do not have one of these they are available to buy on school app and pick up from the P.E. Office. Make additional notes
6. Paper questions and revision checklists supplied by P.E. teachers.
7. Create a revision task cards/posters using the topics above.
8. Knowledge organisers.

Subject: Religious Studies
Head of Faculty/Subject: Mrs Goddard **Board:** AQA

What to study for Religious Studies:
You will sit 2 PPE papers:

- Christianity - one paper (Beliefs and Practices)
- Buddhism - one paper (Beliefs and Practices)

1 hour 45 minutes
96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
50% of GCSE
6:

Christianity (Beliefs)	Christianity (Practices)	Buddhism (Beliefs)	Buddhism (Practices)
Key concepts in Christianity		Key concepts in Buddhism	
Ascension	Pilgrimage	Three Marks of existence	Metta
Crucifixion	Prayer	Dependent Arising	meditation
Creation	Food Banks	The Dhamma	Six Perfections
Sin	Persecution	Five Aggregates	Festivals
Nature of God	Eucharist	Eightfold path	Five Moral Precepts
Trinity	Church Growth	Buddhas Enlightenment	Karuna

CHRISTIANITY
Beliefs

- The nature of God:
  - God as omnipotent, loving and just, and the problem of evil and suffering
  - the oneness of God and the Trinity: Father, Son and Holy Spirit.
- Different Christian beliefs about creation including the role of Word and Spirit (John 1:1-3 and Genesis 1:1-3).
- Different Christian beliefs about the afterlife and their importance, including resurrection and life after death; judgement, heaven and hell.

Jesus Christ and salvation

- Beliefs and teachings about:
  - the incarnation and Jesus as the Son of God
  - the crucifixion, resurrection and ascension
  - sin, including original sin
  - the means of salvation, including law, grace and Spirit
  - the role of Christ in salvation including the idea of atonement.

Practices
Worship and festivals

- Different forms of worship and their significance:
  - liturgical, non-liturgical and informal, including the use of the Bible
  - private worship.
- Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.
- The role and meaning of the sacraments:
  - the meaning of sacrament
  - the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
  - the sacrament of Holy Communion/Eucharist and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.

- The role and importance of pilgrimage and celebrations including:
    - two contrasting examples of Christian pilgrimage: Lourdes and Iona
    - the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

The role of the church in the local and worldwide community

- The role of the Church in the local community, including food banks and street pastors.
- The place of mission, evangelism and Church growth.
- The importance of the worldwide Church including:
    - working for reconciliation
    - how Christian churches respond to persecution
    - the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

BUDDHISM

Beliefs

The Dhamma (Dharma)

- The concept of Dhamma (Dharma).
- The concept of dependent arising (paticcasamupada).
- The Three Marks of Existence:
    - anicca (impermanence)
    - anatta (no fixed self)
    - dukkha (unsatisfactoriness of life, suffering).
- The human personality, in the Theravada and Mahayana traditions:
    - Theravada: the Five Aggregates (skandhas) of form, sensation, perception, mental formations, consciousness
    - Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature.
- Human destiny:
    - different ideals in Theravada and Mahayana traditions: Arhat (a 'perfected person') and Bodhisattva ideals
    - Buddhahood and the Pure Land.

The Buddha and the Four Noble Truths

- The Buddha's life and its significance:
    - the birth of the Buddha and his life of luxury
    - the Four Sights: illness, old age, death, holy man (Jataka 075)
    - the Buddha's ascetic life
    - the Buddha's Enlightenment.
- The Four Noble Truths:
    - suffering (dukkha) including different types of suffering
    - the causes of suffering (samudaya); the Three Poisons, ignorance, greed and hate
    - the end of craving (tanha), interpretations of nibbana (nirvana) and Enlightenment
    - the Eightfold Path (magga) to nibbana/nirvana; the pathas the Threefold Way: ethics (sila), meditation (samadhi) and wisdom (panna). Dhammapada 190–191.

- The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings.
- Pu ja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.
- Meditation, the different aims, significance and methods of meditation:
    - Samatha (concentration and tranquillity) including mindfulness of breathing

- Vipassana (insight) including zazen
- the visualisation of Buddhas and Bodhisattvas.

- The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.
- Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of:
  - Wesak
  - Parinirvana Day.

Practices

Buddhist ethics

- Ethical teaching:
  - kamma (karma) and rebirth
  - compassion (karuna)
  - loving kindness (metta).
- The five moral precepts:
  - do not take life
  - do not take what is not given
  - do not misuse the senses
  - do not speak falsehoods
  - do not take intoxicants that cloud the mind.
- The six perfections in the Mahayanan tradition:
  - generosity
  - morality
  - patience
  - energy
  - meditation
  - wisdom, including how the individual develops these perfections within themselves.

How your knowledge will be tested in the exam

One - mark question: will always be a multiple choice. Choose the correct answer from the four words offered.

Two -mark question: will always ask you to write a brief response e.g. Name two…/Give two examples…

Four-mark question: this question will always ask about diversity within the same religion. The question is designed for you to show contrasting beliefs within one religion.

Five-mark question: This question always asks you to explain two ways in which followers of a religion put their beliefs into practice or two ways in which they think practices are important. It wants you to explain WHY something is different – not just that it is. This requires detail.

Twelve-mark question: This question will always expect you to analyze and evaluate aspects of religion and beliefs. The arguments offered must be linked and respond to each other.

1. Sentence starters for A01 and A02 questions

- Another perspective is…
- On the other hand…
- I fully believe that…
- It has been suggested that… however…
- This particular piece of evidence implies that…
- It has been put forward that… but I believe…
- Having listened to all the points that have been made, I still feel that…
- Although many people have suggested that…
- Firstly, it should be noted that…
- Despite listening to some very convincing arguments, I still believe that…
- Finally, I would like to point out that…

2. Top Tips

- Use the key word in the title as the bases for your first sentence. Ie:
- For Christians payer is the process by which they communicate with God, seek his guidance and think about others.
- Always include scripture quotes
- Read through your work – check that you have written what you think you have and consider what point you have made which warrants a mark
- Your conclusion should be a summary of the points you have just made.

Subject: Combined Science
Head of Faculty/Subject: Miss Walton **Board:** Edexcel
Subject Teachers: Mr Fenton, Miss Walton, Mrs Milburn, Mr Dawson and Mr Edwards

What to study for **Combined Science:**

You will sit 3 papers:

- Biology 1
- Chemistry 1
- Physics 1

Each paper is 1hr 10mins

The list of topics within each unit are listed below:

Biology 1 (B1)	Chemistry 1 (C1)	Physics 1 (P1)
Key concepts in biology	Key concepts in chemistry	Key concepts of physics
Cells and control	States of matter and mixtures	Motion and forces
Genetics	Chemical changes	Conservation of energy
Natural selection and genetic modification	Extracting metals and equilibria	Waves
Health, diseases and the development of medicines		Light and the electromagnetic spectrum
		Radioactivity

How to study for **Combined Science:**

There are lots of resources to help on Yr 11 TEAMS page. These include learning mats, exam papers and useful links.

Step 1

Go somewhere quiet so you can focus. Set a time limit of 30 minutes. Remove any distractions.

Step 2

Organise yourself. You need your revision guide, specifications and past exam papers.

Step 3:

Choose a part of the specification or revision guide that you want to focus on e.g Key concepts in biology

Step 4:

Option 1:

Use LOOK, COVER, WRITE, CHECK to ensure that you have memorized the facts that you need to know for your exam.

1. LOOK -read the section of the revision guide/knowledge organiser
2. COVER- turn it over
3. WRITE - as much as you can remember from the page
4. CHECK- add missing information in a different coloured pen

Option 2:

Use your flashcards to test yourself or other, maybe get your parents/carers to help. Make a pile of cards you do know and a pile of cards you found tricky for next time so that you save time.

Step 5:

Try an exam question on the topic that you have just revised. Do not use any resources to help you now. You must be able to complete an exam without any help. This is much harder, but trust us, it will better prepare you.

Step 6:

After 30 minutes. Have a short (10 minute break). Then get back to it. Change topic e.g Key concepts in physics,

HINTS

- If you **haven't got all of your knowledge organisers** and revision guides, **tell your teacher IMMEDIATELY**
- **START NOW –** science has **high content and many exams.** There is no chance of remembering it all if you leave it until May.
- Just because you memorized the facts once, doesn't mean it will stick in your head forever. **Repeat the process** for the same topic multiple times so that it is really stuck in your head.
- The **specification checklists have been shared on TEAMS (Year 11 Students – General)** track your progress by **ticking off each point as you revise.**
- Get the past papers off the school website or see your teacher.
- Sign up and use https://cognitoedu.org/home for some variation in your revision.
- Watch the **Core Practical Videos** to help remember **equipment, techniques and errors** in practicals that **exams often ask about** https://www.pearson.com/en-gb/schools/subject-resources/science/tried-and-tested/support-from-pearson/gcse-core-practical-videos.html
- Attend revision sessions where appropriate.
- Ask your Science teacher when you need help or advice.
- Answer practice papers at home in pencil so that you can try the same questions multiple times.
- Ensure you **practise a range of AO1** (Recall and understanding) **AO2** (Apply skills, knowledge and understanding in practical and other contexts) and AO3. (Analyse and evaluate evidence, make reasoned judgments and draw conclusions based on evidence) questions. Historically, pupils are good at AO1 questions but not so good at AO2 and AO3 questions.

In the exam:

- UNDERLINE KEY & COMMAND WORDS – Read the question through twice and make sure you check your answer carefully, especially against the underlined words.
- FILL IN BLANKS – Always try to write something for every question.
- CALCULATION QUESTIONS – Show working, check and do any **unit conversions**, check the final line for **significant figures or standard form** needed for the final answer.
- CHECK EVERYTHING - Make sure you answered everything (turning 2 pages at once happens, don't let it be you), **check any diagrams if you needed to add anything** to them, re-type any calculations into your calculator, check your answers reflect the number of marks.
- EQUATIONS – You will be provided with the Physics equations but may need to **select and rearrange** the correct one. You will **not** be provided with equations for Biology and Chemistry.

Biology Calculations you may need to use

Magnification = Image size/ real size

Total magnification = Eyepiece lens magnification × objective lens magnification.

Rate = 1000 ÷ time

BMI = Weight ÷ height²

Percentage change in mass = (change in mass ÷ starting mass) x 100

Cardiac output = Heart rate x stroke volume

Chemistry Calculations

Moles = Mass ÷ relative atomic/formula mass

Number of particles = Moles x Avagadro constant

Concentration = Mass ÷ volume (in dm^3)

Percent Composition by Mass = (Relative atomic mass of element ÷ relative formula mass of compound) x 100

Limiting reactants

Empirical formula

Physics Equations you may need to use (These are provided in the exam.)

	distance travelled = average speed × time	
	acceleration = change in velocity ÷ time taken	$a = \frac{(v-u)}{t}$
	force = mass × acceleration	$F = m \times a$
	weight = mass × gravitational field strength	$W = m \times g$
HT	**momentum = mass × velocity**	$\boldsymbol{p = m \times v}$
	change in gravitational potential energy = mass × gravitational field strength × change in vertical height	$\Delta GPE = m \times g \times \Delta h$
	kinetic energy = 1/2 × mass × (speed)^2	$KE = \frac{1}{2} \times m \times v^2$
	efficiency = $\frac{(\text{useful energy transferred by the device})}{(\text{total energy supplied to the device})}$	
	wave speed = frequency × wavelength	$v = f \times \lambda$
	wave speed = distance ÷ time	$v = \frac{x}{t}$
	work done = force × distance moved in the direction of the force	$E = F \times d$
	power = work done ÷ time taken	$P = \frac{E}{t}$
	energy transferred = charge moved × potential difference	$E = Q \times V$
	charge = current × time	$Q = I \times t$
	potential difference = current × resistance	$V = I \times R$
	power = energy transferred ÷ time taken	$P = \frac{E}{t}$
	electrical power = current × potential difference	$P = I \times V$
	electrical power = (current)^2 × resistance	$P = I^2 \times R$
	density = mass ÷ volume	$\rho = \frac{m}{V}$

	force exerted on a spring = spring constant × extension	$F = k \times x$
	(final velocity)^2 – (initial velocity)^2 = 2 × acceleration × distance	$v^2 - u^2 = 2 \times a \times x$
HT	**force = change in momentum ÷ time**	$\boldsymbol{F = \frac{(mv - mu)}{t}}$
	energy transferred = current × potential difference × time	$E = I \times V \times t$
HT	**force on a conductor at right angles to a magnetic field carrying a current = magnetic flux density × current × length**	$\boldsymbol{F = B \times I \times l}$
	For transformers with 100% efficiency, potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p \times I_p = V_s \times I_s$
	change in thermal energy = mass × specific heat capacity × change in temperature	$\Delta Q = m \times c \times \Delta\theta$
	thermal energy for a change of state = mass × specific latent heat	$Q = m \times L$
	energy transferred in stretching = 0.5 × spring constant × (extension)^2	$E = \frac{1}{2} \times k \times x^2$

Subject: Separate Science
Head of Faculty/Subject: Miss Walton **Board:** Edexcel
Subject Teachers: Mr Dawson, Mr Fenton

What to study for **Separate Science:**
You will sit 3 papers:

- Biology 1
- Chemistry 1
- Physics 1

Each paper is 1hr 45mins

The list of topics within each unit are listed below:

Biology 1 (B1)	Chemistry 1 (C1)	Physics 1 (P1)
Key concepts in biology	Key concepts in chemistry	Key concepts of physics
Cells and control	States of matter and mixtures	Motion and forces
Genetics	Chemical changes	Conservation of energy
Natural selection and genetic modification	Extracting metals and equilibria	Waves
Health, diseases and the development of medicines	Separate chemistry 1	Light and the electromagnetic spectrum
		Radioactivity
		Astronomy

How to study for **Separate Science:**

There are lots of resources to help on the school website. These include learning mats, exam papers and useful links.
Students → Year 11 Revision Resources → Separate Science

Step 1
Go somewhere quiet so you can focus. Set a time limit of 30 minutes. Remove any distractions.

Step 2
Organise yourself. You need your revision guide, specifications and past exam papers.

Step 3:
Choose a part of the specification or revision guide that you want to focus on e.g Key concepts in biology

Step 4:
Option 1:
Use LOOK, COVER, WRITE, CHECK to ensure that you have memorized the facts that you need to know for your exam.

- LOOK -read the section of the revision guide/knowledge organiser
- COVER- turn it over
- WRITE - as much as you can remember from the page
- CHECK- add missing information in a different coloured pen

Option 2:
Use your flashcards to test yourself or other, maybe get your parents/carers to help. Make a pile of cards you do know and a pile of cards you found tricky for next time so that you save time.

Step 5:
Try an exam question on the topic that you have just revised. Do not use any resources to help you now. You must be able to complete an exam without any help. This is much harder, but trust us, it will better prepare you.

Step 6:
After 30 minutes. Have a short (10 minute break). Then get back to it. Change topic e.g Key concepts in physics,

HINTS

- If you **haven't got all of your knowledge organisers** and revision guides, **tell your teacher IMMEDIATELY**
- **START NOW –** science has **high content and many exams.** There is no chance of remembering it all if you leave it until May.
- Just because you memorized the facts once, doesn't mean it will stick in your head forever. **Repeat the process** for the same topic multiple times so that it is really stuck in your head.
- The **specification checklists have been shared on TEAMS (Year 11 Students – General)** track your progress by **ticking off each point as you revise.**
- Get the past papers off the school website or see your teacher.
- Sign up and use https://cognitoedu.org/home for some variation in your revision.
- Watch the **Core Practical Videos** to help remember **equipment, techniques and errors** in practicals that **exams often ask about** https://www.pearson.com/en-gb/schools/subject-resources/science/tried-and-tested/support-from-pearson/gcse-core-practical-videos.htmlGet the past papers off the school website or see your teacher.
- Attend revision sessions where appropriate.
- Ask your Science teacher when you need help or advice.
- Answer practice papers at home in pencil so that you can try the same questions multiple times.
- Ensure you **practise a range of AO1** (Recall and understanding) **AO2** (Apply skills, knowledge and understanding in practical and other contexts) and AO3. (Analyse and evaluate evidence, make reasoned judgments and draw conclusions based on evidence) questions. Historically, pupils are good at AO1 questions but not so good at AO2 and AO3 questions.

In the exam:

- UNDERLINE KEY & COMMAND WORDS – Read the question through twice and make sure you check your answer carefully, especially against the underlined words.
- FILL IN BLANKS – Always try to write something for every question.
- CALCULATION QUESTIONS – Show working, check and do any **unit conversions**, check the final line for **significant figures or standard form** needed for the final answer.
- CHECK EVERYTHING - make sure you answered everything (turning 2 pages at once happens, don't let it be you), **check any diagrams if you needed to add** anything to them, re-type any calculations into your calculator, check your answers reflect the number of marks.

- EQUATIONS – You will be provided with the Physics equations but may need to **select and rearrange** the correct one. You will **not** be provided with equations for Biology and Chemistry.

Biology Calculations you may need to use

- Magnification = Image size ÷ real size
- Total magnification = Eyepiece lens magnification × objective lens magnification.
- Rate = 1000 ÷ time
- BMI = Weight ÷ height²
- Percentage change in mass = (change in mass ÷ starting mass) x 100
- Cardiac output = Heart rate x stroke volume

Chemistry Calculations you may need to use

- Moles = Mass ÷ relative atomic or formula mass
- Number of particles = Moles x Avogadro constant
- Concentration = Mass ÷ volume (in dm^3)
- Atom economy = Relative formula mass of desired product ÷ relative formula mass of total reactant) x 100
- Percentage yield = (Mass of product made ÷ maximum theoretical mass of product) x 100
- Amount in moles = Volume ÷ molar volume ($24dm^3$)
- Percent Composition by Mass = (Relative atomic mass of element ÷ relative formula mass of compound) x 100
- Limiting reactants
- Empirical formula

Physics Equations you may need to use (These are provided in the exam.)

	distance travelled = average speed × time	
	acceleration = change in velocity ÷ time taken	$a = \frac{(v-u)}{t}$
	force = mass × acceleration	$F = m \times a$
	weight = mass × gravitational field strength	$W = m \times g$
HT	**momentum = mass × velocity**	$\boldsymbol{p = m \times v}$
	change in gravitational potential energy = mass × gravitational field strength × change in vertical height	$\Delta GPE = m \times g \times \Delta h$
	kinetic energy = 1/2 × mass × (speed)²	$KE = \frac{1}{2} \times m \times v^2$
	efficiency = $\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$	
	wave speed = frequency × wavelength	$v = f \times \lambda$
	wave speed = distance ÷ time	$v = \frac{x}{t}$
	work done = force × distance moved in the direction of the force	$E = F \times d$
	power = work done ÷ time taken	$P = \frac{E}{t}$
	energy transferred = charge moved × potential difference	$E = Q \times V$
	charge = current × time	$Q = I \times t$
	potential difference = current × resistance	$V = I \times R$
	power = energy transferred ÷ time taken	$P = \frac{E}{t}$
	electrical power = current × potential difference	$P = I \times V$
	electrical power = (current)² × resistance	$P = I^2 \times R$
	density = mass ÷ volume	$\rho = \frac{m}{V}$

	force exerted on a spring = spring constant × extension	$F = k \times x$
	(final velocity)² – (initial velocity)² = 2 × acceleration × distance	$v^2 - u^2 = 2 \times a \times x$
HT	**force = change in momentum ÷ time**	$\boldsymbol{F = \frac{(mv - mu)}{t}}$
	energy transferred = current × potential difference × time	$E = I \times V \times t$
HT	**force on a conductor at right angles to a magnetic field carrying a current = magnetic flux density × current × length**	$\boldsymbol{F = B \times I \times l}$
	For transformers with 100% efficiency, potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p \times I_p = V_s \times I_s$
	change in thermal energy = mass × specific heat capacity × change in temperature	$\Delta Q = m \times c \times \Delta\theta$
	thermal energy for a change of state = mass × specific latent heat	$Q = m \times L$
	energy transferred in stretching = 0.5 × spring constant × (extension)²	$E = \frac{1}{2} \times k \times x^2$

Subject: Spanish
Head of Faculty/Subject: Miss Montero **Board:** AQA
Subject Teachers: Miss Montero, Mrs Chapman

What to study for

Your mocks will consist of all 4 exams: Reading and Listening, Speaking, and Writing.

- Reading and Listening exams (all together) Foundation: 1 hour 20 Higher: 1 hour 45
- Writing exams (hall) – Foundation: 1 hour Higher: 1 hour 15
- Speaking Exams (with teacher during lesson time): Foundation: 9 mins Higher: 12 mins (the conversation will include pre-prepared questions about people and lifestyle and popular culture.

Each exam is worth 25% of your final GCSE.

To support your revision for your exams you should:

- Use your knowledge organiser/GCSE Pod to revise core vocabulary
- Complete Languagenut (www.languagenut.com) revision assignments. Log-in details are in your exercise book or planner.
- Practice exam questions for any of the exams following the links below
- Email your Spanish teacher for any additional exam questions or queries about the topics involved.

The topics that you need to know for each exam have been divided into three themes:

Theme 1- people and lifestyle

Theme 2- popular culture

Theme 3- communication and the world around us

Here are past paper questions to practise each theme and skill.

Listening:

Theme 1 – friends, family, parties, festivals, marriage, free time, tech **https://KIOIOUC.exampro.net**

Theme 2 – holidays, cities, environment **https://QUDUJEH.exampro.net**

Theme 3 – school, work, future study, future plans **https://SUUEYAQ.exampro.net**

Reading:

Theme 1- friends, family, parties, festivals, marriage, free time, tech https://YECYIIN.exampro.net

Theme 2 - holidays, cities, environment **https://MUQIIUN.exampro.net**

Theme 3 - school, work, future study, future plan **https://IYWYMII.exampro.net**

Writing:

Describe the photo – 4 short sentences (foundation only) **https://JOFUMUR.exampro.net**

40 word task (foundation only) - **https://RUBOLAG.exampro.net**

90 word tasks – (foundation AND higher) - **https://GALEFUY.exampro.net**

150 word tasks (higher only) - **https://JOYEYET.exampro.net**

Translations: foundation: **https://HONEYEA.exampro.net** higher: **https://JIGUAEY.exampro.net**

Speaking:

Roleplay: foundation **https://KAUYKIP.exampro.net** higher **https://FOIUHYP.exampro.net**

Photocard: foundation **https://SUIOEYR.exampro.net** higher **https://VIUUYON.exampro.net**

General conversation (own speaking questions + other follow up questions on the spot)

Subject: Statistics
Head of Faculty/Subject: Mr Frost **Board:** Edexcel
Subject Teachers: Mr Frost

What to study for Statistics**:**
You will sit 1 PPE paper:
The paper is 1 hour 30 minutes
The list of topics on the paper are listed below:

Paper 1
Choropleth Maps
Box Plots/Sampling
Risk
Cumulative Frequency
Stem & Leaf – Averages and Range
Spearman's Rank
Index Numbers
Collecting, Processing and Presenting Data
Equation of a Line of Best Fit
Capture-Recapture
Probability from Venn Diagrams

Useful websites for revision;

www.statsacademy.co.uk

https://mrshodgettsstatistics.com/gcse-statistics/