

# KEY STAGE 4

## KNOWLEDGE ORGANISER

## STUDY SUPPORT PACK

NAME	HOY	TEAM LEADER	SLT LINK





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# SECTION 1 INFORMATION

# HOW TO USE YOUR KNOWLEDGE ORGANISER

Your Knowledge Organiser (KO) contains the essential facts, vocabulary and concepts you need for your courses. Use it regularly to revise, practise recall, and track your confidence.

This Study Support Pack is designed to be used every day to support your learning. You can use it to guide your revision at home, complete retrieval tasks, check your understanding of new topics and develop strong study routines. Each section gives you tools to build your confidence: use the learning materials to practise recall, use the academic language pages to improve your writing, and use the mentorship guidance to help you plan your progress across KS4. Keep the pack with you in lessons so you can refer to it, update it, and use it to strengthen what you learn in class.

## Academy Expectations

- Bring your KO Study Support Pack to every lesson.
- Use retrieval practice as part of independent study and homework.
- Engage with quizzes, confidence rating and revision routines.
- Maintain an organised, up-to-date study pack.

This pack supports your preparation across KS4 qualifications and helps develop strong study habits, independent learning routines, and effective revision techniques.

# BASIC EXPECTATIONS

## Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.



## Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.



## Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.



Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

## Fidget Toys

- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal



## Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.



BEHAVIOUR	LANGUAGE	WORK PRIDE
<ul style="list-style-type: none"> <li>Do not talk whilst staff member is talking</li> <li>Appropriate contact only</li> <li>Sit professionally</li> <li>Communicate appropriately</li> <li>Follow instructions from ALL staff first time</li> <li>No mobile phones</li> <li>Respect the Academy environment</li> <li>No chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>Positive Framing</li> <li>'Hands up, tracking me'</li> <li>Active listening</li> <li>Calm and purposeful</li> <li>Appropriate volume</li> <li>Professional vocabulary</li> <li>Using specific vocabulary in lessons</li> <li>Speak in full sentences</li> </ul>	<ul style="list-style-type: none"> <li>Write in blue or black ink</li> <li>Underline dates and titles</li> <li>Use pencil for diagrams and graphs</li> <li>Cross out mistakes neatly</li> <li>No graffiti</li> <li>Stick in worksheets neatly</li> <li>Neat handwriting</li> <li>Complete all work set</li> </ul>
<b>LESSONS</b> <ul style="list-style-type: none"> <li>Greet your teacher at the door</li> <li>Enter the classroom quietly</li> <li>Put your equipment on the desk</li> <li>Start the activate task</li> <li>Answer the register</li> <li>Pack away when directed by teacher</li> <li>Stand behind your chair when you have packed away</li> <li>Wait in silence to be dismissed</li> <li>Move onto corridors using the calm corridor routine</li> </ul>	<b>CORRIDORS</b> <ul style="list-style-type: none"> <li>Walk in no more than 2 wide file</li> <li>Walk calmly and quietly</li> <li>Walk on the left</li> <li>Track the direction of travel</li> <li>Walk purposefully / do not congregate</li> <li>No mobile phones</li> <li>No outdoor clothing</li> <li>No chewing gum</li> </ul>	<b>CONGREGATION</b> <ul style="list-style-type: none"> <li>Line up in the morning where our team leader is stood</li> <li>Sit in teams in alphabetical order</li> <li>Coats, bags, and scarves should be on the floor or the back of your chair</li> <li>Signal for silence should be followed</li> <li>Actively listening</li> <li>Do not talk or engage in any inappropriate behaviour</li> <li>Wait until your row is dismissed</li> <li>Go straight to your lesson, do not congregate at the door</li> </ul>



# OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM



## ACTIVATE

WARM-UP ACTIVITY  
LINK LEARNING  
LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL **WARM-UP** YOUR BRAIN & WILL **LINK** CURRENT/PRIOR LEARNING. YOUR TEACHER WILL EXPLAIN THE **LEARNING INTENTIONS** SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. **KNOWLEDGE ORGANISERS** WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.



## MOTIVATE

DISCUSS  
ATTEMPT  
ENGAGE

**AFTER** **DISCUSSING & ATTEMPTING** COLLECTIVELY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN ENGAGE.



## DEMONSTRATE

CHALLENGE  
EXTEND  
ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL **CHALLENGE** YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND **EXTEND** THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE **ACCOMPLISHED** YOUR LEARNING.

# LEARNING SKILLS

## MEMORY



## METACOGNITION



## COLLABORATION



## READING, WRITING, LITERACY & ORACY



## NUMERIC APPLICATION



## PROFESSIONAL AWARENESS



YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'  
BECAUSE ORGANISATION IS KEY!





# QUALIFICATION OVERVIEW

	Course Specification Link	Level	Course Code	Exam Board
1	<a href="#">English Language</a>	GCSE	8700	AQA
2	<a href="#">English Literature</a>	GCSE	8702	AQA
3	<a href="#">English Functional Skills</a>	Entry Level	603/4289/4	PEARSON EDEXCEL
4	<a href="#">English (Step up to English)</a>	Entry Level	5970	AQA
5	<a href="#">Mathematics</a>	GCSE	8300	AQA
6	<a href="#">Mathematics</a>	Entry Level	5930	AQA
7	<a href="#">Biology</a>	GCSE	8461	AQA
8	<a href="#">Chemistry</a>	GCSE	8462	AQA
9	<a href="#">Physics</a>	GCSE	8463	AQA
10	<a href="#">Combined Science</a>	GCSE	8464	AQA
11	<a href="#">Science</a>	Entry Level	5960	AQA
12	<a href="#">German</a>	GCSE	1GN1/2F & H	PEARSON EDEXCEL
13	<a href="#">French</a>	GCSE	1FR1/1F & H	PEARSON EDEXCEL
14	<a href="#">Arabic</a>	GCSE	1AA0	PEARSON EDEXCEL
15	<a href="#">Italian</a>	GCSE	8633	AQA
16	<a href="#">Persian</a>	GCSE	1PN0	PEARSON EDEXCEL
17	<a href="#">Polish</a>	GCSE	8688	AQA
18	<a href="#">Spanish</a>	GCSE	8692	AQA
19	<a href="#">Panjabi</a>	GCSE	8683	AQA
20	<a href="#">Portuguese</a>	GCSE	1PG0	PEARSON EDEXCEL
21	<a href="#">Turkish</a>	GCSE	1TG0	PEARSON EDEXCEL
22	<a href="#">Urdu</a>	GCSE	1URO	PEARSON EDEXCEL
23	<a href="#">History</a>	GCSE	8145	AQA
24	<a href="#">History</a>	Entry Level	R435	OCR
25	<a href="#">Geography</a>	GCSE	8035	AQA
26	<a href="#">Geography</a>	Entry Level	R407	OCR
27	<a href="#">Religious Studies</a>	GCSE	8062	AQA
28	<a href="#">Business &amp; Enterprise</a>	Vocational	603/7004/X	NCFE
29	<a href="#">Computer Science</a>	Vocational	603/7050/6	PEARSON EDEXCEL
30	<a href="#">Travel &amp; Tourism</a>	Vocational	603/7048/8	PEARSON EDEXCEL
31	<a href="#">Creative Media Production</a>	Vocational	603/7053/1	PEARSON EDEXCEL
32	<a href="#">Health &amp; Fitness</a>	Vocational	603/7007/5	NCFE
33	<a href="#">Performing Arts</a>	Vocational	603/702/8	WJEC
34	<a href="#">Health &amp; Social Care</a>	Vocational	J835	OCR
35	<a href="#">Art, Craft and Design</a>	GCSE	8201	AQA
36	<a href="#">Music Practice</a>	Vocational	603/7055/5	PEARSON EDEXCEL
37	<a href="#">Food and Cookery</a>	Vocational	603/7014/2	NCFE
38	<a href="#">Art and Design</a>	GCSE	8206	AQA
39	<a href="#">Personal and Social Development</a>	Entry Level	N/A	ASDAN
40	<a href="#">British Sign Language</a>	Level 1 & 2	N/A	Signature



# SECTION 2

## QUALIFICATION BREAKDOWN

### KNOW YOUR SUBJECT AREA

ENGLISH	MATHS	SCIENCE	HUMANITIES	LANGUAGES	GLOBAL	CREATIVE
ENGLISH LANGUAGE - AQA ENGLISH LITERATURE - AQA  <b>ENTRY-LEVEL</b> ENTRY LEVEL 1/2 - PEARSON (Provision) ENTRY LEVEL - AQA - RISE STEP-UP AQA (RISE)	<ul style="list-style-type: none"><li>MATHS (HIGHER) - AQA</li><li>MATHS (FOUNDATION) - AQA</li></ul> <b>ENTRY-LEVEL</b> <ul style="list-style-type: none"><li>ENTRY LEVEL MATHS - AQA</li></ul>	<ul style="list-style-type: none"><li>BIOLOGY - AQA</li><li>CHEMISTRY - AQA</li><li>PHYSICS - AQA</li><li>COMBINED SCIENCE TRILOGY - AQA</li></ul> <b>ENTRY-LEVEL</b> <ul style="list-style-type: none"><li>ENTRY LEVEL SCIENCE - AQA</li></ul>	<ul style="list-style-type: none"><li>GEOGRAPHY - AQA</li><li>RELIGIOUS STUDIES - AQA</li><li>HISTORY - AQA</li></ul> <b>ENTRY-LEVEL</b> <ul style="list-style-type: none"><li>ENTRY LEVEL GEOGRAPHY - OCR</li><li>ENTRY LEVEL HISTORY - OCR</li></ul>	<ul style="list-style-type: none"><li>GERMAN - PEARSON EDEXCEL</li><li>FRENCH - PEARSON EDEXCEL</li><li>BSL - SIGNATURE</li></ul> <b>HOME LANGUAGES</b> <ul style="list-style-type: none"><li>ARABIC - PEARSON EDEXCEL</li><li>ITALIAN - AQA</li><li>PERSIAN - PEARSON EDEXCEL</li><li>POLISH - AQA</li><li>SPANISH - AQA</li><li>PANJABI - AQA</li><li>PORTUGUESE - PEARSON</li><li>TURKISH - PEARSON</li><li>URDU - PEARSON</li></ul>	<ul style="list-style-type: none"><li>BUSINESS &amp; ENTERPRISE - NCFE</li><li>DIGITAL INFO. TECHNOLOGY - PEARSON EDEXCEL</li><li>MEDIA PRODUCTION - PEARSON EDEXCEL</li><li>TRAVEL &amp; TOURISM - PEARSON EDEXCEL</li></ul>	<ul style="list-style-type: none"><li>ART &amp; DESIGN (ART, CRAFT &amp; DESIGN) - AQA</li><li>ART &amp; DESIGN (PHOTOGRAPHY) - AQA</li><li>PERFORMING ARTS - WJEC</li><li>MUSIC - PEARSON EDEXCEL</li><li>HEALTH &amp; FITNESS - NCFE</li><li>FOOD &amp; COOKERY - NCFE</li><li>H&amp;SC - OCR</li></ul>



ENGLISH

# ENGLISH LANGUAGE AQA

## QUALIFICATION BREAKDOWN

### Paper 1 Explorations in Creative Reading and Writing

#### What's assessed

##### Section A: Reading (40 marks) (25%) – one single literature fiction text

- 1 short form question - multiple choice (1 x 4 marks)
- 2 longer form questions - language and structure (2 x 8 marks)
- 1 extended question - evaluation (1 x 20 marks)

##### Section B: Writing (40 marks) (25%)

- descriptive or narrative writing
- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Paper 2 Writers' Viewpoints and Perspectives

#### What's assessed

##### Section A: Reading

- one non-fiction text and one literary non-fiction text

##### Reading (40 marks) (25%) – two linked texts

- 1 short form question – true or false (1 x 4 marks)
- 2 longer form questions – summary of similarities/differences and language (1 x 8, 1 x 12 marks)
- 1 extended question – comparison of writer's viewpoints (1 x 16 marks)

##### Section B: Writing (40 marks) (25%)

- writing to present a viewpoint (letter, article, speech)
- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

### Non examined assessment

#### What's assessed (AO7–AO9)

- Presenting, responding to questions and feedback, use of Standard English

#### Assessed

- teacher set throughout course, marked by teacher. separate endorsement (0% weighting of GCSE)

### USEFUL LINKS

- [Specification](#)
- [Sample Language Paper 1 OP](#)
- [Sample Language Paper 1 Insert](#)
- [Sample Language Paper 2 OP](#)
- [Sample Language Paper 2 Insert](#)
- [Spoken Language Endorsement](#)



### Weightings: Language Paper 1 and Paper 2

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Spoken Language NEA	
AO1	2.5	7.5	N/A	10
AO2	10	7.5	N/A	17.5
AO3	N/A	10	N/A	10
AO4	12.5	N/A	N/A	12.5
AO5	15	15	N/A	30
AO6	10	10	N/A	20
AO7	N/A	N/A	endorsement	0
AO8	N/A	N/A	endorsement	0
AO9	N/A	N/A	endorsement	0
Overall weighting of components	50	50	0	100

### Marking Criteria for Spoken Language Endorsement

Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a Learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses straightforward ideas/information/feelings</li> <li>• makes an attempt to organise and structure his or her presentation</li> <li>• makes an attempt to meet the needs of the audience</li> <li>• listens to questions/feedback and provides an appropriate response in a straight forward manner.</li> </ul>	<p>In addition to the general criteria, to be awarded a Merit a Learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses challenging ideas/information/feelings using a range of vocabulary</li> <li>• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience</li> <li>• achieves the purpose of his or her presentation</li> <li>• listens to questions/feedback and responding formally and in some detail.</li> </ul>	<p>In addition to the general criteria, to be awarded a Distinction a Learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none"> <li>• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary</li> <li>• organises and structures his or her presentation using an effective range of strategies to engage the audience</li> <li>• achieves the purpose of his or her presentation</li> <li>• listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.</li> </ul>

# ENGLISH LITERATURE AQA

## QUALIFICATION BREAKDOWN

### Paper 1: Shakespeare and the 19th-century novel

#### What's assessed

**Section A Shakespeare:** students will answer one question on their play of choice: *Macbeth*. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice: *A Christmas Carol*. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### Paper 2: Modern texts and poetry

#### What's assessed

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text: *An Inspector Calls*.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster: *Power and Conflict*.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

#### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

### Assessment Objectives for all literature assessments:

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

### USEFUL LINKS

- [Specification](#)
- [Sample Paper 1 QP](#)
- [Sample Paper 2 QP](#)



#### Paper 1: Shakespeare and the 19th-century novel

##### What's assessed

- [Shakespeare plays \(page 11\)](#)
- [The 19th-century novel \(page 11\)](#)

##### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

##### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2: Modern texts and poetry

##### What's assessed

- [Modern prose or drama texts \(page 11\)](#)
- [The poetry anthology \(page 12\)](#)
- [Unseen poetry \(page 13\)](#)

##### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

##### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

#### Weighting of assessment objectives for GCSE English Literature

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	15	22.5	37.5
AO2	15	27.5	42.5
AO3	7.5	7.5	15
AO4	2.5	2.5	5
Overall weighting of components	40	60	100

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Shakespeare and the 19th-century novel	64	x1	64
Modern texts and poetry	96	x1	96
		Total scaled mark:	160

# ENGLISH (STEP UP TO ENGLISH) AQA

## QUALIFICATION BREAKDOWN

Spoken	<p><b>Silver – Component 1</b> Spoken language (12 marks)</p> <ul style="list-style-type: none"> <li>• Presenting information</li> <li>• Responding to questions and feedback</li> </ul>	<p><b>Gold – Component 1</b> Spoken language (12 marks) One task</p> <ul style="list-style-type: none"> <li>•presenting information</li> <li>• responding to questions and feedback</li> </ul>
Reading	<p><b>Silver – Component 1</b> Reading (24 marks)</p> <ul style="list-style-type: none"> <li>• three linked reading tasks</li> <li>• short form questions</li> </ul> <p><b>Silver – Component 2</b> Reading (30 marks)</p> <ul style="list-style-type: none"> <li>• two linked texts</li> <li>• short form questions</li> </ul>	<p><b>Gold – Component 1</b> Reading (24 marks)</p> <ul style="list-style-type: none"> <li>• three linked reading tasks</li> <li>• short form questions</li> </ul> <p><b>Gold – Component 2</b> Section A Reading Two literary texts (from 19th, 20th, 21st century)</p>
Written	<p><b>Silver – Component 1</b> Writing (24 marks) One longer form writing task Transactional writing</p> <p><b>Silver – Component 2</b> Creative writing (30 marks) One longer form writing task</p>	<p><b>Gold – Component 1</b> Writing (24 marks) One extended writing task</p> <p><b>Gold – Component 2</b> Writing (30 marks) One extended writing task Section B Writing Creative writing</p>
USEFUL LINKS	<ul style="list-style-type: none"> <li>• <a href="#">Specification</a></li> <li>• <a href="#">Resources</a></li> </ul>	



### Silver- Component 1- How it's assessed

- Students should complete and submit two topics
- Externally-set non-exam assessment: up to 1 hour and 30 minutes
- 60 marks per topic, 120 marks per component
- 50% of Step Up to English

### Silver- Component 2- How it's assessed

- Students should complete one paper
- Externally-set non-exam assessment: up to 1 hour and 30 minutes
- 60 marks
- 50% of Step Up to English

### Gold – Component 1- How it's assessed

- Students should complete and submit two topics
- Externally-set non-exam assessment: up to 1 hour 30 minutes
- 60 marks per topic, 120 marks per component
- 50% of Step Up to English

### Gold- Component 2- How it's assessed

- Students should complete one paper
- Externally-set non-exam assessment: up to 1 hour 30 minutes
- 60 marks
- 50% of Step Up to English

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Component 1: Literacy Topics	120	x1	120
Component 2: Creative Reading and Writing	60	x2	120
Total scaled mark			240

# ENGLISH FUNCTIONAL SKILLS PEARSON

## QUALIFICATION BREAKDOWN

### Reading skills

- Reading comprehension
- Dictionary skills

- Comprehension of a text on a location level
- Use of dictionary
- Inference skills on a vocabulary level

### Writing skills

- Alphabet skills
- Punctuation skills
- Writing a short email
- Writing a recount
- Spelling

### Writing in paragraphs

- SPAG skills
- Spelling skills
- Subject-verb agreement
- Use of tenses
- Information to be communicated clearly
- Using language appropriately for the purpose and audience

### Speaking and listening skills

- Identifying and extracting the main information from short explanations
- Making requests and ask clear questions appropriately in different contexts
- Communicate information clearly on a range of topics

### Useful Links

- [Specification](#)



## Progression opportunities

Learners who achieve the Pearson Edexcel Functional Skills Qualification in English at Level 1 can progress to a similar qualification at Level 2.

Learners who achieve the Pearson Edexcel Functional Skills Qualification in English at Level 2 can progress to a GCSE in English or similar qualifications.

Both qualifications offer learners the opportunity to develop their English knowledge and skills as part of an Apprenticeship or in employment.

### Pearson Edexcel Functional Skills Qualification in English at Level 1

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in English at Level 1 consists of one internally-set and internally-marked Speaking, listening and communicating assessment, one externally-assessed Reading assessment and one externally-assessed Writing assessment. They are available as paper-based and onscreen, on-demand assessments.

Assessment structure	Duration	Number of marks
Speaking, listening and communicating is assessed through one 3-minute talk and linked question and answer session per learner in groups of three to four and one 10-minute formal discussion together in groups of three to five learners.	10-20 minutes in total	n/a
	10 minutes	
Reading is assessed through a test comprised of controlled response and open response questions.	60 minutes	30
Writing is assessed through a test comprised of two tasks. (42% of marks assesses spelling, punctuation and grammar)	60 minutes	36
Content areas		
Speaking, listening and communicating		
Reading		
Writing		

### Pearson Edexcel Functional Skills Qualification in English at Level 2

Learners will need to meet the requirements outlined in the tables below before the qualification can be awarded.

The Pearson Edexcel Functional Skills Qualification in English at Level 2 consists of one internally-set and internally-marked Speaking, listening and communicating assessment, one externally-assessed Reading assessment and one externally-assessed Writing assessment. They are available as paper-based and onscreen, on-demand assessments.

Assessment structure	Duration	Number of marks
Speaking, listening and communicating is assessed through one 5-minute presentation and linked question and answer session in groups of three to four and one 15-minute formal discussion together in groups of three to five learners.	Up to 25 minutes in total	n/a
	15 minutes	
Reading is assessed through a test comprised of multiple choice, short open response and medium open response questions.	75 minutes	35
Writing is assessed through a test comprised of two tasks. (42% of marks assesses spelling, punctuation and grammar)	60 minutes	36
Content areas		
Speaking, listening and communicating		
Reading		
Writing		



**MATHS**

# MATHS Higher AQA

Paper 1: non-calculator	<p><b>What's assessed</b> Content from any part of the specification may be assessed</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"><li>• written exam: 1 hour 30 minutes</li><li>• 80 marks</li><li>• non-calculator</li><li>• 33½% of the GCSE Mathematics assessment</li></ul>
Paper 2: calculator	<p><b>What's assessed</b> Content from any part of the specification may be assessed</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"><li>• written exam: 1 hour 30 minutes</li><li>• 80 marks</li><li>• calculator allowed</li><li>• 33½% of the GCSE Mathematics assessment</li></ul>
Paper 3: calculator	<p><b>What's assessed</b> Content from any part of the specification may be assessed</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"><li>• written exam: 1 hour 30 minutes</li><li>• 80 marks</li><li>• calculator allowed</li><li>• 33½% of the GCSE Mathematics assessment</li></ul>
USEFUL LINKS	<ul style="list-style-type: none"><li>• <a href="#">Specification</a></li><li>• <a href="https://www.mathsgenie.co.uk/">https://www.mathsgenie.co.uk/</a></li><li>• <a href="https://corbettmaths.com/2023/08/01/gcse-revision/">https://corbettmaths.com/2023/08/01/gcse-revision/</a></li><li>• <a href="https://corbettmaths.com/2019/03/15/revision-checklists-2/">https://corbettmaths.com/2019/03/15/revision-checklists-2/</a></li></ul>



- AO1: Use and apply standard techniques
- AO2: Reason, interpret and communicate mathematically
- AO3: Solve problems with mathematics and in other contexts

Assessment objectives (AOs)	Overall weighting (approx %)
AO1	40
AO2	30
AO3	30
Topic area	Higher tier (%)
Number	15
Algebra	30
Ratio	20
Geometry	20
Probability and statistics	15

# MATHS Foundation AQA

## Paper 1: non-calculator

### What's assessed

Content from any part of the specification may be assessed

### How it's assessed

- written exam: 1 hour 30 minutes • 80 marks • non-calculator • 33% of the GCSE Mathematics assessment

## Paper 2: calculator

### What's assessed

Content from any part of the specification may be assessed

### How it's assessed

- written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33% of the GCSE Mathematics assessment

## Paper 3: calculator

### What's assessed

Content from any part of the specification may be assessed

### How it's assessed

- written exam: 1 hour 30 minutes • 80 marks • calculator allowed • 33% of the GCSE Mathematics assessment

## USEFUL LINKS

- [Specification](#)
- <https://www.mathsgenie.co.uk/>
- <https://corbettmaths.com/2023/08/01/gcse-revision/>
- <https://corbettmaths.com/2019/03/15/revision-checklists-2/>



- AO1: Use and apply standard techniques
- AO2: Reason, interpret and communicate mathematically
- AO3: Solve problems with mathematics and in other contexts

Assessment objectives (AOs)	Overall weighting (approx %)
AO1	50
AO2	25
AO3	25
Topic area	Higher tier (%)
Number	25
Algebra	20
Ratio	25
Geometry	15
Probability and statistics	15

# MATHS ECL AQA

## QUALIFICATION BREAKDOWN

**Component 1** Internally assessed Paper on: Properties of number

**Component 2** Internally assessed Paper on: the four operations (calculator not allowed)

**Component 3** Internally assessed Paper on: ratio

**Component 4** Internally assessed Paper on: money

**Component 5** Internally assessed Paper on: the calendar and time

**Component 6** Internally assessed Paper on: measures

**Component 7** Internally assessed Paper on: geometry

**Component 8** Internally assessed Paper on: statistics

**USEFUL LINKS**

- [Specification](#)
- <https://www.mathsgenie.co.uk/>
- <https://corbettmaths.com/2023/08/01/gcse-revision/>



Maths is for everyone. It is diverse, engaging and essential in equipping students with the right skills to reach their future destination, whatever that may be. At AQA, we design qualifications and support to enable students to engage, explore, enjoy and succeed in maths. By putting students at the heart of everything we do, our aim is to support teachers to shape what success in maths looks like for every student. Entry Level Certificates (ELCs) are a nationally recognised qualification that gives students the opportunity to achieve a certificated award. Our ELC provides basic and relevant numeracy skills and is suitable for students of all ages. The specification is co-teachable with our GCSE, to suit students who are studying both qualifications. Our ELC aims to build students' confidence in maths, including those studying at GCSE Foundation tier. The assessment is on demand so your students can complete assignments when they're ready, helping to keep them motivated. Like all of our mathematics qualifications, we use straightforward language in our tests to allow students to focus on the maths and achieve the results they deserve.





SCIENCE



# GCSE COMBINED SCIENCE: TRILOGY AQA



QUALIFICATION BREAKDOWN		QUALIFICATION BREAKDOWN	
Biology Paper 1  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 1 – Cell Biology 2 – Organisation in Animals and Plants 3 – Infection and Response 4 - Bioenergetics	Biology Paper 2  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 5 – Homeostasis and Response 6 – Inheritance, variation and evolution 7 – Ecology
Chemistry Paper 1  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 1 – Atomic structure & the Periodic Table 2 – Bonding, structure, and the properties of matter 3 – Quantitative chemistry 4 – Chemical changes 5 – Energy changes	Chemistry Paper 2  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 6 – The rate and extent of chemical change 7 – Organic chemistry 8 – Chemical analysis 9 – Chemistry of the atmosphere 10 – Using resources
Physics Paper 1  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 1 – Energy 2 – Electricity 3 – Particle Model of Matter 4 - Atomic Structure & Radiation	Physics Paper 2  Written exam 1 hour 15 minutes 70 marks  16.7%	What's assessed 5 – Forces 6 – Waves 7 – Magnetism and electromagnetism

These papers are tiered and you will be entered for either Higher or Foundation tier. You will do the same tier in all your exams regardless of whether it's Biology, Chemistry or Physics.

Higher tier runs from Grade 4 up to Grade 9. If you are not working at a Grade 4 you will be given a U.

Foundation tier runs from a Grade 1 to Grade 5. If you are not working at a Grade 1 you will be given a U.

The Science department will use your test and mock exam scores, plus your ATL to determine which tier is the best fit for you to achieve the highest grade you are capable of.

## USEFUL LINKS

<a href="#">BBC bitesize</a>	<a href="#">Specification</a>	<a href="#">Free Science Lessons</a>	<a href="#">Physics and Maths tutor</a>	<a href="#">Past Papers</a>	<a href="#">Cognito</a>	<a href="#">GCSE Pod</a>
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- [Specification](#)

# GCSE COMBINED SCIENCE: TRILOGY AQA

## REQUIRED PRACTICALS



### Biology Paper 1

#### What's assessed

- Microscopy** – Use a light microscope to observe, draw and label a selection of plant and animal cells
- Food Tests** – Use qualitative reagents to test for starch, sugars, proteins and lipids.
- Osmosis** – Investigate the effect of concentrations of salt/sugar solutions on the mass of plant tissue.
- Enzymes** – Investigate the effect of pH on the rate of reaction of amylase enzyme
- Photosynthesis** – Investigate the effect of light intensity on the rate of photosynthesis using an aquatic plant.

### Chemistry Paper 1

#### What's assessed

- Making Salts** – Preparation of a pure, dry sample of a soluble salt from an insoluble oxide/carbonate
- Electrolysis** – Investigate what happens when aqueous solutions are electrolysed using inert electrodes
- Temperature Changes** – Investigate the variables that affect temperature changes in reactions

### Physics Paper 1

#### What's assessed

- Specific Heat Capacity** – Investigate the specific heat capacity of one or more materials.
- Resistance** – Investigate factors affecting resistance (e.g. length of wire).
- I-V Characteristics** – Use circuit diagrams to set up and measure current–voltage graphs for a resistor, filament lamp, & diode.
- Density** – Determine the density of regular and irregular solid objects and liquids.

### Biology Paper 2

#### What's assessed

- Reaction Time** (measuring human reaction time under different conditions)
- Field Investigations** Measuring population size using quadrats and sampling techniques including transects

### Chemistry Paper 2

#### What's assessed

- Rates of Reaction** – Investigate how changes in concentration affect the rate of reaction
- Chromatography** – Separating mixtures using paper chromatography.
- Water Analysis** – Analysis and purification of water samples, testing for dissolved solids and pH, and distillation.

### Physics Paper 2

#### What's assessed

- Force and Extension** – Investigate how force applied to a spring affects its extension (Hooke's law).
- Acceleration** – Investigate the relationship between force, mass, and acceleration using trolleys and light gates.
- Waves** – Make observations to measure frequency, wavelength, and speed of waves in solids and liquids.
- Infrared Radiation** – Investigate how the amount of radiation absorbed or radiated by a surface depends on the surface.

In AQA Science exams, you will be expected to know and understand a set of required practicals for Biology, Chemistry, and Physics. These practicals form an important part of your learning and assessment.

You won't physically perform the experiments during the exam, but you will be asked questions about the methods, observations, variables, and results from these practicals.

The required practicals cover a wide range of skills, from using microscopes and testing for food groups, to measuring reaction rates and investigating circuits.

Understanding these practicals helps you apply your scientific knowledge to real-world situations. Around **15% of each exam paper** will assess your understanding of these practicals, so it's essential to be confident with them.

# GCSE BIOLOGY AQA

## QUALIFICATION BREAKDOWN

Biology Paper 1  
Written exam  
1 hour 15 minutes  
70 marks  
50%

What's assessed  
1 – Cell Biology  
2 – Organisation in Animals and Plants  
3 – Infection and Response  
4 - Bioenergetics

Biology Paper 2  
Written exam  
1 hour 15 minutes  
70 marks  
50%

What's assessed  
5 – Homeostasis and Response  
6 – Inheritance, variation and evolution  
7 – Ecology

### USEFUL LINKS

- [BBC bitesize](#)
- [Specification](#)
- [Free Science Lessons](#)
- [Physics and Maths tutor](#)
- [Past Papers](#)
- [Cognito](#)
- [GCSE Pod](#)



# SNAP SHOT



### Question Style

- Multiple choice, structured, closed short answer and open response.

### Tiers

- These papers are tiered and you will be entered for either Higher or Foundation tier. These tiers can be different for your GCSE in Biology and Physics.
- Higher tier runs from Grade 4 up to Grade 9. If you are not working at a Grade 4 you will be given a U.
- Foundation tier runs from a Grade 1 to Grade 5. If you are not working at a Grade 1 you will be given a U.
- The Science department will use your test and mock exam scores, plus your ATL to determine which tier is the best fit for you to achieve the highest grade you are capable of.

#### Biology Paper 1

##### What's assessed

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

##### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

##### Questions

Multiple choice, structured, closed short answer, and open response.

#### Biology Paper 2

##### What's assessed

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology.

##### How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

##### Questions

Multiple choice, structured, closed short answer, and open response.

# GCSE BIOLOGY AQA

## REQUIRED PRACTICALS

### Biology Paper 1

#### What's assessed

- Microscopy** – Use a light microscope to observe, draw and label a selection of plant and animal cells
- Microbiology** - Investigate the effect of antiseptics/antibiotics on bacterial growth and measuring zones of inhibition.
- Food Tests** – Use qualitative reagents to test for starch, sugars, proteins and lipids.
- Osmosis** – Investigate the effect of concentrations of salt/sugar solutions on the mass of plant tissue.
- Enzymes** – Investigate the effect of pH on the rate of reaction of amylase enzyme
- Photosynthesis** – Investigate the effect of light intensity on the rate of photosynthesis using an aquatic plant.

### Biology Paper 2

#### What's assessed

- Reaction Time** (measuring human reaction time under different conditions)
- Plant growth** - Investigate the effect of light or gravity on the growth of newly germinated seedlings.
- Field Investigations** Measuring population size using quadrats and sampling techniques including transects
- Decay** - Investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change



# SNAP SHOT



In AQA Triple Biology exams, you will be expected to know and understand a set of required practicals specific to Biology. These practicals form an important part of your learning and assessment.

You won't physically perform the experiments during the exam, but you will be asked questions about the methods, observations, variables, and results from these practicals. The required practicals cover a wide range of skills, from using microscopes and testing for food groups, to investigating enzyme activity and measuring reaction times.

Understanding these practicals helps you apply your biological knowledge to real-world situations. Around **15% of each Biology exam paper** will assess your understanding of these practicals, so it's essential to be confident with them.

Apparatus and techniques	
AT 1	Use of appropriate apparatus to make and record a range of measurements accurately, including length, area, mass, time, temperature, volume of liquids and gases, and pH (links to A-level AT a).
AT 2	Safe use of appropriate heating devices and techniques including use of a Bunsen burner and a water bath or electric heater (links to A-level AT a).
AT 3	Use of appropriate apparatus and techniques for the observation and measurement of biological changes and/or processes.
AT 4	Safe and ethical use of living organisms (plants or animals) to measure physiological functions and responses to the environment (links to A-level AT h).
AT 5	Measurement of rates of reaction by a variety of methods including production of gas, uptake of water and colour change of indicator.
AT 6	Application of appropriate sampling techniques to investigate the distribution and abundance of organisms in an ecosystem via direct use in the field (links to A-level AT k).
AT 7	Use of appropriate apparatus, techniques and magnification, including microscopes, to make observations of biological specimens and produce labelled scientific drawings (links to A-level AT d and e).
AT 8 (Biology only)	Use of appropriate techniques and qualitative reagents to identify biological molecules and processes in more complex and problem-solving contexts including continuous sampling in an investigation (links to A-level AT f).

# AQA GCSE CHEMISTRY

## QUALIFICATION BREAKDOWN

<b>Chemistry Paper 1</b>  <b>Written exam</b> <b>1 hour 45 minutes</b> <b>100 marks</b>  <b>50%</b>	<b>What's assessed</b> <b>1 – Atomic structure &amp; the Periodic Table</b> <b>2 – Bonding, structure, and the properties of matter</b> <b>3 – Quantitative chemistry</b> <b>4 – Chemical changes</b> <b>5 – Energy changes</b>
<b>Chemistry Paper 2</b>  <b>Written exam</b> <b>1 hour 45 minutes</b> <b>100 marks</b>  <b>50%</b>	<b>What's assessed</b> <b>6 – The rate and extent of chemical change</b> <b>7 – Organic chemistry</b> <b>8 – Chemical analysis</b> <b>9 – Chemistry of the atmosphere</b> <b>10 – Using resources</b>
<b>USEFUL LINKS</b>	<ul style="list-style-type: none"><li><a href="#">Specification</a></li><li><a href="#">BBC Bitesize</a></li><li><a href="#">Free Science Lessons</a> - click on the paper 1 or paper 2 playlists</li><li><a href="#">Cognito</a></li><li><a href="#">GCSE Pod</a></li><li><a href="#">Past Papers and Mark Schemes</a></li></ul>



# SNAP SHOT

### Question Style

- Multiple choice, structured, closed short answer and open response.

### Tiers

- These papers are tiered and you will be entered for either Higher or Foundation tier. These tiers can be different for your GCSE in Biology and Physics.
- Higher tier runs from Grade 4 up to Grade 9. If you are not working at a Grade 4 you will be given a U.
- Foundation tier runs from a Grade 1 to Grade 5. If you are not working at a Grade 1 you will be given a U.
- The Science department will use your test and mock exam scores, plus your ATL to determine which tier is the best fit for you to achieve the highest grade you are capable of.

#### Paper 1:

##### What's assessed

Topics 1-5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes, and Energy changes.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

##### Questions

Multiple choice, structured, closed short answer and open response.

#### Paper 2:

##### What's assessed

Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. Questions in Paper 2 may draw on fundamental concepts and principles from sections 4.1 to 4.3.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

##### Questions

Multiple choice, structured, closed short answer and open response.

# GCSE CHEMISTRY AQA

## REQUIRED PRACTICALS

### Chemistry Paper 1

#### What's assessed

- Making Salts** – Preparation of a pure, dry sample of a soluble salt from an insoluble oxide/carbonate
- Titrations** - determination of the reacting volumes of solutions of a strong acid and a strong alkali by titration
- Electrolysis** – Investigate what happens when aqueous solutions are electrolysed using inert electrodes
- Temperature Changes** – Investigate the variables that affect temperature changes in reactions

### Chemistry Paper 2

#### What's assessed

- Rates of Reaction** – Investigate how changes in concentration affect the rate of reaction
- Chromatography** – Separating mixtures using paper chromatography.
- Testing ions** - Use of chemical tests to identify the ions in unknown single ionic compounds covering the ions including Flame tests and Sulfates
- Water Analysis** – Analysis and purification of water samples, testing for dissolved solids and pH, and distillation.



# SNAP SHOT

In AQA Triple Chemistry exams, you will be expected to know and understand a set of required practicals specific to Chemistry. These practicals form an important part of your learning and assessment.

You won't physically perform the experiments during the exam, but you will be asked questions about the methods, observations, variables, and results from these practicals. The required practicals cover a wide range of key skills, from making salts and investigating rates of reaction, to testing for gases and analysing water samples.

Understanding these practicals helps you apply your chemical knowledge to real-world contexts. Around **15% of each Chemistry exam paper** will assess your understanding of these practicals, so it's essential to be confident with them.

Apparatus and techniques	
AT 1	Use of appropriate apparatus to make and record a range of measurements accurately, including mass, time, temperature, and volume of liquids and gases (links to A-level AT a).
AT 2	Safe use of appropriate heating devices and techniques including use of a Bunsen burner and a water bath or electric heater (links to A-level AT b).
AT 3	Use of appropriate apparatus and techniques for conducting and monitoring chemical reactions, including appropriate reagents and/or techniques for the measurement of pH in different situations (links to A-level AT a and d).
AT 4	Safe use of a range of equipment to purify and/or separate chemical mixtures including evaporation, filtration, crystallisation, chromatography and distillation (links to A-level AT d and g).
AT 5	Making and recording of appropriate observations during chemical reactions including changes in temperature and the measurement of rates of reaction by a variety of methods such as production of gas and colour change (links to A-level AT a and l).
AT 6	Safe use and careful handling of gases, liquids and solids, including careful mixing of reagents under controlled conditions, using appropriate apparatus to explore chemical changes and/or products (links to A-level AT a and k).
AT 7	Use of appropriate apparatus and techniques to draw, set up and use electrochemical cells for separation and production of elements and compounds (links to A-level AT d and j).
AT 8 (chemistry only)	Use of appropriate qualitative reagents and techniques to analyse and identify unknown samples or products including gas tests, flame tests, precipitation reactions, and the determination of concentrations of strong acids and strong alkalis (links to A-level AT d).

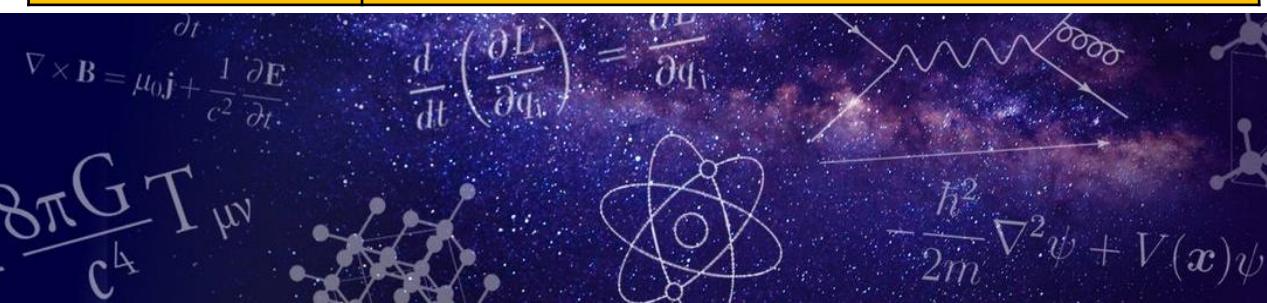
# GCSE PHYSICS AQA

## QUALIFICATION BREAKDOWN

Physics Paper 1	<b>What's Assessed</b>
Written Exam 1 hour 45 minutes	1 – Energy 2 – Electricity 3 – Particle Model of Matter 4 - Atomic Structure & Radiation
100 marks	
50%	

Physics Paper 2	<b>What's Assessed</b>
Written Exam 1 hour 45 minutes	5 – Forces 6 – Waves 7 – Magnetism & Electromagnetism 8 - Space
100 marks	
50%	

<b>USEFUL LINKS</b>	<ul style="list-style-type: none"> <li><a href="#">Specification</a></li> <li><a href="#">GCSE Physics (Single Science) - AQA - BBC Bitesize</a></li> <li><a href="#">AQA GCSE (9-1) Physics Revision - PMT</a></li> <li><a href="#">Videos   freesciencelessons</a></li> <li><a href="#">AQA   Physics   GCSE   GCSE Physics</a></li> <li><a href="#">AQA   GCSE Physics Online</a></li> <li><a href="#">GCSE Learning and Revision   GCSEPod</a></li> </ul>
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# SNAP SHOT

## Question Style

- Multiple choice, structured, closed short answer and open response.

## Tiers

- These papers are tiered and you will be entered for either Higher or Foundation tier. These tiers can be different for your GCSE in Biology and Physics.
- Higher tier runs from Grade 4 up to Grade 9. If you are not working at a Grade 4 you will be given a U.
- Foundation tier runs from a Grade 1 to Grade 5. If you are not working at a Grade 1 you will be given a U.
- The Science department will use your test and mock exam scores, plus your ATL to determine which tier is the best fit for you to achieve the highest grade you are capable of.

### Paper 1:

#### What's assessed

Topics 1-4: Energy; Electricity; Particle model of matter; and Atomic structure.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

- Multiple choice, structured, closed short answer and open response.

### Paper 2:

#### What's assessed

Topics 5-8: Forces; Waves; Magnetism and electromagnetism; and Space physics. Questions in paper 2 may draw on an understanding of energy changes and transfers due to heating, mechanical and electrical work and the concept of energy conservation from [Energy](#) (page 17) and [Electricity](#) (page 23).

#### How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

#### Questions

- Multiple choice, structured, closed short answer and open response.

# GCSE PHYSICS AQA

## REQUIRED PRACTICALS

### Physics Paper 1

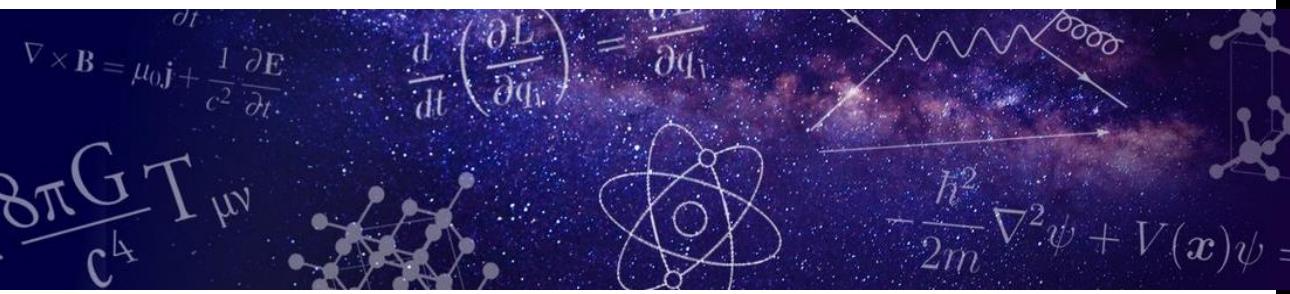
#### What's assessed

- Specific Heat Capacity** – Investigate the specific heat capacity of one or more materials.
- Thermal transfer** - Investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material.
- Resistance** – Investigate factors affecting resistance (e.g. length of wire).
- I–V Characteristics** – Use circuit diagrams to set up and measure current–voltage graphs for a resistor, filament lamp, & diode.
- Density** – Determine the density of regular and irregular solid objects and liquids.

### Physics Paper 2

#### What's assessed

- Force and Extension** – Investigate how force applied to a spring affects its extension (Hooke's law).
- Acceleration** – Investigate the relationship between force, mass, and acceleration using trolleys and light gates.
- Waves** – Make observations to measure frequency, wavelength, and speed of waves in solids and liquids.
- Reflection & Refraction** - Investigate the reflection of light by different types of surface and the refraction of light by different substances.
- Infrared Radiation** – Investigate how the amount of radiation absorbed or radiated by a surface depends on the surface.



# SNAP SHOT

In AQA Triple Physics exams, you will be expected to know and understand a set of required practicals specific to Physics. These practicals form an important part of your learning and assessment.

You won't physically perform the experiments during the exam, but you will be asked questions about the methods, observations, variables, and results from these practicals. The required practicals cover a wide range of key skills, from investigating resistance and specific heat capacity, to studying waves, forces, and infrared radiation.

Understanding these practicals helps you apply your physics knowledge to real-world situations. Around **15% of each Physics exam paper** will assess your understanding of these practicals, so it's essential to be confident with them.

	Apparatus and techniques
AT 1	Use of appropriate apparatus to make and record a range of measurements accurately, including length, area, mass, time, volume and temperature. Use of such measurements to determine densities of solid and liquid objects (links to A-level AT a and b).
AT 2	Use of appropriate apparatus to measure and observe the effects of forces including the extension of springs (links to A-level AT a).
AT 3	Use of appropriate apparatus and techniques for measuring motion, including determination of speed and rate of change of speed (acceleration/deceleration) (links to A-level AT a, b and d).
AT 4	Making observations of waves in fluids and solids to identify the suitability of apparatus to measure speed/frequency/wavelength. Making observations of the effects of the interaction of electromagnetic waves with matter (links to A-level AT i and j).
AT 5	Safe use of appropriate apparatus in a range of contexts to measure energy changes/transfers and associated values such as work done (links to A-level AT a, b).
AT 6	Use of appropriate apparatus to measure current, potential difference (voltage) and resistance, and to explore the characteristics of a variety of circuit elements (links to A-level AT f).
AT 7	Use of circuit diagrams to construct and check series and parallel circuits including a variety of common circuit elements (links to A-level AT g).
AT 8 (physics only)	Making observations of waves in fluids and solids to identify the suitability of apparatus to measure the effects of the interaction of waves with matter (links to A-level AT h, j).

# ENTRY LEVEL SCIENCE AQA

## QUALIFICATION BREAKDOWN

### Biology

- Component 1- Biology: The human body
- Component 2 - Biology: Environment, evolution and inheritance

### Chemistry

- Component 3 - Chemistry: Elements, mixtures and compounds
- Component 4 - Chemistry: Chemistry in our world

### Physics

- Component 5 - Physics: Energy, forces and the structure of matter
- Component 6 - Physics: Electricity, magnetism and waves

## USEFUL LINKS

### [Specification](#)

[BBC bitesize](#)

[Specification](#)

[Free  
Science  
Lessons](#)

[Physics and  
Maths tutor](#)

[Past Papers](#)

[Cognito](#)

[GCSE Pod](#)



# SNAP SHOT

Entry Level Certificates (ELCs) are nationally recognised qualifications which give students the opportunity to achieve a certificated award. The ELC Science specification is co-teachable with our GCSE Combined Sciences to suit students who are studying both qualifications. The assessment is on demand so your students can complete assignments when they are ready, helping to keep them motivated. Like all of our science qualifications, we use straightforward language in our tests to allow students to focus on the science and achieve the results they deserve. Progression As an approved Entry Level qualification, the ELC Science specification provides excellent progression to GCSE studies particularly in GCSE Combined Science: Trilogy and GCSE Combined Science: Synergy. The ELC provides flexibility, but on a clear progression pathway. It equips students with skills and knowledge transferable to both educational and career settings and provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning. You can find out about all our Science qualifications at [aqa.org.uk/science](http://aqa.org.uk/science)

#### Externally-set assignments (ESA)

##### What's assessed

Students should submit evidence from at least three of the six components. At least **one** each from Biology, Chemistry and Physics.

##### How it's assessed

- Externally-set assignment: 45 minutes
- each test is worth 20 marks
- weighting 57%

These assignments are set by AQA and marked by the teacher using a mark scheme provided by AQA. ESAs and mark schemes are accessible via e-AQA.

#### Teacher-devised assignments (TDA)

##### What's assessed

Students must submit evidence for three components. They are not required to be the same components as the ESAs, but they **must** be one each from biology, chemistry and physics. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment.

##### How it's assessed

- Teacher-devised assignments
- each piece of coursework is worth 15 marks
- weighting 43%

#### Teacher-devised assignments (TDA)

##### What's assessed

Students must submit evidence for **all six** components. These are assessments of practical tasks set by the teacher and marked against the marking criteria provided in the Scheme of assessment.

##### How it's assessed

- Teacher-devised assignment
- each piece of practical work is worth 15 marks
- weighting 43%

#### 2.3 Total qualification time

- Guided learning hours: 120
- Total qualification time: 120



# HUMANITIES

# GCSE GEOGRAPHY AQA

## QUALIFICATION BREAKDOWN

### Geography Paper 1

Living with the Physical environment

Written exam -  
1 hour 30 minutes

88 Marks

Worth 35% of final grade

### 3 Sections with 4 questions to answer in total

#### Section A: The challenge of natural hazards

- Natural Hazards, Tectonic Hazards, Weather Hazards and Climate Change

#### Section B: The living world

- Ecosystems, Tropical Rainforests and Hot Deserts

#### Section C: Physical landscapes in the UK

- River Landscapes and Coastal Landscapes

### Geography Paper 2

Challenges in the Human Environment

Written exam -  
1 hour 30 minutes

88 Marks

Worth 35% of final grade

### 3 Sections with 4 questions to answer in total

#### Section A: Urban issues and challenge

- The Urban World – Rio, Urban change in the UK – Bristol and Sustainable urban living

#### Section B: The changing economic world

- The development gap, Nigeria: A newly emerging economy and The changing UK economy

#### Section C: The challenge of resource management

- Resource management and Energy management

### Geography Paper 3

Geographical Applications

Written exam -  
1 hour 30 minutes

76 Marks

Worth 30% of final grade

### 2 Sections with 5 questions to answer in total

#### Section A: Issue evaluation

- 3 questions which link to pre-release material 12 weeks before the exam

#### Section B: Fieldwork

- Unseen fieldwork and questions on the physical and human fieldwork conducted at Hornsea

### USEFUL LINKS

- [Specification](#)
- GSCE Pod: <https://www.gcsepod.com>
- BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc>
- Seneca Learning: <https://senecalearning>
- Cognito: <https://cognitoedu.org/login>



#### Paper 1: Living with the physical environment

##### What's assessed

3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills

##### How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35% of GCSE

##### Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (20 marks)
- Section C: answer any two questions from questions 3, 4 and 5 (30 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

#### Paper 2: Challenges in the human environment

##### What's assessed

3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills

##### How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35% of GCSE

##### Questions

- Section A: answer all questions (33 marks)
- Section B: answer all questions (30 marks)
- Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

#### Paper 3: Geographical applications

##### What's assessed

3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills

##### How it's assessed

- Written exam: 1 hour 30 minutes
- 76 marks (including 6 marks for SPaG)
- 30% of GCSE
- Pre-release resources booklet made available 12 weeks before Paper 3 exam

##### Questions

- Section A: answer all questions (37 marks)
- Section B: answer all questions (39 marks)
- Question types: multiple-choice, short answer, levels of response, extended prose

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).
- AO2: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).
- AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).
- AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

#### Assessment objective weightings for GCSE Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	7.5	7.5	0	15
AO2	11	11	3	25
AO3	8.5	8.5	18	35
AO4	8	8	9	25
Overall weighting of components	35	35	30	100



# GCSE HISTORY AQA

## QUALIFICATION BREAKDOWN

**Paper 1A – Germany 1890-1945: Democracy and dictatorship**

**Written Exam: 2 Hours (1 Hour to complete this paper)**

**40 Marks**

**Worth 25% of overall grade.**

**Unit 1 – Germany under the Kaiser** – Naval Laws, Rise of Socialism, The Kaiser's government, Weltpolitik, Germany during the First World War.

**Unit 2 – Weimar Germany** – Impact of the First World War on Germany, Weimar Constitution, Treaty of Versailles, Spartacist Uprising, Kapp Putsch, Munich Putsch, 1923 Crisis Year, German recovery under Stresemann, Weimar Culture

**Unit 3 – Great Depression and Nazi Germany** – Wall Street Crash, Reichstag Fire, Great Depression, Night of the Long Knives, Enabling Act, Hitler becoming Chancellor, Death of Hindenburg, Nazi Economy, Nazi Education and Youth Groups, Persecution of Minorities, Nazis and the Church, The Final Solution, Impact of the Second World War on Germany.

**Paper 1B – Conflict and Tension: The First World War, 1894 – 1918**

**Written Exam: 2 Hours (1 Hour to complete this paper)**

**44 Marks**

**Worth 25% of overall grade**

**Unit 1 – Causes of the First World War** – German society and economy in 1900, Alliances, Imperialism and Morocco Crisis, Balkans Crisis, Anglo-German Rivalry and Arms Race, Assassination of Franz Ferdinand and July Crisis.

**Unit 2 – Stalemate on the Western Front** – Schlieffen Plan, Life in the Trenches and Trench warfare, Eastern Front, Development of Weapons, Battle of Verdun, Battle of the Somme & General Haig, Battle of Passchendaele, Gallipoli, War at Sea (Jutland), The Role of Aircraft.

**Unit 3 – Why was Germany defeated** – Russia's exit from the war, Development of Tactics and weapons, Ludendorff Offensive, Hundred Days Offensive, US entry into the war, Seeking an Armistice, Germany's defeat.

## USEFUL LINKS

- [Specification](#)
- GSCE Pod: <https://www.gcsepod.com>
- BBC bitesize: <https://www.bbc.co.uk/bitesize/examspecs/zxjk4j6>
- MM Revision: <https://www.monkeymonkeyrevision.co.uk/>
- Cognito: <https://cognitoedu.org/login>

## QUALIFICATION BREAKDOWN

**Paper 2A – Britain: Health and the People: c1000 to the present day**

**Written Exam: 2 Hours (1 Hour to complete this paper)**

**44 Marks**

**Worth 25% of overall grade**

**Unit 1 – Medieval Medicine** – Hippocrates, Galen, Surgery, John of Ardene, Black Death 1348, Christianity and Medicine, Islamic Medicine, Public Health in towns and monasteries, Treatments of disease.

**Unit 2 – Renaissance Medicine/Early Modern** – Andreas Vesalius, Ambrose Pare, William Harvey, Surgery, Treatments, Development of hospitals, Impact of the Reformation, The Great Plague 1665, John Hunter and Scientific Surgery, Thomas Sydenham, Edward Jenner and Vaccination.

**Unit 3 – 19th Century** – Anaesthetics, Joseph Lister and Antiseptics, James Simpson, Opposition to new surgical techniques, Louis Pasteur and Germ Theory, Robert Koch, Public Health in Industrial Cities, John Snow and Cholera Epidemics, The Great Stink.

**Unit 4 – 20th Century/Modern Day** – Magic Bullets, Alexander Fleming and Penicillin, Liberal Reforms, Impact of WW1 and WW2 on medicine, Florey and Chain, Creation of the NHS, Changes to surgery, Rise of Antibiotic resistance.

**Paper 2B – Elizabethan England, c.1568 - 1603**

**Written Exam: 2 Hours (1 Hour to complete this paper)**

**40 Marks**

**Worth 25% of overall grade**

**Unit 1 – Elizabeth's Court and Parliament** – Tudor Dynasty, Elizabeth becoming Queen, Privy Council, The Marriage Issue, Role of Parliament and Landed Gentry, Northern Rebellion 1569, Threats after 1571, Essex Rebellion 1601, Elizabeth's Later Government.

**Unit 2 – Troubles at home** – Catholic threat in England, Mary, Queen of Scots, Babington Plot 1586, The Puritan threat.

**Unit 3 – Troubles abroad** – Spanish Armada, England's relationship with Spain.

**Unit 4 – Life in Elizabethan times** – Social Hierarchy, The Golden Age, Architecture, Theatre, Cult of Elizabeth, Poor Law and poverty, Trade and Exploration (Francis Drake), Growing Economy.

**Historic Environment – Globe Theatre (2026 Only)**

# GCSE RE AQA

## QUALIFICATION BREAKDOWN

### RE Paper 1

The study of religions: beliefs, teachings and practices

Written exam -  
1hour 45mins

102 Marks

Worth 50% of final grade

### RE Paper 2

Thematic studies

Written exam -  
1hour 45mins

99 Marks

Worth 50% of final grade

### Two religions are studied and assessed:

#### Christian beliefs and practices:

- Key beliefs, Jesus Christ and salvation, worship and festivals, the role of the church in the worldwide community,

#### Islam beliefs and practices:

- Key beliefs, authority, worship, duties and festivals

### USEFUL LINKS

- [Specification](#)
- [BBC Bitesize: GCSE Religious Studies - BBC Bitesize](#)
- Seneca learning: <https://senecalearning.com/en-GB/blog/gcse-religious-studies-revision/>



The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of religion and beliefs including:
  - beliefs, practices and sources of authority
  - influence on individuals, communities and societies
  - similarities and differences within and/or between religions and beliefs.
- AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

### Assessment objective weightings for GCSE Religious Studies A

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)	
	Paper 1	Paper 2		
AO1	25	25	50	
AO2	25	25	50	
Overall weighting of components		50	50	100

#### Component 1: The study of religions: beliefs, teachings and practices

##### What's assessed

- Beliefs, teachings and practices of two from:
  - Buddhism
  - Christianity
  - Catholic Christianity
  - Hinduism
  - Islam
  - Judaism
  - Sikhism

Christianity and Catholic Christianity is a prohibited combination.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)
- 30% of GCSE

##### Questions

Each religion has a common structure of two five-part questions of 1, 1, 4, 6 and 12 marks. Each religion is marked out of 48.

#### Component 2: Thematic studies

##### What's assessed

- Either four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes:
  - Theme A: Relationships and families.
  - Theme B: Religion and life.
  - Theme C: The existence of God and revelation.
  - Theme D: Religion, peace and conflict.
  - Theme E: Religion, human rights and social justice.
  - Textual studies themes:
    - Theme F: The life of Jesus.
    - Theme G: St Mark's Gospel as a source of religious, moral and spiritual truths.

##### How it's assessed

- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

##### Questions

Each theme has a common structure of one five-part question of 1, 1, 4, 6 and 12 marks. Each theme is marked out of 24.

- There are two routes through this specification. Students should enter the qualification either including or excluding Textual studies.
- In the Textual studies route, students must answer questions on either Christianity or Catholic Christianity, plus one religion from the other five specified religions in Component 1B and two from six religious, philosophical and ethical studies themes, plus both textual studies themes in Component 2B.
- In the non-Textual studies route, students must answer questions on two specified religions in Component 1A (Christianity and Catholic Christianity are prohibited combinations) and four from six religious, philosophical and ethical studies themes in Component 2A.
- Themes A–F are examined in Component 2A, Themes A–H are examined in Component 2B

# GEOGRAPHY ENTRY LEVEL OCR

## QUALIFICATION BREAKDOWN

### Topic 1- Our World

- Who lives in your place?/Who lives in the UK?/Why are cities complex places?/How has the world's population changed?/Why are some cities so big?/Why are megacities a challenge for the future?

### Topic 2- Destructive World

- Why are some places more dangerous than others?/How can tectonic movement be hazardous?/Why do people live in hazardous places?/What natural and human factors can cause flooding?/What are the impacts of flooding?/How hazardous can flooding be?/

### Topic 3 – Resourceful World

- Why are tropical rainforests so rich with life?/Why are the tropical rainforests important?/How is the tropical rainforest useful to us?/Where does our food come from?/What type of energy is best for the future?/Does fair trade make a difference?

### USEFUL LINKS

- [Specification](#)
- [Entry Level - Geography - R407](#)
- [GCSEPod](#)



Learners must complete all three tasks which make up 100% of the assessment.

Content Overview	Assessment Overview
<ul style="list-style-type: none"> <li>• Our World</li> <li>• Destructive World</li> <li>• Resourceful World</li> </ul>	<b>Dynamic World</b> 30 Marks 1 hour Internally-assessed/externally-moderated
<ul style="list-style-type: none"> <li>• Practical experience of fieldwork</li> </ul>	<b>Fieldwork Notebook</b> 30 Marks Internally-assessed/externally-moderated
<ul style="list-style-type: none"> <li>• A project based on any part of the specification</li> </ul>	<b>Personal Project</b> 40 Marks Internally-assessed/externally-moderated

Assessments	% of overall Entry Level Certificate in Geography (R407)			Total %
	AO1	AO2	AO3	
Dynamic World	21	3	6	30%
Fieldwork Notebook	10	5	15	30%
Personal Project	10	5	25	40%
<b>Total</b>	<b>41</b>	<b>13</b>	<b>46</b>	<b>100%</b>



LANGUAGES



# FRENCH PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN



## Thematic Contexts

Paper 1: Speaking (Non-examined assessment)		50 marks	25%
Prep time: 15 mins	Foundation: 7-9 mins	Higher: 10-12 mins	
<ul style="list-style-type: none"> <li>Task 1: Read aloud and 2 short unprepared questions</li> <li>Task 2: Role play in a transactional setting</li> <li>Task 3: Picture description, 2 short unprepared questions and follow-on conversation</li> </ul>		<ul style="list-style-type: none"> <li>Describe only one colour picture from a choice of two</li> <li>Student selects the thematic context in advance</li> </ul>	
1 minute in private assessment space for reading aloud preparation			

Paper 2: Listening and Understanding		50 marks	25%
Foundation: 45 mins	Higher: 60 mins		
<ul style="list-style-type: none"> <li>5 mins reading time included</li> <li>Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>Section B: Dictation</li> </ul>			

Paper 3: Reading and Understanding		50 marks	25%
Foundation: 45 mins	Higher: 60 mins		
<ul style="list-style-type: none"> <li>Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>Section B: Translation into English</li> </ul>			

Paper 4: Writing		50 marks	25%
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins		
<ul style="list-style-type: none"> <li>Picture task (Foundation tier only)</li> <li>Two writing responses (both tiers, with a choice of two options for each question)</li> <li>Translation into French (both tiers)</li> </ul>			

### You will study:

- My Personal World.**
- Lifestyle and Wellbeing.**
- My Neighbourhood.**
- Media and Technology.**
- Studying and My Future.**
- Travel and Tourism.**

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

### USEFUL LINKS

- [Specification](#)
- [Active Hub – Logins in Teams.](#)
- [Langagenut – Logins in Teams](#)
- [GCSEPod](#)
- [Parent and Student Guide.](#)
- [Vocabulary list](#)



# GERMAN PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN

<b>Paper 1: Speaking (Non-examined assessment)</b>		<b>50 marks</b>	<b>25%</b>
Prep time: 15 mins	Foundation: 7-9 mins		
	Higher: 10-12 mins		
<ul style="list-style-type: none"> <li>Task 1: Read aloud and 2 short unprepared questions</li> <li>Task 2: Role play in a transactional setting</li> <li>Task 3: Picture description, 2 short unprepared questions and follow-on conversation</li> </ul>			
1 minute in private assessment space for reading aloud preparation			<ul style="list-style-type: none"> <li>Describe only one colour picture from a choice of two</li> <li>Student selects the thematic context in advance</li> </ul>
<b>Paper 2: Listening and Understanding</b>		<b>50 marks</b>	<b>25%</b>
Foundation: 45 mins	Higher: 60 mins		
<ul style="list-style-type: none"> <li>5 mins reading time included</li> <li>Section A: Listening - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>Section B: Dictation</li> </ul>			
Extracts played THREE times			
<b>Paper 3: Reading and Understanding</b>		<b>50 marks</b>	<b>25%</b>
Foundation: 45 mins	Higher: 60 mins		
<ul style="list-style-type: none"> <li>Section A: Reading - multiple-choice, multiple-response and short-answer open response questions. All questions set in English.</li> <li>Section B: Translation into English</li> </ul>			
<b>Paper 4: Writing</b>		<b>50 marks</b>	<b>25%</b>
Foundation: 1 hour 15 mins	Higher: 1 hour 20 mins		
<ul style="list-style-type: none"> <li>Picture task (Foundation tier only)</li> <li>Two writing responses (both tiers, with a choice of two options for each question)</li> <li>Translation into French (both tiers)</li> </ul>			

## Thematic Contexts

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

## USEFUL LINKS

- [Specification](#)
- [Active Hub – Logins in Teams.](#)
- [GCSEPod](#)
- [Parent and Student Guide.](#)
- [Vocabulary list](#)

# BSL Signature Level 1 and 2

## QUALIFICATION BREAKDOWN

### British Sign Language Level 1

Signature unit code	RQF unit number	Unit Title
BSL101	F/502/4513	Introduction to BSL
BSL102	J/504/0762	Conversational BSL
BSL103	F/504/0761	Communication in BSL about Everyday Life

### British Sign Language Level 2

Unit	QAN unit number	Unit title	Assessment
BSL201	J/600/0210	BSL Receptive Skills	Practical assessment of skills
BSL202	D/600/0214	BSL Productive Skills	Presentation in BSL
BSL203	A/600/0219	BSL Conversational Skills	Conversation in BSL

### USEFUL LINKS

- [British Sign Language \(BSL\) Level 1 Qualification | Signature](#)
- [British Sign Language Level 2 Qualification | Signature](#)



- BSL is a visual-spatial language. As a core outcome, BSL GCSE students will be required to apply sign language skills productively, receptively and interactively
- BSL GCSE is a hybrid qualification tailored between BSL Signature Level 1 and Level 2 with an expected vocabulary knowledge of 750 words
- In the assessment students will be required to do a presentation, understand a text in BSL and be able to converse using BSL grammar and vocabulary
- Students will be able to use standard BSL and regional variations applying the core vocabulary, and will demonstrate pragmatics, fingerspelling skills, and awareness of the history of BSL and its cultural challenges



GLOBAL

# BUSINESS STUDIES NCFE

## QUALIFICATION BREAKDOWN

<b>Exam element</b>  <b>'Introduction to Business Enterprise'</b>  <b>40% of final grade</b> <b>80 marks</b>	1 exam at the end of Year 11 <ul style="list-style-type: none"> <li>- Examines all 8 topic areas</li> <li>- 80 marks available</li> <li>- Range of multiple-choice questions, 2, 4, 6 and 9-mark questions</li> <li>- No resits allowed</li> </ul> <p><b>Exam in Summer of Year 11</b></p>
<b>Non-exam element</b>  <b>Coursework</b>  <b>60% of final grade</b> <b>120 marks</b>	Released in October Y11 <ul style="list-style-type: none"> <li>- Students given a case study</li> <li>- Students to complete market research and create a business plan for the given scenario</li> <li>- 120 marks available</li> <li>- No resits allowed</li> </ul> <p><b>Submission deadline: April in Year 11</b></p>
<b>USEFUL LINKS</b>	<ul style="list-style-type: none"> <li>• <a href="#">Specification</a></li> <li>• <a href="#">Sample coursework NCFE</a></li> <li>• <a href="#">Sample exam NCFE</a></li> <li>• <a href="#">BBC Bitesize</a> (use Edexcel or AQA for Keyword revision)</li> <li>• Revision resources are also available on Microsoft Teams.</li> </ul>



# SNAP SHOT

<b>Qualification title</b> NCFE Level 1/2 Technical Award in Business and Enterprise	
Qualification number (QN)	6037004X
Guided learning hours (GLH)	145
Minimum age	14
<b>Qualification purpose</b> <small>This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that:</small> <ul style="list-style-type: none"> <li>• have appropriate content for the learner to acquire core knowledge and practical skills</li> <li>• allow the qualification to be graded</li> <li>• provide synoptic assessment</li> <li>• enable progression to a range of study and employment opportunities</li> </ul>	
<b>Grading</b> <small>Level 1 pass/merit/distinction (L1P1/M1/D1) Level 2 pass/distinction/distinction* (L2P2/M2/D2/D*)</small>	
<b>Assessment method</b> <small>Externally-set: non-exam assessment (NEA) and an examined assessment (EA)</small>	
<b>Performance points</b> <small>Please check with the DfE for the most up-to-date information, should there be any changes.</small>	

<b>MY REVISION NOTES</b> <small>LEVEL 1/2 TECHNICAL AWARD BUSINESS AND ENTERPRISE SECOND EDITION</small>	

<b>Non-exam assessment (NEA)</b>	
<b>Assessment method</b>	<b>Description</b>
NEA	60% of the technical award
Externally-set	120 marks
Internally marked and externally moderated	The completion time for the NEA is 21 hours plus 2 hours preparation and research time.  The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
<b>NEA availability</b>	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully.  A different NEA brief will be released every September.

<b>Examined assessment (EA)</b>	
<b>Assessment method</b>	<b>Description</b>
EA	40% of technical award
Externally set	Written examination:
Written examination	• 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions
Externally marked	The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
<b>EA availability</b>	The examination date is expected to take place in May/June every year.  Please refer to the external assessment timetable available on the NCFE website.

# DIGITAL INFORMATION SYSTEMS PEARSON EDEXCEL



QUALIFICATION BREAKDOWN	
<b>COMPONENT 1</b>  Exploring User Interface Design Principles and Project Planning Techniques  Completed in Year 10	<b>Creating a User Interface in MS PowerPoint (30%)</b> <ul style="list-style-type: none"> <li>A Understand interface design for individuals and organisations</li> <li>B Be able to use project planning techniques to plan, design and develop a user interface</li> <li>C Be able to review a user interface.</li> </ul> <p><b>Deadline for submission: December</b></p>
<b>COMPONENT 2</b>  Collecting, Presenting and Interpreting Data  Completed in Year 10	<b>Creating a Spreadsheet in MS Excel (30%)</b> <ul style="list-style-type: none"> <li>A Understand how data is collected and used by organisations and its impact on individuals</li> <li>B Be able to create a dashboard using data manipulation tools</li> <li>C Be able draw conclusions and review data presentation methods.</li> </ul> <p><b>Deadline for submission: May</b></p>
<b>COMPONENT 3</b>  Effective Digital Working Practices  Completed in Year 11	<b>Written exam (40%)</b> Questions range from 2 to 6 marks that cover 4 units. <ul style="list-style-type: none"> <li>A Modern technologies</li> <li>B Cyber security</li> <li>C The wider implications of digital systems</li> <li>D Planning and communication in digital systems</li> </ul> <p><b>Exam in summer</b></p>
<b>USEFUL LINKS</b>	<ul style="list-style-type: none"> <li><a href="#">Specification</a></li> <li><a href="#">Sample Assessment (Component 1)</a></li> <li><a href="#">Sample Assessment (Component 2)</a></li> <li><a href="#">Sample Exam (Component 3)</a></li> <li>Teacher Revision Recordings</li> <li>GCSE POD</li> </ul>

Component	GLH	Qualification Weighting	Marks available	Type of assessment	Length of Assessment	Availability
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	36	30%	60	Internal assessment (PSA*) with 4 tasks. Externally moderated	6 hours of supervised sessions	Twice a year: September release for December/January moderation (from 2023) January release for May/June moderation (from 2023)
Component 2: Collecting, Presenting and Interpreting Data	36	30%	60	Internal assessment (PSA*) with 3 tasks. Externally moderated	7 hours of supervised sessions	Twice a year: September release for December/January moderation (from 2023) January release for May/June moderation (from 2023)
Component 3: Effective Digital Working Practices	48	40%	60	External synoptic exam. Externally marked	1 hour 30 minutes	Twice a year in January and May (from 2024)



Your 2 pieces of coursework equates to 60% of your overall mark!



Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring User Interface Design Principles and Project Planning Techniques	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards
Component 2: Collecting, Presenting and Interpreting Data	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards

# MEDIA STUDIES PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN

Component 1	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment. <b>60 marks.</b></p> <ul style="list-style-type: none"> <li>You will explore different types of media and analyse them.</li> </ul>
Component 2	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment. <b>60 marks.</b></p> <ul style="list-style-type: none"> <li>You will decide on a specific media area and analyse them in more detail.</li> </ul>
Component 3	<p>Task set and marked by Pearson completed under supervised conditions. The set task will be completed in 10 hours of supervised sessions in a period timetabled by Pearson. <b>60 marks.</b></p> <ul style="list-style-type: none"> <li>External synoptic assessment There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together. Component 3: Create a Media Product in Response to a Brief requires learners to apply their production skills to the creation of a media product in response to a brief. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification.</li> <li>The external assessment comprises 40 percent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.</li> </ul>
USEFUL LINKS	<ul style="list-style-type: none"> <li><a href="#">Specification</a></li> <li><a href="#">Sample coursework</a></li> <li>Revision resources are also available on Microsoft Teams.</li> </ul>



Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	Component title	GLH	Level	How assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	External Synoptic

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring Media Products	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment.</p> <p>60 marks.</p>	December/January and May/June from 2023 onwards
Component 2: Developing Digital Media Production Skills	<p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p>The Pearson-set Assignment will be completed in approximately 10 hours of supervised assessment.</p> <p>60 marks.</p>	December/January and May/June from 2023 onwards

Component	Description of set task	Assessment
Component 3: Create a Media Product in Response to a Brief	<p>Task set and marked by Pearson completed under supervised conditions.</p> <p>The set task will be completed in 10 hours of supervised sessions in a period timetabled by Pearson.</p> <p>60 marks.</p>	May/June from 2024 onwards

# TRAVEL & TOURISM PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN

<b>Component 1</b>  <b>Travel and Tourism Organisations and Destinations</b>  <b>Coursework 30%</b>	In this component, you will learn about the different travel and tourism organisations and the products and services they offer. You will also consider their ownership and aims, such as increasing bookings, providing services, promoting a cause or contributing to the community, and you will explore the ways and reasons why travel and tourism organisations may work together. • <b>Completed in term 1 of Year 10</b>
<b>Component 2</b>  <b>Customer Needs in Travel and Tourism</b>  <b>Coursework 30%</b>	In this component, you will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. You will apply your understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences. • <b>Completed in term 2/3 of Year 10</b>
<b>Component 3</b>  <b>Influences on Global Travel and Tourism</b>  <b>Exam 40%</b>	In this component, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Students will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism. • <b>1 exam at the end of Year 11</b>
<b>Useful links</b>	<ul style="list-style-type: none"> <li>• <a href="#">Specification</a></li> <li>• <a href="#">Exam board</a></li> <li>• <a href="#">Revision Flashcards</a></li> <li>• <a href="#">Sample Assignments</a></li> <li>• Revision materials will be made available on Microsoft Teams</li> </ul>



Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1/2	Internal
2	Customer Needs in Travel and Tourism	36	1/2	Internal
3	Influences on Global Travel and Tourism	48	1/2	External Synoptic

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Travel and Tourism Organisations and Destinations	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of monitored preparation and 6 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards
Component 2: Customer Needs in Travel and Tourism	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of monitored preparation and 6 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards

Component	Description of external assessment	Assessment
Component 3: Influences on Global Travel and Tourism	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	January/February and May/June from 2024 onwards

# DIGITAL FUNCTIONAL SKILLS L1 PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN

### Exam Part A

### Part B-D

### Aim of qualification

This subject content below is set out across all the five skills areas. This content supports digital tasks and activities relevant to today's workplace and everyday life which should require learners to make connections between the skills areas. Therefore, tutors should be encouraged to emphasise the interconnectedness of these skills areas – for example, that being safe and responsible online is a consideration across all the other skills areas.

Digital Functional Skills is a new qualification aimed at demonstrating a learner's digital skills at Entry 3 and Level 1

- **10 multiple choice questions**

### Tasks including activities using Word and Excel

- Provide reliable evidence of a learner's achievements against content that is relevant to the workplace and real life.
- Provide assessment of a learner's knowledge and skills as well as their ability to apply these in different contexts.
- Provide a foundation for progression into employment or further education and develop skills for everyday life.

### Scheme of Work

#### Skills

1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online

### USEFUL LINKS

- [Specification](#)



Content statements	Knowledge/Skill	Test (Section A) Task (Section B)
<b>Area 1 - Using Devices and Handling Information</b>		
1.1 Carry out searches on the internet (including use of keywords, exact phrases, search filters).	Skill	Task
1.2 Take account of currency, reliability and copyright when selecting information from the internet.	Skill	Task
1.3 Understand that search results may include sponsored results or advertisements and be able to recognise these.	Knowledge	Test
1.4 Carry out searches for files (including on file names, partial file names, file content).	Knowledge	Test
1.5 Create and use a hierarchical folder structure to organise files and use an appropriate file naming convention.	Skill	Task
1.6 Save a file in cloud storage using one device and open it on another device.	Knowledge	Test
1.7 Know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements.	Knowledge	Test
1.8 Know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times.	Knowledge	Test
1.9 Use online resources to identify solutions to common technical problems (including when to reinstall an application, change Wi-Fi settings, change a system or software setting) and apply the solution.	Knowledge	Task OR Test

### Qualification purpose

Digital Functional Skills qualifications should fulfil the following purposes:

- Provide reliable evidence of a learner's achievements against content that is relevant to the workplace and real life.
- Provide assessment of a learner's knowledge and skills as well as their ability to apply these in different contexts.
- Provide a foundation for progression into employment or further education and develop skills for everyday life.



CREATIVE

# ART & DESIGN AQA

## QUALIFICATION BREAKDOWN

### COMPONENT 1

#### Portfolio Coursework

Completed in Year 10

Deadline for submission:  
July

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations. Evidence from this component will cover all 4 Assessment objectives. Evidence of drawings and written annotations must be included. Any work which is not your own must be acknowledged.

### COMPONENT 2

#### Externally Set Assignment

Completed in Year 11

Deadline for submission:  
April

AQA will provide 7 set tasks and students will choose one to answer. Students will draw from different skills and experiment with mixed medias to create a personal and meaningful response. Following the preparatory period student must undertake 10 hrs of unaided focus study, under exam conditions. Work produced during the exam time must be identified.

- Preparatory Period – 2nd January – 4th April
- Exam Time allowed- 10 Hrs

### USEFUL LINKS

- [Specification](#)



#### Component 1: Portfolio

##### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

##### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

#### Component 2: Externally set assignment

##### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.



# PHOTOGRAPHY AQA

## QUALIFICATION BREAKDOWN

### COMPONENT 1

#### Portfolio Coursework

Completed in Year 10

**Deadline for submission :  
July**

The content of the portfolio will be determined by the particular requirements and nature of the course of study undertaken. There is no restriction on the scale of work, media or materials used. Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. **A sustained project** developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.
2. **A selection of further work** resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The work submitted for this component will be marked as a whole. Students should carefully select, organise and present their portfolio and must ensure that it provides evidence of meeting all four assessment objectives. They must identify and acknowledge sources which are not their own and provide evidence of drawing activity and written annotation. Work selected for the portfolio should be presented in an appropriate format and could include: mounted studies, sketchbooks, visual diaries, journals, design sheets, design proposals, models, maquettes, prototypes, storyboards, video, photographic or digital presentations, records of transient and site-specific installations. Evidence from this component will cover all 4 Assessment objectives. Evidence of drawings and written annotations must be included. Any work which is not your own must be acknowledged.

### COMPONENT 2

#### Externally Set Assignment

Completed in YEAR 11

**Deadline for submission :  
April**

AQA will provide 7 set tasks and students will choose one to answer. Students will draw from different skills and experiment with mixed medias to create a personal and meaningful response. Following the preparatory period student must undertake 10 hrs of unaided focus study, under exam conditions. Work produced during the exam time must be identified.

- Preparatory Period – 2nd January – 4th April
- Exam Time allowed- 10 Hrs

### USEFUL LINKS

- [Specification](#)
- [GCSE Art and Design Specification Specification for first teaching in 2016](#)

# SNAP SHOT



#### Component 1: Portfolio

##### What's assessed

A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.

##### How it's assessed

- No time limit
- 96 marks
- 60% of GCSE

Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

#### Component 2: Externally set assignment

##### What's assessed

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

##### How it's assessed

- Preparatory period followed by 10 hours of supervised time
- 96 marks
- 40% of GCSE

Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

# PERFORMING ARTS WJEC

## QUALIFICATION BREAKDOWN

### UNIT 1 - PERFORMING

In this topic learners will gain knowledge and understanding of skills in their chosen discipline.

- Completed in year 10
- Internally assessed/externally moderated coursework.

### PERFORMING - GLH – 36 (30%)

- Research and rehearsal preparation - Create a rehearsal diary to document your progress
- Performance - Learn repertoire and perform
- Review and reflect - Evaluate the process and the performance
- **Deadline for submission May**

### UNIT 2 - CREATING

Develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

- Completed in yr 11
- Internally assessed/externally moderated coursework.

### CREATING – GLH –36- (30%)

- Beginning of the process – create your own choreography form a given theme
- Development of the performance – Document your progress in rehearsals
- Performance – perform and evaluate your final piece.
- **Deadline for submission May**

### UNIT 3 - PERFORMING ARTS IN PRACTICE.

Areas of the performing arts that need to be considered when responding to an industry commission.

- Completed in yr 11
- Exam externally assessed

### Performing Arts in practice – GLH – 48 ( 40%)

- Planning performance work – Plan an event from a given theme, consider, timeline and resources, media and budget, include practical examples.
- Promoting and pitching - Pitch to camera
- Evaluating and reflecting – Evaluate the success of your planning and pitch.
- **Deadline for submission May**

### USEFUL LINKS

- [Specification](#)
- [Unit 1 student guide](#)
- [Unit 2 student guide](#)
- [Unit 3 Student guide](#)

# SNAP SHOT



Unit	Title	Assessment	GLH
1	Performing	Internal	36
2	Creating	Internal	36
3	Performing Arts in Practice	External	48

Summary of Assessment
Unit 1: Performing Controlled assessment: 10 hours 30% of qualification 60 marks
The assignment brief, which will include a scenario and several tasks, will be available via the WJEC Secure Website, and will remain the same for the lifetime of the specification.
Unit 2: Creating Controlled assessment: 10 hours 30% of qualification 60 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.
Unit 3: Performing Arts in Practice External controlled assessment: 20 hours 40% of qualification 80 marks
An assignment brief will be provided by WJEC which will include a scenario and several tasks, available via the WJEC Secure Website.

# MUSIC PEARSON EDEXCEL

## QUALIFICATION BREAKDOWN

<b>Component One - Exploring Music Products and Styles</b>	<p><b>Creating a portfolio</b> of music products and styles. A mixture of practical music making and development of theoretical understanding.</p>
Completed in Year 10.  Internally assessed/externally moderated coursework.	<ul style="list-style-type: none"> <li>➤ <b>A</b> Demonstrate an understanding of styles and music</li> <li>➤ <b>B</b> Apply understanding of the use of techniques to create music</li> </ul>
<b>Deadline for submission – May of Year 10.</b>	<p>In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.</p>
<b>Component Two – Music Skills Development</b> <ul style="list-style-type: none"> <li>• Completed in Year 11.</li> <li>• Internally assessed/externally moderated coursework.</li> </ul> <b>Deadline for submission – January of Year 11.</b>	<p><b>A practical unit based on developing skills within two musical disciplines.</b></p> <ul style="list-style-type: none"> <li>➤ <b>A</b> Demonstrate professional and commercial skills for the music industry.</li> <li>➤ <b>B</b> Apply development processes for music skills and techniques.</li> </ul> <p>In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music or music production. Throughout your development, you will review your progress and consider how to make improvements.</p>
<b>Component Three – Responding to a Music Brief.</b> <ul style="list-style-type: none"> <li>• Completed in Year 11.</li> <li>• Externally assessed exam.</li> </ul> <b>Deadline for submission – May of Year 11</b>	<p><b>A practical unit where you will respond to a brief from the exam board and create music as a composer, performer or producer.</b></p> <p>This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer.</p>
<b>Useful Links</b>	<ul style="list-style-type: none"> <li>• <a href="#">Specification</a></li> </ul>

																								
<b>Pearson BTEC Level 1/Level 2 Tech Award in Music Practice</b>																								
<table border="1"> <thead> <tr> <th data-bbox="1699 396 1889 453">Component number</th><th data-bbox="1889 396 2196 453">Component title</th><th data-bbox="2196 396 2273 453">GLH</th><th data-bbox="2273 396 2350 453">Level</th><th data-bbox="2350 396 2513 453">How assessed</th></tr> </thead> <tbody> <tr> <td data-bbox="1699 453 1889 496">1</td><td data-bbox="1889 453 2196 496">Exploring Music Products and Styles</td><td data-bbox="2196 453 2273 496">36</td><td data-bbox="2273 453 2350 496">1/2</td><td data-bbox="2350 453 2513 496">Internal</td></tr> <tr> <td data-bbox="1699 496 1889 540">2</td><td data-bbox="1889 496 2196 540">Music Skills Development</td><td data-bbox="2196 496 2273 540">36</td><td data-bbox="2273 496 2350 540">1/2</td><td data-bbox="2350 496 2513 540">Internal</td></tr> <tr> <td data-bbox="1699 540 1889 597">3</td><td data-bbox="1889 540 2196 597">Responding to a Music Brief</td><td data-bbox="2196 540 2273 597">48</td><td data-bbox="2273 540 2350 597">1/2</td><td data-bbox="2350 540 2513 597">External synoptic</td></tr> </tbody> </table>					Component number	Component title	GLH	Level	How assessed	1	Exploring Music Products and Styles	36	1/2	Internal	2	Music Skills Development	36	1/2	Internal	3	Responding to a Music Brief	48	1/2	External synoptic
Component number	Component title	GLH	Level	How assessed																				
1	Exploring Music Products and Styles	36	1/2	Internal																				
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<b>Component</b>		<b>Description of Pearson-set Assignment</b>		<b>Window for assessment</b>																				
<b>Component 1: Exploring Music Products and Styles</b>		Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards																					
<b>Component 2: Music Skills Development</b>		Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards																					
<b>Component</b>		<b>Description of set task</b>		<b>Assessment</b>																				
<b>Component 3: Responding to a Music Brief</b>		Task set and marked by Pearson completed under supervised conditions. Learners will be given the set task in January, 12 weeks before the supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the final music product. The set task will be completed in 3 hours within the period timetabled by Pearson. 60 marks.	May/June from 2024 onwards																					

# HEALTH & FITNESS NCFE

## QUALIFICATION BREAKDOWN

UNIT 1 - Component 1.

Examination topic taught in year 10.

Exam taken in year 11 from May/June.

This can only be attempted once.

Graded from NYA-L2D\*

This qualification consists of one unit with 8 content areas under the heading 'Understanding health and fitness'.

- 1 Structure and function of body systems
- 2 Effects of health and fitness activities on the body
- 3 Health and fitness and the components of fitness
- 4 Principles of training
- 5 Testing and developing components of fitness
- 6 Impact of lifestyle on health and fitness
- 7 Applying health and fitness analysis and setting goals
- 8 Structure of a health and fitness programme and how to prepare safely.

The exam is graded out of 80 marks and is worth 40% of the total syllabus. The exam is 1hour 30 min in length. The section is a mixture of multiple choice, short answer, and extended response questions from 1-9 marks.

UNIT 2 - Component 2.

Synoptic project coursework. Year 11.

Non-exam assessment Externally-set  
Internally marked and externally moderated

Question is released in September/October of year 11.

Graded from NYA-L2D\*

- This qualification consists of two components of fitness that must be investigated. This is a Non-exam assessment that encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas from year 10.
- The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The non-exam assessment will target assessment objectives (AO) AO1, AO2, AO3, AO4 and AO5. Which is based around 7 assessment tasks.
- The learner should not undertake the non-exam assessment until all content areas have been delivered. This is to ensure learners are able to complete the non-exam assessment successfully. A different non-exam assessment brief will be released every September.
- **The synoptic project is marked out of 88 and is worth 60% of the total syllabus.**

**Deadline for submission – May of Year 11**

### USEFUL LINKS

- [Specification](#)
- Hodder Health and Fitness Textbook (available from [www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)) Health and fitness: my revision notes
- Useful websites: • [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) • [www.iachieveuk.wordpress.com/courses/health-and-fitness/](http://www.iachieveuk.wordpress.com/courses/health-and-fitness/) • [www.bhf.org.uk/](http://www.bhf.org.uk/)
- GCSE Pod.



Non-exam assessment (NEA)	
Assessment method	Description
NEA	60% of the technical award
Externally set	88 marks
Internally marked and externally moderated	<p>The completion time for the NEA is 22 hours plus 2 hours preparation and research time.</p> <p>The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.</p>
NEA availability	<p>The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully.</p> <p>A different NEA brief will be released every September.</p>

Examined assessment (EA)	
Assessment method	Description
EA	40% of the technical award
Externally set	Written examination:
Written examination	<ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 1 hour 30 minutes</li> <li>• a mixture of multiple-choice, short-answer and extended-response questions</li> </ul>
Externally marked	<p>The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.</p>
EA availability	<p>The examination date is expected to take place in May/June every year</p> <p>Please refer to the external assessment timetable available on the NCFE website.</p>

# FOOD & COOKERY NCFE

## QUALIFICATION BREAKDOWN

### NEA TASK Coursework

Deadline for submission : April

This is a technical award qualification in food and cookery and will be delivered over 2 years. This qualification consists of 7 Content areas. All content areas will be covered in Yr 10 through a range of theory and practical lessons

Students must demonstrate the knowledge and skills to meet the requirements of all 7 mandatory content areas.

- Health and safety relating to food, nutrition and the cooking environment
- Food legislation and food provenance
- Food groups, key nutrients and a balanced diet
- Factors affecting food choice
- Food preparation, cooking skills and techniques
- Recipe amendment, development and evaluation
- Menu and action planning for completed dishes

Students will be assessed on 5 Assessment objectives.

The NEA task is 60% of the final grade

### EA TASK Exam

Deadline for submission:  
May/June

The Brief is released in September and preparation starts immediately. You will learn how to amend and develop a recipe, evaluate complete dishes and plan and make a 2-course meal for a specific dietary need.

The exam is 40% of the final grade

### USEFUL LINKS

- [Specification](#)
- [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)
- [www.food4life.org.uk](http://www.food4life.org.uk)
- [www.foodafactoflife.org.uk](http://www.foodafactoflife.org.uk)
- [https://www.foodafactoflife.org.uk/media/r10orubo/food-and-nutrition\\_key-terms-and-definitions-v2\\_1.pdf](https://www.foodafactoflife.org.uk/media/r10orubo/food-and-nutrition_key-terms-and-definitions-v2_1.pdf)
- <http://www.bbc.co.uk/teach/class-clips-video/design-and-technology-gcse-the-causes-of-food-poisoning/zftkjhv>

# SNAP SHOT



### Non-exam assessment (NEA)

Assessment method	Description
NEA	60% of the technical award 96 marks
Externally set Internally marked and externally moderated	The completion time for the NEA is 16 hours 30 minutes plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target the following assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully. A different NEA brief will be released every September.

### Examined assessment (EA)

Assessment method	Description
EA	40% of the technical award Written examination:
Externally set Written examination Externally marked	<p>Written examination:</p> <ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 1 hour 30 minutes</li> <li>• a mixture of multiple-choice, short-answer and extended response-questions</li> </ul> <p>The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.</p>
EA availability	The examination date is expected to take place in May/June every year. Please refer to the external assessment timetable available on the NCFE website.

# HEALTH & SOCIAL CARE OCR

## QUALIFICATION BREAKDOWN

R033  
Supporting individuals through life events

Coursework

36 GLH  
60 MARKS

In this unit students will learn about the growth and development through life stages and how the needs of individuals have been affected by life events and recommend support to meet their needs.

### Topics Include

- Life stages – PIES and the effects on a given life stage. Chose a case study
- Factors that have impacted your chosen study.
- Impact of life events on individuals, Describing two life events. Explain the impact of one of these events. Research recommend personalised support to meet
- The needs of the individual.

RO35  
Health Promotion Campaigns

Coursework

36 GLH  
60 MARKS

In this unit you will research health promotion campaigns and learn about their benefits to society. A health campaign will be planned and delivered.

### Topics Include

- Current health issues and the impact on society
- Factors influencing health
- Plan and create a health campaign
- Deliver and evaluate a health promotion campaign

RO32  
Principles of care in health and social care settings

Exam

48 GLH  
70 MARKS

In this unit students will learn about the key topics that are important when caring for and protecting people in health and social care settings.

### Topics Include

- The rights of service users in health and social care settings
- Person centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care settings

USEFUL LINKS

- [Specification](#)
- <https://www.bbc.co.uk/bitesize/topics/zbp2scw>
- <https://www.nhs.uk/social-care-and-support/>
- <https://www.waterstones.com/book/cambridge-national-in-health-and-social-care-student-book-with-digital-access-2-years/justine-bath/colette-burgess/9781009159272>

# SNAP SHOT



### 1. The two mandatory units are:

- **R032: Principles of care in health and social care settings**

This unit is assessed by an exam.

In this unit you will learn about the key topics that are important when caring for and protecting people in health and social care. Topics include:

- Topic Area 1 The rights of service users in health and social care settings
- Topic Area 2 Person-centred values
- Topic Area 3 Effective communication in health and social care settings
- Topic Area 4 Protecting service users and service providers in health and social care settings

### • R033: Supporting individuals through life events

This unit is assessed by a Set Assignment.

In this unit you will learn about growth and development through the life stages. You will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs. Topics include:

- Topic Area 1 Life stages
- Topic Area 2 Impacts of life events
- Topic Area 3 Sources of support

### 2. Optional units:

You will take one of these units.

- **R034: Creative and therapeutic activities**

This unit is assessed by a Set Assignment.

In this unit you will research therapies and learn about how they can benefit people. You will also learn about the benefits of creative activities and you will plan and deliver a creative activity to a group or individual. Topics include:

- Topic Area 1 Therapies and their benefits
- Topic Area 2 Creative activities and their benefits
- Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting
- Topic Area 4 Deliver a creative activity and evaluate your own performance

### • R035: Health promotion campaigns

This unit is assessed by a Set Assignment.

In this unit you will research health promotion campaigns and learn about their benefits to society. You will also plan and deliver your own health promotion campaign. Topics include:

- Topic Area 1 Current public health issues and the impact on society
- Topic Area 2 Factors influencing health
- Topic Area 3 Plan and create a health promotion campaign
- Topic Area 4 Deliver and evaluate a health promotion campaign



## SECTION 3

# SUPPORT PACKAGES

"Knowledge has a beginning but no end."

These pages are designed to help you organise your learning, build strong study habits and make revision more effective. Use the guidance, tools and strategies provided to support your independent study and track your progress across KS4.

### Key strategies:

- Break information into small chunks.
- Use Look–Cover–Write–Check.
- Do daily retrieval practice.
- Self-quiz without looking.
- Revisit difficult sections regularly.





Each subject area uses additional software to support learning - this provides learning outside the classroom...

### Subject-Specific Software Packages to Support Study

#### ENGLISH

[Mr Bruff's Video Guides \(KS4\)](#)  
[Spark Notes](#)

#### MATHS

[Corbett Maths](#)  
[Sparx Maths](#)

#### SCIENCE

[Educate](#)

#### GEOGRAPHY

[GCSEPod](#)  
[Seneca Learning](#)  
[Tutor2u](#)

#### HISTORY

[GCSEPod](#)

#### RE

[Seneca Learning](#)  
[GCSE Bitesize](#)  
[GCSEPod](#)

#### LANGUAGES

[Active Learn - Y7-9](#)  
[Active Hub - Y10 and 11](#)

#### MUSIC

[Music - BBC Bitesize](#)  
[BandLab: Make Music Online](#)

#### VTC

[BFI](#)  
[iAchieve](#)

#### GENERAL

[Oak National Academy](#)  
[GCSEPod](#)  
[BBC Bitesize](#)  
[Reading Plus](#)



# SUBJECT WEBSITES





Every student has resources to support their revision:  
GCSE pod – all subjects  
Cognito – Science, English, Maths, History, Geography  
SPARX – Maths

### GCSE POD

**Smash your study goals with Access GCSEPod!**

Our platform is your ultimate companion for staying ahead in school and acing your exams. With smart tools tailored to your secondary school journey, you'll have everything you need to boost your grades and confidence.

#### Did you know?

Students using Access GCSEPod typically achieve 1.5 grades higher per subject than those who don't.

**Username is:** studentname (all lowercase, no spaces) e.g. johnsmith

**Password is:** newsome2026!

[Click here](#) to see the student quick guide.

### COGNITO

**All students have PRO account**

#### COGNITO

**Students can log into their account using their Newsome Academy email and password**  
*(if they are accessing the account for the first time their password will be password)*

- Students select the course they are studying – check it is the correct exam board & level (H/F)
- Students can watch videos/read notes on the topic they are focusing on to check understanding
- Students do quiz and flashcards to consolidate learning
- Students try exam questions to practice retrieval

### SPARX

**All students have SPARX account**

#### SPARX

**Students click on this button**



**Students log into their SPARX account using this button:**

 Log in to Sparx using Microsoft

- Students complete any compulsory homework first
- Students then XP boost
- Students carry out independent learning selecting a topic of their choice

## REVISION WEBSITES





# We have researched the best apps that students can download to support their wellbeing...

## MINDSHIFT



**MindShift** app is based on to help young adults cope with anxiety, by acting as a portable coach that guides users through challenging situations. Designed in collaboration with Anxiety Canada, this app teaches users how to relax and helps them identify active steps to directly face and take charge of their anxiety. The app provides a variety of methods for young people to respond to anxiety including; developing their knowledge of anxiety and symptoms, engaging in relaxation tasks, evaluating their level of anxiety in particular situations, developing realistic thinking patterns and changing behaviour.

Specific tools help users tackle issues such as improving their sleep quality, dealing with perfectionism, and handling conflict. These tools address everyday situations that contribute to increased levels of anxiety to help users change their overall relationship with anxiety. The goal is to help young people learn and practice anxiety coping skills.

## MOODPATH



**Moodpath** is an interactive depression and anxiety screening program. This app tracks psychological, emotional and physical health over a two-week period in order to generate a personalised mental health assessment that users can discuss with their doctor or counsellor. The app also contains an educational component to teach users about the psychology behind their mood, signs of depression, and psychotherapy. It's one of the best apps that help youth and young adults with mental health struggles that include CBT and wellness.

## HEADSPACE



**Headspace**: Guided Meditations and Mindfulness takes a calm, relaxed approach to bringing calm relaxation into the lives of adults and kids. Headspace app, aims to keep children "calm and focused" through short meditation exercises.

The app will help children fall asleep and wake up peacefully. It uses common meditation techniques like becoming aware of environmental sounds, breath awareness, breath counting, and more. Children can learn the basics of meditation and mindfulness. Children can follow the instructions and are reminded by the app to meditate each day. They can develop the habit of making time for personal growth and self-reflection in different situations, such as bedtime and waking up. It is also being used by mental health professionals and licensed therapists in medical sector.

## MOODPATH



**Moodpath** is an interactive depression and anxiety screening program. This app tracks psychological, emotional and physical health over a two-week period in order to generate a personalised mental health assessment that users can discuss with their doctor or counsellor. The app also contains an educational component to teach users about the psychology behind their mood, signs of depression, and psychotherapy. It's one of the best apps that help youth and young adults with mental health struggles that include CBT and wellness.

## SMILING MIND



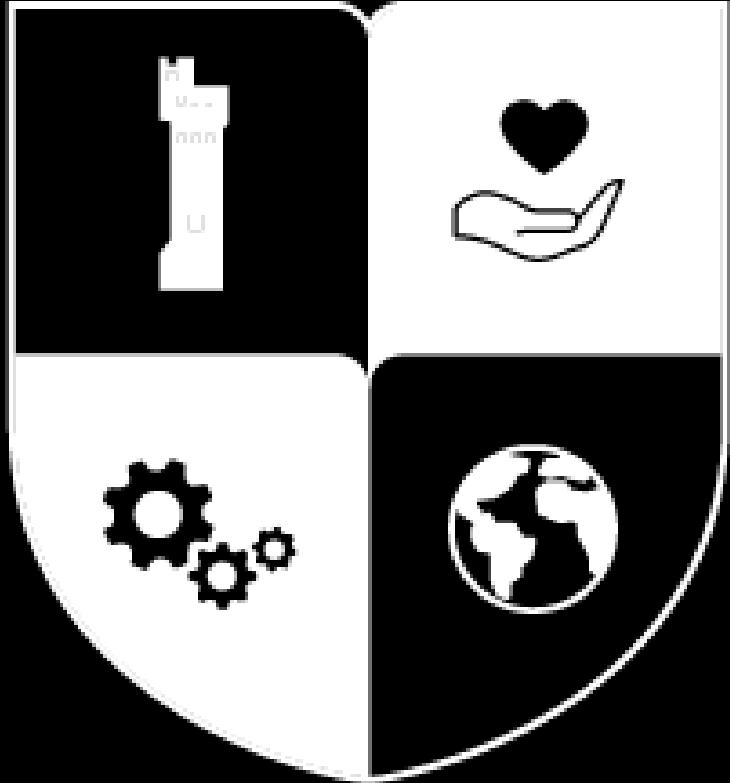
**Smiling Mind** is designed to help people pressure, stress, and challenges of daily life. This app has a fantastic section on Mindfulness in the Classroom. An especially good choice for the younger users out there, as it was created specifically with students in mind. Smiling Mind offers programs for a variety of age groups, including 7-9, 10-12, 13-15, 16-18 and adults. The app has an easy-to-use interface for keeping track of your progress over time, both in terms of how many sessions you complete and how your emotions change.



# WELLBEING APPS



# Newsome Academy



## Learning Tools



- ✓ Marker Board
- ✓ Retrieval Roundabout



- ✓ RAG Confidence Pages
- ✓ Academic Language



- ✓ In-Class Revision Structure
- ✓ At Home Revision Structure

**MARKER BOARD  
SIDE 1 (BLANK)**



**LAST  
MONTH**



**LAST  
WEEK**



**LAST  
LESSON**



NOT CONFIDENT



NOT CONFIDENT



**CONFIDENT**



# ACADEMIC LANGUAGE

Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly



# BRITISH SIGN LANGUAGE

**British Sign Language (BSL)** is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.





# Learning In Class



Newsome Academy

## Quiz Your Neighbour

Focus on a section your teacher assigns. Take turns asking each other questions to test understanding and reinforce learning.

## Spelling Test

Practise and memorise key words before a spelling test to improve recall and accuracy.

## Metacognition

Reflect on what you know, identify gaps, and plan strategies to improve understanding and learning effectiveness.

## Multiple Choice Quiz

Complete short quizzes prepared by your teacher to check knowledge and identify areas needing more practice.

## Reference

When unsure, use your textbook, notes, board, or other resources to find correct information quickly and independently.

## Mastery

Revisit concepts multiple times, practise deliberately, and build confidence by applying knowledge in different contexts.

## Key Words

As you encounter key terms, tick them off and write definitions in a key words box to strengthen your subject vocabulary.

## Extended Writing

Incorporate new knowledge into written work to demonstrate understanding and use specialist terminology.

## Recall

Regularly retrieve information from memory without looking at notes to strengthen long-term retention and understanding.

## Key Words in Context

Write sentences using key words to practice applying vocabulary correctly in context.

## Knowledge Test

Complete end-of-unit tests to measure how well you have learned and retained information, helping guide future revision.

## Peer Teaching

Explain concepts to a classmate or small group to reinforce your understanding and uncover areas that need more clarity.



# Independent Learning



Newsome Academy

## Five strategies to help **retain** and **recall** knowledge.

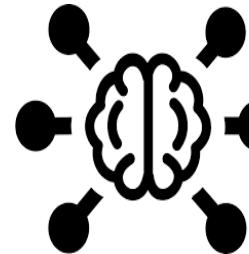
*Use these strategies to help retain and recall knowledge effectively, turning revision into active learning and making it easier to remember important information for assessments. (All designed to support independent study and retrieval practice.)*



**Flashcards** are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.



SCAN ME



**Mind maps** help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.



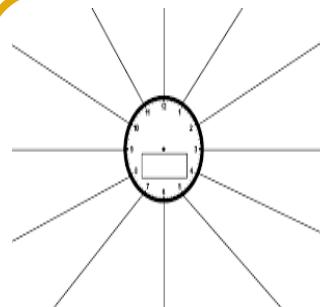
SCAN ME



**Look, Cover, Write, Check!** This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory.



SCAN ME



**Revision clocks** help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.



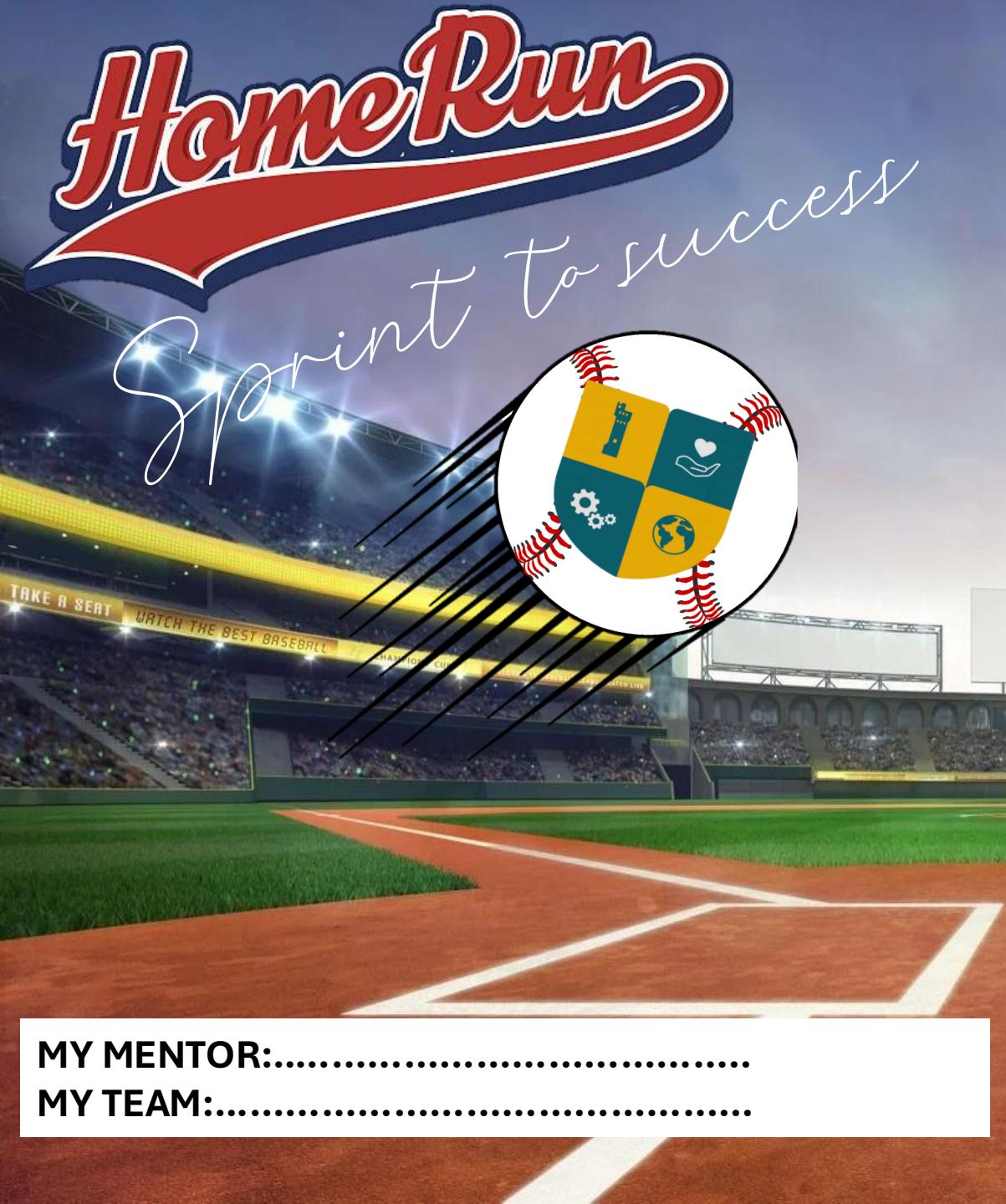
SCAN ME



**Keyword mnemonics** help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.



SCAN ME

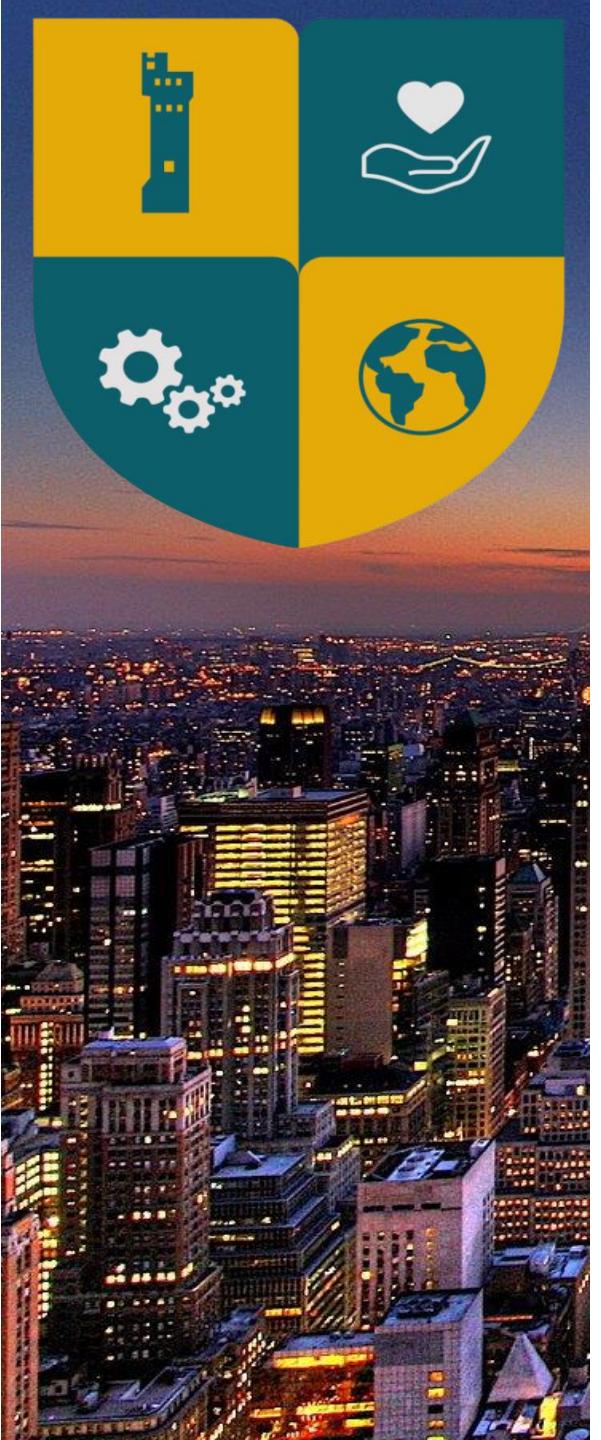


# YEAR 11 GCSE STRATEGY

ORGANISATION | PREPARATION | MOTIVATION

## Mentorship Materials

1. Self-Development 'Think Activity'
2. Mentorship 'Think Activity'
3. GCSE Revision Support
4. Period 6 Register
5. Achievement Tracker
6. Revision Timetable 1 (March)
7. Revision Timetable 2 (Actual/May)
8. Revision Timetable Example
9. ATL Tracker
10. Intervention Log

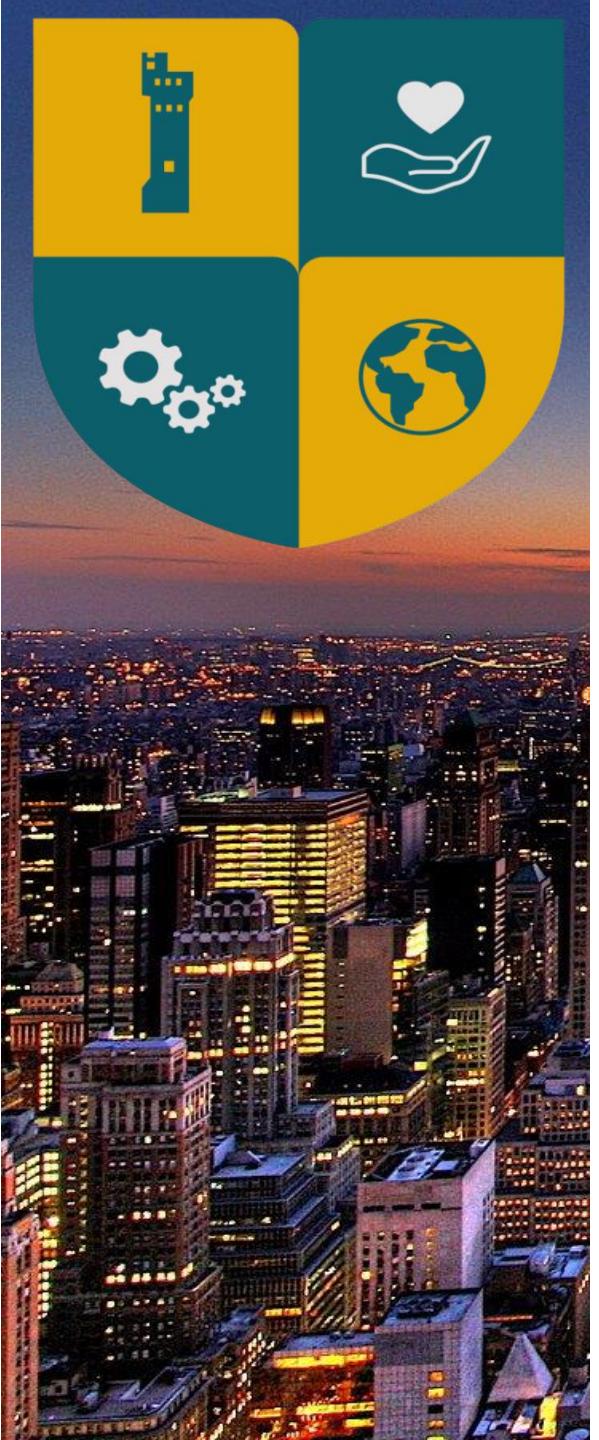


# SELF DEVELOPMENT 'THINK ACTIVITY'

*To be used with your Mentor as part of our Home Run and Race to Exceptional Programmes*



<b>Key Mock exam dates</b>	
<b>My actual exams are</b>	
<b>I'm most concerned about (and why)...</b>	
<b>I tend to procrastinate in the following things/subjects.</b> ..	
<b>I will overcome the obstacle(s) and prevent procrastination by...</b>	



# MENTORSHIP 'THINK ACTIVITY'

*To be used with your Mentor as part of our Home Run and Race to Exceptional Programmes*



<b>Relationships</b>	<ul style="list-style-type: none"><li>✓ I have all the meeting times set up with my Mentor.</li><li>✓ An introduction phone call has been made home by my Mentor.</li><li>✓ My family understand the content of my Knowledge Organiser and how the programme works.</li></ul>
<b>Organisation</b>	<ul style="list-style-type: none"><li>✓ I know all my exam boards, and they are marked in my Knowledge Organiser.</li><li>✓ I have logged into all the study websites and Apps that have been shared.</li><li>✓ I know and have noted down all the P6 sessions for the current term.</li></ul>
<b>Time Management</b>	<ul style="list-style-type: none"><li>✓ I have created a clear weekly timetable that includes study sessions, breaks, and extracurricular commitments.</li><li>✓ I allocate specific times for retrieval practice, revision, and completing tasks from my Study Support Pack.</li></ul>
<b>Planning</b>	<ul style="list-style-type: none"><li>✓ I set achievable short-term and long-term study goals each week.</li><li>✓ I plan my revision in manageable sections, prioritising areas where I need to improve based on my mock results, feedback and mentorship guidance.</li></ul>

# GCSE REVISION

Support Packs

gcsepod  
education on demand

Sparx Maths

COGNITO

# RESOURCES

GCSE POD	COGNITO	SPARX
<p><b>Smash your study goals with Access GCSEPod!</b></p> <p>Our platform is your ultimate companion for staying ahead in school and acing your exams. With smart tools tailored for your secondary school journey, you'll have everything you need to boost your grades and confidence.</p> <p><b>Did you know?</b></p> <p>Students using Access GCSEPod typically achieve 1.5 grades higher per subject than those who don't.</p> <ul style="list-style-type: none"><li>• <b>Username is:</b> studentname (All lower-case &amp; no spaces)</li><li>• E.g. johnsmith</li><li>• <b>Password:</b> newsome2026!</li></ul> <p><a href="#">Click here</a> to see the student quick-guide</p> <p> GCSEPod</p>	<p><b>All students have PRO account <u>COGNITO</u>.</b> Students can log into their account using their Newsome Academy email and password <i>(if they are accessing the account for the first time their password will be password)</i></p> <ul style="list-style-type: none"><li>• Students select the course they are studying – check it is the correct exam board &amp; level (H/F)</li><li>• Students can watch videos/read notes on the topic they are focusing on to check understanding</li><li>• Students do quiz and flashcards to consolidate learning</li><li>• Students try exam questions to practice retrieval</li></ul> <p> COGNITO</p>	<p><b>All students have SPARX account <u>SPARX</u></b></p> <p><b>Students click on this button</b></p> <p> SPARX</p> <p><b>Students log into their SPARX account using this</b></p> <p> Log in to Sparx using Microsoft</p> <ul style="list-style-type: none"><li>• Students complete any compulsory homework first</li><li>• Students then XP boost</li><li>• Students carry out independent learning selecting a topic of their choice</li></ul>



# Period 6: 2025-2026

**As previously communicated, Year 11 students are to attend the additional sessions provided to succeed in their exams.**

- **To commence Monday November 17th following completion of Mocks.**
- **Attendance registered - and used in monitoring and Attitude to Learning.**
- **Unauthorised absence to P6 may be sanctioned.**
- **Attendance will be a factor in attendance to prom.**

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 5	Maths	Option Block C	Option Block B	Option block B	Option Block D
Period 6	Option Block A	Science	Maths	English	Option Block B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 5	Maths	Option Block C	Option Block B	Option block B	Option Block D
Period 6	Option Block D	Science	Maths	English	Option Block C

## YEAR 11 GCSE STRATEGY

# Achievement Tracker



# STUDENT REVISION TIMETABLE (March Mocks)

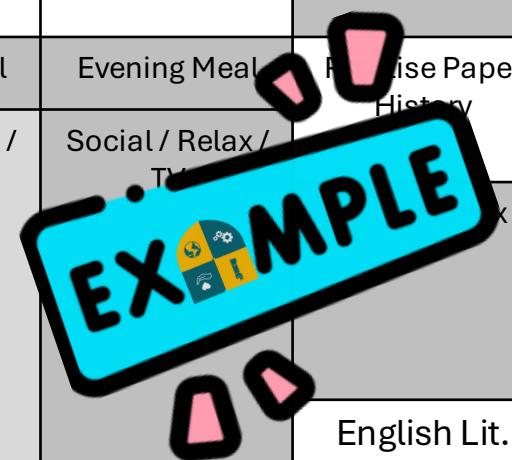
## STUDENT REVISION TIMETABLE (GCSE Exams – May/June)



# STUDENT REVISION TIMETABLE



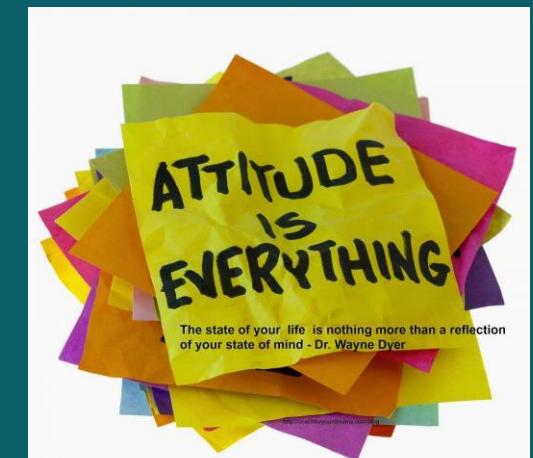
DAY	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN
DATE	25TH Oct	26th Oct	27th Oct	28th Oct	29th Oct	30th Oct	31st oct	1st Nov	2nd Nov
TIME	REMEMBER TO SEE THE ORDER OF YOUR EXAMS & USE THIS FOR THE ORDER OF PLANNING								
8:00	English Lang.	Computing	Science	History	Science	History	Science	Practise Paper Maths	Practise Paper Science
9:00	English Lit .	Art							
10:00	Break	Break	Break	Break	Break	Break	Break	Break	Break
11:00	Maths	English Language	Maths		Maths			Maths	Practise Paper French
12:00			Lunch + Rest	Maths	Lunch + Rest	Maths	Lunch + Rest	Lunch + Rest	
13:00	Lunch + Rest	Lunch + Rest	Lunch + Rest	Lunch + Rest					Lunch + Rest
14:00	Science	History	Art	Computing	English Language Writing	English Language Writing	Art	English Lit. Essay	Computing/Art
15:00		Sunday Lunch							Sunday Lunch
16:00	Break / hobby	Maths	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Practise Paper History
17:00									
18:00	Evening Meal	English Lang	English Lang	Computing	French	Social / Relax / TV	Social / Relax / TV	Social / Relax / TV	Practise Paper French
19:00	French								
20:00	Social / Relax / TV	English Lit.	French	English Lit.	French	English Lit.	English Lit.	English Lit.	English Lit.
21:00									
22:00									



# Attitude to Learning Tracker

	Maths	English Language	English Literature	Science/s	Option Block A	Option Block B	Option Block C	Option Block D
DC1					.....	.....	.....	.....
DC2								
DC3								

1	2	3	4
<b>Cause for Concern</b>	<b>Coasting</b>	<b>Good</b>	<b>Exceptional</b>



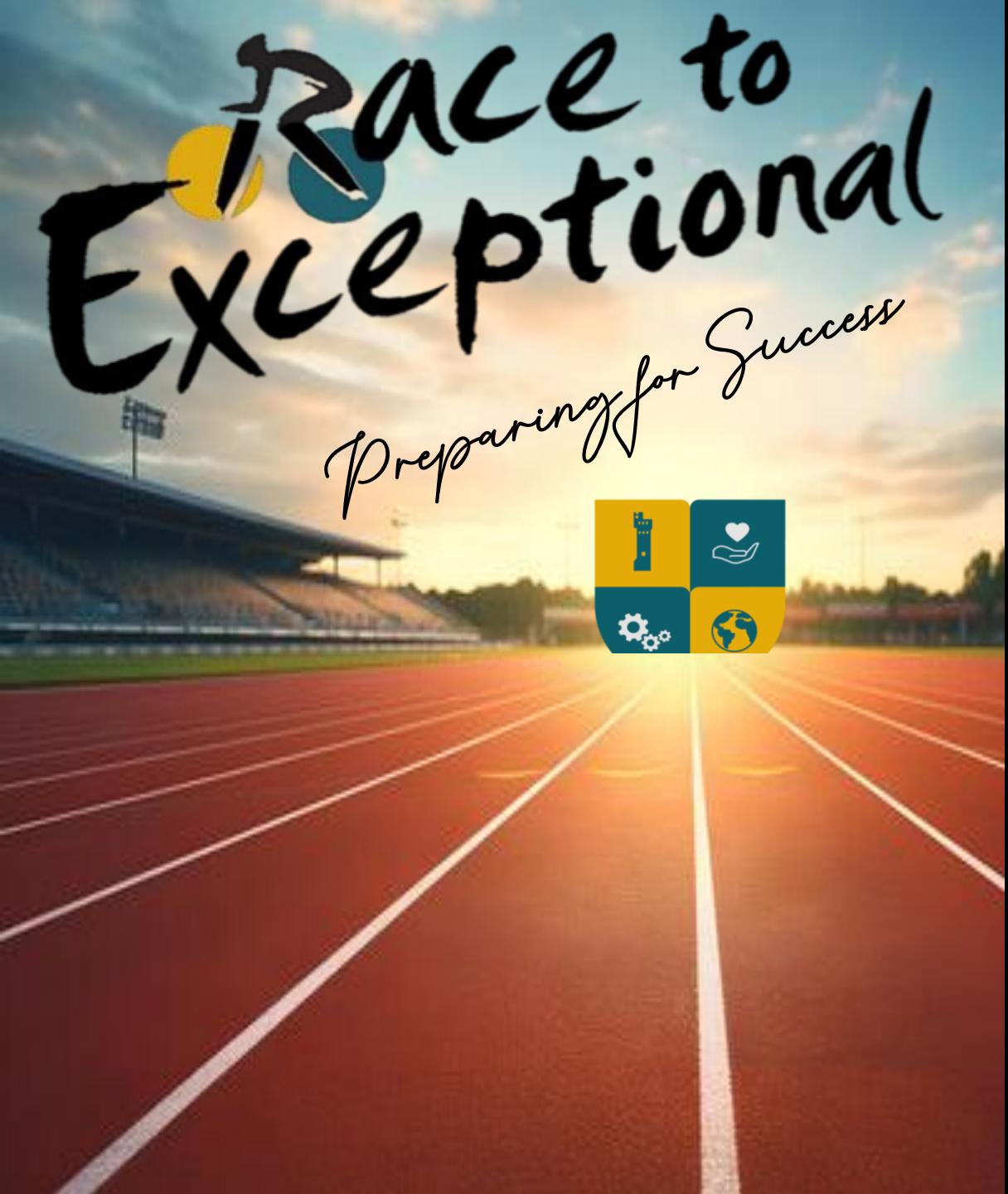
# Intervention Log

Use this log to record additional support provided, track progress and plan next steps.

Date	Subject / Area	Type of Intervention	Staff Member	Summary of support / activity	Outcome / Progress	Next Steps

## How to Use This Log:

- **Date:** Record when the intervention occurred.
- **Subject / Area:** Identify the focus of support.
- **Type of Intervention:** Note whether it was **1:1 tutoring, small group work, mentoring, or a revision session.**
- **Staff Member:** Record who provided the support.
- **Summary of Support / Activity:** Briefly describe what was done during the session.
- **Outcome / Progress:** Note improvements, feelings or challenges.
- **Next Steps:** Plan follow-up actions to continue support and progress monitoring.

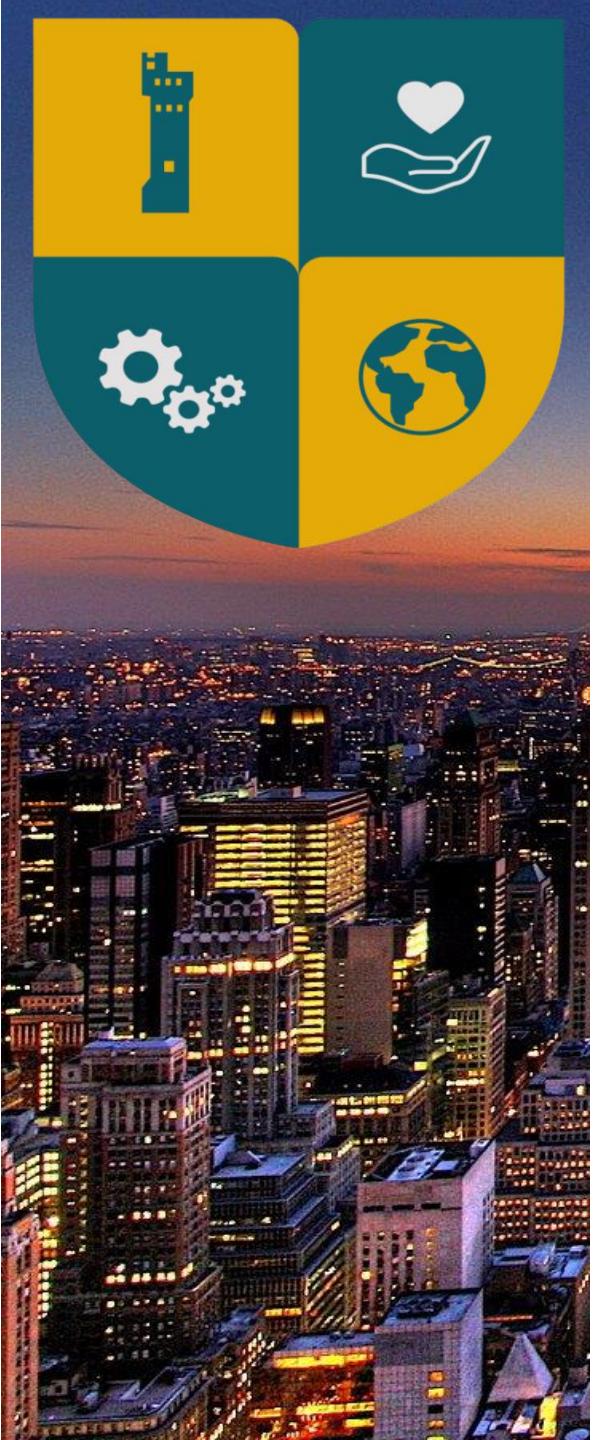


# YEAR 10 GCSE STRATEGY

ORGANISATION | PREPARATION | MOTIVATION

## Mentorship Materials

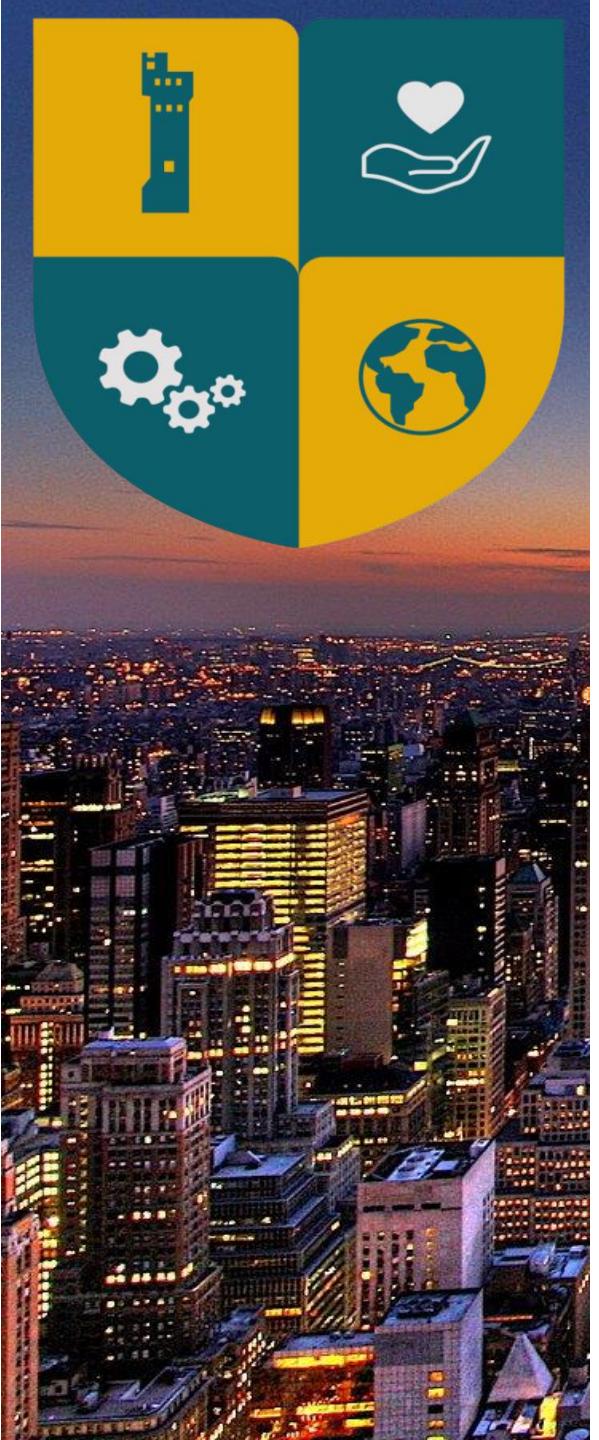
1. Self-Development 'Think Activity'
2. Mentorship 'Think Activity'
3. GCSE Revision Support
4. Period 6 Register
5. Achievement Tracker
6. Revision Timetable 1 (Feb mocks)
7. Revision Timetable 3 (June mocks)
8. Revision Timetable Example
9. ATL Tracker
10. Intervention Log



# SELF DEVELOPMENT 'THINK ACTIVITY'

*To be used with your Mentor as part of our Home Run and Race to Exceptional Programmes*

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<b>My actual exams are</b>	
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Support Packs

gcsepod  
education on demand

Sparx Maths

COGNITO

RESOURCES

# GCSE REVISION

GCSE POD	COGNITO	SPARX
<p><b>Smash your study goals with Access GCSEPod!</b></p> <p>Our platform is your ultimate companion for staying ahead in school and acing your exams. With smart tools tailored for your secondary school journey, you'll have everything you need to boost your grades and confidence.</p> <p><b>Did you know?</b></p> <p>Students using Access GCSEPod typically achieve 1.5 grades higher per subject than those who don't.</p> <ul style="list-style-type: none"> <li>• <b>Username is:</b> studentname (All lower-case &amp; no spaces)</li> <li>• E.g. johnsmith</li> <li>• <b>Password:</b> newsome2026!</li> </ul> <p><a href="#">Click here</a> to see the student quick-guide</p> <p> <b>GCSEPod</b></p>	<p><b>All students have PRO account <u>COGNITO</u>.</b> Students can log into their account using their Newsome Academy email and password <i>(if they are accessing the account for the first time their password will be password)</i></p> <ul style="list-style-type: none"> <li>• Students select the course they are studying – check it is the correct exam board &amp; level (H/F)</li> <li>• Students can watch videos/read notes on the topic they are focusing on to check understanding</li> <li>• Students do quiz and flashcards to consolidate learning</li> <li>• Students try exam questions to practice retrieval</li> </ul> <p> COGNITO</p>	<p><b>All students have SPARX account <u>SPARX</u></b></p> <p><b>Students click on this button</b></p> <p> Student</p> <p><b>Students log into their SPARX account using this</b></p> <p> Log in to Sparx using Microsoft</p> <ul style="list-style-type: none"> <li>• Students complete any compulsory homework first</li> <li>• Students then XP boost</li> <li>• Students carry out independent learning selecting a topic of their choice</li> </ul>



## YEAR 10 GCSE STRATEGY

ORGANISATION | PREPARATION | MOTIVATION

# Period 6: 2026-2027

As previously communicated, Year 11 students are to attend the additional sessions provided to succeed in their exams.

- To commence HT2 in 2026 - 27 following completion of Mocks.
- Attendance registered - and used in monitoring and Attitude to Learning.
- Unauthorised absence to P6 may be sanctioned.
- Attendance will be a factor in attendance to prom.
- This is an example of the period 6 timetable and is subject to change.

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 5	Maths	Option Block C	Option Block B	Option block B	Option Block D
Period 6	Option Block A	Science	Maths	English	Option Block B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 5	Maths	Option Block C	Option Block B	Option block B	Option Block D
Period 6	Option Block D	Science	Maths	English	Option Block C

# Achievement Tracker



# STUDENT REVISION TIMETABLE (February Mocks)

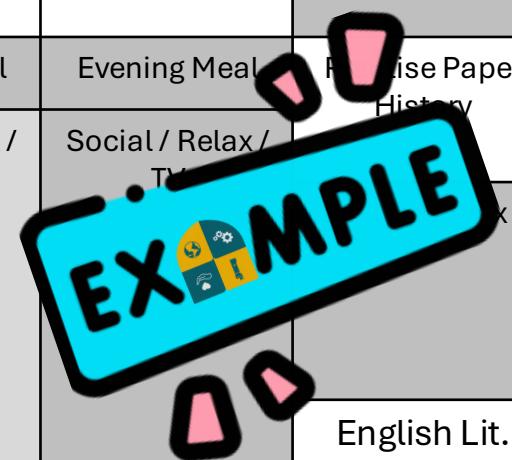


# STUDENT REVISION TIMETABLE (June Mocks)

# STUDENT REVISION TIMETABLE



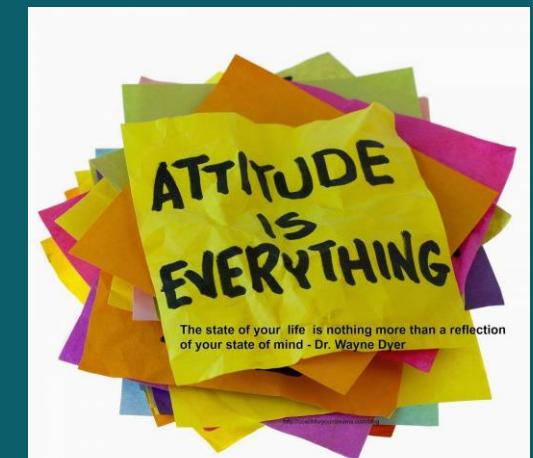
DAY	SAT	SUN	MON	TUE	WED	THUR	FRI	SAT	SUN
DATE	25TH Oct	26th Oct	27th Oct	28th Oct	29th Oct	30th Oct	31st oct	1st Nov	2nd Nov
TIME	REMEMBER TO SEE THE ORDER OF YOUR EXAMS & USE THIS FOR THE ORDER OF PLANNING								
8:00	English Lang.	Computing	Science	History	Science	History	Science	Practise Paper Maths	Practise Paper Science
9:00	English Lit .	Art							
10:00	Break	Break	Break	Break	Break	Break	Break	Break	Break
11:00	Maths	English Language	Maths		Maths			Maths	Practise Paper French
12:00			Lunch + Rest	Maths	Lunch + Rest	Maths	Lunch + Rest	Lunch + Rest	
13:00	Lunch + Rest	Lunch + Rest	Lunch + Rest	Lunch + Rest					Lunch + Rest
14:00	Science	History	Art	Computing	English Language Writing	English Language Writing	Art	English Lit. Essay	Computing/Art
15:00		Sunday Lunch							Sunday Lunch
16:00	Break / hobby	Maths	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Evening Meal	Practise Paper History
17:00									
18:00	Evening Meal	English Lang	English Lang	Computing	French	Social / Relax / TV	Social / Relax / TV	Social / Relax / TV	Practise Paper French
19:00	French								
20:00	Social / Relax / TV	English Lit.	French	English Lit.	French	English Lit.	English Lit.	English Lit.	English Lit.
21:00									
22:00									



# Attitude to Learning Tracker

	Maths	English Language	English Literature	Science/s	Option Block A	Option Block B	Option Block C	Option Block D
DC1					.....	.....	.....	.....
DC2								
DC3								

1	2	3	4
<b>Cause for Concern</b>	<b>Coasting</b>	<b>Good</b>	<b>Exceptional</b>



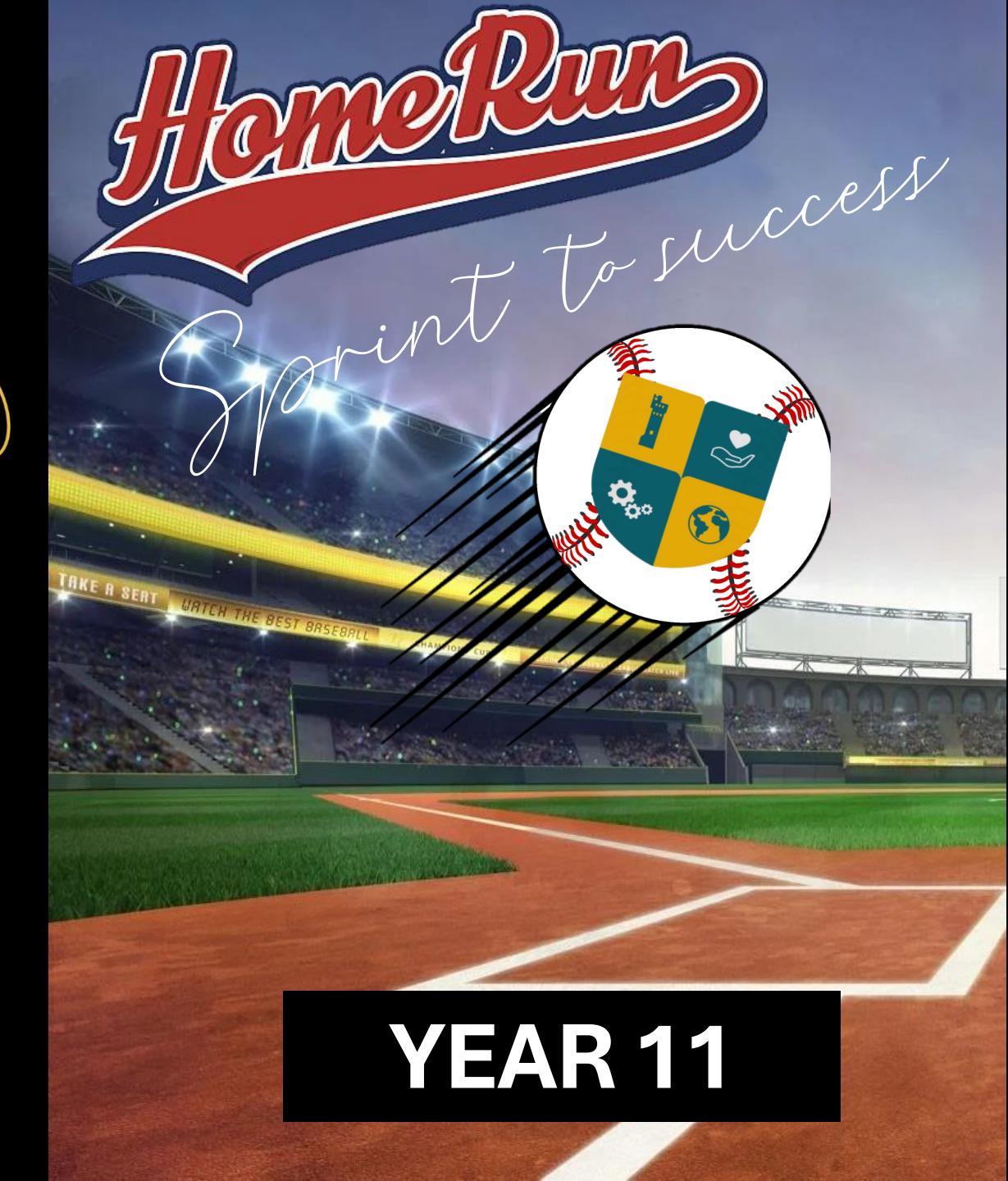
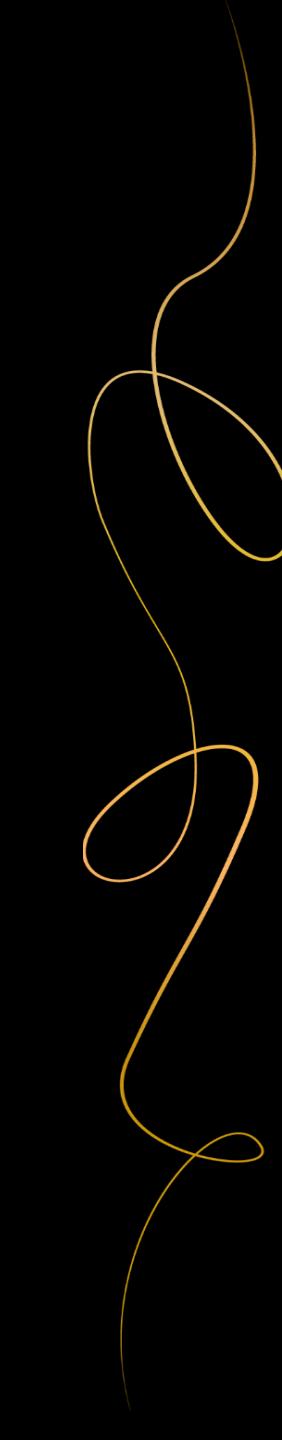
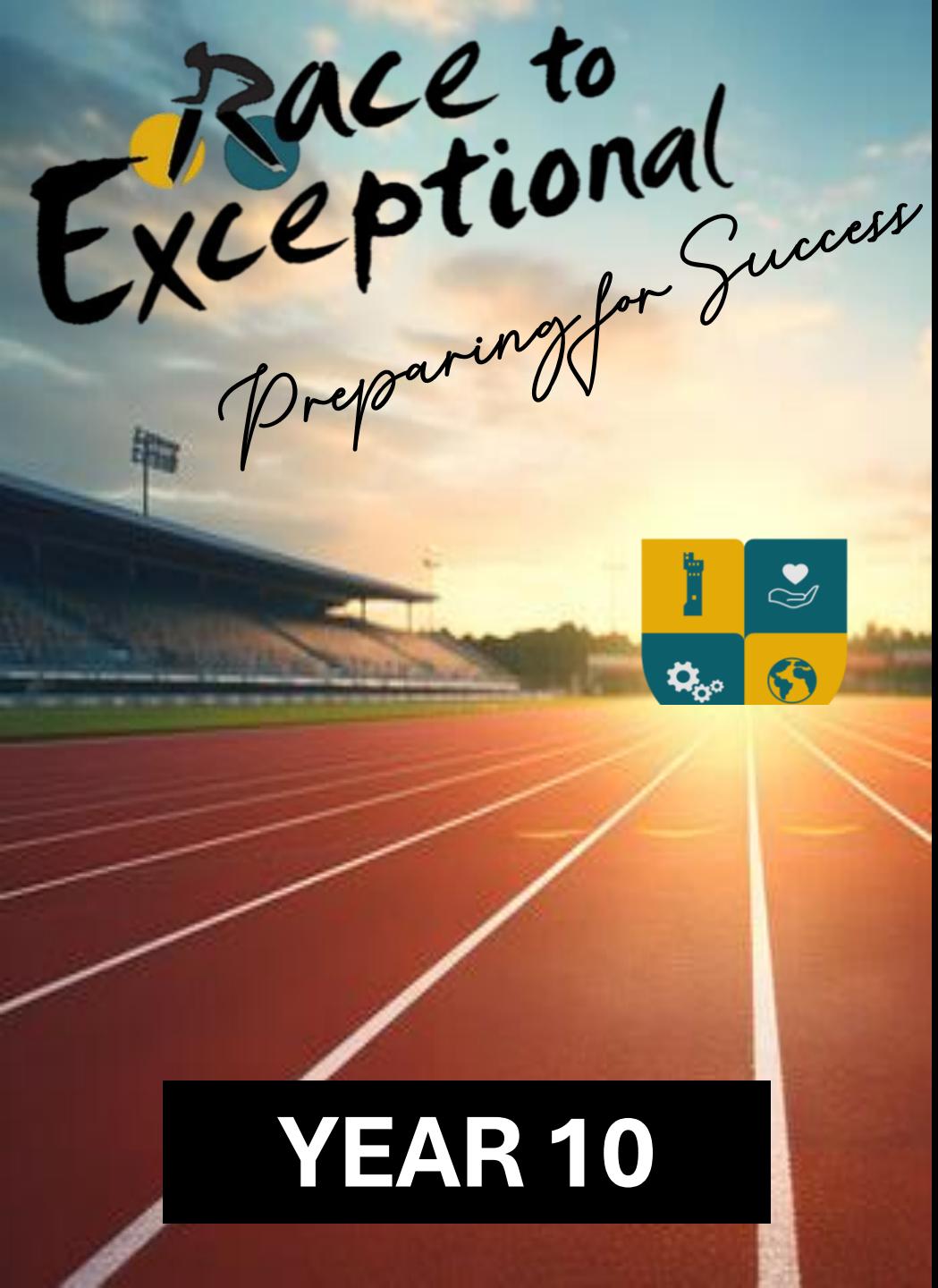
# Intervention Log

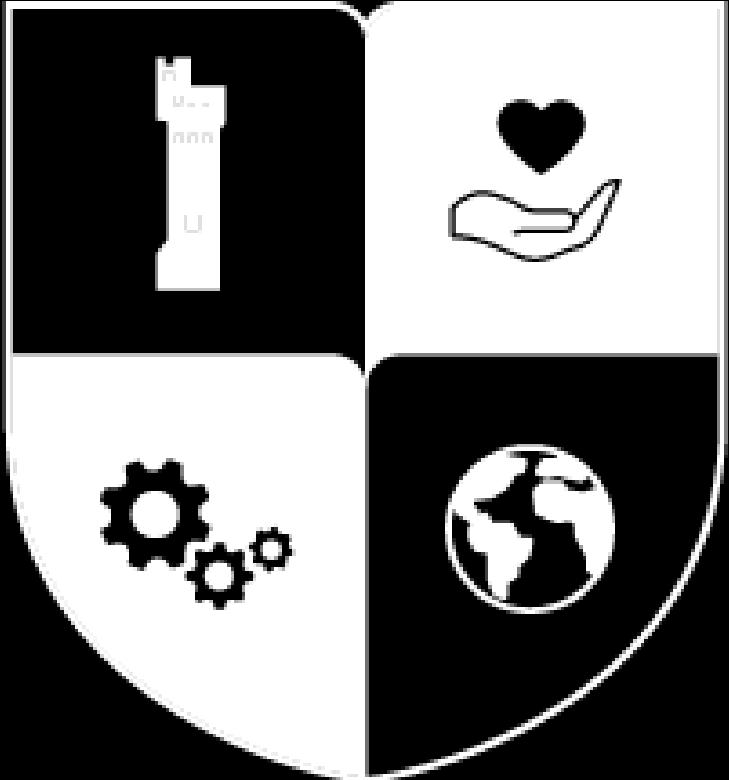
Use this log to record additional support provided, track progress and plan next steps.

Date	Subject / Area	Type of Intervention	Staff Member	Summary of support / activity	Outcome / Progress	Next Steps

## How to Use This Log:

- **Date:** Record when the intervention occurred.
- **Subject / Area:** Identify the focus of support.
- **Type of Intervention:** Note whether it was **1:1 tutoring, small group work, mentoring, or a revision session.**
- **Staff Member:** Record who provided the support.
- **Summary of Support / Activity:** Briefly describe what was done during the session.
- **Outcome / Progress:** Note improvements, feelings or challenges.
- **Next Steps:** Plan follow-up actions to continue support and progress monitoring.





# Newsome Academy

**THIS KNOWLEDGE  
ORGANISER BELONGS TO**

**NAME**

**TEAM LEADER**

**HEAD OF YEAR**

**SENIOR TEAM LINK**

**PASSWORDS**