



Co-op Academy  
Priesthorpe

# Revision Guide

# Working together to succeed

The run up to the GCSE exams is a challenging time for many young people and their families. Students are aware of the importance of their grades, not just for their next steps but as an encapsulation of their hard work during their five years at Co-op Academy Priesthorpe and eleven years of formal schooling. This can result in students feeling pressure, real or perceived, from themselves, school, families and wider society. We will work with students and their parents/carers to ensure they are ready for these examinations.

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# Revision Cracked

## Get ready to revise

### Coping with stress:

- ☐ Exams are stressful for everyone - remember you are NOT alone
- ☐ Your classmates and friends will be having the same feelings as you, talk to them
- ☐ Trusted adults are a support - many will have been through exams before - ask them for help and advice (and take the advice)
- ☐ A small amount of stress is good - exams are important and this motivates you to do well. Revise and put effort in - but don't let it overwhelm you

### Ways to help with stress:

- ☐ Get outside for exercise and fresh air - it will help clear your head and may even give you a moment of inspiration
- ☐ Set aside social time in your revision timetable - do this FIRST! This includes meeting/ speaking to friends and family, relaxing and watching TV, listening to music and some phone time
- ☐ Eat and sleep well - diet and sleep are essential for your brain and body to work well

### Ways to make stress WORSE:

- ☐ Revising late in the evening - it affects sleep, makes you tired the next day and the information gets confused
- ☐ Not giving yourself breaks in revision - your brain needs time to 'digest' the information
- ☐ Don't set unrealistic goals or you'll always disappoint yourself - speak to your teacher and find out your target grades - AND what you have to do to get there!

### Sleep and diet tips:

- Don't skip sleep to revise - sleep helps you process what you have learnt
- Do something relaxing before bed
- Eat lots of fruit and veg - vitamins = brain power
- Don't skip meals - being hungry makes it hard to concentrate
- Drink lots of water - your brain is made up of 70% water - it needs to stay hydrated!

**Procrastination** wastes valuable time - it means putting off a task that MUST be done.

- ★ Turn off your phone, TV and other distractions
- ★ Give yourself regular breaks - it'll help you stay focussed
- ★ Break it up into small chunks so it isn't overwhelming

# Revision Techniques

## Learn, Revise, Pit-stop, Revise, Test

### 1. Learn

- ❑ This is what you have been doing in lessons (or should have been). Before you can revise a topic you need to understand it.

If you're not sure about a topic you could:

- ❖ look at your notes in books and in textbooks
- ❖ research it online
- ❖ ask your teacher (use Google Classroom)

### 2. Revise

- ◆ Revising is the process of going back over your work. Each time you revise, you start to make more links in your brain, moving the information from the short term to the long term memory
- ◆ Use my tips on the next page for different ways to revise

### 3. Pit-stop - test yourself:

- ❖ Once you think you know a topic, do a **pit-stop** and test yourself
- ❖ Do small fact check pit-stop questions- BBC Bitesize has mini tests on different topics perfect for this. Make sure to further revise anything that didn't quite stick
- ❖ Now it's time for some **practice exam questions**- ask your subjects teachers for how to get these
- ❖ Mark it yourself - look at the mark schemes and self assess. This allows you to see how the exam is marked so you will know ways to structure answers

## More revision tips:

### ★ Revise with a friend

- test each other, use flash cards, ask questions, come up with stories to help remember facts, get creative!
- it's great to talk - but not all the time - do independent revision too

### ★ Say it out loud - record yourself on your phone and listen to your own words

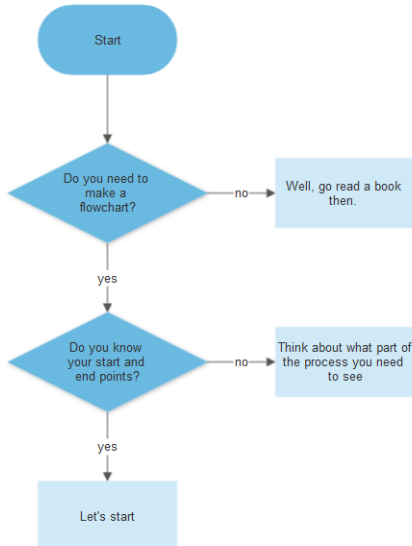
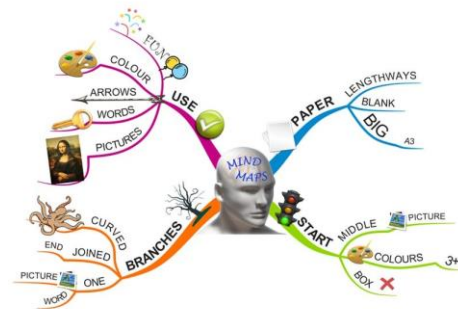
# Revision Techniques

## Condensing Your Notes

- Start with your notes from class, from text books or revision guides, make sure you understand the topic
- Condense each topic into key points - pick out the most important parts
- Aim to get each topic on to 1 page
- Get creative - make the different points stand out with colours, diagrams and bold big words

## Drawing Mind Maps- a mind map is a type of diagram.

- They are a VISUAL way to organise information - helping you to 'picture' them when in the exam
- Do 1 mind map for 1 topic - on 1 page
- Put the name of the topic in the middle of the page with sub topics around it - with more details around the sub-topics
- Keep details short and to the point - bullet points are good!
- Make REALLY important info stand out with boxes, highlighters, colours etc



## Making Flow Charts

- A type of diagram that shows a process from beginning to end
- Organises information clearly. Uses words & diagrams!
- Start at the beginning of the process you need to remember
- Add in the main steps and then add more detail next to this

## Using Flash Cards - A GREAT revision tool!

- Small cards with a question/prompt on one side and the answer/information on the other
- Great Pit-stop test to see how much you have remembered and spot any gaps you still need to re-revise
- Flash-cards are good for revising things like:
  - important dates in history
  - key words and definitions
  - formulae
  - labelled diagrams

# GCSE Art

In Art, students follow Eduqas GCSE Art, Craft and Design specification.

Details can be found here: [WJEC Eduqas GCSE in - ART AND DESIGN SPECIFICATION](#)

**This subject is assessed through the following components:**

**GCSE Coursework requirements 60%:**

One full project covering Assessment Objectives 1, 2, 3 and 4.

This can be the 'Sculpture' project or 'Word and Image' project. If students have completed both projects then both projects can be submitted to show greater depth of response.

Students should hand **ALL** work in completed over the 2 years, they should not leave out work because they don't like/ don't think the work is good enough. All work is valid; small practices, written notes etc all show the working out to the final idea. This shows their thought process in the same way that showing maths working out is valid and can gain extra marks.

**GCSE Exam requirements 40%;**

The exam dates are subject to confirmation

- Students should now be working on completing all elements of the coursework sketchbook work in their own time.
- Support sessions are available every day, plus Friday intervention to enable students to achieve their target grade.
- Sessions are bespoke with students being invited in small groups to have targeted guidance and direction.
- Intervention Lessons are on student timetables to give notice to parents on the days that students are expected to attend.
- The list of work for completion is at the front of the sketchbook and is bespoke to each student

**Recommended revision websites, resources and strategies:**

<https://www.bbc.co.uk/bitesize/examspecs/zkpjxg8>

This website gives advice and examples on every aspect of the course.

Particularly helpful is the **Portfolio and External Assessment** section



# Business GCSE

In Business, students follow Edexcel Business GCSE (2017). Details can be found here:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

## Topics covered at Business GCSE are:

### Theme 1\*:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

### Theme 2\*:

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

\*please see the specification for a break-down of what each topic covers

- **This subject is assessed through the following components:**
- Two, 1hour 45minute exams. One for Theme One, and one for Theme Two. Each exam has three sections: A, B and C. B and C are based on unseen case studies and all answers to questions in those sections must be linked to the case study. Questions range from multiple choice through to a 12-mark synoptic question. Students are taught how to structure each question style in class.

## Recommended revision websites, resources and strategies:

- Websites: Tutor2u, businessed, BBC Bitesize, TwoTeachers

# Computer Science

In Computer Science students follow OCR Exam Board Specification J277. Details can be found here: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Content Overview	Assessment Overview
<p><b>J277/01: Computer systems</b> This component will assess:</p> <ul style="list-style-type: none"><li>1.1 Systems architecture</li><li>1.2 Memory and storage</li><li>1.3 Computer networks, connections and protocols</li><li>1.4 Network security</li><li>1.5 Systems software</li><li>1.6 Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	<p><b>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</b></p> <p>This is a non-calculator paper. All questions are mandatory.</p> <p>This paper consists of multiple choice questions, short response questions and extended response questions.</p>
<p><b>J277/02: Computational thinking, algorithms and programming</b> This component will assess:</p> <ul style="list-style-type: none"><li>2.1 Algorithms</li><li>2.2 Programming fundamentals</li><li>2.3 Producing robust programs</li><li>2.4 Boolean logic</li><li>2.5 Programming languages and Integrated Development Environments</li></ul>	<p><b>Written paper: 1 hour and 30 minutes 50% of total GCSE 80 marks</b></p> <p>This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.</p> <p>In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.</p>



Recommended revision websites, resources and strategies:

<https://www.csnewbs.com/ocr-gcse>

<https://teachcomputerscience.com/ocr/>

<https://isaacomputerscience.org/login>

<https://smartrevise.online/>

All work covered over the last two years is on Google Classroom.

Use SmartRevise to tackle topics you are unsure about.

Ensure all expert vocabulary is understood.

Practise your programming skills



# Construction & Built Environment

Construction & the Built Environment Level 1 / 2 Award is designed to support learners in developing an awareness of certain key considerations. It mainly supports learners in schools and colleges who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available.

## **How is this subject assessed?**

WJEC / EDUQAS **Construction & Built Environment** are combined Level 1 and Level 2, to recognise the achievements of pupils of all abilities. They're graded from Level 1 Pass, through to Level 2 Pass, Merit, Distinction, Distinction\*

- **Unit 1:** Introduction to the Built Environment On-screen examination: 1 hour 30 minutes 40% of qualification 80 marks
- Questions requiring objective responses, short and extended answers, based around applied situations. Learners may be required to use stimulus material
- to respond to questions.
- **Unit 3:** Constructing the Built Environment Controlled assessment: 30 hours 60% of qualification 120 marks.
- An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website

## **How do I know what good revision looks like?**

All revision materials are on Google Classroom

There are revision guides and coursebooks available

Use the recommended websites

Recommended revision websites, resources and strategies:

<https://www.technologystudent.com/>

<https://www.goconstruct.org/>

# Creative Design & Production

The Level 1/2 Technical Award in Creative Design and Production is designed for learners who want an introduction to design and production that includes a vocational and project-based element, approached from a creative perspective with regular opportunities to experiment and create. The qualification appeals to learners who wish to pursue a career in the design and production sector or progress to further study.

In Creative Design & Production students follow NCFE Exam Board Specification Details can be found here [V Certs – Creative Design and Production | NCFE](#)

To recognise the achievements of pupils of all abilities. The course is graded from Level 1 Pass, Merit, Distinction, through to Level 2 Pass, Merit, Distinction, Distinction\*, which is the equivalent to GCSE grades 8.5-1.

## **The course consists of 2 parts:**

60% Non exam Assessment (coursework project) which is 60% of grade  
40% External exam

Creative Design will allow pupils to explore the history of design, whilst learning the key principles of design, materials and production to enable them to bring their creations to life.

## **Recommended revision websites, resources and strategies:**

<https://www.technologystudent.com/>

[Past papers materials finder](#)

# NCFE Food & Cookery

**Level 1/2 Technical Award in Food and Cookery** will give pupils the fundamental skills and knowledge they'll need to prepare for a career in the hospitality and catering sector. This qualification covers key subject areas, from food health and safety and information on key food groups and key nutrients, to recipe development, amendment and evaluation.

NCFE Food & Cookery is designed in collaboration with employers to ensure they equip individuals with the skills the workforce needs. NCFE Food & Cookery will give pupils the fundamental skills and knowledge they'll need to prepare for a career in the hospitality and catering sector. The qualification covers key subject areas, from food health and safety and information on key food groups and key nutrients, to recipe development, amendment and evaluation.

## **How is this subject assessed?**

NCFE Food & Cookery are combined Level 1 and Level 2, to recognise the achievements of pupils of all abilities. They're graded from Level 1 Pass, Merit, Distinction, through to Level 2 Pass, Merit, Distinction, Distinction\*

## **There are 2 units to be assessed:**

Unit 1 is a controlled assessment unit including a practical element, this is worth 60% of the course.

Unit 2 is an examined unit worth 40%

## **How do I know what good revision looks like?**

All revision materials are on Google Classroom

There are revision guides and coursebooks available

Use the recommended websites

- <https://www.bbcgoodfood.com/>
- <https://revisionworld.com/gcse-revision/food-preparation-and-nutrition-gcse-revision/food-healthy-eating-and-nutrition>

# Performing Arts (Drama)

There is no formal exam for this qualification but you do have assessment deadlines.

Unit 1 practical assessment will take place in May. **In Performing Arts, students follow WJEC Level 1 / 2 Vocational Award in Performing Arts. Details can be found here:**

[https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-performing-arts/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-performing-arts/#tab_keydocuments)

## **Topics covered in Performing Arts are:**

Unit 1 (Internally Assessed) – Performing

- Rehearsing and Performing an extract from a script
- Keeping a Rehearsal Log
- Evaluating and reflecting on next steps.

Unit 2 (Internally Assessed) – Creating

- Creating an original piece of drama from a set brief.
- Developing Ideas and keeping a record of development
- Performing the work to an audience.
- Evaluating and reflecting on success

Unit 3 (Externally Assessed) – Performing Arts in Practice

- Responding to the set brief issued by the Exam board
- Completing a presentation on your ideas.

\*please see the specification for a break-down of what each topic covers

## **This subject is assessed through the following components:**

Unit 1 (30% of overall grade) March – May Year 10

Unit 2 (30% of overall grade) September – November Year 11

Unit 3 (40% of overall grade) November - May Year 11

## **Recommended revision websites, resources and strategies:**

Websites: BBC Bitesize, Digital Theatre

Resources: Class exercise books and worksheets; Google Classroom resources

***The most important factor to being successful in coursework units is being engaged in class doing the work, and doing it to a high standard first time.***

# English Language and English Literature

In English, students follow Eduqas English Language and Literature.

Details can be found here:

[https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_keydocuments)

[https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_keydocuments)

## Which topics are covered at GCSE?

Fiction reading and fiction writing

Non-fiction reading and non-fiction writing

*Romeo and Juliet*, *An Inspector Calls*, *The Strange Case of Dr Jekyll and Mr Hyde*, Eduqas Poetry Anthology, Unseen Poetry

## How is this subject assessed?

Language Component 1: 20th/21st Century fiction reading. Narrative Writing (story)

Language Component 2: 19th Century and 21st Century non-fiction reading. Transactional Writing (formal letter, informal letter, speech, guide, article, report, review)

Literature Component 1: *Romeo and Juliet*, Eduqas Poetry Anthology

Literature Component 2: *An Inspector Calls*, *Jekyll and Hyde*, Unseen Poetry

## How do I know what good revision looks like?

On **Google Classroom**, use the links in the document “English Revision on One Page” to access a range of revision resources, videos, and past papers which are recommended by your teachers

We give every student a CGP revision guide for each element of the literature exams. Using these well is the best thing you can do to prepare for your literature exams.

“Mr Bruff” is a great YouTube channel for general literature revision.

For our poetry anthology, “Dystopia Junkie” is a fantastic YouTube channel presented by an experienced teacher of that element of the exam.

# OCR National Enterprise and Marketing

In Enterprise and Marketing (J837), students follow OCR Cambridge National. Details can be found here:

<https://ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/>

## **Topics covered in Enterprise and Marketing are:**

RO67 (exam): Enterprise and Marketing Concepts\*

- Characteristics, risk and reward for enterprise
- Market research
- Financially viable products
- Marketing mix
- Setting up and running a business

RO68 (coursework): Design a business proposal\*

- Market research
- Customer profile
- Product proposal
- Financial viability
- Success of a business proposal

RO69 (coursework): Market and pitch a business proposal\*

- Brand identity
- Promotional campaign
- Pitching a proposal
- Reviewing proposal, promotions and brands

\*please see the specification for a break-down of what each topic covers

## **This subject is assessed through the following components:**

RO68 coursework (30% of overall grade) September – March Year 10

RO69 coursework (30% of overall grade) March – October Year 10/11

RO67 external exam (40% of overall grade) May Year 11



**Recommended revision websites, resources and strategies:**

Websites: Tutor2u, businessed, BBC Bitesize, TwoTeachers

Resources: RO67: revision guide, class exercise books and worksheets

Revision strategies: RO67: past exam questions, key term quizzes, mindmaps, teaching a peer/family member about a topic, mindmaps

*The most important factor to being successful in coursework units is being engaged in class doing the work, and doing it to a high standard first time*



# Geography Information

In Geography students follow AQA GCSE Specification A. Details can be found here: (<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance> )

## **Topics covered in Enterprise and Marketing are:**

Topics covered at GCSE are:

Paper 1: Challenge of Natural Hazards, The Living World, Rivers, Coasts

Paper 2: Urban Issues and Challenges, Changing Economic World and The Challenge of Resource Management

Paper 3: Fieldwork and Pre- Release 2025

Recommended revision websites, resources and strategies:

Google Classroom - Topic Summary PowerPoints, Past Exam questions, Revision guides.

Seneca - <https://senecalearning.com/en-GB/>

Time for Geography - <https://timeforgeography.co.uk/> (Revision knowledge booster videos).

BBC Bitesize - <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>

Tutor2u <https://www.tutor2u.net/geography/collections/quick-revise-aqa-gcse-geography-revision-blast-videos> and <https://www.tutor2u.net/geography/reference/revision-videos>

# Health and Social Care

In HSC students follow the Cambridge National HSC Level 1/2 – J835 Details can be found here: <https://ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j835/>

Topics covered on the course are:

**R032** – Principles of care in HSC settings

- Communication skills
- Safe guarding
- Rights of service users

**R033** – Supporting individuals through life events

- Life stages
- PIES development
- Life events

**R034** – Creative and therapeutic therapies

- Types of therapies
- Benefits of therapies
- Evaluating therapies according to PIES

This subject is assessed through the following components:

**R034** – Principles of care in HSC settings (coursework – completed in year 10)

**R033** – Supporting individuals through life events (coursework – completed in year 10)

**R032** – Creative and therapeutic therapies (exam in Jan/June)

Recommended revision websites, resources and strategies:

<https://www.hoddereducation.com/subjects/health-social-care/series-pages/level-1-level-2-cambridge-national-in-hsc>

1. Revision cards with expert vocabulary on one side and example of the other
2. Mind maps with the Rights with examples
3. Posters with empowerment on
4. Websites: Tutor2u
5. Resources: R032: revision guide, class exercise books and worksheets

## J834 - OCR Creative iMedia - Level 1/2

**Exam Date and time:**

The course comprises three units across year 10 and 11:

R093 - Exam - Taken at the end of the course in Year 11.

R094 - NEA/Coursework - completed in year 10.

R097 - NEA/Coursework - completed in year 11.

Coursework contributes 60% of the qualification, with the remaining 40% being the exam.

The J384 specification can be found here:

<https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf>

## R093 is comprised of four topic areas:

TA1: The Media Industry

TA2: Factors Influencing Product Design

TA3: Pre-Production Planning

TA4: Distribution Considerations

Over the duration of the two year course students will have learnt the content to prepare them for the exam and allow them to conduct their coursework.

## R093 - Revision Resources

All Y11 pupils have been issued a CGP revision guide that comprehensively covers the material that they need to remember for the exam. The book includes a code to access additional revision material.

Video guides can be found on this YouTube play list, created by Know It All Ninja

# History

In History, students follow AQA. Details can be found here:  
<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

Topics covered at (GCSE/BTEC) are:

- Democracy & Dictatorship: Germany 1889-1945
- Conflict & Tension: Asia 1950-1975
- Britain: Health & The People (C1000-Present Day)
- Elizabethan England

This subject is assessed through the following components:

Paper 1: (Germany & Conflict in Tension) (2 hour written exam)

Paper 2: (Britain: Health & the People & Elizabeth) (2 hour written exam)

Recommended revision websites, resources and strategies:

Books: The Life and Times of Queen Elizabeth I - Elizabeth Jenkins

Anne Boleyn & Elizabeth I - Tracy Borman

Websites: BBC Bitesize

Resources: For all the units mentioned above, there are revision folders with the following resources T8: Revision booklet (content), exam question booklets (past paper questions and additional questions), knowledge organiser, and exam answer structure sheet.

Strategies: Focus on the exam questions in each paper with the highest marks, create revision clocks for these questions, and use your revision booklets to fill these in. Then use your structure sheets to practise questions from the question booklet.

## GCSE Maths

In Mathematics, students follow the Edexcel Exam Board. There are 2 tiers of entry, Foundation and Higher, and students should be aware of the tier that they will be sitting. Details can be found here:

Topics covered at (GCSE/BTEC) are:

Number

Ratio and Proportion

Algebra

Geometry

Probability

Statistics

Mathematics is assessed only through the 3 papers (no coursework).

Recommended revision websites, resources and strategies:

The best way to revise Maths is to do it! Working through past papers and questions that students failed to answer correctly in previous assessments is a strong strategy. The following websites can support students with this:

**Method Maths** ([www.methodmaths.com](http://www.methodmaths.com))

Students have used this all year to complete home learning and all have a personal login. Method Maths is a collection of interactive exam papers, and marks 'as you go', meaning students can seek help through exam questions, and strive to achieve their target grade.

**Sparx Maths** ([www.sparxmaths.com](http://www.sparxmaths.com))

Students can login through their school Google Account, and have access a huge range of content. They can also use the question-by-question analysis from their most recent assessment to retrieve codes to input to personalise their revision.

**Dr Frost Maths** ([www.drfrostmaths.com](http://www.drfrostmaths.com))

**Maths Genie** ([www.mathsgenie.co.uk](http://www.mathsgenie.co.uk))

**Corbett Maths** ([www.corbettmaths.com](http://www.corbettmaths.com))

## GCSE French

In French, students follow AQA GCSE. There is a new exam specification for 2026 onwards. Details can be found here:

There are three themes studied at GCSE, each theme is made up of three topics.

**1. Theme 1 – People and lifestyle**

- a. Identity and relationships with others
- b. Healthy living and lifestyle
- c. Education and work

**2. Theme 2 – Popular culture**

- a. Free-time activities
- b. Customs, celebrations and festivals
- c. Celebrity culture

**3. Theme 3 – Communication and the world around us**

- a. Travel and tourism, including places of interest
- b. Media and technology
- c. The environment and where people live

This subject is assessed through the following components:

Listening 25%

Reading 25%

Writing 25%

Speaking 25%

Here is the link to BBC Bitesize. This is good for practising the topics as well as grammar

<https://www.bbc.co.uk/bitesize/examspecs/zp838p3>

## GCSE Spanish

In Spanish, students follow AQA GCSE. There is a new exam specification for 2026 onwards. Details can be found here:

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification/specification-at-a-glance>



There are three themes studied at GCSE, each theme is made up of three topics.

**1. Theme 1 – People and lifestyle**

- a. Identity and relationships with others
- b. Healthy living and lifestyle
- c. Education and work

**2. Theme 2 – Popular culture**

- a. Free-time activities
- b. Customs, celebrations and festivals
- c. Celebrity culture

**3. Theme 3 – Communication and the world around us**

- a. Travel and tourism, including places of interest
- b. Media and technology
- c. The environment and where people live

This subject is assessed through the following components:

Listening 25%

Reading 25%

Writing 25%

Speaking 25%

Here is the link to BBC Bitesize. This is good for practising the topics as well as grammar [GCSE Spanish - AQA \(for exams from 2026\) - BBC Bitesize](#)

## Music

In Music, students follow the Pearson BTEC Level 1/2 Music Tech Award.

Details of the specification can be found here:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music->

#### Which topics are covered at BTEC?

- development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- processes that underpin effective ways of working in the music sector, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- attitudes that are considered most important in the music sector, including personal management and communication
- knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles.

In Component 1, pupils study 5 musical styles from a range of areas. They will study the musical features of these styles through a range of listening and appraising activities, performance, composing and music production. For their assessment students will complete a portfolio including examples of songs from the different styles and include three music products (a performance, original composition and a sequenced/remixed piece).

In Component 2, students focus on two pathways from performance, composing and producing. Students set targets for their own development in the two areas and show progress over a set time with a final product from each of the two pathways.

In the final external assessment, students will work to a brief where they will choose either the Creating and Producing Pathway or Creating and Performing pathway. They will choose a song from a given list and remix it into a style from a given list, showing a link to the original piece of music with their own additional original ideas. Students are also assessed on the skills from the pathways.

#### How is this subject assessed?

The BTEC qualification is assessed through two NEA components worth 60% of the qualification and internally assessed with external moderation taking place. The final component is an external assessment which takes place during lesson time and is marked by an external examiner. This component is worth 40% of the overall result.

How do I know what good revision looks like?

Use the resources and notes in folders, plus any information on Google Classroom.

Continuously listen to a range of musical styles and make notes on what musical features can be heard, how the piece is structured etc.

Individual instrumental practice.



# Religious Studies

In Religious Studies we follow Pearson Religious Studies specification B.

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/specification-gcse-l1-l2-religious-studies-b-issue-2.pdf>

- Topics covered at (GCSE) are:
- Paper 1: Christianity  
Christian Beliefs  
Marriage and Family life  
Living the Christian life  
Matters of life and death
- Paper 2: Islam  
Muslim Beliefs  
Crime and Punishment  
Living the Muslim life  
Peace and Conflict
- This subject is assessed through the following components:
- 2 exam papers both 1hr 45 min in length.

## **Recommended revision websites, resources and strategies:**

- Revision workbook (each student has a copy that has been given to them)
- Google classroom (revision resources for many topics have been uploaded under classwork)
- Past Paper questions : See Mrs Halfpenny in T6

## Triple and Combined Science

In Combined Science, students follow the [AQA Combined Science Trilogy specification](https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance). Details can be found here: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

Triple Science is divided into [Biology](#), [Chemistry](#) and [Physics](#) specifications.

Biology	Chemistry	Physics
<b>Paper 1</b> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics	<b>Paper 1</b> 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes	<b>Paper 1</b> 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure
<b>Paper 2</b> 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	<b>Paper 2</b> 22. Forces 23. Waves 24. Magnetism and electromagnetism <b>25. TRIPLE ONLY: Space Physics</b>

Recommended revision websites;

- <https://senecalearning.com/en-GB/>
- <https://www.freesciencelessons.co.uk/videos/>
- <https://www.primrosekitten.com/pages/aqa-gcse-science>

## Sociology

In Sociology students follow the Edqwas GCSE spec. Details can be found here:

<https://www.eduqas.co.uk/media/jk2duibm/eduqas-gcse-sociology-spec-from-2017-eng.pdf>

Topics covered on the course are:

**Component 1:**

- Key concepts and processes of cultural transmission
- Families
- Education
- Sociological research methods

**Component 2:**

- Social differentiation and stratification
- Crime and deviance
- Applied methods of sociological enquiry

This subject is assessed through the following components:

Component 1 – 1 hour 45-minute exam with short and long answer questions (50%)

Component 2 - 1 hour 45-minute exam with short and long answer questions (50%)

Recommended revision websites, resources and strategies:

<https://onlysociology.com/revision/>

[http://www.sociology.org.uk/l\\_revision.htm](http://www.sociology.org.uk/l_revision.htm)

**Strategies**

1. Revision cards with expert vocabulary on one side and example of the other
2. Mind maps
3. Posters with key studies for each unit
4. Past exam questions, key term quizzes, mindmaps, teaching a peer/family member about a topic

# OCR National Sport Science

In Sport Science, students follow OCR National Sport Science level 1/2.

Details can be found here: [Cambridge Nationals - Sport Science Level 1/Level 2 – J828 – OCR](#)

## **Topics covered at CNAT Sport are:**

R180: Reducing the risk of sports injuries and dealing with common medical conditions

R181: Applying the principles of training: fitness and how it affects skill performance

R183: Nutrition and sports performance

This subject is assessed through the following components:

The two mandatory units are:

### **R180: Reducing the risk of sports injuries and dealing with common medical conditions This is assessed by an exam.**

By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity:

Topics include:

- Different factors which influence the risk and severity of injury
- Warm up and cool down routines
- Different types and causes of sports injuries
- Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- Causes, symptoms and treatment of medical conditions.

### **R181: Applying the principles of training: fitness and how it affects skill performance**

This is assessed by a set assignment. By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back. Topics include:

- Components of fitness applied in sport
- Principles of training in sport
- Organising and planning a fitness training programme
- Evaluate own performance in planning and delivery of a fitness training programme.

### **R183: Nutrition and sports performance**

This is assessed by a set assignment. By completing this unit you will gain understanding of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role



in enabling effective performance in different sporting activities. The knowledge you gain will be used to produce an appropriate, effective nutrition plan for a performer.

Topics include:

- Nutrients needed for a healthy, balanced nutrition plan
- Applying differing dietary requirements to varying types of sporting activity
- Developing a balanced nutrition plan for a selected sporting activity
- How nutritional behaviours can be managed to improve sports performance.

Recommended revision websites, resources and strategies:

**A revision guide** - this is a diagrammatic overview of each topic area with a range of specific examples and application of key areas. This in depth 'Sport science simplified' guide will prove very useful in preparation for the final exam. (examples from the guide below)



**Two different revision work booklets:**

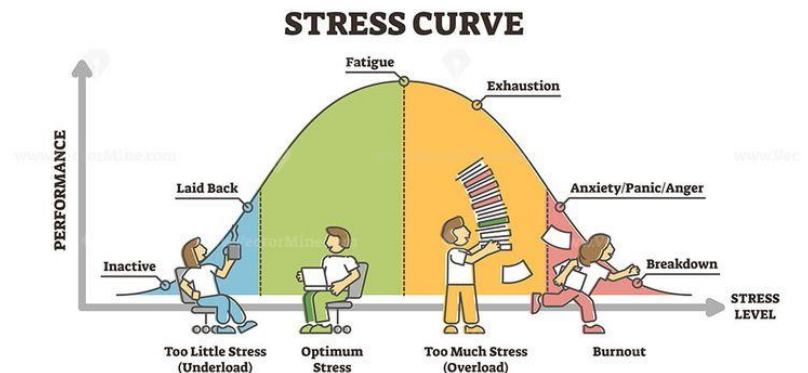
- R180 Revision booklet - this covers all topic areas and is designed to be read through and filled in using the **revision guide**, it also contains a range of sample exam questions.
- Sport Science exam practice workbook - This contains a wide range of activities related to exam questions including question, diagrams, crosswords and a different 'fill in the gaps' activities. This is also designed to use in conjunction with the **revision guide**.

**Learning Mats** - These again will cover each topic area and have been given in a variety of format.

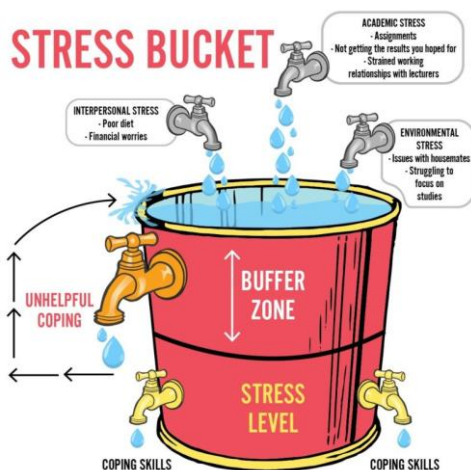
## Wellbeing

Preparing for exams is often a stressful time for young people (and their families). We are keen that our students understand that worrying about exams is perfectly normal. In fact, a certain amount of stress can improve performance, motivating us to prepare effectively.

We all need to develop strategies to help us manage our worries and keep stress levels at an acceptable level. Within school, we use the analogy of the stress bucket to help students to understand and manage how they are feeling. Everything that we encounter in life can affect our mental health in either a positive or negative way.



As we worry about things like exams, our future or relationships, stress can start to build up and feel overwhelming. This is like water flowing into a bucket: if the water keeps coming then eventually the bucket will overflow.



To prevent this from happening, we need to either empty the bucket or reduce the amount of water in it. This can be done by putting holes in our stress bucket. These holes are the various strategies that we use to reduce feelings of stress and worry.

## Reframing your thinking

Sometimes, when people are worried they engage in unhelpful thinking patterns. Examples of this include:

- All or nothing thinking e.g. "If I am not perfect then I have failed"
- Disqualifying the positive, e.g. overlooking previous successes
- Over-generalising, e.g. "I am rubbish at everything"
- Catastrophising, e.g. "if I don't know X then I will fail and never get a job"

These unhelpful thinking patterns often have a negative impact on how we feel. They can, however, be addressed through a series of structured questions that help to restructure the thinking. These are based on the Cognitive-Behavioural Therapy approach.



Tell me about your negative or unhelpful thoughts



What would you tell your best friend if they had this thought?



How does that make you feel?



What is a more helpful thought?



Is this thought necessarily true?



What actions can you take now?



What evidence do you have that this thought is not true?

Questions are often helpful, because they prevent us from feeling lectured. Rather they empower us to find the solutions for ourselves. Thus they may have a longer lasting impact.

Remember your coach, subject teachers, head of year and key stage leaders are all there for you, so come and speak to us if you need help.

You've got this!