



A Guide to Year 10 Subjects



INFORMATION FOR PARENTS AND STUDENTS

Dear Parents, Carers and Students,

This booklet has been collated to give you an overview of every subject examined at Aylesbury Vale Academy. It contains important information on a range of topics such as, how the qualification is assessed, how long the exams are and which exam boards we use etc. This booklet also gives very precise guidance on *what* to study and *how* to study giving specific tips on revision strategies, websites that can be used and other resources available to students.

If you have any questions about any of the information contained here, please see the subject teacher, the curriculum leader or a member of the Year 11 team.

Thank you

Miss Bryant, Achievement Director for Year 10



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- **3Units:**

BTEC TECH AWARD IN ENTERPRISE - LEVEL 1/LEVEL 2

First teaching September 2018 / First certification July 2020

The course is made up of three components. Two of these are internally assessed and one externally assessed. The three-block structure (***Exploring, Developing and Application***) would allow students to build on and embed their knowledge, grow in confidence and then put into practice what they have learnt.

The course would be done over a three-year period

Year 9

- **Introduction to basic concepts** - an overview of the course

Year 10

Unit 1- Exploring Enterprises

- Which comprises of internally assessed assignments and contributing to a 30% of the total course. Students will have the opportunity to examine the characteristics of enterprises, exploring how enterprises meets customers' needs and investigating the factors that contribute to the success of an enterprise.

Year 11

Unit 2 - Planning for and Pitching an Enterprise Activity

- Which comprises of internally assessed assignments and also contributing to a 30% of the total course. The focal points would include exploring ideas to plan for a micro-enterprise activity, pitching a micro-enterprise activity and reviewing own pitch for a micro-enterprise activity.

Unit 3 - Promotion and Finance for Enterprise

- This is an externally assessed task and contributes to a 40% of the total course. This unit is an examined unit, students will have one opportunity to re-sit. Key emphasis will be on promotion, financial records, financial planning and forecasting.

Useful Link

- <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>



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WHAT IS THE EXAM BOARD?

- Edexcel- BTEC Tech Award in Enterprise - Level 1/Level 2 (Pearson's)

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- Coursework: 60%
- Exam: 40%

WHAT REVISION GUIDES ARE AVAILABLE?

- Unit 3- Revise BTEC Tech Award Enterprise Revision Guide (Publisher: Pearson)
- GCSE Bite size Revision: Business

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mr Iniaqhe, Subject Leader of Business: ainiaqhe@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>
- <http://www.bbc.co.uk/schools/gcsebitesize/business>
- www.businessstudiesonline.co.uk
- www.yacapaca.com

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

1. Revise BTEC Tech Award Enterprise Revision Guide by Pearsons
2. Resources on SMHW
3. Resources/activities on businessstudiesonline.com
4. GCSE Bite size Business

GCSE Bitesize – Business

1. Work through the revision materials on BBC Bitesize:
<http://www.bbc.co.uk/education/topics/zcmtsbk>
2. Other relevant weblink include
✓ <http://www.businessed.co.uk/index.php/home/activities/gcse-activities/edexcel-gcse-activities>



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HOW IS IT ASSESSED?

- Students will be assessed across three components. The first 2 components are controlled assignments that are internally marked while the third component is examined externally. It is set and

GAINING A QUALIFICATION

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points at a grade threshold**.

WHAT IS THE EXAM BOARD?

- Pearson

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification.

Points available for internal assessments and external assessment

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

U	0
Level 1 Pass	12-17
Level 1 Merit	18-23
Level 1 Distinction	24-29
Level 2 Pass	30-35
Level 2 Merit	36-41
Level 2 Distinction	42-48

Internal assessment

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	43
Level 1 Distinction	56
Level 2 Pass	69
Level 2 Merit	82
Level 2 Distinction	95
Level 2 Distinction*	108

External assessment

Final calculation of grade.

WHAT REVISION GUIDES ARE AVAILABLE?

- There are a range of materials available on the Pearson website.
- A textbook is available for use in class and can be bought, some pages will be available on SMHW when needed to complete tasks set.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs. Sharma, Curriculum Leader: psharma@theacademy.me



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WHAT USEFUL WEBSITES AND LINKS ARE THERE?

Textbooks

BTEC Tech Award Engineering Student Book, ISBN 978-1-292-21892-2

Websites

- <http://science.howstuffworks.com/plastic4>
- www.bbc.co.uk/schools/gcsebitesize/design/resistantmaterials
- www.chemguide.co.uk/inorganic/extraction/iron.html
- www.technologystudent.com
- http://tutor2u.net/business/production/quality_control.htm *or*
- http://tutor2u.net/business/production/quality_introduction.htm

WHAT TASKS CAN STUDENTS DO AT HOME?

- Each of the two components cover a range of learning aims. In lessons students will undertake a wide range of practical investigations and research completing detailed notes as they progress. These notes will form the basis for the assignments students will complete and be assessed on. A majority of the assignment work will be set as homework.
- Unit 1: Exploring Engineering Sectors and Design Applications
- Unit 2: Investigating an Engineered Project
- Unit 3: Responding to a design Brief

BTEC Technical Award in Health and Social Care



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

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GAINING A QUALIFICATION

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points at a grade threshold**.

WHAT IS THE EXAM BOARD?

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HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

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Internal assessment

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WHAT REVISION GUIDES ARE AVAILABLE?

- There are a range of materials available on the Pearson website.
- A textbook is available for use in class and can be bought, some pages will be available on SMHW when needed to complete tasks set.

BTEC Technical Award in Health and Social Care



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WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs. Sharma, Curriculum Leader: psharma@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

Textbooks

BTEC Tech Award Health and Social Care Student Book, ISBN 978-1-292-20092-7

Websites

- www.NHSchoices.org.uk
- www.RCN.org.uk

WHAT TASKS CAN STUDENTS DO AT HOME?

- Each of the two components cover a range of learning aims. In lessons students will undertake a wide range of practical investigations and research completing detailed notes as they progress. These notes will form the basis for the assignments students will complete and be assessed on. A majority of the assignment work will be supported by the homework.
- Component 1: Human Lifespan Development
- Component 2: Health and Social Care Services and Values
- Component 3: Health and Wellbeing



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HOW IS IT ASSESSED?

- 25% examination- 1 unit
- The students must pass the exam with a Level 2 Pass to achieve a Level 2 Pass for the overall course
- 75% coursework- 3 units

HOW MUCH IS THE EXAM WORTH?

- 25%

WHAT IS THE EXAM BOARD?

- Edexcel

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 75%

WHAT REVISION GUIDES ARE AVAILABLE?

- You can collect a revision guide from Miss Kissick for Unit 1: The Music Industry exam. It will also be uploaded to Show My Homework.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mr Hallam Curriculum leader for Performing Arts: challam@theacademy.me
- Miss Kissick Teacher of Music: jkissick@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://revision.paigntononline.com/wp-content/uploads/2017/01/BTEC-Music-Unit-1-Revision-Sheet-1.pdf>
- <https://quizlet.com/113766820/btec-the-music-industry-exam-revision-flash-cards/>
- <http://www.thehazeleyacademy.com/wp-content/uploads/2014/05/BTEC-Revision-Guide.pdf>
- <https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

For Unit 1, Students can create A3 mind maps of each of the following job roles in the Music Industry, including:

- Service Companies and agencies
- Employment Patterns and Contracts
- Performance and Creative Roles
- Publishing Companies



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- Recording Roles
- Production and Promotion Companies
- Royalty Collection Agencies
- Unions
- Venues and Live Performances

For each of the above, students should outline the job roles included in each area of the industry, their responsibilities and how they interlink. They should consider how it may be advantageous or disadvantageous for each of the organisations in the Music Industry to work together, examining financial implications.

Students can access past papers and mark schemes for unit 1 using this link:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FExternal-assessments>

Students should also learn what the following abbreviations stand for:

- A&R
- PRS for Music
- BECTU
- MU
- PR
- MCPS
- PPL
- MPG
- APRS



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HOW IS IT ASSESSED?

The Award is broken down into 3 components

Component 1- Exploring the Performing Arts- Internally Assessed- Weighting: 30% of total course

Component 2- Developing Skills and Techniques in the Performing Arts-Internally Assessed. Weighting: 30% of total course

Component 3- Responding To a Brief- Weighting: 40% of total course

WHAT IS THE EXAM BOARD?

- BTEC Level 2 Tech Award in Performing Arts

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 60%

WHAT REVISION GUIDES ARE AVAILABLE

- GCSE Bitesize Revision: Drama
- AQA: GCSE Drama and Theatre Studies

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

Miss Barrett lbarrett@theacademy.me Miss Ballard zballard@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <https://qualifications.pearson.com/en/qualifications/btec-firsts/performing-arts-2012-nqf.html>
- <http://www.bbc.co.uk/schools/gcsebitesize/drama>
- <https://www.youtube.com/user/NationalTheatre>
- <https://www.youtube.com/user/ntdiscovertheatre>
- www.nationaltheatre.org.uk
- <http://www.thedramateacher.com/>



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WHAT TASKS CAN I DO AT HOME TO HELP WITH MY STUDIES?

1. Create a mind map of each theatrical style and what it includes. E.g. Musical Theatre – Singing, Dance, Acting...
2. Create a costume design for a character you are playing or would like to play
3. Create a diorama of a set for a play of your choice
4. Create a poem that helps you remember key words. For example: vocal techniques, acting techniques, rehearsal strategies, practitioners or styles.

GCSE Bitesize – Drama

1. Work through the revision materials on BBC Bitesize:
<http://www.bbc.co.uk/education/subjects/zbckjxs>

Language to help you achieve a Distinction

1. Words to describe your use of voice:

<http://www.macmillandictionary.com/thesaurus-category/british/words-used-to-describe-someone-s-voice>

2. Words to describe your use of movement:

<http://www.thedramateacher.com/words-used-to-describe-movement-in-performance/>

3. Words to describe your use of body language and gesture:

<http://www.bryndonovan.com/2015/04/05/master-list-of-facial-expressions/>
<http://www.bryndonovan.com/2015/04/10/master-list-of-gestures-and-body-language-for-writers/>



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HOW IS IT ASSESSED?

- 1 Exams worth 50%: (R012 Understanding tools, techniques, methods and processes for technological solutions Computer Systems (1 hour 45 minutes)
 - One pieces of controlled assessment
 - R013 Developing Technological solutions, coursework which counts 50% towards overall qualification.

HOW MUCH IS THE EXAM WORTH?

- 50% of the final grade

WHAT IS THE EXAM BOARD?

- OCR

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- One piece of controlled assessment which is worth 50% of the final grade. Students are expected to complete the controlled assessment during school hours. This includes intervention time.

WHAT REVISION GUIDES ARE AVAILABLE?

- See below the revision tasks that will prepare you for the exam. These can be obtained from your teacher.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss Liban, Curriculum leader for Computer Science and IT:
nliban@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.teach-ict.com/>
- <http://www.bbc.co.uk/education/subjects/zqmtsbk>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- My revision notes: Cambridge Nationals Level 1, 2 Information Technologies by Sonia Stuart
- Cambridge Nationals Level 1, 2 Information Technologies by: Sonia Stuart and Brian Gillinder
- Show my homework where tasks will be uploaded.



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HOW IS IT ASSESSED?

- 2 Exams:
 - Paper 1 (1 Hour 45 Mins):
 - Reading - 4 Questions
 - Writing - 1 Question (creative writing)
 - Paper 2 (1 Hour 45 Mins):
 - Reading - 4 Questions
 - Writing - 1 Question (discursive writing)

HOW MUCH IS THE EXAM WORTH?

100% of the final grade

WHAT IS THE EXAM BOARD?

AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

Any 'CGP' guides or workbooks on the following topics: *GCSE English Language and Literature for the 9-1 Course*.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

Mr Cooper, Curriculum leader for English: rcooper@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

<http://www.bbc.co.uk/schools/gcsebitesize/english>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

Reading:

1. Read as many articles as possible from magazines or broadsheet newspapers. Sunday newspaper magazine supplements are a good source of these.
2. Try to summarise the article in 6 - 8 bullet points then explain these to another person
3. Try to summarise the writer's viewpoint or opinion. How do you know this is their view?
4. Identify 6 - 8 language techniques used to convey their point of view and explain how the technique shows this point of view
5. With the article or any extract from a story/novel, draw a line where the focus, place, topic or tone of the article or extract changes. Label it with what the change is and how the writer does this.

Writing



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1. Look at the feedback from your written assignments and the feedback from Q5 in Paper 1 and 2 to see what areas of spelling, punctuation and grammar you need to work on.
2. Write these down but check with your teacher to see if he or she agrees that these are the areas to work on.
3. Attempt all the tasks that match these areas in the GCSE WRITING & SPaG WORKBOOK and the GCSE SPELLING WORK BOOK. Check with your teacher to see if he or she agrees that these are the areas to work on.

Language techniques

Learn language techniques for both your reading paper and your writing paper:

Use Quizlet www.quizlet.com to revise using electronic flashcards and create customized on line tests (most students have a log in for this):

1. Learning the definitions of language techniques. Search for the following set: ***LANGUAGE TECHNIQUES DEFINITIONS created by ggibson38***
2. Revising examples of language techniques. Search for the following set: ***LANGUAGE TECHNIQUES EXAMPLES created by ggibson38***
3. Learning the common effects of language techniques: (crucial for your reading exam!). Search for the following set: ***LANGUAGE TECHNIQUES EFFECTS created by ggibson38***
4. Complete the tasks in the Paper 1 & Paper 2 Revision Guide (given out in class)



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HOW IS IT ASSESSED?

- 2 Exams:
 - Paper 1 (1 Hour 45 Mins):
 - A Christmas Carol by Charles Dickens
 - Macbeth by William Shakespeare
 - Paper 2 (2 Hours 15 Mins):
 - An Inspector Calls by J. B. Priestley
 - Power and Conflict poetry (15 poems from the AQA Anthology)
 - Unseen Poetry

HOW MUCH IS THE EXAM WORTH?

100% of the final grade

WHAT IS THE EXAM BOARD?

AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

Any 'CGP' guides on the following topics: *An Inspector Calls*, *Power and Conflict Poetry*, *AQA Unseen Poetry*, *GCSE English Language and Literature for the 9-1 Course*

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

Mr Cooper, Curriculum leader for English: rcooper@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

http://www.bbc.co.uk/schools/gcsebitesize/english_literature

<http://www.sparknotes.com/shakespeare/macbeth>

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

Poetry:

1. Write down three quotations from each poem to do with power and conflict. Then do the same task from memory starting with one quotation per poem at a time (see the grid at the back of your anthology)
2. Create an A3 revision map of all the themes with poems attached (ask your teacher for the template)
3. Create a poem postcard for each of the 15 poems (provided by your teacher). Give the cards to a friend/family member and get them to ask the following questions:
 - a) What is the poem about?
 - b) What type of power and or conflict does the poem explore?
 - c) What other themes does the poem explore?
 - d) What language or poetic techniques does the writer use to explore these themes?
 - e) Name three quotations from the poem.



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- f) Tell me about the context of the poem.
 - g) What links can you make between this poem and another poem? How are they linked?
3. Three of the poems are listed on BBC Bitesize with revision materials and tests to help you revise.
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetryconflict/
 4. Type any of the poems into YouTube and you will find a range of videos of people explaining and analysing each of the poems. Watch the video with a pen and paper and write down 10 key points about each poem.

Romeo and Juliet:

1. Watch the video <http://www.sparknotes.com/shakespeare/macbeth/> and attempt the multiple choice quizzes.
2. Visit <http://www.sparknotes.com/shakespeare/macbeth/quickquizhub.html> to remind yourself about the plot, context, themes and characters
3. Complete the tasks in the Macbeth Work Book (given out in class in Year 10)

A Christmas Carol

1. Complete as many tasks as you can from the Revision Workbook (given out in class) and also attached to SMHW.
2. You could also work through the revision materials on BBC Bitesize:
<https://www.bbc.com/bitesize/topics/zcs8qty>

An Inspector Calls

1. Work through the revision materials on BBC Bitesize:
<http://www.bbc.co.uk/education/topics/zxmb4j6>
2. Complete the tasks in the An Inspector Calls Revision Guide (given out in class)
3. Complete your character overview grid (started in class)
4. Create an A3 revision map of key themes, contextual events and quotations (like the one you have done for Power and Conflict Poetry)

Unseen Poetry

1. Complete the tasks in the Unseen Poetry Revision Guide (given out in class)



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HOW IS IT ASSESSED?

- Coursework – All work completed from the start of year 10 until January in year 11.
- 1 x Exam – 20 hours preparation – this will be completed during lesson time and homework set during the spring term of year 11. 10 hour timed test – to create a final piece in relation to the preparation work. This will be completed over 2 days: Wednesday 3 April and Thursday 4 April.

HOW MUCH IS THE EXAM WORTH?

- 40% of final grade

WHAT IS THE EXAM BOARD?

- Edexcel

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 60% of final grade

WHAT REVISION GUIDES ARE AVAILABLE?

- N/A

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss C Dadson, Curriculum Leader of Art and Design: cdadson@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- www.tate.org.uk
- www.nationalgallery.org.uk
- www.britishmuseum.org
- www.saatchi-gallery.co.uk
- www.vam.ac.uk
- www.guggenheim.org
- www.craftscouncil.org.uk
- www.artribal.com
- www.art2day.co.uk
- www.sculpture.org.uk

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- To make sure all preparation work is completed before the 10 hour timed test. This must include:
- **DEVELOP AND EXPLORE IDEAS:** to collect a range of images, take photographs to draw from and to produce at least 6 design ideas which link to the exam theme.
- **RESEARCH PRIMARY AND CONTEXTUAL SOURCES:** to draw from actual objects and research / work in the style of at least two artist.
- **EXPERIMENT WITH MEDIA, MATERIALS, TECHNIQUES AND PROCESSES:** develop your design ideas in at least 6 different materials / techniques / processes.
- **ALL WORK MUST BE ANNOTATED SHOWING CLEAR INTENTIONS:** explain in short paragraphs what you are planning on doing and how this links to the exam theme. Justify your ideas and techniques, explain what has worked well and how you can develop your ideas further.



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HOW IS IT ASSESSED?

- 6 Exams:
 - Two Biology (1 Hour 15 Mins each):
 - Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.
 - Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
 - Two Chemistry (1 Hour 15 Mins each):
 - Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes
 - Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources
 - Two Physics (1 Hour 15 Mins each)
 - Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.
 - Paper 2: Forces; Waves; and Magnetism and electromagnetism

HOW MUCH ARE THE EXAMS WORTH?

- 100% of the final grade

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

- *CGP Combined Science Revision Guide For AQA (Grade 9-1)*. ISBN: 978-1782945598. We would recommend purchasing the higher level revision guide as this contains all the information you will need. We won't make decisions on which level of exam papers students will take until the mock exams in Year 11.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs Kirk, Curriculum leader for Science: ckirk@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>
- <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- Create an A3 revision map of all the topics in your revision guide
- Create a revision postcard for each of the topics in your revision
- Answer the end of topic questions in your revision guide



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HOW IS IT ASSESSED?

2 Exams:

Unit 1: Computer Systems - Paper 1 (1 Hour 30 Mins 50% of the total GCSE (80 marks) :

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

Unit 2: Computational thinking, algorithms and programming - Paper 2 (1 Hours 30 Mins 50% of the total GCSE (80 marks) :

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

Programming Project – (Non-Exam Assessment (NEA) 20 timetabled hours Formal requirements consolidates the learning across the specification through practical activity

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

HOW MUCH IS THE EXAM WORTH?

- Paper 1 and Paper 2 - **100%** of the final grade

WHAT IS THE EXAM BOARD?

- OCR

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

Non-Exam Assessment (NEA) 20 timetabled hours Formal requirements consolidates the learning across the specification through practical activity



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WHAT REVISION GUIDES ARE AVAILABLE?

- *GCSE Computer Science for OCR Student Book author - David Waller (Author) and Ann Weidmann*
- *CGP GCSE OCR Computer Science for the Grade 9-1 Course: Exam Practise Workbook.*
- *OCR GCSE Revision Computer Science All in one Revision and Practise by Paul Clowrey.*

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss Liban, Curriculum leader for ICT & Computer Science:
nliban@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <https://pythonschool.net/>
- <http://www.bbc.co.uk/education/subjects/z34k7ty>
- <http://www.teach-ict.com/>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- All computing theory lesson with worksheet are available to all pupils. Pupils should see Miss Liban and Miss Carr for lesson PowerPoint and worksheet. Once pupils complete the worksheet, Miss Liban and Miss Carr will mark these and give feedback if necessary. Answer sheets are also available to help pupils understand how to structure answers and for checking answers when working independently.



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HOW IS IT ASSESSED?

- One Exam worth 50%:
 - Unit 1 Written Paper (2 Hours) 100 marks:
 - Section A – Core Technical Principles – 20 marks
 - Section B – Specialist Technical Principles – 30 marks
 - Section C – Designing and making Principles – 50 marks
- Non Exam Assessment (NEA) 50%
 - Unit 2 Contextual Design and make major project 100 marks:
 - Section A – Identifying & investigating design possibilities – 10 marks
 - Section B – Producing a design brief & specification – 10 marks
 - Section C – Generating design ideas – 20 marks
 - Section D – Developing design ideas – 20 marks
 - Section E – Realising design ideas – 20 marks
 - Section F – Analysing & evaluating – 20 marks

HOW MUCH IS THE EXAM WORTH?

50% of the final grade.

WHAT IS THE EXAM BOARD?

AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

Non Exam Assessment is worth 50% of the final grade.

WHAT REVISION GUIDES ARE AVAILABLE?

Any 'CGP' or Collins guides for AQA *GCSE Design & Technology Revision Guide*.
AQA GCSE D & T Essentials.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

Mr Anandavasagar, Teacher of GCSE Design and Technology:

danandavasagar@theacademy.me

Miss Whooley, Teacher of GCSE Design and Technology:

cwhooley@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

<http://www.bbc.co.uk/schools/gcsebitesize/design/graphics>

<http://www.technologystudent.com>

<http://www.mr-dt.com/graphics/main.htm>

WHAT USEFUL APPS ARE THERE?

Design & technology by J Plimmer is a good app and can be downloaded for Apple and Android for 79p.

Plastic Guide by Bruder Consulting AB (Free to download for Apple and Android)



INFORMATION FOR PARENTS AND STUDENTS

iDT HD by Ray Gentleman (Free to download for Apple and Andriod) iD Cards - Loughborough Design School By Loughborough University (Free to download for Apple and Andriod)

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

EXAM UNIT: 100 marks

- a) Create an A3 revision map for each of the theory topics below (ask your teacher for the template).
- b) Type any of the topics below into YouTube and you will find a range of videos of people explaining these topics. Watch the video with a pen and paper and write down the key points about each topic.

Section A – Core Technical Principles – 20 marks

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Covered during **Autumn 2018** with six end of unit tests.

- 1. New and emerging technologies**
- 2. Energy generation and storage**
- 3. Developments in new materials**
- 4. Systems approach to designing**
- 5. Mechanical devices**
- 6. Materials and their working properties.**

Section B – Specialist Technical Principles – 30 marks

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles. Each specialist technical principle must be covered through Paper and boards. Covered during **Spring 2019** with end of unit tests.

Students should develop an in-depth knowledge and understanding of the following specialist technical principles:

1. Selection of materials or components

Functionality: application of use, ease of working. Aesthetics: surface finish, texture and colour. Environmental factors: recyclable or reused materials. Availability: ease of sourcing and purchase. Cost: bulk buying. Social factors: social responsibility. Cultural factors: sensitive to cultural influences. Ethical factors: purchased from ethical sources such as FSC.



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2. Forces and stresses

Tension, compression, bending, torsion and shear. How materials can be reinforced, stiffened or made more flexible: e.g. lamination, bending, folding, webbing, fabric interfacing.

3. Ecological and social footprint

Deforestation, mining, drilling and farming. Mileage of product from raw material source, manufacture, distribution, user location and final disposal. That carbon is produced during the manufacture of products. Reduce, refuse, re-use, repair, recycle and rethink. Safe working conditions; reducing oceanic/ atmospheric pollution and reducing the detrimental (negative) impact on others.

4. Sources and origins

Primary sources of materials and the main processes involved in converting into workable forms for at least one material area. Paper and board (how cellulose fibres are derived from wood and grasses and converted into paper).

5. Using and working with materials

Students must know and understand how different properties of materials and components are used in commercial products, how properties influence use and how properties affect performance. Students must know and understand the physical and mechanical properties relevant to commercial products for papers and boards (flyers/leaflets and card based food packaging). Additives to prevent moisture transfer (paper and boards). Papers and boards (how to cut, crease, score, fold and perforate card).

6. Stock forms, types and sizes

Commercially available types and sizes of materials and components.

Papers and boards – sheet, roll and ply; sold by size e.g. A3, thickness, weight and colour; standard components e.g. fasteners, seals and bindings; cartridge paper and corrugated card.

7. Scales of production

How products are produced in different volumes. The reasons why different manufacturing methods are used for different production volumes: prototype, batch, mass, continuous.

8. Specialist techniques and processes

How to use measurement/reference points, templates, jigs and patterns where suitable. A range of tools, equipment and processes that can be used to shape, fabricate, construct and assemble high quality prototypes, as appropriate to the materials and/or components being used including: wastage, such as: die cutting, perforation. The manufacture to minimum and maximum measurements. Papers and boards (offset lithography and die cutting, registration marks,

9. Surface treatments and finishes.

The preparation and application of treatments and finishes to enhance functional and aesthetic properties. Papers and boards (printing, embossing and UV varnishing)

Section C – Designing and making Principles – 50 marks

A mixture of short answer and extended response questions. Covered during **Summer 2019** with end of unit tests.



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Students should know and understand that all design and technology activities take place within a wide range of contexts. They should also understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. For example, the home, school, work or leisure. They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

1. Investigation, primary and secondary data

Use primary and secondary data to understand client and/or user needs. How to write a design brief and produce a design and manufacturing specification. Carry out investigations in order to identify problems and needs

2. Environmental, social and economic challenge

The environment, social and economic challenges that influence design and making. How the following might present opportunities and constraints that influence the processes of designing and making: deforestation, possible increase in carbon dioxide levels leading to potential global warming, the need for fair trade.

3. The work of others

Students should investigate, analyse and evaluate the work of past and present designers and companies to inform their own designing. Students should investigate the work of a minimum of two of the following designers: Harry Beck, Marcel Breuer, Coco Chanel, Norman Foster, etc. Students should investigate the work of a minimum of two of the following companies: Alessi, Apple, Braun, Dyson, etc.

4. Design strategies

How different strategies can be applied, including: collaboration, user centered design, a systems approach, iterative design, avoiding design fixation. How this can be done using an iterative process including: sketching, modelling, testing, evaluation of their work to improve outcomes.

5. Communication of design ideas

Develop, communicate, record and justify design ideas using a range of appropriate techniques such as: freehand sketching, isometric and perspective, 2D and 3D drawings, system and schematic diagrams, annotated drawings that explain detailed development or the conceptual stages of designing, exploded diagrams to show constructional detail or assembly, working drawings: 3rd angle orthographic, using conventions, dimensions and drawn to scale, audio and visual recordings in support of aspects of designing: e.g. interviews with client or users, mathematical modelling, computer based tools, modelling: working directly with materials and components, e.g. card modelling.

6. Prototype development

Design and develop prototypes in response to client wants and needs. Note the term prototype can be used to describe either a product or system. How the development of prototypes: satisfy the requirements of the brief, respond to client wants and needs, demonstrate innovation, are functional, consider aesthetics, are potentially marketable.

7. Selection of materials and components

Appropriate materials and components to make a prototype. How to select and use materials and components appropriate to the task considering: functional need, cost, availability.

8. Tolerances

Work accurately using tolerances. How a range of materials are cut, shaped and formed to designated tolerances. Why tolerances are applied during making activities.



INFORMATION FOR PARENTS AND STUDENTS

9. Material management

The importance of planning the cutting and shaping of material to minimise waste e.g. nesting of shapes and parts to be cut from material stock forms. How additional material may be removed by a cutting method or required for seam allowance, joint overlap etc.

10 Specialist tools and equipment

The value of using measurement and marking out to create an accurate and quality prototype. The use of data points and coordinates including the use of reference points, lines and surfaces, templates, jigs and/or patterns.

11. Specialist techniques and processes

How to select and use specialist tools and equipment, including hand tools, machinery, digital design & manufacture, appropriate for the material and/or task to complete quality outcomes. How to use them safely to protect themselves and others from harm. Students should know and understand that surface treatments and finishes are applied for functional and aesthetic purposes. How to prepare a material for a treatment or finish. How to apply an appropriate surface treatment or finish.

In Year 11 students will complete a major design and make project.

NON EXAM ASSESSMENT UNIT: 100 marks:

Students will produce a prototype and a portfolio of evidence of about 20 A3 pages. With reference to the context, students will be expected to develop a specific brief that meets the needs of a user, client or market. The task must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome so that students can engage in an iterative process of designing, making, testing, improving and evaluating. Students must produce a final prototype based on the design brief that they have developed, along with a written or digital design folder or portfolio.

Section A – Identifying and Investigating Design Possibilities – 10 marks

Due Date: 24th September 2019

By analysing the contextual challenge students will identify design possibilities, investigate client needs and wants and factors including economic and social challenges. Students should also use the work of others (past and/or present) to help them form ideas. Research should be concise and relate to their contextual challenge. Students are also advised to use a range of research techniques (primary/secondary) in order to draw accurate conclusions. Students should be encouraged to investigate throughout their project to help inform decisions.

Section B – Producing a Design Brief and Specification – 10 marks

Due Date: 27th September 2019

Based on conclusions from their investigations students will outline design possibilities by producing a design brief and design specification. Students should review both throughout the project.



INFORMATION FOR PARENTS AND STUDENTS

Section C – Generating Design Ideas – 20 marks

Due Date: 17th October 2019

Students should explore a range of possible ideas linking to the contextual challenge selected. These design ideas should demonstrate flair and originality and students are encouraged to take risks with their designs. Students may wish to use a variety of techniques to communicate. Students will not be awarded for the quantity of design ideas but how well their ideas address the contextual challenge selected. Students are encouraged to be imaginative in their approach by experimenting with different ideas and possibilities that avoid design fixation. Students are expected to show some innovation by generating ideas that are different to the work of the majority of their peers or demonstrate new ways of improving existing solutions.

Section D – Developing Ideas – 20 marks

Due Date: 30th November 2019

Students will develop and refine design ideas. This may include, formal and informal 2D/3D drawing including CAD, systems and schematic diagrams, models and schedules. Students will develop at least one model, however marks will be awarded for the suitability of the model(s) and not the quantity produced. Students will also select suitable materials and components communicating their decisions throughout the development process. Students are encouraged to reflect on their developed ideas by looking at their requirements; including how their designs meet the design specification. Part of this work will then feed into the development of a manufacturing specification providing sufficient accurate information for third party manufacture, using a range of appropriate methods, such as measured drawings, control programs, circuit diagrams, patterns, cutting or parts lists.

Section E – Realising Design Ideas – 20 marks

Due Date: 30th January 2020

Students will work with a range of appropriate materials/components to produce prototypes that are accurate and within close tolerances. This will involve using specialist tools and equipment, which may include hand tools, machines or CAM/CNC. The prototypes will be constructed through a range of techniques, which may involve shaping, fabrication, construction and assembly. The prototypes will have suitable finish with functional and aesthetic qualities, where appropriate. Students will be awarded marks for the quality of their prototype(s) and how it addresses the design brief and design specification based on a contextual challenge.

Section F – Analysing & Evaluating – 20 marks

Due Date: 14th February 2020

Within this iterative design process students are expected to continuously analyse and evaluate their work, using their decisions to improve outcomes. This should include defining requirements, analysing the design brief and specifications along with the testing and evaluating of ideas produced during the generation and development stages. Their final prototype(s) will also undergo a range of tests on which the final evaluation will be formulated. This should include market testing and a detailed analysis of the prototype(s).



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- Coursework – All work completed from the start of year 10 until January in year 11.
- 1 x Exam – 20 hours preparation – this will be completed during lesson time and homework set during the spring term of year 11. 10 hour timed test – to create a final piece in relation to the preparation work. This will be completed over 2 days: Wednesday 3 April and Thursday 4 April.

HOW MUCH IS THE EXAM WORTH?

- 40% of final grade

WHAT IS THE EXAM BOARD?

- Edexcel

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 60% of final grade

WHAT REVISION GUIDES ARE AVAILABLE?

- N/A

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss C Dadson, Curriculum Leader of Art and Design: cdadson@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- www.tate.org.uk
- www.nationalgallery.org.uk
- www.britishmuseum.org
- www.saatchi-gallery.co.uk
- www.vam.ac.uk
- www.guggenheim.org
- www.craftscouncil.org.uk
- www.artribal.com
- www.art2day.co.uk
- www.sculpture.org.uk

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- To make sure all preparation work is completed before the 10 hour timed test. This must include:
- **DEVELOP AND EXPLORE IDEAS:** to collect a range of images, take photographs to draw from and to produce at least 6 design ideas which link to the exam theme.
- **RESEARCH PRIMARY AND CONTEXTUAL SOURCES:** to draw from actual objects and research / work in the style of at least two artist.
- **EXPERIMENT WITH MEDIA, MATERIALS, TECHNIQUES AND PROCESSES:** develop your design ideas in at least 6 different materials / techniques / processes.
- **ALL WORK MUST BE ANNOTATED SHOWING CLEAR INTENTIONS:** explain in short paragraphs what you are planning on doing and how this links to the exam theme. Justify your ideas and techniques, explain what has worked well and how you can develop your ideas further.



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- 3 Exams:
 - **Paper 1 (1 Hour 30 Mins): Living with the physical environment**
 - Section A: The Challenge of Natural Hazards
 - Section B: The Living World
 - Section C: Physical Landscapes in the UK
 - 35% of total grade
 - **Paper 2 (1 Hour 30 Mins): Challenges in the human environment**
 - Section A: Urban Issues and Challenges
 - Section B: The Changing Economic World
 - Section C: The Challenge of Resource Management
 - 35% of total grade
 - **Paper 3 (1 Hour 15 Mins): Geographical applications**
 - Section A: Issue Evaluation (Pre-Release Booklet)
 - Section B: Fieldwork
 - 30% of total grade

HOW MUCH IS THE EXAM WORTH?

- 100% of the final grade

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject, but there are two field trips which contribute to Paper 3, Geographical applications

WHAT REVISION GUIDES ARE AVAILABLE?

- 'CGP' guides on the following topics: Rivers, Coasts, Ecosystems, Tropical rainforests, Cold environments, Urban issues and challenges, Changing economic world (Development, Nigeria, UK Industry), Resource management including water, Natural Hazards (Volcanoes, earthquakes, hurricanes, drought, flood)
- AQA Revision Guide for the new Grade 9 -1 GCSE Geography

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mr Rolin, Curriculum leader for Geography: trolin@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.bbc.co.uk/schools/gcsebitesize/geography>
- <http://www.s-cool.co.uk/gcse/geography>
- There are always articles on Geography in broadsheet newspapers, on the news, the National Geographic channel. Students should be encouraged to broaden their knowledge of topics learnt in class to develop their Geographical skills



WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- Answer past paper questions (ask your teacher for a copy)
- Learn your keyterms for each topic
- Learn your case studies for each topic
- Create a mind map template for each topic and have key terminology, case studies and examples in one place
- Use your Geographical dictionary to learn key terminology
- Use prompt cards to test yourself
- Re-write your class notes and colour code them
- Think about 6 – 9 mark questions using SEEP
 - (Social, Environmental, Economic, Political)
- Use GCSE Bitesize to answer the mini tests
- Use the GCSE revision guide to structure your notes
- Read an Atlas
- Use an Ordnance Survey map
- Use google earth to locate places



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- 3 Exams: Higher (4-9) /Foundation (1-5)
 - **Paper 1** (1 Hour 30 Mins) - Non Calculator
 - **Paper 2** (1 Hours 30 Mins) - Calculator
 - **Paper 3** (1 Hours 30 Mins) - Calculator

HOW MUCH IS THE EXAM WORTH?

- 100% of the final grade

WHAT IS THE EXAM BOARD?

- Edexcel

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

- Revise Edexcel GCSE (9-1) Mathematics Higher Study guide and Workbook (£2.50 each)
- Revise Edexcel GCSE (9-1) Mathematics Foundation Study guide & Workbook (£2.50 each)
- Revise Edexcel GCSE (9-1) Mathematics Higher Flashcards (£5)
- Revise Edexcel GCSE (9-1) Mathematics Foundation Flashcards (£5)

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mr Ahmed, Curriculum leader for Maths: kahmed@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <https://www.bbc.co.uk/education/examspecs/z9p3mnb>
- <https://vle.mathswatch.com>
- <https://mathsapp.pixl.org.uk/>
- <http://www.mathsgenie.co.uk/gcse.html>
- <https://corbettmaths.com/>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

1. Students will receive exam paper based homework each Friday to complete at home independently.
2. Students should remember to show every step of their method work on the page, ready to go through on the following Friday's lesson.
3. Use PLC's from mock exams to revise key areas of weakness. (Mock to happen at the end of this term)
4. Use the PIXL maths app to support their revision.
5. Use the videos on maths watch to go over any key areas of weakness picked up from tests.



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

Media One

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

magazines

advertising and marketing

newspapers

online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

radio

music video

newspapers

online, social and participatory media and video games

film (industries only).

How it's assessed

Written exam: 1 hour 30 minutes

84 marks

35% of GCSE

Questions

A range of questions relating to an unseen source and Close Study Products.

An extended response question (20 marks).

Media Two

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

How it's assessed

Written exam: 1 hour 30 minutes



INFORMATION FOR PARENTS AND STUDENTS

84 marks

35% of GCSE

Questions

Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Non-exam assessment (coursework): creating a media product

- ✓ Application of knowledge and understanding of the theoretical framework.
- ✓ Ability to create media products.

How it's assessed

A choice of annually changing briefs, set by AQA.

60 marks

30% of GCSE

Assessed by teachers

Moderated by AQA.

Students produce:

- ✓ a statement of intent
- ✓ a media product for an intended audience

HOW MUCH IS THE EXAM WORTH?

- 70% of the final grade

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 30%

WHAT REVISION GUIDES ARE AVAILABLE?

- Students use their books and create revision resources during Year 11
- Media Dictionary.
- BBC Bitesize

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs Hallam, Acting Head of Media lhallam@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?



INFORMATION FOR PARENTS AND STUDENTS

- <http://www.aqa.org.uk/subjects/media-studies>
- <http://www.bbc.co.uk/education/subjects/ztnygk7>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

1. Revise the Close Study Products
2. Create an A3 revision map of all the key concepts.
3. Summarise the key theories.



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HOW IS IT ASSESSED?

- 60% controlled assessment and coursework.
- 30% is based on solo performance and a free choice composition, and 30% based on ensemble performance and a composition based on a set stimuli.
- Paper (1 hour 30 mins)

HOW MUCH IS THE EXAM WORTH?

- 40% of the final grade

WHAT IS THE EXAM BOARD?

- OCR

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- 60%

WHAT REVISION GUIDES ARE AVAILABLE?

- CGP' guide on GCSE music 9-1 (*Course*)

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mr Hallam Curriculum leader for Performing Arts: challam@theacademy.me
- Miss Kissick Teacher of Music: jkissick@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.bbc.co.uk/bitesize/gcse/music/>

Rhythms around the world:

- <https://youtu.be/KEwS8R5Nka4>
- https://youtu.be/F4_eS9Hkj0Q
- <https://youtu.be/-mbdX2HTZB0>
- <https://youtu.be/lrDWAzJGch0>
- <https://youtu.be/UlkCm3xw0yQ>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- Create A3 mind maps of each listening topic outlining the Characteristics of each music style covered in the specification.

Students should focus their revision on each topic around the following:

- Instruments and timbre
- Pitch and melody
- Rhythm and metre
- Tempo
- Dynamics, expression and articulation
- Texture



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- Structure and phrasing
- Harmony and tonality

Students need to have a full of understanding of the elements of music, what they mean and link them to each of the 4 Areas of Study. The Areas of study are as follows:

Area of Study 2- The Concerto through Time

- Baroque Concerto
- Classical Concerto
- Romantic Concerto

Area of Study 3- Rhythms of the World

Indian Classical Music and traditional Punjabi Bhangra

- Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus
- on traditional Greek, Palestinian and Israeli music
- Traditional African drumming
- Traditional Calypso and Samba.

Area of Study 4- Film Music

- music that has been composed specifically for a film
- music from the Western Classical tradition that has been used within a film
- music that has been composed as a soundtrack for a video game.

Area of study 5- Conventions of Pop Music

- Rock 'n' Roll of the 1950s and 1960s
- Rock Anthems of the 1970s and 1980s
- Pop Ballads of the 1970s, 1980s and 1990s
- Solo Artists from 1990 to the present day
- Students should use the BBC bite size tests and revision notes on the relevant topics within the GCSE music pages.
- Students should also watch the YouTube clips and accompanying revision notes to help them with their understanding of the features each of the music styles. It is very important that students can describe and explain features of the music covered in the specification.
- Revision booklets are also available from the music department.
- As well as revision for the exam students should be maintaining a regular practice regime for their solo and ensemble performances.



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- 2 Exams:
 - Paper 1 (1 Hour 45 Mins):
Study of Religions;
 - Christianity and Islam; Beliefs and Teachings and Practices.
 - Paper 2 (1 Hour 45 mins):
Thematic Studies:
 - Religion and Life
 - Existence of God and Revelation
 - Religion, peace and conflict
 - Religion, crime and punishment
 - Religion, human rights and social justice.

HOW MUCH IS THE EXAM WORTH?

- 100% of the final grade

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

- 'GCP' Revision guide AQA Religious Studies
- AQA GCSE Religious Studies A: Christianity and Islam Revision Guide

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs S Moore smoore1@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.bbc.co.uk/education/subjects/zb48q6f>
- <http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/introduction>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- Quizlet: <https://quizlet.com/en-gb>
- Shared revision documents through Office 365
- Practice exam questions



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HOW IS IT ASSESSED?

- 4 Exams:
 - **Paper 1: Listening:**
 - Foundation: 40 marks – 35 mins
 - Higher: 50 marks – 45 mins
 - **Paper 2: Speaking:**
 - 60 marks
 - Foundation: one session of 7–9 minutes (and supervised preparation time of approximately 10–12 minutes).
 - Higher: one session of 10–12 minutes (and supervised preparation time of approximately 10–12 minutes).
 - Role-play (15 marks)
 - Photo card (15 marks)
 - General conversation (30 marks)
 - **Paper 3: Reading**
 - Foundation 60 marks; 45 minutes
 - Higher Tier 60 marks; 1 hour
 - **Paper 4: Writing**
 - Foundation 50 marks; 1 hour
 - Higher 60 marks; 1 hour 15mins

HOW MUCH IS THE EXAM WORTH?

- Each paper is worth 25% of the final overall grade.

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject

WHAT REVISION GUIDES ARE AVAILABLE?

- 'CGP' Revision guide AQA Spanish
- AQA GCSE Revision workbook and revision guide.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs S Moore smoore1@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- Apps:
 - Duolingo
 - FluentU
 - Memrise also online; <https://www.memrise.com/>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- Quizlet, Kerboodle, Linguascope, Practise exam questions



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HOW IS IT ASSESSED?

- 6 Exams:
 - Two Biology (1 Hour 45 Mins each):
 - Paper 1: Cell Biology; Organisation; Infection and response; and Bioenergetics.
 - Paper 2: Homeostasis and response; Inheritance, variation and evolution; and Ecology.
 - Two Chemistry (1 Hour 45 Mins each):
 - Paper 1: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes
 - Paper 2: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources
 - Two Physics (1 Hour 45 Mins each)
 - Paper 1: Energy; Electricity; Particle model of matter; and Atomic structure.
 - Paper 2: Forces; Waves; and Magnetism and electromagnetism

HOW MUCH ARE THE EXAMS WORTH?

- 100% of the final grades for each subject

WHAT IS THE EXAM BOARD?

- AQA

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for these subjects

WHAT REVISION GUIDES ARE AVAILABLE?

- *CGP GCSE Biology Revision Guide For AQA (Grade 9-1)*. ISBN: 978-1782945567
- *CGP GCSE Chemistry Revision Guide For AQA (Grade 9-1)*. ISBN: 978-1782945574
- *CGP GCSE Physics Revision Guide For AQA (Grade 9-1)*. ISBN: 978-17829 5581
- We would recommend purchasing the higher level revision guides.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Mrs Kirk, Curriculum leader for Science: ckirk@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- <http://www.aqa.org.uk/subjects/science/gcse>
- <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

1. Create an A3 revision map of all the topics in your revision guides
2. Create a revision postcard for each of the topics in your revision guides
3. Answer the end of topic questions in your revision guides



INFORMATION FOR PARENTS AND STUDENTS

HOW IS IT ASSESSED?

- External exam: Unit 1: 1 hour 30 minutes (40%)
 - ✓ Skeletal System
 - ✓ Muscular System
 - ✓ Respiratory System
 - ✓ Cardiovascular System
 - ✓ Energy Systems
 - ✓ Effects of Health and Fitness Activities on the body
 - ✓ Health and Fitness
 - ✓ Principles of Training
- Synoptic Project: Coursework: Unit 2 (60%)
 - ✓ Lifestyle Factors
 - ✓ Diet
 - ✓ Fitness Testing
 - ✓ Training Methods
 - ✓ Optimising a Health and Fitness Programme
 - ✓ Health and Fitness analysis and goal setting
 - ✓ Structure of a Health and Fitness Programme
 - ✓ Health and Safety

WHAT IS THE EXAM BOARD?

- NCFE

Specification can be found at: <https://www.qualhub.co.uk/qualification-search/qualification-detail/nfce-level-12-technical-award-in-health-and-fitness-4579>

WHAT TEXTBOOKS ARE AVAILABLE?

- Hodder Education: NCFE Level 1/2 Technical Award Health and Fitness- Ross Howitt & Mike Murray

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss Fuller, Curriculum Leader for Physical Education : lfuller@theacademy.me



INFORMATION FOR PARENTS AND STUDENTS

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- www.bbc.co.uk/schools/gcsebitesize/pe
- <https://www.active.com/fitness/articles/how-to-set-s-m-a-r-t-goals>
- www.bhf.org.uk/
- <https://www.food.gov.uk/>
- <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

WHAT TASKS CAN STUDENTS DO AT HOME?

1. Create an A3 revision map or leaflet of each of the topic areas covered in the course
2. BBC Bitesize with revision materials and tests to help you revise
3. Type any of the topics into YouTube and you will find a range of videos of people explaining and demonstrating each of the areas. Watch the videos with a pen and paper and write down 10 key points about each topic
4. Exemplar exam papers: <https://www.qualhub.co.uk/qualification-search/qualification-detail/nCFE-level-12-technical-award-in-health-and-fitness-4579>
5. Speak to the subject teacher if a lesson has been missed to get a copy of PowerPoint slides and worksheets- to complete at home
6. Complete the 'Test Yourself' questions within NCFE Level 1/2 Health and Fitness text book based on the topic(s) covered
7. Any topic(s) students do not understand, write down 4 questions to bring to the subject teacher to assist/support in the knowledge and understanding of that area
8. Create a glossary of key terms covered so far. Define each key term with sporting examples
9. Design your own topic test of identified topic- maximum of 15 questions. Complete topic test and mark using exercise book notes and/or text book



HOW IS IT ASSESSED?

- Three Exams:
 - Paper 1 Thematic Study and Historical Environment (1 Hour 15 Minutes):
 - Medicine in Britain, c1250- present
 - British sector of the Western Front, 1914-18
 - Paper 2 Period Study and British Depth Study (1 Hour 45 Minutes):
 - Superpowers and the Cold War, 1941-1991
 - Early Elizabethan England, 1558-88
 - Paper 3 Modern Depth Study (1 hour 15 Minutes)
 - Weimar and Nazi Germany, 1918-39

HOW MUCH IS THE EXAM WORTH?

- 100% of the final grade

WHAT IS THE EXAM BOARD?

- Edexcel.

HOW MUCH ARE CONTROLLED ASSESSMENTS OR COURSEWORK WORTH?

- There is no coursework or controlled assessment for this subject.

WHAT REVISION GUIDES ARE AVAILABLE?

- Pearson publishers produces a general revision guide for each topic.
- Students have access to individual revision ICT History resources at school.
- The department runs revision of the substantive content and skills tested for each paper.

WHO SHOULD I CONTACT WITH ANY QUESTIONS?

- Miss Nee, Curriculum leader for History: bnee@theacademy.me

WHAT USEFUL WEBSITES AND LINKS ARE THERE?

- We often use youtube and BBC Teach for the topics tested and encourage students to make notes from these.
- The department provides students with weblinks and hyperlinks to foster independent learning.

WHAT REVISION TASKS CAN STUDENTS DO AT HOME?

- All students have textbooks on each topic tested and should be reading them on a regular basis in order to have factual knowledge on the unit of work that they are studying in class. This should allow students to link and evaluate information rather than just telling a story.
- Students need to be aware of the skills associated with each part of the syllabus and the department has written guides to help with framing answers to exam style questions.
- Textbooks give excellent advice on how to answer the different types of questions in order to achieve high marks and exam style questions are tested as part of homework.



- Students need to become aware of how to respond well to different exam style questions and so become familiar with what is being asked and plan for them.

Parents can:

1. Improve their child's factual knowledge by getting hold of their History Book and asking for key dates e.g. *When was the Cuban Missile Crisis?*
2. Improve their thinking skills:
 - *What were the reasons for.....?*
 - *Why did.....?*
3. Get them to think how a story on the news, the internet or papers was actually made.
Whose view does it show?
Why was it made?
What is its impact?