



Y11
Information
Evening 2020



Y11 Mock Exam Timetable

Monday 12 October – Friday 23 October 2020

Week A	AM	PM
Monday 12 th October	English Literature 2:00	Geography Paper 1 1:30 Computer Science Paper 1 1:30 (1 Student)
Tuesday 13 th October	Maths Paper 1 1:30	Science: Biology Combined 1:15, Triple 1:45
Wednesday 14 th October	Option Z Statistics Paper 1 1:30 Geography Paper 2 1:30 Hosp & Cat 1:30 Spanish Writing 1:00/ 1:15 Art & Photography 2:00 (in class)	Option W Geography Paper 2 1:30 History (2 papers) 1:45 ICT 1:45 Spanish Writing 1:00/1:15 French Writing 1:00/ 1:15 Music 1:15 (PA1)
Thursday 15 th October	Maths Paper 2 1:30	Computer Science Paper 2 1:30 (1 Student)
Friday 16 th October	Science: Chemistry Combined 1:15, Triple 1:45	
Week B	AM	PM
Monday 19 th October	English Language 2:00	Statistics Paper 2 1:30
Tuesday 20 th October	Maths Paper 3 1:30	Science: Physics Combined 1:15, Triple 1:45
Wednesday 21 st October	Option Y DT 2:00 Geography Paper 2 1:30 History (2 papers) 1:45 Hosp & Cat 1:30 Religious Studies 1:45 PE (2 papers) 1:45 Sport Science 0:45 Photography 2:00 (in class)	French Reading 0:45/ 1:00 French Listening 0:35
Thursday 22 nd October	Option X DT 2:00 History (2 papers) 1:45 Religious Studies 1:45 ICT 1:45 French Writing 1:00/1:15 Spanish Writing 1:00/1:15 Art & Photography 2:00 (in class)	Spanish Reading 0:45/ 1:00 Spanish Listening 0:35
Friday 23 rd October	PE GCSE Practical Day Music Composition Day	PE GCSE Practical Day Music Composition Day

Please read notes on next page.

Important notes:

Option W exam – Is the lesson you normally attend on Wednesday Period 3

Option X exam – Is the lesson you normally attend on Monday Period 5

Option Y exam – Is the lesson you normally attend on Monday Period 4

Option Z exam – Is the lesson you normally attend on Wednesday Period 1

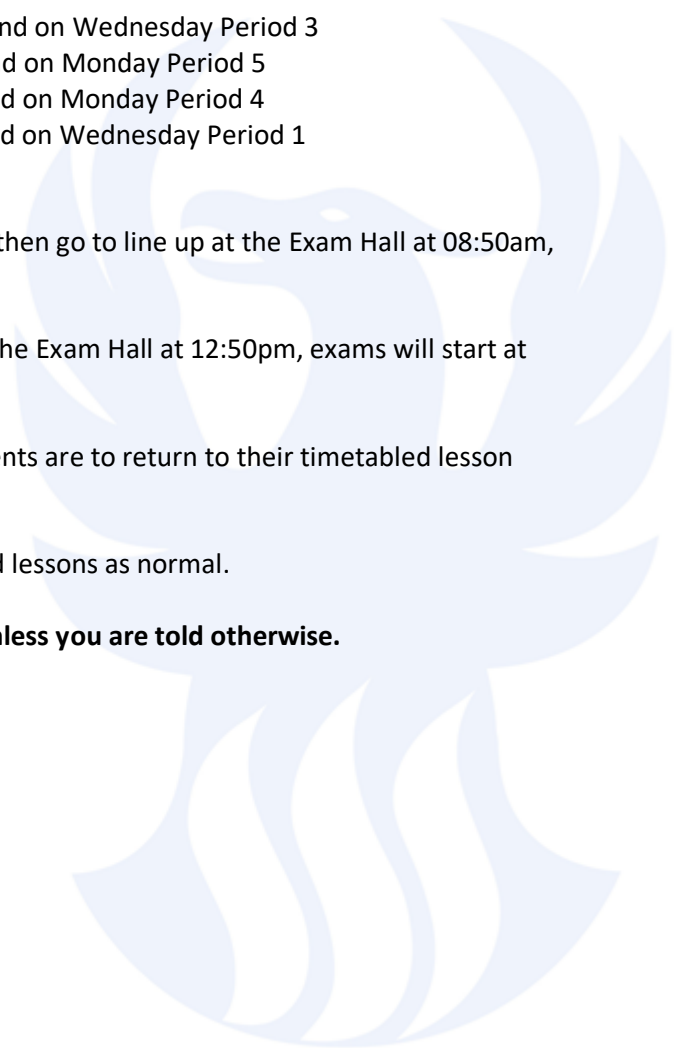
Morning Exams: Register in form as normal and then go to line up at the Exam Hall at 08:50am, exams will start at 09:00am.

Afternoon Exams: After a short lunch line up at the Exam Hall at 12:50pm, exams will start at 1:00pm.

When an exam finishes during lesson time, students are to return to their timetabled lesson promptly.

When not sitting an exam, students are to attend lessons as normal.

All written exams will be sat in the Exam Hall unless you are told otherwise.



Examination Board and Specification:

Eduqas GCSE English Language and English Literature.

Language Component 1 (1hour 45 mins)

Section a: reading fiction

Retrieve information from the text

Analyse the language & structure

Evaluate how successful the writer has been e.g. in creating tension/ drama

Section B: narrative writing

Selection of titles. Select one.

PLAN your narrative. Write a concise and realistic story with brief rising action

Focus on your accuracy.

Language Component 2 (2 hours)

Section A: reading non-fiction

Retrieve information from the text

Analyse the language & structure

Evaluate

Synthesis – write a mini summary

Compare the two texts

Section B: transactional writing

Two tasks (30 minutes each)

Newspaper, magazine, blog, speech, letter etc

Know the purpose, audience and format that you are being asked to write in.

Literature Component 1. (2 hours)

Section A: Romeo & Juliet

25 minute extract questions (15 marks)

35 minute essay question to assess your knowledge of the whole play (25 marks)

Section B: An Inspector Calls

60 minutes to write an essay on the given question (40 marks)

Literature Component 2 (2 hours)

Section A: A Christmas Carol

60 minutes to write an essay on the given question (40 marks)

Section B: Unseen poetry

20 minutes to analyse an unseen poem (15 marks)

40 minutes to compare the previous unseen poem with another unseen poem (25 marks)

Examiners Feedback:

Language

Track the text from the beginning to the end.

Avoid feature spotting and focus on why the writer has used particular language/ structure

A lot of minor mistakes with spelling, punctuation and grammar – proofread! Even top end candidates.

Literature:

Use the suggested timings – don't spend too long on the first question

Don't just 'add on' context, link it to your analysis

Track the text from the beginning to the end. Identify any turning points

For the poetry comparison, you can re-use information from your initial analysis when you compare in the second question

Cover both poems equally in the comparison

Key Words:

Retrieve explicit (obvious) and implicit (hidden) information.

Analyse – commenting on the writer’s use of language and structure

Evaluate – to give your personal opinion/ judgement

Synthesis – write a mini summary

Comparison – compare what is similar/ different between two texts

Be critical

Explore/ examine language and structure

Compare similarities/ differences between poems

Revision Strategies:

Language

Practise timings for exam style questions. Have at least two pre-planned narratives. Read widely to develop your knowledge and expand your vocabulary. Get used to writing small, concise PEE chains.

Literature

Create cue cards for characters/ themes/ poems

Re-read the studied texts

Watch the film versions

Complete timed essays (create a bank of these)

Analyse unseen poetry

Useful Websites:

Youtube for revision and analysis videos.

Shmoop

GCSE pod

Quizlet

<p>Examination Board and Specification: Edexcel GCSE Mathematics at Foundation or Higher Tier.</p>		
<p>Exam overview:</p>		
<p>Paper 1 Foundation Tier – Non-calculator Higher Tier – Non-calculator Each paper has 80 marks. Each paper is 1 hour and 30 minutes The content will be assessed across all three papers.</p>	<p>Paper 2 Foundation Tier – Calculator Higher Tier – Calculator Each paper has 80 marks. Each paper is 1 hour and 30 minutes The content will be assessed across all three papers.</p>	<p>Paper3 Foundation Tier – Calculator Higher Tier – Calculator Each paper has 80 marks. Each paper is 1 hour and 30 minutes The content will be assessed across all three papers.</p>
<p>Examiners Feedback:</p> <p><u>Foundation</u></p> <ul style="list-style-type: none"> • Ensure they can use their calculator and that they transcribe numbers accurately from this or working • Ensure all working is shown in a logical, ordered fashion and can be easily read. • Learn all metric conversions. • Use the correct figures given in the question. • Make sure they know the difference between area and perimeter • Practice ‘explain’ and ‘give reasons’ type questions. • Remember to draw a straight line through points generated to draw the equation of a line in the form $y=mx+c$ • Practise drawing inequalities on a number line, drawing loci to identify a region, and using error intervals. • Avoid rounding answers until the final answer. <p><u>Higher</u></p> <ul style="list-style-type: none"> • Practise working out estimates by rounding numbers. • Have a greater awareness about the solving of graphical simultaneous equations. • Learn what is meant by proof, and Check for careless errors • Memorise exact trig values. • Encourage pupils not to prematurely round answers and learn how to use calculators with substituting negative numbers. • Practise quadratic inequalities, multipliers for %, Surface area and quadratic functions. • Learn correct reasoning for geometric problems. 		
<p>Key Words: Calculate – Work something out using mathematics. Explain – Why is something happening. Give reasons and justify. Evaluate – Work something out. Estimate – Round numbers to calculate an approximate answer easily Prove – Prove something is true for all situations</p>		
<p>Revision Strategies:</p> <ul style="list-style-type: none"> • Revision Guides/Cards - Complete questions in workbooks. • Maths watch – Watch clips, complete interactive questions or work sheets. • Corbett Maths – Watch clips, complete GCSE questions. • Maths genie – Complete graded topic based questions (answers available) 		
<p>Useful Websites: Maths watch - https://vle.mathswatch.co.uk/vle/ Corbett maths – https://corbettmaths.com/ Maths genie - https://mathsgenie.co.uk/</p>		

Examination Board and Specification: Edexcel GCSE Statistics	
Exam overview:	
<p>Paper 1 (Paper code: 1ST0/1F and 1ST0/1H) The assessment is 1 hour and 30 minutes The assessment is out of 80 marks Students must answer all questions The papers assess all content Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle The papers contains short response, medium response and extended response questions Calculators may be used in the examination</p>	<p>Paper 2 (Paper code: 1ST0/2F and 1ST0/2H) The assessment is 1 hour and 30 minutes The assessment is out of 80 marks Students must answer all questions The papers assess all content Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle The papers contains short response, medium response and extended response questions Calculators may be used in the examination</p>
<u>Examiners Feedback:</u>	
<p><u>Foundation</u> Students were able generally able to attempt the whole paper within the time allowed. Students performed well on questions requiring standard techniques such as completing charts (2a, 3b, 9ab, 11a), interpreting charts (2b, 3c, 6bc, 10a) and calculation of median or range (4ab). Students were able to attempt questions assessing the new style of assessment (AO3), but they would benefit from more practice on this type of question as the quality of response was variable. On some comment questions, especially when worth multiple marks (such as Q8(b)), some students offered only brief answers. In some questions however, it seemed that a number had taken insufficient care in reading the question to be clear about what was being asked.</p>	
<p><u>Higher</u> Most students rose to these challenges presented in this specification very well. We insist on use of correct statistical language in this examination, and so will not for example accept the word 'range' to describe spread of data in the interquartile range because the range is a statistical measure of dispersion. It is worth mentioning here that when drawing any form of graph or diagram, students would be well advised to use a ruler and a sharp pencil. Careless diagrams inevitably lost marks as examiners must be certain that points/lines have been drawn in the correct place. Students also found distinguishing between Spearman's rank correlation coefficient and Pearson's product moment correlation coefficient on a scatter graph particularly challenging. The extended response questions generally saw good progress as many students made good attempts at the less structured questions on the paper. Students should be reminded that the number of marks should indicate the depth of response required.</p>	
<u>Key Words:</u>	
<p>Calculate – Work something out using mathematics. Explain – Why is something happening. Give reasons and justify. Evaluate – Work something out.</p>	
<u>Revision Strategies:</u>	
<ul style="list-style-type: none"> • Revision Guides/Cards - Complete questions in workbooks. • Maths genie – Complete graded topic based questions (answers available) 	
<u>Useful Websites:</u>	
Maths genie - https://mathsgenie.co.uk/ BBC bitesize GCSE statistics - https://www.bbc.co.uk/bitesize/topics/ztwx4j6	

Examination Board and Specification: AQA combined GCSE Science	
Exam overview: Each exam paper is 1hour 15 minutes long & contributes 17% towards the final grade	
Paper 1: Biology B1: Cell biology B2: Organisation B3: Infection & response B4: Bioenergetics	Paper 2: Biology B5: Homeostasis B6: Inheritance, variation & evolution B7: Ecology
Paper 1: Chemistry C1: Atomic structure & the periodic table C2: Structure & bonding C3: Quantitative chemistry C4: Chemical changes C5: Energy changes	Paper 2: Chemistry C6: The rate & extent of chemical change C7: Organic chemistry C8: Chemical analysis C9: Chemistry of the atmosphere C10: Using resources
Paper 1: Physics P1: Energy P2: Electricity P3: Particle model of matter P4: Atomic structure	Paper 2: Physics P5: Forces P6: Waves P7 Magnetism & electromagnetism
Examiners Feedback: Key points from examiners feedback- students must always show their working out on mathematical equations. They must refer to tables of data and graphs in their answers. Command words must be followed to achieve the highest marks. When given students must be able to use and rearrange equations.	
Key Words: Key vocabulary (command words) - calculate, compare, define, describe, determine, evaluate, explain, give, identify, justify, label, plan, plot, predict, sketch. Key vocabulary (skills based) – independent variable, dependent variable, control variable, precision, accuracy, repeatability, validity, continuous data, discontinuous data.	
Revision Strategies: Buy the revision guide & revision cue cards. Attend all available revision sessions. Do lots of past papers & specimen papers. Learn the physics equations weekly. Complete the helical homework properly as a revision task.	
Useful Websites: BBC Bitesize: follow the link https://www.bbc.com/bitesize/examspecs/z8r997h You tube links for each paper Paper 1: https://www.youtube.com/watch?v=mKYQ-K23Mr4 https://www.youtube.com/watch?v=MpQ-3YAwNhl https://www.youtube.com/watch?v=xtw-Z0nllA4 Paper 2: https://www.youtube.com/watch?v=Uqti-xPnT-8 https://www.youtube.com/watch?v=HJu8WTtZJU https://www.youtube.com/watch?v=X1aMXCr75Kw	

Examination Board and Specification: AQA Triple Science	
Exam overview: Each exam paper is 1hour 45 minutes long & contributes 50% towards the final grade	
Paper 1: Biology B1: Cell biology B2: Organisation B3: Infection & response B4: Bioenergetics	Paper 2: Biology B5: Homeostasis B6: Inheritance, variation & evolution B7: Ecology
Paper 1: Chemistry C1: Atomic structure & the periodic table C2: Structure & bonding C3: Quantitative chemistry C4: Chemical changes C5: Energy changes	Paper 2: Chemistry C6: The rate & extent of chemical change C7: Organic chemistry C8: Chemical analysis C9: Chemistry of the atmosphere C10: Using resources
Paper 1: Physics P1: Energy P2: Electricity P3: Particle model of matter P4: Atomic structure	Paper 2: Physics P5: Forces P6: Waves P7 Magnetism & electromagnetism
Examiners Feedback: Key points from examiners feedback- students must always show their working out on mathematical equations. They must refer to tables of data and graphs in their answers. Command words must be followed to achieve the highest marks. When given students must be able to use and rearrange equations.	
Key Words: Key vocabulary (command words) - calculate, compare, define, describe, determine, evaluate, explain, give, identify, justify, label, plan, plot, predict, sketch. Key vocabulary (skills based) – independent variable, dependent variable, control variable, precision, accuracy, repeatability, validity, continuous data, discontinuous data.	
Revision Strategies: Buy the revision guide & revision cue cards. Attend all available revision sessions. Do lots of past papers & specimen papers. Learn the physics equations weekly. Complete the helical homework properly as a revision task.	
Useful Websites: BBC Bitesize: follow the link https://www.bbc.com/bitesize/examspecs/z8r997h You tube links for each paper Paper 1: https://www.youtube.com/watch?v=mKYQ-K23Mr4 https://www.youtube.com/watch?v=MpQ-3YAwNhl https://www.youtube.com/watch?v=xtw-Z0nllA4 Paper 2: https://www.youtube.com/watch?v=Uqti-xPnT-8 https://www.youtube.com/watch?v=HJu8WTtZJU https://www.youtube.com/watch?v=X1aMXCr75Kw	

Examination Board and Specification:

Exam overview:

Paper 1

- The Challenge of Natural Hazards.
- The Living World
- Coastal and Glacial Landscapes in the UK

Paper 2

- Urban Issues and Challenges
- The Changing Economic World
- Resource management
- Water

Paper3

Issue Evaluation – Pre-release information booklet will be issued to students in the March before the exam.

Examiners Feedback:

Key points from examiners feedback - Students must **explicitly** refer to the resources that are provided, e.g. maps, data, text and graphs when writing their answers. They must scrutinise photographs and **refer to them directly** in their answers. Sketches must be **annotated** to gain any marks. Students must learn the definitions of key vocabulary. Command words must be followed in order to achieve the highest marks.

Key Words:

Social, Economic, Environmental.

Revision Strategies:

Buy the revision guide. It is very good at summarising the key learning points. Attend intervention classes. Create mind maps or knowledge organisers for each topic.
Regularly use the SENECA learning platform.

Useful Websites:

BBC Bitesize Geography has revision notes and tests for each topic area of the new 9-1 specification. Plenty of videos to support the specification have been compiled at <https://www.youtube.com/user/rgamesby/playlists>

Department – History

Progress Leader: Mr Watkiss

<p>Examination Board and Specification: Eduqas GCSE History</p>	
<p>Paper 1: 2 x 1 Hour papers 5 questions in each paper</p> <p>Elizabethan England – British depth study</p> <p>Germany in Transition 1919-1939 - Non-British depth study (Must do as suggested by Ofqual and Eduqas)</p>	<p>Paper 2: 45 minutes Development of the USA 1929-2000</p> <p>(Medicine paper has been scrapped for this exam series)</p>
<p>Key points from examiners feedback - Students must explicitly refer to sources when prompted. Analyse both the content and authorship. When evaluating interpretations, consider the title of the book, who wrote it and why might they have that point of view. Reliability and utility are two different things when analysing evidence.</p>	
<p>Key vocabulary - Social, Economic, political, religious, wider historical debate, characteristics, narrow focus, key features, significance.</p>	
<p>Revision strategies - Buy the revision guide or text books. Attend intervention classes. Create mind maps or knowledge organisers for each topic. ALWAYS test what you have previously studied then return to any weaknesses you have identified. Use past papers from the Eduqas website to practice under timed conditions.</p>	
<p>Websites – BBC Bitesize History (Eduqas Elizabeth and WJEC USA) has revision notes and tests. Past Papers and other resources https://www.eduqas.co.uk/qualifications/history-gcse/#tab_overview</p>	
<p>Additional Resources – Knowledge organisers have been made for each exam to aid revision. These vary on price between £1 and £3.50 and can be purchased from your history teacher.</p>	

<p>Examination Board and Specification: Eduqas GCSE Music</p>	
<p>Exam Content: 1Hour 15mins 8 questions</p> <ul style="list-style-type: none"> - 2 questions on the set works - 6 questions on the areas of study: <ul style="list-style-type: none"> - Film Music - Music for ensemble - Popular music - Western Classical Music <p>Exam Date: Tuesday 15th June, afternoon exam.</p>	<p>Non-Exam Assessment:</p> <ul style="list-style-type: none"> - Solo performance (performance duration 1:30 – 4:00 minutes) <ul style="list-style-type: none"> o Final deadline 29th January 2021 - Composition 1 (composition duration 2:00 – 4:00 minutes) <ul style="list-style-type: none"> o Final deadline 18th December
<p>Examiners feedback: Key points from examiners feedback – Listening exam - Students must revise in detail the set works. These are analysed in class and study scores are taken home. From the recent report, examiners have commented that students nationally did not revise in enough detail and marks were lost. Non-Exam Assessment: Performances should be between 1:30 – 4:00 minutes long (solo). Home practice and advice from instrumental teachers are paramount to achieve full marks in this component. Non-Exam Assessment: Composition – time should be spent at home creating ideas. Bring the ideas into the classroom where your teacher can help you develop these into a full piece of music.</p>	
<p>Key Words: MAD T-SHIRT: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm, Texture</p> <p>Ensure you know the key words for each of these elements <i>eg: Melody – conjunct, disjunct, ascend, descend, riff</i></p>	
<p>Revision Strategies: Buy the revision guide. It is very good at summarising the key learning points. Attend intervention classes. Apply MAD T SHIRT/ analyse your favourite pieces of music.</p>	
<p>Useful websites: EDUQAS Music website BBC bitesize – EDUQAS Music DSO kids</p>	

Examination Board and Specification: AQA GCSE Physical Education			
Exam Content:			
Paper 1 (78 marks 30%): <i>The human body and movement in physical activity and sport</i> Thursday 20th May 2021	Paper 2 (78 marks 30%): <i>Socio-cultural influences and well-being in physical activity and sport</i> Monday 24th May 2021	Practical Performance (10 marks for skills, 15 marks for competitive performance 30%)– non exam assessment	Written Analysis and Evaluation (25 marks: 15 marks for analysis) – non exam assessment Deadline: Dec 2020
1 ¼ hour written exam: Multiple choice (AO1) Short Answer (AO1&AO2) 6 Marker (AO3) 9 Marker (AO3)	1 ¼ hour written exam: Multiple choice (AO1) Short Answer (AO1&AO2) 6 Marker (AO3) 9 Marker (AO3)	In both GCSE and Core PE lessons throughout Year 10 & 11	10 marks for evaluation of performance and its improvement
<ul style="list-style-type: none"> The structure of the musculoskeletal system The structure and functions of the cardio-respiratory systems Anaerobic and aerobic exercise The short and long term effects of exercise Lever systems Planes and axis of movement Health and fitness The components of fitness The principles of training How to optimise training and prevent injury The effective use of warm up and cool down Use of data	<ul style="list-style-type: none"> Classification of skills The use of goal setting and SMART targets Basic information processing Guidance and feedback on performance Mental preparation for performance Engagement patterns of different social groups in physical activity and sport Commercialisation of physical activity and sport Ethical and socio-cultural issues Physical, emotional and social health, fitness and well-being The consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration Use of data 	<ul style="list-style-type: none"> 2 practical sports Any combination of Team or individual activities 	<ul style="list-style-type: none"> Detailed piece of written analysis and evaluation Based on one of the sports from the specification 2 sections: <ul style="list-style-type: none"> Analysis of performance Evaluation of performance

Examiners feedback:

- ✓ Answer ALL questions
- ✓ Underline key words in the question
- ✓ Plan your answer carefully and concisely
- ✓ Use the acronyms learnt in your plan and tick off each word as you go
- ✓ Identify how many marks have been allocated to ensure you make that many points in your answer
- ✓ Give specific practical examples, not sports – e.g. dodging an opponent in basketball, NOT simply saying ‘basketball’
- ✓ Answer ALL questions

Key Words:

Define/ Describe/ Identify/ Outline/ State/ Apply/ Calculate/ Complete/ Explain/ Illustrate/ Interpret/ Suggest/ Analyse/ Compare/ Consider/ Discuss/ Evaluate/ Justify

Revision Strategies:

- ✓ Mind maps
- ✓ Revision flash cards
- ✓ Post It notes – both sides
- ✓ Highlighters
- ✓ Diagrams
- ✓ Lift up flaps of information
- ✓ Textbooks – complete the activities/revision guides
- ✓ Make playdough/bluetac models
- ✓ Make videos using practical examples
- ✓ Read information/definitions into a Dictaphone
- ✓ Work with a friend to test each other (facetime)

Useful websites:

Links to AQA past papers: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/assessment-resources>

Link to AQA specification/theory content and glossary: <http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/subject-content>
<https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>

Revision websites:

<https://www.bbc.com/education/subjects/znyb4wx>
<https://revisionworld.com/gcse-revision/pe-physical-education>
<https://www.s-cool.co.uk/gcse/pe>
<http://www.mypeexam.org/courses/aqagcsepefullcourse/>
<https://www.gcsepod.com/>
<https://www.senecalearning.com>

Faculty – PE & Performing Arts

Acting Progress Leader: Mrs S. Worthington

Examination Board and Specification:

OCR Cambridge Nationals Level 1/2 Sports Science RO41 – Sports Injuries

Exam Content:

25% of final mark

Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions

Exam Date: Monday 11th January 9.15am – resit available in June if needed

Examiners feedback:

Many **marks are lost for being vague**. Where a question asks for 'Dial 999' as an answer to a question about Emergency Communication, simply writing '999' will NOT be awarded a mark!

Marks are also lost for repeating the question. Be sure to **read it carefully** and give other examples and use your own words. Lots of questions require simple recall of information.

Prepare yourself well by doing lots of self-testing and memory recall tasks with friends or family and use acronyms to help you to remember key phrases.

The difference between Type 1 & Type 2 diabetes is often misunderstood – make sure you know the difference.

Use the spec so that you recognise key terms like 'performance equipment' and clear examples of intrinsic and extrinsic factors.

And remember – marks are deducted for spelling and grammar in the long answers – **proofread!**

Key Words:

Key vocab and definitions can be found in the spec. Look here for more info

<https://www.ocr.org.uk/Images/82412-specification.pdf>

Describe – Set out characteristics

Explain – Set out the purpose or reason

Discuss – present, explain and evaluate a point

Give examples - Use recent examples from sport to clarify a point

Revision Strategies:

- Buy the revision guide. It is very good at summarising the key learning points and helping you to remember. Attend intervention classes, they will be organised after school.
- Create mind maps or knowledge organisers for each topic and then check the accuracy of your knowledge with the revision guide.
- ALWAYS test yourself during revision and revisit difficult topics. It's useful to ask someone else to test you using the revision guide.
- Past papers are an excellent source of revision. You can find past papers and mark schemes from the last 6 years here: <https://www.ocr.org.uk/qualifications/past-paper-finder/> (Search for OCR Sports Science/Cambridge Nationals.)

Useful websites:

<https://www.sportsinjuryclinic.net/>

<https://www.brianmac.co.uk/warmup.htm>

<https://www.nhs.uk/live-well/exercise/common-posture-mistakes-and-fixes/>

Department – Religious Studies
 Progress Leader: Ms Clarkson

Examination Board and Specification: Edexcel GCSE Religious Studies

Exam overview:

**Paper 1: 1 hour 45 minutes
 Religion & Ethics**

Theme 1: Christian beliefs – The Trinity, creation, incarnation, The last days Jesus’ life, salvation, eschatology, Problems and solutions of evil and suffering .

Theme 2: Marriage and the family – Sexual relationships, families, support for family in the local parish, family planning, Marriage and divorce, equality, gender prejudice and discrimination.

Theme 3: Living the Christian Life – Worship, sacraments, prayer, pilgrimage, future of the Church, importance of the local church, The worldwide church.

Theme 4: Matters of life and death– Origins of the universe, sanctity of life, origins and value of human life, abortion, death and the afterlife, non-religious arguments, euthanasia, the natural world.

**Paper 2: 1hour 45 minutes
 Religion, Peace & Conflict**

Theme 1: Muslim Beliefs – Six beliefs of Islam, five roots in Shai’a Islam, the nature of Allah, Risalah (prophets), Muslim holy books, Malaikah (angels), Al-Qadr (fate), Akirah (beliefs about life after death).

Theme 2: Crime and Punishment – Justice, crime, Muslim attitudes to good, evil and suffering, attitudes to punishment, aims of punishment, forgiveness, treatment of criminals, the death penalty.

Theme 3: Living the Muslim Life – The 10 Obligatory Acts, five pillars, jihad, celebrations and commemorations.

Theme 4: Peace and Conflict– Muslim attitudes towards peace, the role of Muslims in peace-making, attitudes to conflict, Pacifism, Holy War, Just War, weapons of mass destruction, issues surrounding conflict.

Examiners Feedback:

‘A’ Questions: Outline questions MUST be answered in three short sentences not three words.

‘B’ Questions: Facts instead of beliefs will not be credited. Examples are a useful form of development. When there are two elements in the question reference must be made to both. FOCUS on key words in the question.

‘C’ Questions: Use recognisable quotes from the Hadith/Qur’an rather than just stating “the Qu’ran says ...”

‘D’ Questions - Candidates must be able to appraise their own arguments. Conclusions should not merely reinstate points already made

LEARN Quotations and EMBED Quotations

Key Words:

Outline (3 marks)- Provide knowledge of religion and belief by recalling factual information.

Explain (4 marks) – Provide understanding of an aspect of religion and belief and develop. **(5marks)** – Provide understanding of an aspect of religion and belief and develop. Make reference to one **source of wisdom or authority** in support of your explanation.

Evaluate (15 marks) - Interpret a given “statement”. Consider different viewpoints. Use a chain of reasoning, make connections, refer to the question, justify your arguments with evidence , write a supported conclusion.

Revision Strategies:

After school revision: Friday week A

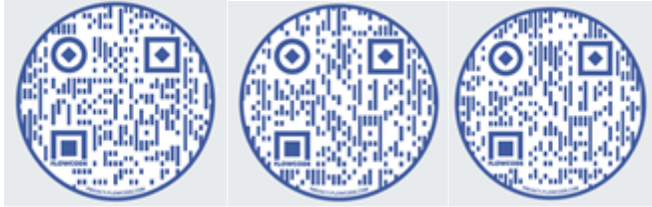
Quizlet

Seneca: Join classroom: **11X - xqbtbye22x** OR **11Y - ivr8cw5b49**

Recommended **revision book**: My Revision Notes Edexcel Religious Studies for GCSE (9-1): Beliefs in Action (Specification B): Area 1 Religion and Ethics through Christianity, Area 2 Religion, Peace and Conflict

Useful Websites:

- **Oak Academy:** <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/religious-education>
- **Bitesize:** (Christianity and Islam) <https://www.bbc.co.uk/bitesize/topics/zh7bxyc>



Examination Board and Specification: OCR Level 1/2 Cambridge National Certificate in Information Technologies J808

Exam overview:

There are two units of assessment which can be assessed in both January and June of every year. Students must complete both units to be able to claim the qualification.

R012 - Understanding tools, techniques, methods and processes for technological solutions:

- 1 hour 45 minutes written examination, worth 50% of final grade.

R013 - Developing technological solutions:

- 20 hours Controlled Assessment, worth 50% of final grade.
- This is a practical exam where the students work independently to develop an IT Systems from a given Project Brief.

Grading ranges from Distinction * at level 2 (Grade 8.5 equivalent), to a Pass at level 1 (Grade 1 equivalent).

Examiners Feedback:

R012 Exam:-

- Before attempting questions, candidates need to be clear about what they are being asked. If the question has a specific focus or has further developed the main scenario for the section, candidates need to ask them why the examiner has added the particular twist in the question. This twist may result in certain generic answers being excluded.
- Context of the scenarios must be taken into account when answering questions. Reference the context to show your understanding.
- Where a term is highlighted, answers should be about that term and not generic.

R013 Project:-

- LO2: 1a – A report style document is produced that is styled effectively using technological tools such as tables of contents, header/footers, page numbers. Integration between two initiation/planning documents required.
- 2a – Success criteria need to be justified for higher marks. Project plans require tasks to be broken down into specific tasks and not just ‘create product’. Data dictionaries, user interface designs and design of outputted documents should be used to fully explain requirements.
- LO5: 1b – Relationships are created at the start and these allow data to be selected appropriately. Accuracy of results is key when producing queries/links between worksheets.
- 2b – Validation techniques used to ensure only correct data is entered. Passwords should be entered to ensure the system is secure. Interfaces need to be user friendly and well thought out.
- LO7: 1c – Data should be embedded from the database/spreadsheet into other documents. No data should be cut off and must be checked for accuracy.
- 2c – Document formatting and layout are key. Professional looking documents required for top mark band.
- LO8: 3a – Iterative review for each section needed. Reflections required that say what went well and problems that were encountered. Higher marks awarded for fully assessing how the success criteria were met.

Key Words:

Identify/state/give/name, describe, explain, evaluate, discuss, evaluate.

Revision Strategies:

Revision Guides:

Revision guides were offered for purchase at the start of Year 10 and are available to support the R012 exam element of the course (see attached).

Resources on Google Classroom:

- Exam questions with model answers
- Glossary of key words from the entire specification

Useful Websites:

GCSEPod: students have logins that allow access to short podcasts that relate to each section of the course.

PSMM Website: information and exemplar work linked to both exam and practical elements of the course
http://snb.guru/sh_gcse/index.php

You tube links to support R013 spreadsheet and database skills:

Spreadsheet: <https://www.youtube.com/watch?v=EdnAeqxqdzM>

Database: <https://www.youtube.com/watch?v=PBhftKTmdHI>

BBC Bitesize: general ICT related topics to further understanding

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



Examination Board and Specification: OCR Computer Science (9-1) - J277

Exam overview:

Written papers will be taken at the end of Year 11.

Computer systems (01): written paper (1 hour 30mins) consisting of systems architecture, memory and storage, networks, security, system software and ethical, legal, cultural and environmental concerns and data representation – worth 50% of final mark.

Computational thinking, algorithms and programming (02): written paper (1 hour 30mins) consisting of algorithms, programming techniques including de-bugging, computational logic, translators and facilities of languages – worth 50% of final mark.

Programming project (03/04): - 20 hours of programming covered using Python. In this task students must think computationally to solve a task and while doing so create a report detailing the creation of their solution, explaining what they did and why they did it. This consists of programming techniques, analysis, design, development, testing and evaluation and conclusions. This is compulsory but not assessed by the exam board.

Examiners Feedback:

Paper 1 Computer systems:-

· To do well in this paper candidates need a secure understanding of the theoretical topics and need to be able to apply this knowledge to the scenarios presented in the examination.

· Some areas stand out as areas of weakness, particularly candidates' understanding of virtual networks. Paper 2 Computational thinking, algorithms and programming:-

· To do well on this paper, candidates need to be comfortable with writing, completing and using algorithms using pseudocode and/or flowcharts.

· Weaker answers showed a lack of understanding of computing-related mathematics (such as exponentiation) and comparison operators.

· Weaker answers covered only part of longer questions, such as giving an answer without fully covering the requirements for the answer

Key Words:

Identify/state/give/name, describe, explain, evaluate, discuss, evaluate.

Revision Strategies:

Students have a variety of resources available through their Google Classroom group:

- Access to all lesson resources
- Access to past exam papers and mark schemes
- Exam questions with model answers provided
- Knowledge Organiser with all key terminology and self-assessment system to identify main areas to focus on
- GCSE Revision Booklet – exam questions and mark schemes organised by topic
- How to answer extended questions
- How to answer algorithm questions
- Revision presentation - exam questions and mark schemes organised by topic

- Extended question examples with higher level response examples
- Level of response questions – these are generally longer mark questions explaining how to approach these types of question
-

Useful Websites:

1. Seneca Learning – students have been added to the appropriate OCR course and are able to access information related to each section of the specification. There are a variety of tasks included to support learning of the key knowledge. <https://senecalearning.com/en-GB/>
2. BBC Bitesize – students can access information and short quiz questions to further their understanding of every aspect of the specification. <https://www.bbc.co.uk/bitesize/examspecs/zmtchbk>
3. Computing MOOC – students can create a free account and select the ‘Computer Science’ link to access appropriate materials relating to the course. <https://www.cambridgegcsecomputing.org/>
4. Craig’n’Dave for Students – video tutorials that explain the main section for each part of the specification. <https://student.craigndave.org/gcse-videos>



Examination Board and Specification: Eduqas GCSE Food Preparation & Nutrition		
Exam overview:		
<p>NEA1 A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. Rising Agent investigation currently being carried out in lesson time. This is worth 15 % of final grade.</p>	<p>NEA2 Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. The brief for this is released on the 1st November. Last year it was 3 dishes with accompaniments featuring regional produce. Worth 35% of final grade.</p>	<p>Exam Worth 50% of final grade. Topics on the exam will include: Food commodities, Principles of nutrition, Diet and good health, The science of food, Where food comes from, Cooking and food preparation.</p>
<p>Examiners Feedback: Examiners feedback for NEA - Students had produced a good variety of research. There was competent use of scientific terminology. All candidates gave a hypothesis, and discussed using a control and measured the variables against it. Plans of work were good and could be followed for all the variables. Examiners feedback for Exam – Short questions were well answered well but <u>exam stamina</u> is essential – read the whole exam paper before you start, so you can see where the marks are allocated. Plan your time linked to the mark allocation – big mark questions need more of your time. The command words (give, state, name, describe, explain, evaluate, assess) tells you how to answer the question and what to do with your answer. Proof read your answers and checks facts. <u>Describe/explain</u> type question require support for the answers with examples and linked responses in order to get full marks.</p>		
<p>Key Words: Give, State, Name - These types of questions will usually appear at the beginning of the paper or question part and are designed to ease candidates into the question with a single statement or short phrase for one mark. Describe, Outline - These types of questions are straight forward. They require candidates to describe something in detail. Explain, Justify - These types of questions require candidates to respond in a little more detail – single statements will not achieve full marks. A valid point should be made and then justified with a linked explanation response. Evaluate, Discuss, Compare - These types of questions are designed to 'stretch and challenge' candidates. These questions require candidates to make a well-balanced argument, usually involving both advantages and disadvantages.</p>		
<p>Revision Strategies: To prepare for the NEA2 student should research and cook dishes at home focussing on higher level skills creating dishes where no standard or ready-made components are used. This can include jointing a chicken, filleting a fish, puff or choux pastry, enriched breads, filled pasta, and making sauces. Students are encouraged to watch cooking programs and videos of chefs on You Tube as this can help inspire and improve techniques in the kitchen.</p>		
<p>Useful Websites: https://senecalearning.com/en-GB/blog/gcse-food-preparation-nutrition-revision/</p>		

Examination Board and Specification: AQA GCSE Art / AQA Photography

Exam overview:

In usual circumstance the portfolio represents 60% of the total grade. This has been known in the past as coursework.

It is based on two Y10 projects and an extended personal project in Year 11 based on 90s culture and BritPop and the Urban Environment in Fine Art and Portraiture or Food Styling Still Life's in Photography.

In 2021 the government have removed the 40% External Set assignment which would have started in January. The expectation of students in 2021 is to submit a full portfolio this year worth 100% of the grade.

The **minimum** requirement for the portfolio is **one full project, plus the best parts from any others.** Pupils will be advised to put forward two or three full projects, the more they submit the more likely marks will be awarded.

2021

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Due to the impacts of coronavirus students will need to complete Component 1 in the normal way. Component 1 will be marked out of 96 as usual. The assessment criteria in the specification remains the same.

The specification and courses of study have been designed to allow students to develop knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow them to develop the skills to explore, create and communicate their own ideas.

Students will demonstrate these skills through the development, refinement, recording, realisation and presentation of their ideas through a portfolio and by responding to an externally set assignment.

Examiners Feedback:

Everything counts, students need to follow the advice and not throw away so called failed attempts; this is literally throwing away marks! Annotation and opinion are a key focus for picking up easy marks.

Key Words:

When annotating work pupils should try to use subject specific language such as composition, expression, experiment and application.

Revision Strategies:

There is no traditional written exam but pupils should not underestimate the need to commit to work outside of the classroom for the highest grades as these subjects are time consuming. Work is time consuming students will receive specific feedback regarding their progress for Unit 1 that refer to the AQA assessment objectives. They are then expected the respond to this feedback in and out of class. Pupils will be expected to attend regular sessions at lunch and after school to support their work.

Useful Websites:

Any local/ national gallery have websites with links to external sources. BBC Bitesize has guides to assembling a project and the Pinterest App has a huge range of ideas and contemporary Art work. Staff have specific boards pupils can follow to support their learning as well as the department Twitter feed.

Examination Board and Specification: AQA GCSE Design Technology

Exam overview:

Paper 1: Written exam:

2 hours exam worth 100 marks
 50% of GCSE
 Core technical principles
 Specialist technical principles
 Designing and making principles

Non-Exam Assessment (NEA):

30–35 hours approx.
 85 Marks this year instead of 100, it is still worth 50% of GCSE Grade
 Practical application of:
 Core technical principles
 Specialist technical principles Designing and making principles

Examiners Feedback:

Multiple choice questions were answered well, however longer answers needed more examples apply to them. The correct processing name need to be used to gain the marks as they were too vague. Sketching needs to improve and Maths applied to the equations correctly e.g. calculation of the area of the circular hole and not the volume.

Exam Questions

- Section A – Core technical principles (20 marks) a mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.
- Section B – Specialist technical principles (30 marks) several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.
- Section C – Designing and making principles (50 marks) a mixture of short answer and extended response questions including a 12 mark design question.

Non-exam assessment task

- Substantial design and make task.
- Assessment criteria: Investigating.
- Designing.
- Realising design ideas (making of a prototype, for development and then you will be asked to show your intentions and explain them to show the process of making marks reduced to 10 instead of 20)
- Analysing and Evaluating. (marks reduced to 15 from 20)
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner.
- Students will produce a working prototype and a portfolio of evidence (max 20 pages).

Key Words:

Reason / features/ describe/ state/ explain/ sketch/ production methods/ industrial process/ sustainable/ property/ force.

Revision Strategies:

Attend after school sessions.
 Make notes, mind maps, flashcards.

Useful Websites:

www.technologystudent.com
 AQA website for past papers
 BBC bitesize website

Examination Board and Specification: AQA GCSE French- foundation tier

Exam overview:

Paper 1 Listening May 2021

Section A: Questions in English, answer in English

Students respond to different types of questions on a number of topics covered throughout the course.

Section B: Questions in French, answer in French

Students respond to different types of questions on a number of topics covered throughout the course.

Paper 2 Speaking April / May 2021

General Conversation:

Students have to have a conversation with their teacher, based on the speaking questions that they have prepared over the last two years.

This component of the exam is a separate endorsement and teacher-assessed – pass / merit / distinction- and forms no part of the final grade.

Paper 3 Reading May 2021

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

Students respond to different types of questions on a number of topics covered throughout the course.

Section C: Translation from French to English

Students translate a short paragraph including different time frames from French to English. This question is marked in chunks.

Paper 3 Writing June 2021

Question 1: Describe a Photo /8

Write 4 sentences about the photo

Question 2: 40-words on 4 bullet points /16

Write 40 words on 4 bullet points

Question 3: Translate 5 sentences /10

Translate 5 sentences: marked on content delivered overall.

Question 4: 90 words on 4 bullet points /16

Choose 1 of 2 questions, writing approximately 90 words.

Examiners Feedback:

Listening -

- Use the 5 minutes wisely in the Listening exam and read the questions carefully.
- Follow the example responses.
- Answer precisely but giving sufficient information..
- Revise question words.
- Ensure proper understanding of the answers when answering questions in section B

Speaking –

- Learn, review and practise speaking questions **regularly across the year.**
- Ask your class teacher to record your speaking questions to promote good pronunciation.
- Use the questions to help you form your answer but change small but important words e.g. «à ton avis» in the question would change to «à **mon** avis» in your answer.

Reading –

- Lift your answer from the text when answering in French.
- Revise high-frequency vocab.
- Read the whole text.
- Pay attention to the little words in the translation.
- Answer precisely.
- Don't change the French unless changing minor details such as 'I/My' to 'He/His' if the answer makes more sense this way.

Writing -

- Q4 - read the question carefully and adapt your answer accordingly e.g. ta – ma or tu aimes – j'aime
- Go back and revise the basics.
- Q2 & Q4 - justify your opinions and revise key verbs and tenses.
- Q4 – learn one or two 'wow' phrases which apply to every topic and use them.
- Q2 & Q4 - answer all bullet points.
- Q1 - keep sentences simple.
- Q3 – don't leave blanks; get the message across.

Key Words: Please see the French revision information sheet

Revision Strategies:

- Build small chunks of learning into your week – only you can revise.
- Attend after school **booster sessions** to cover important skills and content when offered.
- Memrise: Quizlet, Task Magic, Kahoot; mind-maps; flash cards for vocab.
- Be learning speaking questions. Ask CF/KMc to record them for you; write them out on flash cards; put them up in the house.
- AQA website for past Listening papers.
- Do lots of past paper reading questions.
- Memrise: Quizlet; mind-maps; flash cards for vocab
- Revise speaking questions to recycle for the writing exam.

Useful Websites:

- AQA website for past Listening papers.
- Memrise
- Quizlet

Examination Board and Specification: AQA GCSE French- Higher tier

Exam overview:

Paper 1 Listening May 2021

Section A: Questions in English, answer in English

Students respond to different types of questions on a number of topics covered throughout the course.

Section B: Questions in French, answer in French

Students respond to different types of questions on a number of topics covered throughout the course.

Paper 2 Speaking April / May 2021

General Conversation:

Students have to have a conversation with their teacher, based on the speaking questions that they have prepared over the last two years.

This component of the exam is a separate endorsement and teacher-assessed – pass / merit / distinction- and forms no part of the final grade.

Paper 3 Reading May 2021

Section A: Questions in English, answer in English

Section B: Questions in French, answer in French

Students respond to different types of questions on a number of topics covered throughout the course.

Section C: Translation from French to English

Students translate a short paragraph including 3 time frames from French to English. This question is marked in chunks.

Paper 3 Writing June 2021

Question 1: 90 words on 4 bullet points /16

Choose 1 of 2 questions, writing approximately 90 words.

Question 2: 150 words on 2 bullet points /32

Choose 1 of 2 questions, writing approximately 150 words

Question 3: Translation from English to French /12

Students translate a piece of writing from English to French. This is marked accounting for content conveyed overall.

Examiners Feedback:

Listening -

- Use the 5 minutes wisely in the Listening exam and read the questions carefully.
- Follow the example responses.
- Answer precisely but give enough **relevant information**. Do not give multiple options if not asked to do so.
- Know which questions require longer responses.
- Read the question title to help you identify the context.
- Beware of distractors and negatives.
- Review the process and skills for 'answer both parts of the question' type questions.
- Answer every question even if unsure. Do not leave blanks.

Speaking –

- Learn, review and practise speaking questions **regularly across the year**.
- Ask your class teacher to record your speaking questions to promote good pronunciation.
- Use the questions to help you form your answer but change small but important words e.g. «à ton avis» in the question would change to «à **mon** avis» in your answer.

Reading –

- Lift your answer from the text when answering in French.
- Revise high-frequency vocab.
- Read the questions before you read the text: Know what you are looking for.
- Pay attention to the little words in the translation.
- Answer precisely giving sufficient information.
- Do not change the French unless changing 'my/I' to 'he/she' etc.
- Know your synonyms.
- Beware of the distractors.
- Know the past participle of key verbs and gap fill techniques.

Writing -

- Q1 - read the question carefully and adapt your answer accordingly e.g. ta – ma; tu est allé – je suis allé.
- Go back and revise the basics – animals, numbers, colours, jobs, weather.

- Q1 & Q2 - justify your opinions and revise key verbs and tenses.
- Q1 & Q2 – find 'WOW phrases' which can apply to every topic and use them.
- Q1 & Q2 – read the bullet points and answer them carefully.
- Q3 – don't leave blanks; get the message across.
- Q3 – **Never write in English** – you will not get any marks and you might forget about it.

Key Words: Please see the French revision information sheet

Revision Strategies:

- Build small chunks of learning into your week – only you can revise.
- Attend after school **booster sessions** to cover important skills and content when offered.
- Memrise: Quizlet, Task Magic, Kahoot; mind-maps; flash cards for vocab.
- Be learning speaking questions. Ask CF/KMc to record them for you; write them out on flash cards; put them up in the house.
- AQA website for past Listening papers.
- Do lots of past paper reading questions.
- Memrise: Quizlet; mind-maps; flash cards for vocab
- Revise speaking questions to recycle for the writing exam.

Useful Websites:

- AQA website for past Listening papers.
- Memrise
- Quizlet



Examination Board and Specification: AQA GCSE Spanish- foundation tier

Exam overview:

Paper 1 Listening May 2021

Section A: Questions in English, answer in English

Students respond to different types of questions on a number of topics covered throughout the course.

Section B: Questions in Spanish, answer in Spanish

Students respond to different types of questions on a number of topics covered throughout the course.

Paper 2 Speaking April / May 2021

General Conversation:

Students have to have a conversation with their teacher, based on the speaking questions that they have prepared over the last two years.

This component of the exam is a separate endorsement and teacher-assessed – pass / merit / distinction- and forms no part of the final grade.

Paper 3 Reading May 2021

Section A: Questions in English, answer in English

Section B: Questions in Spanish, answer in Spanish

Students respond to different types of questions on a number of topics covered throughout the course.

Section C: Translation from Spanish to English

Students translate a piece of writing from Spanish to English.

Paper 3 Writing June 2021

Question 1: Describe a Photo /8

Write 4 sentences about the photo

Question 2: 40-words on 4 bullet points /16

Write 40 words on 4 bullet points

Question 3: Translate 5 sentences /10

Translate 5 sentences

Question 4: 90 words on 4 bullet points /16

Choose 1 of 2 questions, writing approximately 90 words.

Examiners Feedback:

Listening -

- Use the 5 minutes wisely in the Listening exam and read the questions carefully.
- Follow the example responses.
- Answer precisely.
- Revise question words.
- Know which questions require longer responses.
- Read the question title to help you identify the context.
- Beware of distractors and negatives.
- Review the process and skills for 'answer both parts of the question' type questions.
- Answer every question even if unsure. Do not leave blanks

Speaking –

- Start learning your speaking questions NOW. This has to happen.
- Practise pronunciation.
- Vary language and structure.

Reading –

- Lift your answer from the text when answering in Spanish.
- Revise high-frequency vocab.
- Read the whole text.
- Pay attention to the little words in the translation.
- Answer precisely.
- Don't change the Spanish.
- Know your synonyms.

Writing -

- Q4 - read the question carefully and adapt your answer accordingly e.g. tu – mi; fuiste - fui.
- Go back and revise the basics.
- Q2 & Q4 - justify your opinions and revise key verbs and tenses.
- Q4 - use 'wow' phrases from the 7 / 8 / 9 checklist.
- Q2 & Q4 - answer all bullet points.

- Q1 - keep sentences simple.
- Q3 – don't leave blanks; get the message across.

Key Words: Please see the Spanish revision information sheet

Revision Strategies:

- Attend the Tuesday morning speaking intervention sessions.
- Memrise: Quizlet; mind-maps; flash cards for vocab.
- Be learning speaking questions. Ask CF/KMc to record them for you; write them out on flash cards; put them up in the house.
- AQA website for past Listening papers.
- Do lots of past paper reading questions.
- Memrise: Quizlet; mind-maps; flash cards for vocab
- Revise speaking questions to recycle for the writing exam.

Useful Websites:

- AQA website for past Listening papers.
- Memrise
- Quizlet



Examination Board and Specification: AQA GCSE Spanish- higher tier	
Exam overview:	
<p>Paper 1 Listening May 2021 Section A: Questions in English, answer in English Students respond to different types of questions on a number of topics covered throughout the course. Section B: Questions in Spanish, answer in Spanish Students respond to different types of questions on a number of topics covered throughout the course.</p>	<p>Paper 2 Speaking April / May 2021 General Conversation: Students have to have a conversation with their teacher, based on the speaking questions that they have prepared over the last two years. This component of the exam is a separate endorsement and teacher-assessed – pass / merit / distinction- and forms no part of the final grade.</p>
<p>Paper 3 Reading May 2021 Section A: Questions in English, answer in English Section B: Questions in Spanish, answer in Spanish Students respond to different types of questions on a number of topics covered throughout the course. Section C: Translation from Spanish to English Students translate a piece of writing from Spanish to English.</p>	<p>Paper 3 Writing June 2021 Question 1: 90 words on 4 bullet points /16 Choose 1 of 2 questions, writing approximately 90 words. Question 2: 150 words on 2 bullet points /32 Choose 1 of 2 questions, writing approximately 150 words Question 3: Translation from English to Spanish /12 Students translate a piece of writing from English to Spanish</p>
<p><u>Examiners Feedback:</u></p> <p>Listening -</p> <ul style="list-style-type: none"> • Use the 5 minutes wisely in the Listening exam and read the questions carefully. • Follow the example responses. • Answer precisely. • Revise question words. • Know which questions require longer responses. • Read the question title to help you identify the context. • Beware of distractors and negatives. <p>Speaking –</p> <ul style="list-style-type: none"> • Start learning your speaking questions NOW. This has to happen. • Practise pronunciation. • Vary language and structure. <p>Reading –</p> <ul style="list-style-type: none"> • Lift your answer from the text when answering in Spanish. • Revise high-frequency vocab. • Read the whole text. • Pay attention to the little words in the translation. • Answer precisely. • Don't change the Spanish. • Know your synonyms. • Beware of the distractors. <p>Writing -</p> <ul style="list-style-type: none"> • Q1 - read the question carefully and adapt your answer accordingly e.g. tu – mi; fuiste - fui. • Go back and revise the basics. • Q1 & Q2 - justify your opinions and revise key verbs and tenses. • Q1 & Q2 - use 'wow' phrases from the 7 / 8 / 9 checklist. • Q1 & Q2 – read the bullet points and answer them carefully. • Q3 – don't leave blanks; get the message across. 	

Key Words: Please see the Spanish revision information sheet

Revision Strategies:

- Attend the Tuesday morning speaking intervention sessions.
- Memrise: Quizlet; mind-maps; flash cards for vocab.
- Be learning speaking questions. Ask CF/KMc to record them for you; write them out on flash cards; put them up in the house.
- AQA website for past Listening papers.
- Do lots of past paper reading questions.
- Memrise: Quizlet; mind-maps; flash cards for vocab
- Revise speaking questions to recycle for the writing exam.

Useful Websites:

- AQA website for past Listening papers.
- Memrise
- Quizlet



Contact information

Useful contacts – Please make an appointment or speak to the following using the school phone number - 01695 625191

Pastoral

Please contact your child's form tutor in the first instance if you feel it appropriate.

Head of Year 11–	Mrs J Corner
Head of Upper School –	Mrs K Wood
Behaviour and Pastoral –	Ms R Bond
	Mrs M Davidson

Academic

Please contact your child's classroom teacher in the first instance if you feel it appropriate.

Progress Leader of English-	Miss K Higgs
Progress Leader of Maths –	Ms A Sharples
Progress Leader of Science –	Mrs A Howarth
Progress Leader of Humanities –	Mrs S Akers-Warburton
Progress Leader of Technology –	Mr S Chilvers
Progress Leader of MFL –	Ms K McCann
Progress Leader of Computing –	Mr R Birchall
Progress Leader of Performing Arts –	Mrs S Worthington
Special Educational Needs Co-ordinator –	Miss M Potter

All the information will also be available on the school website.

Any follow up questions, please use the Parent Portal on Synergy.