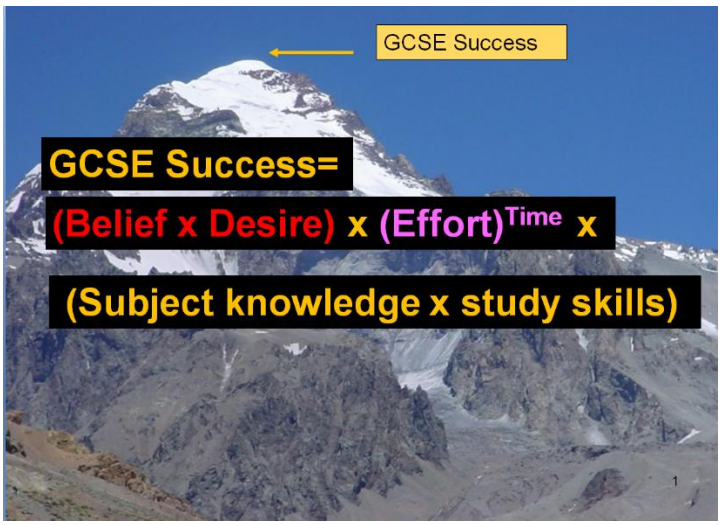
PROUD

GCSE Mock Exam Booklet

Autumn 2021

Contents Page

A student's Guide to revising for GCSEs



Plan

1. **Planning** & Time management
2. **Testing** yourself & memory skills
3. **Exam Technique**
4. Resilience & wellbeing exercises

2

Planning

- Identifying tasks that need doing & schedule them in the diary

Planning
- ✓ Saves time – we are more efficient
- ✓ Reduces stress & anxiety
- ✓ Help us to produce higher quality work
- ✓ Enhance our learning by helping plan reviews

3

Planning

To plan we need MAKE TIME TO PLAN

1. Task list / to-do list for term, week, day
2. Diary / calendar
3. Weekly timetable.

4

Make a personal time table

- Have a general colour-coded weekly time table. Put in when you are studying, when you are doing non- study activities
- Have a detailed timetable for this week. What are the priorities this week?
- Make a daily to-do list. Use your time when you are you most fresh to tackle difficult topics.

5

Avoid time stealers

- Avoid distractions
- E.g. switch off social media. Turn phone off.
- Stay offline only if you do not need to be online
- Best way to avoid distractions is
- PLAN REGULAR BREAKS

6

Plan your learning

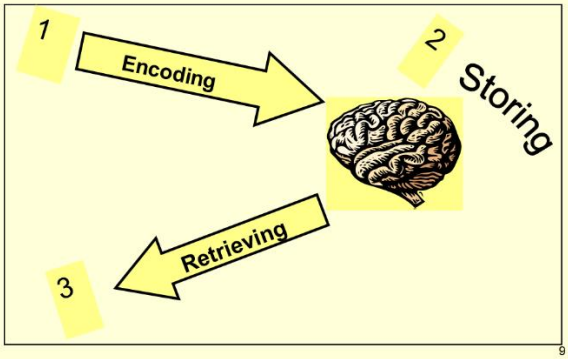
- Know what you need to learn !
- Get the syllabus for your exam
- Create your own list of topics of what you need to learn

7

2) Testing yourself & memory Skills

8

How Your Memory Works



9

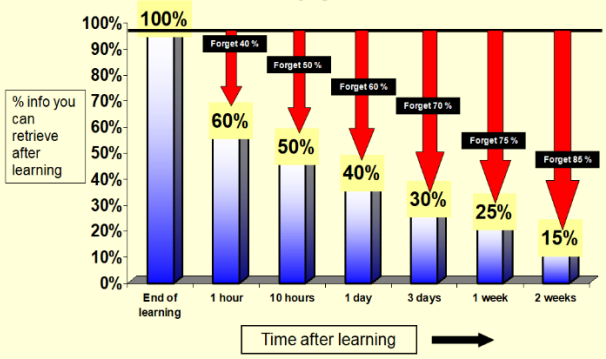
Skills for Excellent Encoding & Memory

Excellent Encoding

1. **SOS: Slice up and organise & squash** the learning material
2. **Repeat & review the** learning material
3. **Use linking & association** to link new information with a) what you already know and b) with made-up images or imaginary experiences.

10

Review to reduce forgetting so much !



S Boo © 2017

11

Exam technique

- Get the all the past papers/specimen papers
- Know the structure of the exam
- Calculate how long you have per question and the "time per mark" i.e. 120 mark exam in a 2 hour exam =1 min per mark
- Practise exam questions from now on under timed conditions

12

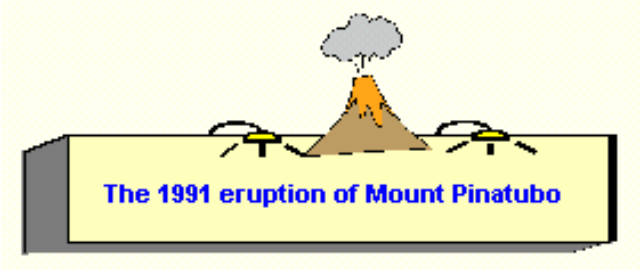
Mind Maps

A mind map is a stylised spider diagram that contains information in the form of pictures and text. Mind maps can be used to plot information relevant to the different topics in any subject. When you create a mind map you should use lots of colour and include diagrams and sketches. This makes the information more interesting to your brain. It should also make revision more 'enjoyable'. Below is a brief explanation how to create mind maps. The example given below is from a geography case study on the causes and impacts of the eruption of Mt Pinatubo in 1991, but could be adapted for any subject. For example:

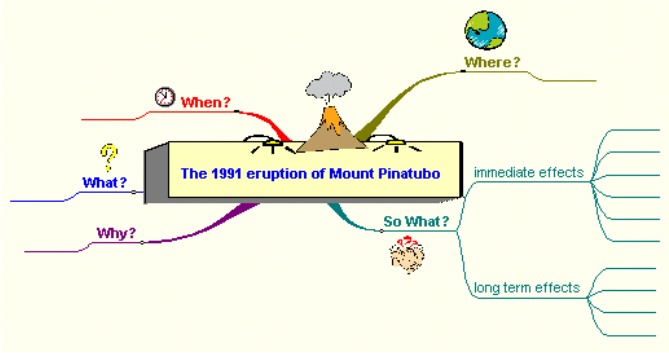
- English: The plot of a Shakespeare play could be simplified on a mind map;
- History: The events leading to the outbreak of the Second World War;

Stage 1

In the centre of a piece of A4 paper, identify the topic you are producing your mind map about. The example below is a case study of the eruption of Mount Pinatubo, a volcano in the Philippines.



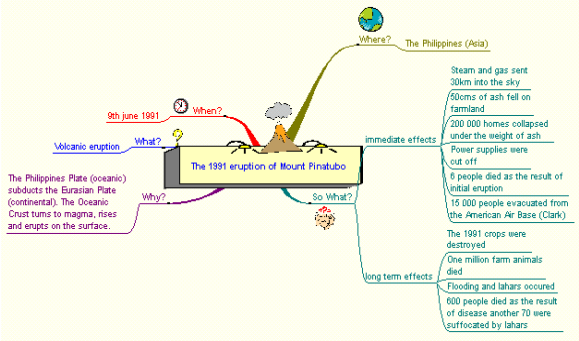
Stage 2



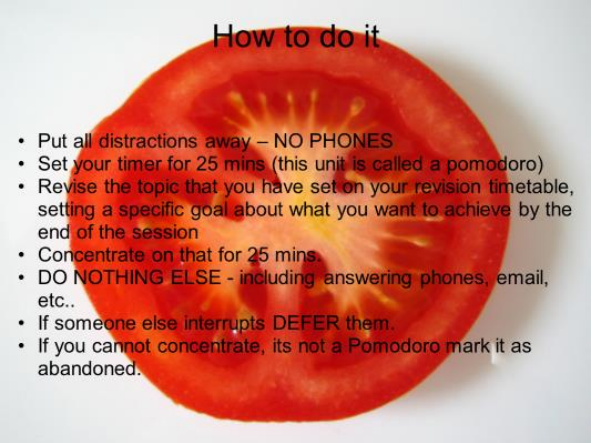
You now need to draw the main topic branches. These need to contain the main categories of information that will be included in your spider diagram. In the mind map below we are going to use the **5W's technique** (What? When? Why? Where? Who?)

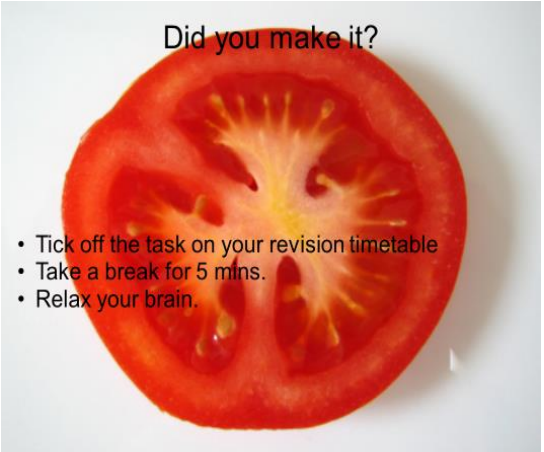
Stage 3

Finally, you need to include the sub categories or detail to your mind map. The diagram below shows a completed mind map for the eruption of Mount Pinatubo.



The Pomodoro Technique





Coping with Exams/Revision Stress

We will be learning many strategies for this in our HEALTH lessons over the next few weeks, and using learning strategies such as timetables and the pomodoro technique can also really help. Here are some more tips that may help you:

GCSE POD

- **Retrieval Practice:** is the act of recalling information without having it in front of you
- **Dual Coding:** is the theory that for successful retrieval of knowledge you need to combine words and visuals for better revision
- **Interleaving:** is the theory that revising more than one topic in each revision session will help you make better Link between them.
- **Spaced Practice:** is the theory that short, sharp bursts of learning are more effective than cramming just before the exam

Optimal Spacing

Time to the test	Revision Gap
1 Week	1-2 days
1 Month	1 week
4 Months	2 weeks
6 Months	4 weeks
1 Year	1 month

Top Tips to Take Care of Yourself

- Exercise regularly
- Eat well
- Sleep well
- Relax often
- Socialise & connect with others
- Take time out for you
- It's good to talk: staff, family and friends.

Username and **Password** the same as for Teams

www.gcsepod.com **or** download app on a tablet or a phone

Revision Timetable

Week 1	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 2	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week 3	Session 1	Session 2	Session 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

GCSE English Language *(Pearson 1EN0)*

Method of Assessment

Component 1: Fiction and Imaginative Writing *(40% of the marks)* Total exam time:1 hour 45 minutes

How will you be assessed?

Component 1: Fiction and Imaginative Writing (1 hr and 45 minutes)

Part A – 1 hour - READING

Students will be given an unseen extract of pre-1900 fiction writing (approximately 500-800 words) and will be asked 4 questions about it.

Questions 1 and 2 (4 marks) – **A01 Understanding** - students will retrieve information from the text

Question 3 (6 marks) – **AO2 Analysis** - will ask students to analyse how the writer uses language and sentence structure in order to create effect in a specific paragraph.

Question 4 (15 marks) – **AO4 Evaluation** – students will be asked to explain how effectively a writer achieves their aim: e.g. creating tension, describing a horrific event, creating sympathy. Students must pick out and analyse successful techniques and why they work.

PART B – 45 minutes – Creative Writing

Students will be asked to write a piece of creative writing based on what they have read. They will be given a choice of two questions and will be expected to construct a story around it. Pictures will be given to inspire them. Students will be assessed on accuracy and how effective the writing is.

What topics do you need to revise?

- **Reading skills:** scanning for facts and information, reading between the lines, selecting appropriate quotations from the text, summarising, identifying techniques of language and structure, practising the exam.
- **Writing skills**: paragraphing, spelling, punctuation, ambitious vocabulary, varying your sentence structures, rules for writing formal letters, language techniques for arguing and persuading.
- **Find KS4 Revision Resources on the school website:** http://www.chestnutgrove.wandsworth.sch.uk/English

In order to achieve a grades 9-7, you will need to be able to:

- understand and communicate complex information, and select what is relevant for specific purposes
- understand and evaluate subtle facts, ideas and opinions
- present material in a clearly structured, sequenced, developed and detailed way
- describe and analyse experience, expressing effectively what is felt and what is imagined
- recognise implicit meanings and attitudes of a writer, and the means by which they have been conveyed
- show a strong sense of audience and an understanding of appropriate uses of language for different purposes
- write in well-constructed paragraphs, using a full range of appropriate sentence types, and a wide and mature vocabulary
- demonstrate a high degree of accuracy in use of grammatical structures, spelling and punctuation.

In order to achieve a grade 5, you will need to be able to:

- understand and communicate information, sometimes at a complex level and select what is relevant for specific purposes
- understand and reflect on facts, ideas and opinions
- present material in a structured and coherent way, with some development and use of detail
- describe and reflect upon experience, expressing appropriately what is felt and what is imagined
- recognise the more obvious implicit meanings and attitudes of a writer, and the general effects conveyed
- show a sense of audience and an awareness of appropriate uses of language for different purposes
- write in paragraphs, using a variety of sentence types and a varied vocabulary
- demonstrate accuracy in use of grammatical structures, spelling and punctuation
- Show a secure demonstration of writing for a specific audience and purpose.
- Effectively present your ideas in a sustained way

GCSE English Literature *(Pearson 1ET0)*

Method of Assessment

Shakespeare and Post-1914 Literature (50% of GCSE) Total exam time:1 hour 45 minutes

Students must answer 2 questions on Romeo and Juliet and 1 question on Animal Farm.
They will NOT be given the text in the exam and so must MEMORISE QUOTATIONS

How will you be assessed?

Romeo and Juliet - 33% of GCSE (1hr)

- Students will be given an extract (about 30 lines of Romeo and Juliet) and will be asked to analyse the language and structure used to present a character, their relationship to another character, their mood, or feelings. Students will be expected to pick out language and structural techniques and to explain in detail their effect on the reader. *(30 minutes – 20 marks)*
- Students will be asked to explain how Shakespeare presents a theme in another part of the text. THEY CANNOT USE THE EXTRACT GIVEN. They must remember quotations and write Introduction – 3-4 PQEs – Conclusion. They must ensure they link to historical context throughout. *(30 minutes – 20 marks)*

Great Expectations - 33% of GCSE (1hr)

- Students will be given an extract and will be asked to analyse the language and structure used to present a character, theme, their mood, or feelings. Students will be expected to pick out language and structural techniques and to explain in detail their effect on the reader. *(30 minutes – 20 marks)*
- Students will be asked to explain how Dickens presents a theme, character or narrative point in another part of the text. THEY CANNOT USE THE EXTRACT GIVEN. They must remember quotations and write Introduction – 3-4 paragraphs – Conclusion. *(30 minutes – 20 marks)*

What topics do you need to revise?

- **Romeo and Juliet** – QUOTATIONS – on themes, revise techniques, practice language analysis etc. technical terminology, characters, settings, tragedy.
- Revise context on the **Elizabethans and Shakespeare's other plays**.
- **Great Expectations** – QUOTATIONS – on themes, characters, settings.
- Look at Teams. On here you will find revision resources and exemplar material, including full mark answers.
- **Find KS4 Revision Resources on the school website:** http://www.chestnutgrove.wandsworth.sch.uk/English

In order to achieve a grade 9-7, you will need to be able to:

Candidates respond enthusiastically and critically to texts, showing imagination and originality in developing alternative approaches and interpretations. They confidently explore and evaluate how language, structure and form contribute to writers' varied ways of presenting ideas, themes and settings, and how they achieve specific effects on readers. They convey ideas persuasively and cogently, supporting them with apt textual references.

In order to achieve a grade 5, you will need to be able to:

Candidates understand and demonstrate how writers use ideas, themes and settings in texts to affect the reader. They respond personally to the effects of language, structure and form, referring to textual detail to support their views and reactions. They convey ideas clearly and appropriately.

GCSE Mathematics *(Pearson 1MA0)*

Method of Assessment

Foundation and Higher: 3 exams of 90 minutes:

Paper 1: Non-Calculator; **Paper 2:** Calculator.

How will you be assessed?

Students will be given individualised Question Level Analysis, based on the recent October Assessment, which they can use to revise for key topics that they struggled with.

If national exams do not go ahead this year, these mocks will be used as one piece of evidence to inform teacher assessed grades. Questions on these papers that cover topics that you have not yet studied in school (non-highlighted topics) will be clearly marked as optional. They will NOT count towards any potential teacher assessed grade if exams are cancelled.

What topics do you need to revise?

Foundation (grades 5-1)

Foundation

Number and Ratio, Proportion and Rates of Change (Weighting: 44-56%)	Algebra (Weighting: 17-23%)	Geometry and Measures (Weighting: 12-18%)	Statistics & Probability (Weighting: 12-18%)
Grade 1	**Grade 1**	**Grade 1**	**Grade 1**
4 Operations (+,-,x,÷)	Coordinates		Pictograms
Time			Bar Charts
Simplifying/Ordering Fractions			
Place Value			
Rounding			
Negative Numbers			
Powers & Roots			
BIDMAS			
Factors, Multiples & Primes			
Grade 2	**Grade 2**	**Grade 2**	**Grade 2**
Using a calculator	Writing and Simplifying Expressior	Angles	Probability
Systematic listing	Function Machines	Area and Perimeter	Frequency Polygons
Fractions of an amount	Solving 1-step equations		Averages
FDP			Stem-and-leaf Diagrams
			Pie Charts
Grade 3	**Grade 3**	**Grade 3**	**Grade 3**
Fractions	Substitution	Conversions and Units	Frequency Trees
Estimating	Solving Equations	Area of Compound Shapes	Two way Tables
Error Intervals	Drawing Graphs	Area and Circumference of Cir	
Writing and Simplifying Ratio		Scale Drawings	
Ratio		Transformations	
Proportion			
Percentages and Percentage Chai			
Exchange Rate			
Best Buy Questions			
Grade 4	**Grade 4**	**Grade 4**	**Grade 4**
Indices	Real life Graphs	Distance Time Graphs	Averages from Frequency Ta
Prime Factors, HCF & LCM	Inequalities	Pythagoras' Theorem	Probability
Compound Interest & Depreciatior	Forming and Solving Equations	Angles in Parallel Lines	Scatter Graphs
	Expanding and Factorising	Angles in Polygons	
	Sequences	Volume of a Prism	
		Plans and Elevations	
		Bearings	
		Surface Area	
		Loci and Construction	
		Cylinders	
Grade 5	**Grade 5**	**Grade 5**	**Grade 5**
Standard Form	Rearranging Formula	Speed and Density	Tree Diagrams
Writing a ratio as a fraction	Expanding and Factorising Quadra	Spheres and cones	Venn Diagrams
Reverse Percentages	Solving Quadratics	Sector Areas and Arc lengths	
Direct & Inverse Proportion	Quadratic, Cubic and Reciprocal Gr	Trigonometry (SOHCAHTOA)	
	Simultaneous Equations	Exact Trig Values	
	Graphical Simultaneous Equations	Similar Shapes (Lengths)	
	Equation and Gradient of a line	Vectors	

NB: At GCSE, each topic is not given a grade. The above table should be used as just a guide. Each topic will have a range of grades depending on the difficulty of the question.

Higher (grades 9-4)

Higher

NB: Knowledge of Maths at Grades 1 to 3 is assumed.

Number and Ratio, Proportion and Rates of Change (Weighting: 29-41%)	Algebra (Weighting: 27-33%)	Geometry and Measures (Weighting: 17-23%)	Statistics & Probability (Weighting:12-18%)
Grade 4	**Grade 4**	**Grade 4**	**Grade 4**
Indices	Real life Graphs	Distance Time Graphs	Averages from Frequency Tabl
Prime Factors, HCF & LCM	Inequalities	Pythagoras' Theorem	Probability
Compound Interest & Depreciati	Forming and Solving Equations	Angles in Parallel Lines	Scatter Graphs
	Expanding and Factorising	Angles in Polygons	
	Sequences	Volume of a Prism	
		Plans and Elevations	
		Bearings	
		Surface Area	
		Loci and Construction	
		Cylinders	
Grade 5	**Grade 5**	**Grade 5**	**Grade 5**
Standard Form	Rearranging Formula	Speed and Density	Tree Diagrams
Writing a ratio as a fraction	Expanding and Factorising Quadratic	Spheres and cones	Venn Diagrams
Reverse Percentages	Solving Quadratics	Sector Areas and Arc lengths	
Direct & Inverse Proportion	Quadratic, Cubic and Reciprocal Grap	Trigonometry (SOHCAHTOA)	
	Simultaneous Equations	Exact Trig Values	
	Graphical Simultaneous Equations	Similar Shapes (Lengths)	
	Equation and Gradient of a line	Vectors	
Grade 6	**Grade 6**	**Grade 6**	**Grade 6**
Indices	Expanding triple brackets	Similar shapes (Area and volume	Cumulative Frequency
Product Rule For Counting	Parallel and perpendicular lines	Circle Theorems	Box plots
Recurring Decimals	Graphical Inequalities		
Compound Growth and Decay			
Grade 7	**Grade 7**	**Grade 7**	**Grade 7**
Surds	Quadratic Formula	Trig and Exponential Graphs	Histograms
Iteration	Factorising harder quadratics	Finding the area of any triangle	Conditional Probability
Bounds	Algebraic Fractions	Sine Rule	
	Rearranging Formula (tougher ones)	Cosine Rule	
	Composite & Inverse Functions	Congruent Triangles	
	Recognising Graphs	3D Pythagoras' and Trigonometry	
	Direct and Inverse Proportion		
Grade 8 & 9	**Grade 8 & 9**	**Grade 8 & 9**	**Grade 8 & 9**
Number Proof	Quadratic Sequences	Geometry of Circles (Tangents and Normals)	Probability Equation Questior
	Completing The Square	Circle Theorem Proof	
	Quadratic Inequalities	Velocity-Time Graphs	
	Sim Eqns (one linear, one non-linear	Trig with bearings	
	Draw a suitable line		
	Complex Algebraic Fractions		
	Instantaneous Rates of Change		
	Inverse Functions		
	Transformation of Functions		

NB: At GCSE, each topic is not given a grade. The above table should be used as just a guide. Each topic will have a range of grades depending on the difficulty of the question.

Top tips for success:

Students are encouraged to use the videos and worksheets on www.mathsgenie.co.uk and www.corbettmaths.com

GCSE Double Award Combined Science: Trilogy *(AQA 8464)*

Method of Assessment

How will you be assessed?

Written exam: 90 minutes

What topics do you need to revise?

Biology:

- Cell Biology
- Organisation
- Infection & response
- Bioenergetics
- Homeostasis & response
- Inheritance, variation & evolution
- Ecology

Chemistry:

- Atomic structure & the periodic table
- Bonding, structure and the properties of matter
- Organic chemistry
- Chemistry of the atmosphere
- Using resources
- Chemical analysis
- The rate & extent of a chemical reaction

*What Chemistry units **will not be covered** in the mock exam:*

- *Chemical change*
- *Energy change*
- *Quantitative chemistry*

Physics:

- Forces
- Particle model of matter
- Atomic structure
-

*What Physics units **will not be covered** in the mock exam:*

- *Electricity*
- *Waves*
- *Magnetism & electromagnetism*

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative **&** quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.

In order to achieve a grade 5, you will need to be able to:

- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct **to familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative **&** quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologists to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

Top tips for success:

READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Address all points mentioned in 6 mark questions.
4. Check spelling and punctuation in 6 mark questions.
5. Always write the working for calculation questions
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:

A Scientific calculator and a Combined Science Revision Guide £3.50 each from the science prep room or pay on parent pay.

Useful websites:

- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

GCSE Triple Science Biology *(AQA 8461)*

Method of Assessment

How will you be assessed?
Written exam: 40 minutes

What topics do you need to revise?
Biology:
- Cell Biology
- Organisation
- Infection & response
- Bioenergetics
- Homeostasis & response
- Inheritance, variation & evolution

What topics will not be covered in the mock exam: Ecology

In order to achieve a grade 9-7, you will need to be able to:
- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative **&** quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.
- REVISE EVERYTHING!!!!!

In order to achieve a grade 5, you will need to be able to:
- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct **to familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative **&** quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologists to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

Top tips for success:
READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Address all points mentioned in 6 mark questions.
4. Check spelling and punctuation in 6 mark questions.
5. Always write the working for calculation questions
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:
A Scientific calculator and a Combined Science Revision Guide £3.50 each from the science prep room or pay on parent pay.

Useful websites:
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

GCSE Triple Science Chemistry *(AQA 8462)*

Method of Assessment

How will you be assessed?
Written exam: 40 minutes

What topics do you need to revise?
Chemistry:

- Atomic structure & the periodic table
- Bonding, structure and the properties of matter
- Organic chemistry
- Chemistry of the atmosphere
- Using resources
- Chemical analysis
- Quantitative Chemistry
- Chemical Change up to oxidation and reduction

What Chemistry units will not be covered in the mock exam: Energy change and Quantitative chemistry

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative **&** quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.
- REVISE EVERYTHING!!!!!

In order to achieve a grade 5, you will need to be able to:

- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct **to familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative **&** quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologists to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

Top tips for success:
READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Address all points mentioned in 6 mark questions.
4. Check spelling and punctuation in 6 mark questions.
5. Always write the working for calculation questions
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:
A Scientific calculator and a Combined Science Revision Guide £3.50 each from the science prep room or pay on parent pay.

Useful websites:

- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

GCSE Triple Science Physics *(AQA 8463)*

Method of Assessment

How will you be assessed?
Written exam: 40 minutes

What topics do you need to revise?
Physics:

- Forces
- Particle model of matter
- Atomic structure
- Electricity
- Space physics
- Waves

What Physics units will not be covered in the mock exam: Magnetism & electromagnetism

In order to achieve a grade 9-7, you will need to be able to:
- Demonstrate **relevant & comprehensive** knowledge & understanding & apply these correctly to both **familiar & unfamiliar** contexts using **accurate** scientific terminology
- **No prompt** to write down the equation and **rearrange** the equation to perform **complex multistep** calculations
- **Critically** analyse qualitative **&** quantitative data to draw logical, **well-evidenced** conclusions.
- **Critically** evaluate & refine methodologies, & judge the **validity** of scientific **conclusions**.
- REVISE EVERYTHING!!!!!

In order to achieve a grade 5, you will need to be able to:
- Demonstrate **mostly accurate & appropriate** knowledge & understanding & apply these mostly correct **to familiar & unfamiliar** context, using mostly **accurate** scientific terminology
- Given a **prompt** to write down the equation and use to perform **multi-step** calculations.
- Analyse qualitative **&** quantitative data to draw **plausible** conclusions supported by some **evidence**
- **Evaluate** methodologists to suggest **improvements** to experimental methods, & comment on scientific **conclusions**

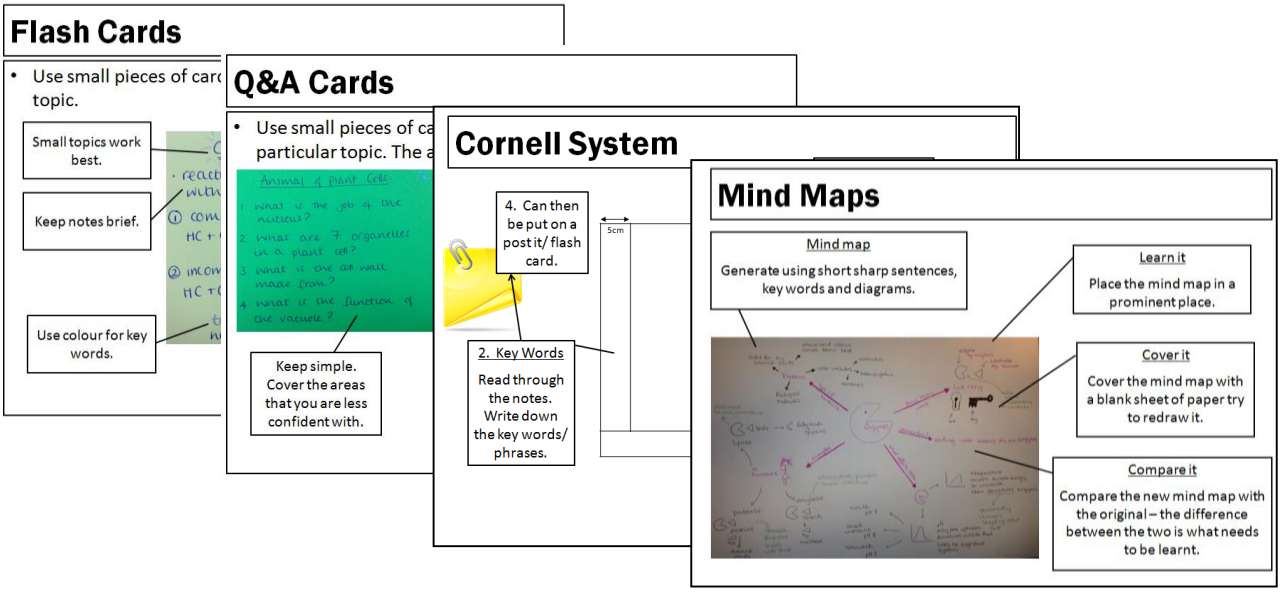
Top tips for success:
READ THE QUESTION

1. Learn key words and use them in answers to questions
2. Look at the number of marks for the question and write the appropriate number of points
3. Address all points mentioned in 6 mark questions.
4. Check spelling and punctuation in 6 mark questions.
5. Always write the working for calculation questions
6. Use a revision guide to make key revision point cards or question & answer cards.
7. Use the module checklists at the front of your revision guides to make sure that you have revised everything
8. Plan your revision according to your exam timetable
9. Tackle the concepts that you find challenging first – it is no good leaving them until last
10. Answer all the questions in the exam paper – you can't get a mark for a blank line!
11. Learn the physics, chemistry and biology equations – you can get a mark for just recalling them.
12. Remember some questions are skills based so they will be unfamiliar content but test the skills you have e.g. can you read the data table, can you identify the risks in this practical
13. **Be confident – you are an excellent scientist!!**

Resources you will need:
A Scientific calculator and a Combined Science Revision Guide £3.50 each from the science prep room or pay on parent pay.

Useful websites:
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com

How to revise in Science



Useful Websites

The school website has tome of science resources

http://www.chestnutgrove.wandsworth.sch.uk/Science

Check the websites are for the correct exam board:

- AQA Science trilogy for combined science
- Bio/Chem/Phys for triple science

- www.primrosekitten.com
- www.s-cool.co.uk
- www.bbc.co.uk/education/subjects
- www.khanacademy.org
- www.docbrown.info
- www.mrsmillersblog.wordpress.com
- www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes

Websites should be used to make notes from or complete any of the following revision tools.

Phone Apps

- Searching for science revision on the App store brings up lots of different possible app such as:
  - Gojimo from the telegraph
  - GCSE science revision guide
  - GCSE science revision buddies
  - Pocket notes
- Apps available that make flash cards, for example **Chegg** and **Quizlet**.

GCSE Computer Science *(OCR J277)*

Method of Assessment

Written Exam 90 minutes

How will you be assessed?

You will be assessed through the completion of a truncated exam paper comprising of:
Component 01 (Computer systems) and
Component 02 (Computational thinking, algorithms and programming).

The topics to be covered will be:
Computer systems *(50%)*
Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming *(50%)*
Algorithms, Programming techniques, Producing robust programs, Computational logic

What topics do you need to revise?

- The use of variables, constants, operators, inputs, outputs and assignments
- The use of the three basic programming constructs used to control the flow of a program:
- Sequence, selection, iteration (count and condition controlled loops)
- The use of basic string manipulation
- the use of basic file handling operations: open, read, write, close
- the use of records to store data
- the use of SQL to search for data
- the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays
- how to use sub programs (functions and procedures) to produce structured code
- The use of data types: integer, real, Boolean, character and string, casting
- The common arithmetic operators
- The common Boolean operators.

In order to achieve a grade 9/8, you will need to be able to:

- Demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- Effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems
- Develop and refine a complete solution that meets the requirements of a substantial problem.

In order to achieve a grade 5, you will need to be able to:

- Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts
- Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems
- Produce a working solution that meets most requirements of a substantial problem

In order to achieve a grade 2, you will need to be able to:

- Demonstrate limited knowledge and understanding of fundamental concepts and principles including
- Digital systems and societal impacts
- Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical
- Computational thinking, to straightforward problems with limited accuracy
- Produce a partially working solution that meets some requirements of a substantial problem.

Top tips for success:

- Review previously completed exam papers, highlight topics you underperformed in and do the following:
- Read the topic again in your book, Teach-ICT.com (Username: **sw128jz**, Password: **gateway4**), go through video from Craig n Dave YouTube channel (**https://tinyurl.com/yckb2dyo**).
- Attend intervention on Wednesday morning with specific questions or topics you need to revisit.

GCSE History *(Pearson 1HI0BN)*

Method of Assessment

1 paper, 75 minutes

How will you be assessed?

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second order historical concepts.

You will answer the following types of questions.

Crime and Punishment

Section A: Whitechapel, c1870-c1900, policing and the inner city

1. Describe two features… *(4 marks)*
2. (a) Source usefulness *(8 marks)* *How useful are sources A and B for an enquiry into…*
   (b) Source follow up *(4 marks)*

Section B: Crime and punishment in Britain, c1000-present

3. Explain one way… *(4 marks)*
4. Explain why… *(12 marks)*
5. Evaluate an issue and reach a judgement (16 marks + 4 SPAG) *How far do you agree..?*

What topics do you need to revise?

Crime and Punishment (including Whitechapel)

In order to achieve a grade 9-7, you will need to be able to:

- Recall, select, organise and deploy historical knowledge with accuracy and relevance effectively and consistently.
- Show understanding of historical periods and issues through developed explanation and evaluation.
- Communicate your ideas coherently.
- Provide perceptive analysis of key concepts, features and characteristics of historical periods.
- Evaluate and use critically a range of source information to investigate historical questions and reach substantiated conclusions.

In order to achieve a grade 5, you will need to be able to:

- Recall, select, organise and deploy historical knowledge with accuracy and relevance.
- Show understanding of historical periods and issues.
- Communicate your ideas coherently.
- Provide structured descriptions and explanations.
- Evaluate and use critically a range of source information to investigate historical questions.
- CV

Top tips for success:

- Re read both texts at least once before the exam.
- Make revision notes and the GCSE History handbook.
- Use POINT EVIDENCE EXPLAIN for 9, 12 and 16 mark questions.
- Back up all your ideas with evidence from the sources.
- Remember the importance of correct punctuation, paragraphs and spelling.
- Practise past papers and/or questions, especially for the second exam.
- Make use of GCSE Bitesize and SAM learning

Resources you will need:

- GCSE History revision guide
- Your exercise book

Useful website list:

- http://www.bbc.co.uk/education/subjects/zj26n39
- http://www.timelines.tv/
- http://www.pearsonschoolsandfecolleges.co.uk/Secondary/Revision/History/GCSE-History-revision-order.aspx

GCSE Geography *(AQA 8035)*

Method of Assessment

You will all sit one exam, lasting 100 minutes in the exam hall.

How will you be assessed?

You will be tested on the following:

The Changing Economic World

- The development gap – causes, impacts and strategies to reduce it
- NEE case study – Nigeria
- UK changing economy

Urban issues and challenges

- Global urban patterns
- LIC Urban case study – Mumbai, India
- HIC Urban case study – London, UK
- Urban sustainability

UK Physical Landscapes – Coasts and Rivers

- Coastal and river processes
- Coastal and river landforms
- Coastal management case study – Holderness Coast
- Flood management and case study – Boscastle

What topics do you need to revise?

You should revise the topics above using the checklists that are given to you in class. You will be given bespoke revision guides written by the department in mid-November with test yourself questions which will be helpful for your revision. Work your way through those to revise.

You may also find it useful to use the CGP AQA GCSE Geography 9-1 revision guides/books. While these are very useful, they do not provide the detail required to reach a level 7-9 and some of the case studies that are in the books are not the same as the ones we have taught you. However, they are still a very good basis for your revision.

How Should You Revise?

Use the Chestnut Grove Geography Revision Guides on Teams to help you learn your key content. Each page has a set of Test Yourself questions. Use these questions to help you learn the key content and RAG each question to show how confident you are with each one. Keep retesting yourself and ask your family to test you too. Your bedrock knowledge sheets should then be used to help you tick off topics that you have revised and highlight the areas where you are still weak.

There is a lot to learn for Geography, so try doing a few pages from revision guide each day to help you keep on top of it. The more preparation that you put in early on, the better prepared you will be for the summer.

Reading alone is not likely to be very effective. Making notes, memorising them, repeating them more concisely from memory and then repeating them again is often a useful technique. Creating posters/mind maps/revision flashcards for each topic are also useful and proven strategies.

In order to achieve a grade 9-7, you will need to be able to:

- Students demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues.
- They demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.
- Students can construct sustained and convincing arguments based on critical analysis to draw well-evidenced conclusions using accurate specialist terminology.
- They use and evaluate a wide range of geographical skills and techniques effectively.

In order to achieve a grade 5, you will need to be able to:

- Students demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.
- They demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.
- Students are able to construct coherent arguments to draw conclusions supported by some evidence using mostly accurate specialist terminology.
- They can use a range of geographical skills and techniques accurately.

Useful Website List:

- https://www.bbc.co.uk/bitesize/examspecs/zy3ptyc
- https://timeforgeography.co.uk/
- http://www.coolgeography.co.uk/
- https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance
- GCSE Pod

Top tips for success:

- Time yourself, as you complete practice assessments – you should spend the most amount of time on the longest questions.
- Use sentence starters to introduce new points and keep sentences concise to give yourself enough time to complete the paper.
- Ensure you know all the key words so you can access the questions, and use them in your answers. A key word list will be made available on Teams for you.
- Try to use evidence in your answers wherever possible.
- Practice key geographical skills such as OS map skills, calculating averages of data and analysing graphs/maps using the TEAM structure.
- Know the structure for 4/6/9 mark questions: 4 marks = 2 PDD. 6 mark 'explain' = 2/3 PDD using evidence/the figure. 6 mark 'do you agree/discuss' = 2/3 PDD and a short overall statement. 9 marks = brief intro setting out your main argument., 3 PDD paragraphs in lots of detail, conclusion (with the most important reason for your judgement/why some arguments outweigh others)

GCSE MFL – French *(Pearson 1FR0)* and Spanish *(Pearson 1SP0)*

Method of Assessment

Listening Exam (Foundation 35 min, Higher 45 min)
Reading Exam (Foundation 45 min, Higher 60 min)

How will you be assessed?

- Although you will not be required to write long answers in French/Spanish, some of the questions will be in the target language and students will be expected to understand the instructions. You need to make sure that you read the questions and the instructions very carefully so that you are sure about what you are being asked.
- There will also be a brief translation into English from French/Spanish with instructions in English.

What topics do you need to revise?

The topic areas are different every year, so to make sure that you have covered everything, here is a list of the key topic areas:

Identity and culture

- **Who am I?**: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- **Daily life**: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- **Cultural life**: celebrations and festivals; reading; music; sport; film and television

Local area, holiday and travel

- **Holidays**: preferences; experiences; destinations
- **Travel and tourist transactions**: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- **Town, region and country**: weather; places to see; things to do

School

- **What school is like**: school types; school day; subjects; rules and pressures; celebrating success
- **School activities**: school trips; events and exchanges

Future aspirations, study and work

- **Using languages beyond the classroom**: forming relationships; travel; employment
- **Ambitions**: further study; volunteering; training
- **Work**: jobs; careers and professions

Top tips for success:

- Use the BBC Bitesize and SAM learning websites to help you prepare
- Complete the gap fill activities on the Intermediate Linguascope website
- Revise all key vocabulary that we have covered since the start of Year 10
- Have a look on the Edexcel website at the specification for the vocabulary lists for GCSE and use this as the basis for your revision. The vocabulary is divided into foundation and higher so that you can see what you aiming for
- the CGP revision books for French and Spanish are worth buying

GCSE Religious Studies/PBE *(AQA 8062MA)*

Method of Assessment

1 hour 45 minute exam in the hall (Beliefs & Thematic Studies)
– the final exam will divide Beliefs and Thematic Studies (1 hour 45 minutes each)

How will you be assessed?

AO1: Describe, explain and analyse, using knowledge and understanding (50%)
AO2: Use evidence and reasoned argument to express and evaluate personal responses, informed insights and differing viewpoints *(50%)*

- Assessment will be through 1 x 1 hour 45 minute assessment.
- **Paper 1** is an assessment of knowledge of Christianity and Islam. There are two sections on each religion: one on beliefs and another on practices. This means there are four sections in total. For the mock exam, you will only be tested on Islam.
- **Paper 2** is an assessment of philosophical and ethical debates. There are four units: Crime and Punishment, Religion and Life, Peace and conflict, and Relationships. In the mock exam, you will only be tested on Peace and Conflict and Religion and Life.
- **Spelling, Punctuation and Grammar** (SPaG) will be assessed in the 12 mark questions. The marks for SPaG are shown below the mark allocation for each question. The best of these marks will be included in your total for the paper.

- For each topic there are the following styles of question:
  - 1 mark: Circle the correct multiple choice definition
  - 2 marks: Give two short examples
  - 4 marks: Give two ways or beliefs, both points must be developed
  - 5 marks: Give two ways or beliefs, both points must be developed, plus an additional reference to sacred writing
  - 12 marks: The evaluation essay – students must write an essay examining the arguments on either side of a debate

This means that students will need to revise everything they have learnt this year as well as what they learnt last year.

What topics do you need to revise?

Crime and Punishment

Theories of punishment, corporal punishment, capital punishment, causes of crime, religious responses to causes of crime and types of crime (hate crime, theft, murder)

Islam

Angels; Prophets; Tawhid and beliefs about God; Sunni and Shia; life of Muhammad; akhirah, Al-Qadeer, sources of authority, the 5 Pillars and the 10 Obligatory Acts

In order to achieve a grade 9-7, you will need to be able to:

Students demonstrate **sophisticated knowledge** of Christianity/Islam and their denominations; they can analyse the significance/impact of religious beliefs, **old and recent** sources and ways of life; they can **evaluate** differences within and between religions as well as non-religious points of view; they use a **sophisticated vocabulary** at all times; they develop **well-reasoned conclusions** based on a **range of evidence**.

In order to achieve a grade 4, you will need to be able to:

Students demonstrate sound knowledge of different religions using **brief reasons**; they can describe the significance/ impact of religious beliefs, sources and ways of life; they can give some **clear reasons on both sides of a debate**; they use key vocabulary most of the time; they develop **brief conclusions based on some evidence**.

Top tips for success:

- Use the revision guides you have been given as well as your class notes, practice papers and the PBE podcast to create mind-maps, bullet points, typed notes, posters and revision cards!
- Revise key words (found at the front of revision guides and in key word boxes)
- Learn at least 10 useful quotations and practise applying them to different topics e.g. 'Love thy neighbour' could be used to explain why people should look after the environment, or avoid bullying or even to allow contraception
- Time yourself, as you complete practice assessments – you should spend the most amount of time on the longest questions.
- Read each question carefully and consider what the examiner is looking for i.e. are they asking about Christian attitudes in general or one specific Christian viewpoint?
- Use sentence starters to introduce new points and keep sentences concise to give yourself enough time to complete the paper

GCSE Art and Design *(Pearson 1FA0 Visual and 1GC0 Graphics)*

Method of Assessment

10 Hour practical exam (over 3 days) at the end of Component 1: Personal Portfolio

How will you be assessed?

- The Art Department will devise their own preparatory period of study prior to the start of the
- 10-hour sustained focus period. This will likely be the week prior to the exam, during which students will be able to prepare materials, canvases, and create designs/plans to inform the work they aim to create.
- The 10-hour sustained focus period under examination conditions will take place over
- 3 consecutive sessions (*4 hours, 3 hours, 3 hours).*
- Students' work must comprise preparatory studies and personal response(s).
- During the 10-hour period of sustained focus under examination conditions, students will
- work unaided to produce personal response(s), with reference to their preparatory
- studies, in response to their second Personal Portfolio project: Identity.
- Students' work must show evidence of all four Assessment Objectives, and should represent a culmination of techniques, best-practices and contextual research carried out throughout the project.
- All work is internally marked along with their Personal Portfolio, using the assessment grid and internally standardised.
- A sample of work is externally moderated by a visiting moderator.
- All marks will be submitted before moderation.

What you need to do to prepare

- During the week before the exam, you will need to develop ideas and designs around what you will be creating over the 10-hour period. This piece of work needs to reflect your theme, and show a clear end point to all the research and techniques that have come before it.
- During this period or before, you need to make the teacher aware of all the materials or special arrangements you need to create your final piece
- This can also include the preparation of materials, and carefully consider any problems you may encounter. Examples may include: painting backgrounds before the exam, pre-cutting down materials or portioning out clay.

A 7+ standard piece(s) of work will:

- Show exceptional ability to produce a personal and meaningful outcome(s), with excellent planning, consideration and skill demonstrated
- Show successfully realised intentions, responding to your topic in a highly effective way; with sophisticated links to the artists and techniques covered within the Personal Portfolio
- Creating outcome(s) that represent the natural end-point/conclusion of your Personal Portfolio project 2 in a way that is highly effective/risk-taking
- Realisations demonstrate exceptional understanding of visual language through application of formal elements and show risk-taking to create a meaningful response(s)

A 5/6 standard piece(s) of work will:

- Show confident and competent ability to produce a personal and meaningful outcome(s), with good planning, consideration and skill demonstrated
- Demonstrate good realisation of intentions, responding to your topic in a competent/effective way; with secure links to the artists and techniques covered within the Personal Portfolio
- Display outcome(s) that safely represent the natural end-point/conclusion of your Personal Portfolio project 2
- Realisations demonstrate competent understanding of visual language through application of formal elements

A 4 and below standard piece(s) of work will:

- Show basic/emerging ability to produce a personal and meaningful outcome(s), with simple/unfocused planning, consideration and skill demonstrated
- Demonstrate basic realisation of intentions, responding to your topic in an unrefined/safe way; with tentative links to the artists and techniques covered within the Personal Portfolio
- Display outcome(s) that safely/tenuously represent the natural end-point/conclusion of your Personal Portfolio project 2
- Realisations demonstrate basic/growing understanding of visual language through application of formal elements

GCSE Design and Technology *(AQA 8552)*

Method of Assessment

How will you be assessed?

Unit 1: 2 hour exam

What topics do you need to revise?

Go to www.technologystudent.com and click on 'new D&T GCSE'.
Please revise the list of general design and technology related subjects as shown below:

Core technical principles:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

In addition to the core technical principles, all students should develop an in-depth knowledge and understanding of the following specialist technical principles (in relation to timbers, plastics and metals):

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

They will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

In order to achieve a grade 9-8, you will need to be able to:

Fully explain manufacturing and material choices in depth showing excellent knowledge and understanding.
Thorough responses to questions in relation to the themes above - students need to understand the benefits and disadvantages of automation/CAD and CAM, have sound knowledge of materials and their properties, be able to explain about new and emerging technologies in detail and understand various sustainability issues (e.g. carbon footprint, etc).

In order to achieve a grade 5-4, you will need to be able to:

Be able to explain manufacturing and material choices in depth showing good knowledge and understanding.
Good responses to questions in relation to the themes above - students need to understand the basic benefits and disadvantages of automation/CAD and CAM, have good knowledge of materials and their properties, be able to simply explain about new and emerging technologies and understand various sustainability issues (e.g. carbon footprint, etc).

GCSE Dance *(AQA 8236)*

Method of Assessment

Component 1: Solo Performance (**Actual Exam**)

How will you be assessed?

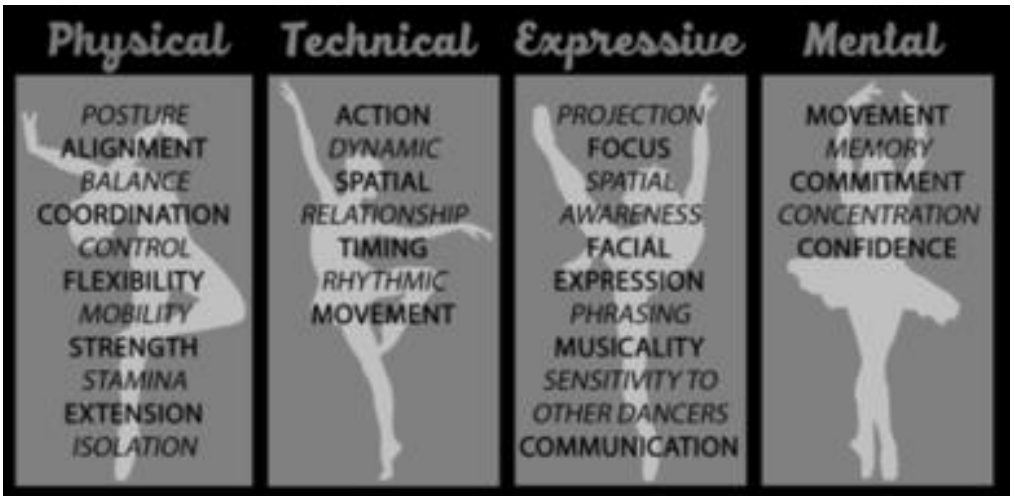
Component 1: Performance of a solo - marked out of 24 ***(15%*** *of final grade)*
The students will perform the set solo they have been learning in lessons which will be filmed and sent to the exam board. Students will be assessed on Physical, Expressive, Technical and Mental Skills.

What topics do you need to revise?

- Students need to ensure that they are rehearsing their work outside of lesson time, either at school or at home. This is to ensure that they are able to reproduce the set phrase accurately.

In order to achieve a grade 7+ in Performance, you will need to be able to:

Demonstrate an **exceptional level** of all Performance Skills (Physical, Expressive, Technical & Mental) in your solo. The skills are listed below:



You will need to demonstrate these skills consistently as well as ensuring that you know all the dance.

In order to achieve a grade 7+ in Choreography, you will need to be able to:

The following elements of your choreography piece will be exceptionally creative and effective, demonstrating a sophisticated understanding of choreography in the selection and use of:

- appropriate action and dynamic content to show the choreographic intent
- appropriate spatial content (and relationship content where appropriate) to show the choreographic intent
- appropriate structuring devices and form to show the choreographic intent
- appropriate choreographic devices to show the choreographic intent
- appropriate aural setting (and performance environment where appropriate) to show the choreographic intent

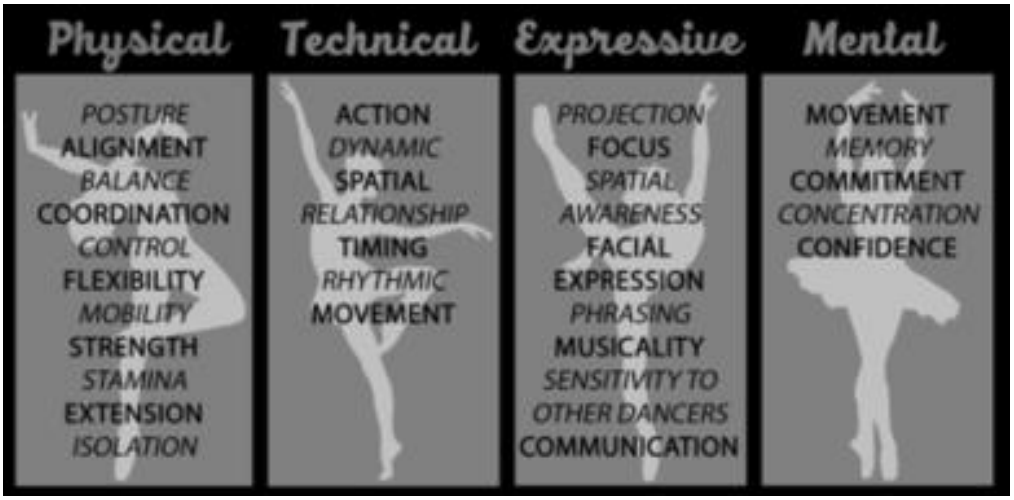
This means your choreography must be really interesting to watch - full of varied and original movements, it must have a clear structure that suits the meaning of the dance – with variation, contrast and a climax, it must use the music in a thoughtful and considered way and must be complex with different layers – i.e. think outside the box rather than presenting a literal interpretation of your stimulus.

In order to get a 7+ in the written exam, you need to be able to:

- give an in depth analysis of the contribution made by the movement, set, costume, accompaniment and lighting of the professional dance works and be able to compare and contrast the elements of the different professional works
- understand and use appropriate dance terminology effectively
- have a detailed knowledge and understanding of the main characteristics of different dances styles.
- critically analyse and evaluate your own and others' performances and choreography,

In order to get a 5 in Performance, you need to be able to:

Demonstrate a high level of all Performance Skills (Physical, Expressive, Technical & Mental) in your solo.
The skills are listed below:



You will need to demonstrate these skills consistently as well as ensuring that you know all the dance.

In order to get a 5 in the choreography, you need to be able to:

The following elements of your choreography piece will be creative and effective, demonstrating a clear understanding of choreography in the selection and use of:

- appropriate action and dynamic content to show the choreographic intent
- appropriate spatial content (and relationship content where appropriate) to show the choreographic intent
- appropriate structuring devices and form to show the choreographic intent
- appropriate choreographic devices to show the choreographic intent
- appropriate aural setting (and performance environment where appropriate) to show the choreographic intent

This means your choreography must be appropriate to your stimulus, have varied and original movements, it must have a clear structure that suits the meaning of the dance with some contrast and a climax. It must use the music in a way that suits the dance and must communicate the stimulus in a clear and creative way.

In order to get a 5 in the written paper, you need to be able to:

- Demonstrate a sound level of knowledge and understanding about the professional dance works.
- You will be able to analyse the contribution made by the movement, set, costume and lighting of each dance work.
- Have a sound knowledge and understanding of the main characteristics of different dances styles.
- Use appropriate dance terminology effectively.
- Analyse and comment on your own and others' performances, showing a good understanding of the factors that affect the quality and effectiveness of performance.

Top tips for success:

- Ensure that you are rehearsing the set solo outside of lessons.
- Use rehearsal techniques such as filming, getting feedback from peers and using the mirrors to ensure you are demonstrating all performance skills.
- Watch a variety of different choreography's and dance videos to help develop your movement vocabulary.
- Explore movement practically before adding it to your dance, you know that you are putting in the most creative material possible.
- Think about and be able to explain how and why the selected features of your choreography link to your choreographic intent and stimulus.
- Watch the professional works on YouTube and make sure you know 3 sections thoroughly
- Make sure you can say 5 ways in which each feature of professional works contributes to the dance.
- Revise and understand all dance terminology particularly expressive/technical/physical skills and choreography terminology.
- Practice sample papers on the AQA website.

Resources you will need:

- Your dance folder with the completed work from Year 10.
- Dance Revision Booklet (available on teams).
- Extra revision materials (available on teams).
- Mark schemes for choreography and performance (available on teams).

GCSE Drama *(Eduqas C690QS)*

Method of Assessment

Written Exam: Component 3 – Interpreting Theatre (90 minutes)

How will you be assessed?

The exam requires students to demonstrate their knowledge and understanding of how Drama and Theatre is created, developed, performed and produced through the study of a play text (DNA by Dennis Kelly) and through responding to a live theatre performance.

The exam is split into two parts as detailed below:

Section A *(45 marks)*:

A series of questions assessing knowledge and understanding on an **extract** from the set text *(30 marks)*

One question assessing knowledge and understanding of **wider text** *(15 Marks)*.

Section B (15 marks):

One question from a choice of two that asks you to analyse and evaluate a live theatre production.

What topics do you need to revise?

You need to re-read the set text: DNA by Denys Kelly focusing on:

- genre
- structure
- characters
- form and style
- language/dialogue
- stage directions
- the social, historical and cultural context
- how meaning is interpreted and communicated through: performance conventions
- use of performance space and spatial relationships on stage (proxemics)
- stage configurations: proscenium arch, theatre in round, traverse and thrust
- relationships between performer and audience
- the design of lighting, sound, set/props and costume, hair and make-up
- the actor's vocal and physical interpretation of character.

Questions could include questions on the following aspects:

- rehearsal techniques (you must know the full range of rehearsal techniques)
- use of vocal and movement skills
- mood and atmosphere
- character positioning/proxemics
- technical aspects – lighting, sound, set and props, costume, hair, make up
- communicating a role as an actor
- design elements – from an actor's perspective to a director's perspective to a designer's perspective

In order to achieve a grade 9-7, you will need to be able to:

- An excellent, perceptive explanation of character motivation and the subtleties of the interaction between characters
- Excellent, detailed and discerning knowledge and understanding of how vocal and movement skills are used to communicate the character
- Highly appropriate references to the extract
- Highly relevant knowledge, understanding and use of Drama terminology

In order to achieve a grade 6, you will need to be able to:

- A well-informed explanation of character motivation and the interaction between characters
- Good, detailed knowledge and understanding of how vocal and movement skills are used to communicate the character
- Appropriate references to the extract
- Relevant knowledge, understanding and use of Drama terminology

In order to achieve a grade 4, you will need to be able to:

- A reasonable explanation of character motivation and interaction between characters
- A reasonable knowledge and understanding of how vocal and movement skills are used to communicate the character
- Reasonably appropriate references to the extract
- Reasonably relevant knowledge, understanding and use of Drama terminology

Top tips for success:

Before exam:

- Watch extracts from the play on YouTube to see different interpretations of DNA.
- Practice answering Section A questions using extracts from DNA.
- Make sure you know the play really well to ensure you are confident in answering on any character or scene.
- Watch the live theatre production on Drama Online as many times as possible, making notes about performance skills and design/technical elements.
- Practice answering Section B questions about different performances you have seen.

During the exam:

- Read each question carefully, make sure you understand the command word (name, describe, explain).
- When approaching questions about directing or designing or the Section B question remember that you are writing your own ideas/personal response and as long as you justify with your knowledge and understanding of the play, Drama and theatre this is fine.

Resources you will need for the exam:

Notes from the Live Theatre Production (A double-sided A4 sheet)

A copy of DNA will be provided for you.

GCSE Film Studies *(Eduqas C670QS)*

Method of Assessment

90 minutes exam

How will you be assessed?

1) (AO1), the ability to demonstrate knowledge and understanding,
2) (AO2), the ability to apply knowledge and understanding

Component 1 and 2 mixed.
Component 1: A Rebel Without A Cause
Component 2: Tsotsi and Slumdog Millionaire

What topics do you need to revise?

- Key scenes from all set text films; Rebel without a Cause, Tsotsi and Slumdog Millionaire
- Technical terminology linked to representation, style, genre, narrative.
- Key ideas from specialist writing 'What makes a Film Independent'
- Character names, plot and key lines of dialogue

In order to achieve a grade 9-7, you will need to be able to:

- Demonstrate a sophisticated understanding of genre, representation, narrative and style
- Compare the representation of characters your films and how well they conform to or challenge stereotypes
- Use media terminology with excellence and frequency across all four areas including editing
- Explain the effect of technical elements on the audience and how it makes them feel
- Use A-Level terms and links to representation and narrative techniques
- Be able to link your films to their wider context and the impact of cultural, social and political on the messages and values they represent.

In order to achieve a grade 6, you will need to be able to:

- Demonstrate a good understanding of conventions of genre, style, narrative and representation
- Discuss the representation of characters in your set texts and how well they conform to or challenge stereotypes
- Use media terminology frequently to support your points
- Explain the effect of technical elements on the audience
- Use terms from your glossary and make some links to representation and narrative techniques

In order to achieve a grade 4, you will need to be able to:

- Demonstrate some understanding of genre, representation and style
- Discuss characters in the films we have studied and if they are stereotypes or not
- Use media terminology when discussing the micro elements
- Explain the effects of technical elements on the audience

Top tips for success:

- Re-watch key scenes from your films and take notes on the technical elements
- Use your knowledge organisers to test your knowledge of each set text
- Practice short and long exam answers and respond to marking and feedback
- Revise and apply technical terms to each key scene
- Practice writing your Juno response in timed conditions
- Ensure coursework is a grade above target and all tasks are submitted by deadline
- Collect detailed revision packs from your teachers
- Attend any relevant interventions for further support

Top tips for success:

Useful website: www.technologystudent.com – go to the 'new D&T GCSE' section

Useful books: PG Online AQA GCSE (9-1): Design and Technology: Product Design *(978-1-910523-10-0)*

1. Read the questions carefully and check how many marks are awarded for each question. You must then write the relevant points to meet these marks.
2. Answer questions in full sentences and explain your reason if asked.
3. Use the correct names of materials and manufacturing processes.

Resources you will need for the GCSE Product Design:

- Pencil
- Pen
- Rubber
- 30cm ruler
- Sharpener
- Coloured pencils

GCSE Music *(Eduqas C660QS)*

Method of Assessment

This component is assessed via a listening examination. 75 minutes.

How will you be assessed?

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study. Area of study 1: Musical Forms and Devices; Area of study 2: Music for Ensemble; Area of study 3: Film Music; Area of study 4: Popular Music. Two of the eight questions are based on extracts set by Eduqas.

What topics do you need to revise?

Area of Study 1: Musical Forms and Devices

In this area of study, learners place music within a broad historical context. They need to have an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910. This area of study includes one prepared extract which learners must study in depth. Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067) for assessment from summer 2022 onwards. Students need to know and be able to identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music:

- Repetition
- Contrast
- Anacrusis
- Imitation
- Sequence
- Ostinato
- Syncopation
- Dotted rhythms
- Drone
- Pedal
- Canon
- Conjunct movement
- Disjunct movement
- Ornamentation
- Broken chord/arpeggio
- Alberti Bass
- Regular phrasing
- Melodic and rhythmic motifs
- Simple chord progressions including cadences
- Modulation to dominant and relative minor.

Area of Study 2: Music for Ensemble

In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Students need to know about chamber music, musical theatre, jazz and blues, and how composers combine musical lines in the following textures;

- monophonic
- homophonic
- polyphonic
- Unison
- Chordal
- Layered
- melody and accompaniment
- round
- canon
- countermelody.

Learners will also need to be able to identify how texture is used in the following instrumental and vocal groupings:

- vocal ensembles (including solos, duets, trios, use of backing vocals)
- jazz/blues trio
- rhythm section
- string quartet
- basso continuo
- sonatas.

Area of Study 3: Film Music

In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Students need to demonstrate an understanding of how:

- composers use musical elements appropriately to respond to a specific commission
- composers use leitmotifs and thematic transformation to develop thematic material
- to respond to a given stimulus or commission such as words or pictures
- musical features are adopted by composers to create a mood in descriptive music
- performers interpret a composition
- the audience and/or venue affect the performance and/or composition
- instrumental and/or vocal timbres are used to create colour/mood
- dynamics and contrast are used for the creation of special effects
- music technology may be used to further enhance sonority
- minimalistic techniques are used in film music.

Area of Study 4: Popular Music

In this area of study, learners need to have an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles). This area of study includes one prepared extract which learners must study in depth. Africa: Toto (released 1982) for assessment from summer 2022 onwards. Students need to be able to demonstrate and understanding of how:

- instrumental and synthesised sound is used
- original music may be modified
- vocal sounds are used
- instruments and voices are combined
- sound is computer-generated and amplified
- software and samplers are utilised.

Learners must also be able to identify the following musical features:

- 32 bar song form
- Strophic
- 12 bar blues
- Verse
- Chorus
- Riffs
- middle 8
- bridge
- fill
- instrumental break
- intros and outros
- improvisation
- loops
- samples
- panning
- phasing
- syncopation
- driving rhythms
- balance
- standard chord progressions
- melismatic and syllabic writing
- lead and backing vocals
- backing tracks
- primary chords
- secondary chords
- cadences.

In order to achieve a grade 9-7, you will need to be able to:

- identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music accurately
- make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology accurately
- complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale) with absolute accuracy

In order to achieve a grade 5, you will need to be able to:

- identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music mostly accurately
- make evaluative and critical judgements about musical elements, musical contexts and musical language, using appropriate musical terminology mostly accurately
- complete the rhythm or pitch of a short section of music (pitch dictation will be within the major scale) mostly accurately

Top tips for success:

READ THE QUESTION

- Learn key words and use them in answers to questions
- Look at the number of marks for the question and write the appropriate number of points
- Address all points mentioned in 6 mark questions.
- Check spelling and punctuation in 6 mark questions.
- Use a revision guide to make key revision point cards or question & answer cards.
- Answer all the questions in the exam paper – you can't get a mark for a blank line!

Resources you will need:

Pen, Pencil, Rubber, Pencil sharpener

Useful websites:

- www.bbc.co.uk/education/subjects
- GCSE Pod

Intervention Autumn Term *(November to December)*

Day	Time	Subject	Rooming
Monday	15:30 - 16:30	Sport Studies	N.0.48
Tuesday	15:10 - 16:00	Art	Pavilion 4
Wednesday	**08:10 - 08:45**	**Computing**	**S.1.17**
	15:10 - 16:00	Drama	S.0.17 (Theatre)
	15:10 - 16:00	PBE	W.0.5
Thursday	13:25-13:55	Dance	Dance Studio
	15:10 - 16:00	English	Ms J Ryley - HB2 Ms C Robinson - HB3 Ms E Bracken - HB4 Ms C Smith - HB6 Ms M Shekar - N.0.17
Friday	13:25-13:55	History	N.1.28
	15:10 - 16:00	Design and Technology	N.0.8

Timetable

Y11 PPE Exam Timetable 2021		
In class exams: see teachers for details		
Week One		
Friday 26th November 2021		
All Day	**Drama** ***GCSE Performance Exam*** *(10% of overall marks)*	
Week Two		
Wednesday 1st December 2021		
All Day	**Art Exam - Visual Art** *(Pavilion 3)* **and Graphical Art** *(Pavilion 4)*	240 min
Thursday 2nd December 2021		
All Day	**Art Exam - Visual Art** *(Pavilion 3)* **and Graphical Art** *(Pavilion 4)*	240 min
Friday 3rd December 2021		
All Day	**Art Exam - Visual Art** *(Pavilion 3)* **and Graphical Art** *(Pavilion 4)*	120 min
-- STUDY LEAVE BEGINS --		
Week Three		
Monday 6th December 2021		
9:00 am	**English Language** ***Paper 1***	105 min
1.00 pm	**Film Studies** *(Rebel Without A Cause, Slumdog Millionaire* ***and*** *Tsotsi)*	90 min
1.00 pm	**Music**	75 min
Tuesday 07th December 202		
9:00 am	**Maths** *(****Paper 1*** *Non-Calculator)*	90 min
1.00 pm	**Spanish** *(Foundation* ***Listening****)*	45 min
1.00 pm	**Spanish** *(Higher* ***Listening****)*	60 min
Wednesday 8th December 2021		
9:00 am	**Triple Science**	120 min
9:00 am	**Combined Science**	90 min
1.00 pm	**History** (Crime & Punishment - *including Whitechapel Case Study)*	75 min
Thursday 9th December 2021		
9:00 am	**English Literature** *(****Paper 1*** *Romeo & Juliet* ***and*** *Great Expectations)*	120 min
1.00 pm	**Computer Science**	90 min
Friday 10th December 2021		
9:00 am	**Geography** *(Changing Economic World / Urban issues and Challenges / UK Landscapes (Coasts and Rivers))*	100 min
1.00 pm	**Drama**	90 min
1.00 pm	**Design & Technology**	120 min
1.00 pm	**Triple Science** *(additional sitting for pupils wishing to try* ***Foundation*** *papers)*	90 min
Week Four		
Monday 13th December 2021		
9:00 am	**PBE** *(Islam, Peace & Conflict, Relationships & Families)*	105 min
1.00 pm	**Computer Science**	90 min
Tuesday 14th December 2021		
All Day	**Dance** ***GCSE Practical Exam*** *(15% of overall marks)*	
Wednesday 15th December 2021		
9.00 am	**Classical Civilisation**	90 min
Thursday 16th December 2021		
9:00 am	**Maths** *(****Paper 2*** *Calculator)*	90 min
1.00 pm	**French** *(Foundation* ***Listening****)*	45 min
1.00 pm	**French** *(Higher* ***Listening****)*	60 min
1.00 pm	**Home Language** *(Higher* ***Listening****)* - Except French and Spanish	45min
1.00 pm	**Home Languages** *(Higher* ***Reading****)* - Except French and Spanish	60min