

**EGGBUCKLAND**

COMMUNITY COLLEGE

*Everyone can*

# Year 10 Course and Revision Information

May 2026

*Tenacity*

*Integrity*

*Compassion*

*Knowledge*



**WESTCOUNTRY**  
SCHOOLS TRUST

## Key People and Support

Mrs Mullally- Head of Phase- [hmullally@eggbuckland.com](mailto:hmullally@eggbuckland.com)

Mrs Parry- Pastoral Leader- [kparry@eggbuckland.com](mailto:kparry@eggbuckland.com)

Mr Lyons – Associate Assistant Principal – [jlyons@eggbuckland.com](mailto:jlyons@eggbuckland.com)

Mrs Palmer – Family Support Advisor – [kpalmer@eggbuckland.com](mailto:kpalmer@eggbuckland.com)

Mrs Watts – Pastoral Support Mentor – [vwatts@eggbuckland.com](mailto:vwatts@eggbuckland.com)

Ms Childs – SENDCo – [jchilds@eggbuckland.com](mailto:jchilds@eggbuckland.com)

### Year 10 Tutors:

Mrs C Archer - [carcher@eggbuckland.com](mailto:carcher@eggbuckland.com)

Ms E Childs- [echilds@eggbuckland.com](mailto:echilds@eggbuckland.com)

Mr M Whaley- [mwhaley@eggbuckland.com](mailto:mwhaley@eggbuckland.com)

Mrs E Polson- [epolson@eggbuckland.com](mailto:epolson@eggbuckland.com)

Ms F Hudson- [fhudson@eggbuckland.com](mailto:fhudson@eggbuckland.com)

Mr B Masters/ Mr J Anderson- [bmasters@eggbuckland.com](mailto:bmasters@eggbuckland.com) / [janderson@eggbuckland.com](mailto:janderson@eggbuckland.com)

Mr R Clemens- [rclemens@eggbuckland.com](mailto:rclemens@eggbuckland.com)

## Welcome message from Mrs Mullally

Welcome to your very own revision booklet, Year 10!

Every student can gain fantastic grades at the end of Year 11; however, I know that they will need support along the way. Students will have access to a range of academic and revision support via the tutor programme and their class teachers. They will also have access to mental health workshops and assemblies focused on coping with stress, as well as pastoral support.

It is vital that students are supported to attend 100% of the time to ensure they learn 100% of the content that will come up in their exams.

Above everything, I believe all students should be able to access their potential with the support of the people around them to enable them to access their aspirations.

## Key dates

### Year 10:

WB 15<sup>th</sup> & 22<sup>nd</sup> June 2026

Mock Exams

9<sup>th</sup> July 2026

Mock Exam Results

20<sup>th</sup> – 22<sup>nd</sup> July 2026

Work Experience

### Year 11 (Subject To Change):

November 2026

Mock 1

February 2027

Mock 2

May/June 2027

Formal Exams

June/July 2027











Prom

# Contents

Key People and Support .....	1
Welcome message from Mrs Mullally.....	1
Key dates .....	1
Contents .....	2
Accessing Online Platforms .....	4
Mental Health Support.....	5
Tutor Information .....	6
Plagiarism and Malpractice .....	7
Course Information and Examination Paper Overviews .....	10
Links to Past Papers (Collated):.....	11
Revision Information: .....	15
English Literature - Revision Information .....	15
English Language - Revision Information .....	18
Maths - Revision Information.....	20
Statistics - Revision Information.....	23
Science - Revision Information .....	26
History - Revision Information .....	33
Geography - Revision Information .....	37
Enterprise and Marketing - Revision Information .....	38
Design and Technology - Revision Information .....	41
Drama - Revision Information .....	44
Engineering - Revision Information.....	47
French - Revision Information .....	52
Art Graphics - Revision Information.....	55
Hospitality and Catering - Revision Information .....	57
Computing - Revision Information .....	59
Fine Art - Revision Information .....	61
Psychology - Revision Information .....	62
Music - Revision Information .....	65
Sport Studies - Revision Information .....	73
Spanish - Revision Information .....	76
Weekly Homework, Revision and 'Aim Higher' Revision .....	79
Revision for 18 <sup>th</sup> May 2026 .....	80
Revision for 25 <sup>th</sup> May 2026 .....	85
Revision for 1 <sup>st</sup> June 2026 .....	90

<b>Revision for 8<sup>th</sup> June 2026</b> .....	95
<b>Revision for 15<sup>th</sup> June 2026 - Mocks</b> .....	99
<b>Revision for 22<sup>nd</sup> June 2026 - Mocks</b> .....	103
<b>Revision for 29<sup>th</sup> June 2026</b> .....	108
<b>Revision for 6<sup>th</sup> July 2026</b> .....	113
<b>Revision for 13<sup>th</sup> July 2026</b> .....	118






## Accessing Online Platforms




	<p>Sparx Maths</p>	 <a href="http://www.sparxmaths.com">www.sparxmaths.com</a>	<p>Students can reset their own login with their Date of Birth.</p>
	<p>Educake English Educake Science Educake History</p>	 <a href="http://www.educake.co.uk">www.educake.co.uk</a>	<p>Teachers can reset login.</p>
	<p>All subjects</p>	 <a href="http://GCSE - BBC Bitesize">GCSE - BBC Bitesize</a>	<p>Free to access without a login</p>
	<p>All subjects</p>	 <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	<p>Free to access without a login</p>
	<p>Languages</p>	 <a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>	<p>Languages Staff can reset login.</p>

## Mental Health Support

We know that Year 10 is a stressful time for Students however, it shouldn't go unnoticed that it is also a stressful time for parents and carers as well, often not knowing how to support your child during this time.

Here are some useful documents and links that can support your child with their mental health but also provide ideas of what you can do at home to help.

Kooth	Young Devon	Young Minds	The Zone	Stop. Breathe. Think
				

Stop. Breathe. Think	Student guide to managing exam stress	Supporting your child to beat exam stress
		

Kooth - <https://www.kooth.com/>

Young Devon - <https://www.youngdevon.org/>

Young Minds - <https://www.youngminds.org.uk/>

The Zone - <https://www.thezoneplymouth.co.uk/>

Stop. Breathe. Think - <https://www.stopbreathethink.org.uk/>

Student guide to managing exam stress: <https://www.place2be.org.uk/media/j4kjdblk/navigating-exam-season-guide-for-students.pdf>

Supporting your child to beat exam stress: <https://www.place2be.org.uk/media/Ottpyr0h/navigating-exam-season-guide-for-parents.pdf>

## Tutor Information

**Intent** - To prepare the students for exams academically and mentally.

**Implementation** - Students will follow a timetable of events throughout the year

### Year 10: Tutor

Mon	Tues	Weds	Thurs	Fri
Reading	Reading	Reading	Reading	Assembly/ Future Friday

Our Year 10 Tutor Programme, focused on reading, is designed to enhance students' literacy skills, empowering them not only to excel in exams but also to thrive in everyday life. By fostering a love for reading and improving comprehension, vocabulary, and critical thinking, the programme provides students with the tools to tackle academic challenges more effectively. The skills developed through this initiative extend beyond the classroom, improving communication, problem-solving, and decision-making — vital life skills that will serve them well in both their future careers and personal lives. With tailored support, our programme aims to boost confidence, enhance performance in exams, and build a strong foundation for success both academically and in the world beyond.

Assemblies are led with a focus on a variety of key areas, including academic progress, attendance, mental health and careers, among others. Additionally, on the weeks that there is no assembly students participate in a comprehensive career development programme, which is designed to support their journey toward securing work experience as a top priority. This initiative ensures that students are equipped with the guidance and skills they need to succeed in both their academic and professional futures.

### Year 11: Tutor

Mon	Tues	Weds	Thurs	Fri
Assembly	Maths/ English	Maths/ English	Maths/ English	Maths/ English /Future Friday

Our Year 11 tutor groups are based on Maths and English subject areas. They are designed to provide focused, targeted support in these core subjects, which are essential for academic success and life skills. These subjects form the foundation of many exams and future opportunities, making strong performance in them crucial. To ensure that every student receives the right level of support, tutor groups will be regularly adjusted throughout the year based on mock exam results, allowing us to tailor instruction to individual needs and help students continuously improve. This dynamic approach ensures that each student stays on track and has the best chance of success in these vital subjects.

Assemblies planned will focus on academic progress, mental strength and resilience along with coping with exam stress.

Students will participate in a full careers programme which will consist of live speakers in a range of job sectors, importance of a good CV, mock interview preparation and further education route information- colleges, apprenticeship and university.

## Plagiarism and Malpractice

Full examination regulations can be found here: [Information for candidates documents - JCQ Joint Council for Qualifications](#). If you are unclear on any of this information, please speak to the examination team in the exams office or email: [exams@eggbuckland.com](mailto:exams@eggbuckland.com).



### *JCQ Information for candidates*

#### Plagiarism

The College takes plagiarism very seriously and we have an obligation to report any malpractice. When students submit a piece of assessment work for final submission, they will be asked to sign to say that the submitted work is their own. It is at this point that we will report any malpractice.

Students need to familiarise themselves with the rules set by JCQ which can be found by following this link: [Information for candidates documents - JCQ Joint Council for Qualifications](#)

The following is an extract from Plagiarism in Assessment Guidance for Teachers/Assessors accessed from [Plagiarism-in-Assessments.pdf \(jcq.org.uk\)](#) published by the Joint Council for Qualifications (JCQ) accessed: 02\_24.



### *Plagiarism in Assessments*

“There are several definitions of plagiarism, but they all have in common the idea of taking someone else’s intellectual effort and presenting it as one’s own. The JCQ Suspected Malpractice Policies and Procedures and Procedures define plagiarism as: “unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools); Plagiarism refers to a student copying work and submitting it as their own. This can involve published resources (whether in print or on the internet), AI-generated content, essays, or pieces of work previously submitted for assessments by others or manufactured artefacts. Copying can involve memorisation and reproduction of text.”

For reference the following are some examples of plagiarism:

- Copying text from the internet and using it as your own.
- Misquoting a source of information or missing a reference or a quote.
- Copying text from the internet changing a few words and using it as your own.
- Copying an image or a logo or combining images.
- Using AI such as Chat GTP to generate an answer or part of an answer and copying part or all the text.

Please remember the penalties for breaking the regulations can be severe as stated by the JCQ in Information for candidates Coursework assessments JCQ 2023 Effective from 1 September 2024 [https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework\\_Assessments\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf) accessed on 09\_24:



### ***Coursework assessments***

“If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- The piece of work will be awarded zero marks.
- You will be disqualified from that unit for that examination series.
- You will be disqualified from the whole subject for that examination series.
- You will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

### **REMEMBER – IT’S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK”**

#### Malpractice

Malpractice is anything that involves a failure to follow the rules of an examination or assessment

JCQ provides the following examples of malpractice relating to formal exams and coursework elements of a qualification:

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations.
- The unauthorised use of alternative electronic devices or technology during remote assessment and remote invigilation.
- Accessing the internet, online materials or AI tools during remote assessment and remote invigilation, where this is not permitted.
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments.
- Collusion: working collaboratively with others, beyond what is permitted.
- Copying from another candidate (including the use of technology to aid the copying).
- Allowing work to be copied, e.g. posting work on social networking sites prior to an examination/assessment.
- The deliberate destruction of another candidate’s work.
- Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language).
- Failing to report to the centre or awarding body the candidate having unauthorised access to assessment related information or sharing unauthorised assessment related information online.
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication.
- Making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio.

- Allowing others to assist in the production of controlled assessments, coursework, non- examination assessments, examination responses or assisting others in the production of controlled assessments, coursework, non-examination assessments or examination responses.
- The misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials)
- Being in possession of unauthorised confidential information about an examination or assessment.
- Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations).
- The inclusion of offensive comments, obscenities or drawings; discriminatory language, remarks or drawings directed at an individual or group in scripts, controlled assessments, coursework, non-examination assessments or portfolios.
- Personation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment.
- Plagiarism: unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and artificial intelligence (AI) tools).
- Theft of another candidate's work.
- Being in possession (whether used or not) of unauthorised material during an examination or assessment, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), watches, instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, AirPods, MP3/4 players, pagers, or other similar electronic devices.
- The unauthorised use of a memory stick or similar device where a candidate uses a word processor.
- Facilitating malpractice on the part of other candidates.
- Behaving in a manner so as to undermine the integrity of the examination.

Consequences may include but not limited to:

- The piece of work will be awarded zero marks.
- You will be disqualified from that unit for that examination series.
- You will be disqualified from the whole subject for that examination series.
- You will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

## Course Information and Examination Paper Overviews

All course Information, including the content from each examination paper can be found on the College website or in the first Revision booklet that was published: <https://www.eggbuckland.org.uk/year-11-revision>



For students who request printed past papers, these have been distributed. If you did not, but still wish to have access, all papers can be found electronically.

All question paper and markschemes to these papers are available via this link for you to self-mark your papers, or you can find them online using the paper code (note that student normal school login details are required to access these):



<https://eggbuckland.sharepoint.com/:f/g/PP&MS/EtCs19OrNhBhnmvzGXe0RswBIYXF8Fuph4fRGJ4QXPuvGA?e=HTMfVy>

We would suggest paying close attention to the detail on the markscheme when you do this, to maximise the accuracy of your marking and to push your understanding of the subject and exam technique on further. These should be used as you find most appropriate.

If you require further past papers, you can print these yourself in College using your print credit. If you need your print credit topped up from printing past papers, please see ICT support in the PDC or email [logsupport@eggbuckland.com](mailto:logsupport@eggbuckland.com).

## Links to Past Papers (Collated):

Use these links for past papers. The links will also provide the mark schemes for students to self-mark these.

### English Literature:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>



### English Language:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>



### Maths:

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk) (Remember to select Edexcel)



### Science:

[AQA | GCSE | Combined Science: Trilogy | Assessment resources](#)



**Geography:**

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources?f.Resource+type%7C6=Question+papers>



**History:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>



**Business Studies:**

<https://www.ocr.org.uk/qualifications/gcse/business-j204-from-2017/assessment/>



**Design Technology:**

[GCSE Design and Technology | Eduqas](#)



**Drama:**

[GCSE Drama | Eduqas](#)



**Music:**

[GCSE Music | Eduqas](#)



**Engineering:**

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



**French:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>



**Hospitality and Catering:**

[wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=39166](http://wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=39166)



**Digital Information Technology:**

[Digital Information Technology \(2022\) | BTEC Tech Award | Pearson qualifications](#)



**Physical Education: (AQA GCSE)**

[AQA | Resources | Past Papers & AQA Mark Schemes](#)



**Psychology:**

[GCSE - Psychology \(9-1\) - J203 - OCR](#)



## Sports Studies: Revision and coursework support

[A - OCR Level 2 Sport Studies](#) (Eggbuckland Username and Password required to view)



[Past papers materials finder - OCR](#)



Spanish:

[Edexcel GCSE Spanish \(2016\) | Pearson qualifications](#)



## Revision Information:

### English Literature - Revision Information

Exam Board: AQA


Full Course Name: English Literature

Full Course Code: 8702

Type of Qualification: GCSE

Examination Structure (Full Course):

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links

8702/1 (Paper 1)	NA	May	'Macbeth' and 'A Christmas Carol'	40%	 <a href="#">AQA Spec</a>
8702/2 (Paper 2)	NA	May	'An Inspector Calls', 'Power and Conflict Poetry' and Unseen Poetry.	60%	

**Online Revision Guides:**

Macbeth	A Christmas Carol	An Inspector Calls	Power and Conflict Poetry	Unseen Poetry
				

Macbeth - <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/macbeth/>

A Christmas Carol - <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/a-christmas-carol/>

An Inspector Calls - <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/an-inspector-calls/>

Power and Conflict Poetry - <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/power-and-conflict/>

Unseen Poetry - <https://www.physicsandmathstutor.com/english-revision/gcse-aqa/unseen-poetry/>

**Past Papers (including mark schemes):** <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources>



**Year 10 Mock Information (Subject to Change):**

June: Literature Paper 1

**Year 11 Mock 1 Information (Subject to Change):**

Literature Paper 2: 'An Inspector Calls', 'Power and Conflict Poetry' and Unseen Poetry.

**Year 11 Mock 2 Information (Subject to Change):**

Literature Paper 1: 'Macbeth' and 'A Christmas Carol'

**Link to Specification:** <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



## English Language - Revision Information

Please note that AQA have made some small but important changes to some of the questions on these papers.

When looking at example papers, please ensure that they are the updated papers that fit the 2026 exam specifications.

**Exam Board: AQA**

**Full Course Name:** English Language



**Full Course Code:** 8700

**Type of Qualification:** GCSE

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
8700/1 (Paper 1)	Examination	May / June of Y11	Explorations in Creative Reading and Writing	50%	
8700/2 (Paper 2)	Examination	May / June of Y11	Writers' Viewpoints and Perspectives	50%	
NEA	Spoken Language Endorsement	Y11- Term 1			

**Online Revision Guides:**

Lang Paper 1 - <a href="https://www.aqaenglishrevision.com/lang-paper-1">https://www.aqaenglishrevision.com/lang-paper-1</a>	Lang Paper 2 - <a href="https://www.aqaenglishrevision.com/lang-paper-2">https://www.aqaenglishrevision.com/lang-paper-2</a>
	

**Past Papers (including mark schemes):** <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources>



**Year 10 Mock Information** (Subject to Change):

June: Language Paper 1, Literature Hybrid Paper

**Year 11 Mock 1 Information** (Subject to Change):

Language Paper 2: Writers' Viewpoints and Perspectives

**Year 11 Mock 2 Information** (Subject to Change):

Language Paper 1: Explorations in Creative Reading and Writing

**Link to Specification:** <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>



## Maths - Revision Information

**Exam Board:** Edexcel

**Full Course Name:** Mathematics

**Full Course Code:** 1 MA 1


**Type of Qualification:** GCSE

**Examination Structure (Full Course):** 3 papers of 1 hour and 30 minutes each.

2 Tiers of Entry.

Foundation = grades 1 – 5

Higher = grades 4 - 9

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Paper 1	Exam	June	Number Algebra Ratio, Proportion and Rates of change Geometry and Measures Statistics & Probability	33.3%	 <a href="https://www.pearson.com/revision/gcse/maths/specification/level-1-2-gcse-9-1-in-mathematics">Specification: Level 1/2 GCSE (9-1) in Mathematics (pearson.com)</a>
Paper 2	Exam	June		33.3%	
Paper 3	Exam	June		33.3%	

**If you are going to purchase a revision guide, this is what we suggest:**

**Higher:**

[REVISE Edexcel GCSE \(9-1\) Mathematics Higher Guided Revision Workbook: GUIDED REVISION WORKBOOK: for home learning, 2022 and 2023 assessments and exams \(REVISE Edexcel GCSE Maths 2015\): Amazon.co.uk: Pearson: 9781292213705: Books](#)

**Foundation:** [Pearson REVISE Edexcel GCSE \(9-1\) Mathematics Foundation Guided Revision Workbook: For 2024 and 2025 assessments and exams \(REVISE Edexcel GCSE Maths 2015\) | Waterstones](#)

**Grade 7 – 9 only:** [GCSE Maths Edexcel Grade 8-9 Targeted Exam Practice Workbook \(includes Answers\) | CGP Books](#)

**Past Papers (including mark schemes):** [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)



(Remember to select Edexcel)

**Year 10 Mock Information** (Subject to Change):

This paper is set across all WeST schools and covers the material taught in Year 10 only.

**Year 11 Mock 1 Information** (Subject to Change): All 3 papers

**Year 11 Mock 2 Information** (Subject to Change): All 3 papers

**Link to Specification:**

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf>



**Other useful links:** Sparx provides comprehensive support and challenge for all students.

[www.sparx.co.uk](http://www.sparx.co.uk)



## Statistics - Revision Information

**Exam Board:** Edexcel

**Full Course Name:** Mathematics

**Full Course Code:** 1ST0

**Type of Qualification:** GCSE

**Examination Structure (Full Course):** 2 papers (both calculator allowed) of 1 hour and 30 minutes each.

2 Tiers of Entry.

Foundation = grades 1 – 5

Higher = grades 4 - 9

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Paper 1	Exam	June	1. The collection of data  2. Processing, representing and analysing data	50%	<a href="#">Specification</a>
Paper 2	Exam	June	3. Probability	50%	

### Assessment overview

Students must answer all questions. The papers assess all content.

Questions cover 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

**If you are going to purchase a revision guide, this is what we suggest:**

[GCSE Statistics Edexcel Exam Practice Workbook \(includes Answers\) | CGP Books](#)

**Year 10 Mock Information** (Subject to Change):

This paper covers the material taught in Year 10 only.

Subject	Statistics
<p><b>Assessment details</b></p>	<p><b>Edexcel GCSE.</b>  <b>Number of Papers:</b> 1 Paper</p> <p><b>Paper Structure:</b>            Paper 1: Calculator allowed.</p> <p><b>Duration:</b> 1 hour 30 minutes per paper.  <b>Marks:</b> The paper is worth 80 marks.  <b>Assessment Objectives:</b></p> <hr/> <p><b>Content overview</b></p> <ol style="list-style-type: none"> <li>1. The collection of data</li> <li>2. Processing, representing and analysing data</li> <li>3. Probability</li> </ol> <hr/> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Students must answer all questions</li> <li>• The papers assess all content</li> <li>• Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle</li> <li>• The papers contains short response, medium response and extended response questions</li> </ul> <hr/> <p>Equipment needed: Pens, pencils, ruler, rubber, protractor, compass and calculator.</p>
<p><b>Topics covered</b></p>	<p><b><u>Core Content (Foundation &amp; Higher)</u></b></p> <p><b>Data Types &amp; Collection:</b> Primary/secondary, qualitative/quantitative, categorisation, sampling, bias, data cleaning.</p> <p><b>Processing &amp; Representation:</b> Tally, bar charts, pie charts, stem &amp; leaf, histograms, cumulative frequency, frequency polygons, box plots, scatter graphs, population pyramids.</p> <p><b>Measures:</b> Mean, median, mode, range, interquartile range (IQR).</p> <p><b>Correlation:</b> Scatter diagrams, lines of best fit, Spearman's Rank.</p> <p><b>Time Series:</b> Graphs, trends, moving averages.</p> <p><b>Probability:</b> Sample spaces, Venn/tree diagrams, independent/dependent events, risk.</p> <p><b><u>Higher Tier Only</u></b></p> <p><b>Advanced Averages:</b> Weighted Mean, Geometric Mean, Linear Interpolation.</p> <p><b>Advanced Dispersion:</b> Standard Deviation, Interdecile Range, Outlier calculation (SD method).</p> <p><b>Advanced Correlation:</b> <u>Pearson's Product Moment Correlation Coefficient (PMCC)</u> interpretation (calculation not expected).</p> <p><b>Advanced Index Numbers:</b> Weighted &amp; Chain-Base Index Numbers.</p>

	<p><b>Advanced Probability:</b> Conditional Probability, Expected Frequencies.</p> <p><b>Data Handling:</b> Skewness, Standardised Scores, Petersen Capture-Recapture.</p> <p><b>Key Skills</b></p> <p><b>Interpreting &amp; Comparing:</b> Using diagrams and statistics to compare data sets.</p> <p><b>Contextual Application:</b> Applying statistical concepts to real-world scenarios (e.g., experiments, surveys).</p> <p><b>Data Cleaning:</b> Identifying and handling missing/incorrect data.</p>
Revision Guidance	<p><a href="#">GCSE Stats at CGP</a> - Workbook already issued to students.</p> <p><a href="https://www.statsacademy.co.uk/">https://www.statsacademy.co.uk/</a> - General revision and past papers.</p>

**Link to Specification:**

[gcse-9-1-statistics-specification.pdf](#)

**Other useful links:** Dr Frost Learning provides comprehensive support and challenge for all students.

[Dr Frost Learning](#)

## Science - Revision Information


**Exam Board:** AQA






**Full Course Name:** GCSE Combined Science (Trilogy)

**Full Course Code:** 8464

**Type of Qualification:** GCSE (Double Award)

**Examination Structure (Full Course):**

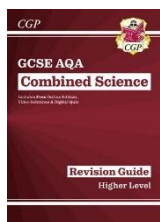
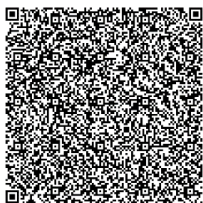
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Biology Paper 1	Examination	May / June of Y11	<ul style="list-style-type: none"><li>• Cell Biology</li><li>• Organisation</li><li>• Infection and Response</li></ul>	16.67% of double award	

			<ul style="list-style-type: none"> <li>Bioenergetics</li> </ul>		<a href="#">Biology (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>
Biology Paper 2	Examination	May / June of Y11	<ul style="list-style-type: none"> <li>Homeostasis and Response</li> <li>Inheritance, Variation and Evolution</li> <li>Ecology</li> </ul>	16.67% of double award	 <a href="#">Biology (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>
Chemistry Paper 1	Examination	May / June of Y11	<ul style="list-style-type: none"> <li>Atomic Structure and the Periodic Table</li> <li>Bonding Structure and the Properties of Matter</li> <li>Quantitative Chemistry</li> <li>Chemical Changes</li> <li>Energy Changes</li> </ul>	16.67% of double award	 <a href="#">Chemistry (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>
Chemistry Paper 2	Examination	May / June of Y11	<ul style="list-style-type: none"> <li>The Rate and Extent of Chemical Change</li> <li>Organic Chemistry</li> <li>Chemical Analysis</li> <li>Chemistry of the Atmosphere</li> <li>Using Resources</li> </ul>	16.67% of double award	 <a href="#">Chemistry (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>
Physics Paper 1	Examination	May / June of Y11	<ul style="list-style-type: none"> <li>Energy</li> <li>Electricity</li> <li>Particle Model of Matter</li> <li>Atomic Structure (Radiation)</li> </ul>	16.67% of double award	 <a href="#">Physics (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>
Physics Paper 2	Examination	May / June of Y11	<ul style="list-style-type: none"> <li>Forces</li> <li>Waves</li> <li>Magnetism and Electromagnetism</li> </ul>	16.67% of double award	 <a href="#">Physics (Combined Science) - GCSE</a> <a href="#">Combined Science</a> <a href="#">Revision - AQA</a> <a href="#">Trilogy - BBC Bitesize</a>

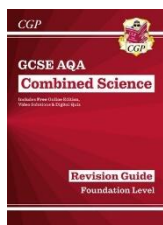
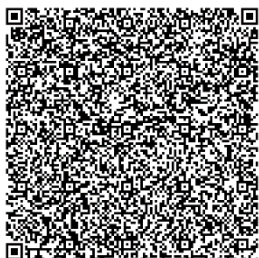
If you are going to purchase a revision guide, this is what we suggest:

- Available on a long loan from the College Library
- Available to purchase:

**Higher:** [GCSE Combined Science AQA Revision Guide - Higher includes Online Edition, Videos & Quizzes | CGP Books](#)



**Foundation:** [GCSE Combined Science AQA Revision Guide - Foundation includes Online Edition, Videos & Quizzes | CGP Books](#)



**Past Papers (including mark schemes):** [AQA | GCSE | Combined Science: Trilogy | Assessment resources](#)



**Year 10 Mock Information (Subject to Change):**

- Biology Paper 1 - Chemistry Paper 1 - Physics Paper 1
  - o Video summarising the key information: <https://youtu.be/Dr0ja3JnXbw>



**Year 11 Mock 1 Information (Subject to Change):** <https://youtu.be/B-J4IKcbc1s>

- Biology Paper 1 - Chemistry Paper 1 - Physics Paper 1
  - o Video summarising the key information:



**Year 11 Mock 2 Information** (Subject to Change): <https://youtu.be/odfJnuq42ww>

- Biology Paper 2 - Chemistry Paper 2 - Physics Paper 2
  - o Video summarising the key information:



- **Link to Specification:** <https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>



- [Educake - Online Formative Assessment for Homework and Classwork](#) (Librarians can reset passwords)
- A copy of all teaching resources can be found here: [Lesson Resources](#) (Students will need their college login details to access these)
- Revision Resources, including past paper questions, checklists etc can be found here: [GCSE Science Revision](#) (Students will need their college login details to access these)
- Speak to your Science Teachers for more.
- Video summarising the GCSE course: <https://youtu.be/P0ggofie-Ng>

Educake	Lesson Resources	Revision Resources	Video Summary
(Librarians can reset passwords)	Teaching resources can be found here:	Including past paper questions, checklists etc	Video summarising the GCSE course:



## Geography - Revision Information

Exam Board: AQA

Full Course Name: Geography

Full Course Code: 8035

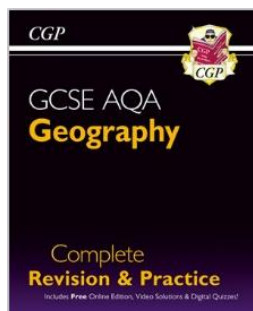
Type of Qualification: GCSE

Examination Structure (Full Course):

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course
Paper 1 Living with the Physical Environment	Exam 1 hour 30 minutes	May / June of Y11	<u>Section A :</u> The Challenge of natural Hazards. <i>(Earthquakes and Tropical storms)</i> <u>Section B :</u> The living world. <i>Rainforests</i> <i>Hot deserts</i> <u>Section C :</u> Physical Landscapes of UK. <i>(Coasts, Rivers)</i>	35%
Paper 2 Challenges in the Human Environment	Exam 1 hour 30 minutes	May / June of Y11	<u>Section A :</u> Urban issues and challenges. <i>(Lagos and Birmingham)</i> <u>Section B :</u> The challenges of the economic world <i>(UK and Nigeria)</i> <u>Section C :</u> The challenge of resource management <i>(UK, Energy)</i>	35%
Paper 3 Geographical Applications	Exam 1 hour 30 minutes	May / June of Y11	<u>Section A :</u> Issues evaluation <i>(Pre-release booklet)</i> Geographical skills <i>(Fieldwork)</i>	30%

If you are going to purchase a revision guide, this is what we suggest:

CGP (Available through school via parent pay with a 50% discount) [New GCSE Geography AQA Complete Revision & Practice includes Online Edition, Videos & Quizzes | CGP Books](#)



**Past Papers (including mark schemes):** <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources?f.Resource+type%7C6=Question+papers>



**Year 10 Mock Information** (Subject to Change):

Paper 1 and 2

**Year 11 Mock 1 Information** (Subject to Change):

Paper 1 (details above)

**Year 11 Mock 2 Information** (Subject to Change):

Paper 2 (details above)

**Link to Specification:** <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>



**Other useful links:**

Links for revision materials

<https://www.internetgeography.net/aqa-gcse-geography/>



Link to you tube clips for paper 1 and mock 1

[https://www.youtube.com/results?search\\_query=mrs+geography](https://www.youtube.com/results?search_query=mrs+geography)



## History - Revision Information



**Exam Board:** Edexcel

**Full Course Name:** History

**Full Course Code:** 1H10

**Type of Qualification:** GCSE

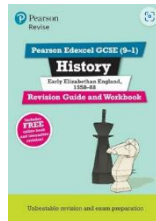
**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline (s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Migrants in Britain, c800-present and Notting Hill, c1948-c1970	Written examination (1 hour and 15 minutes)	May/June	c800–c1500: Migration in medieval England  c1500–c1700: Migration in early modern England  c1700–c1900: Migration in eighteenth- and nineteenth-century Britain  c1900–present: Migration in modern Britain  Notting Hill, c1948–c1970	30%  52 marks (16 for the historic environment i.e. Notting Hill, c.1948-c1970, 36 for the thematic study i.e. Migrants in Britain, c800-present)	 <a href="https://www.bbc.co.uk/bitesize/topics/zppr4xs">https://www.bbc.co.uk/bitesize/topics/zppr4xs</a>
Early Elizabethan England, 1558–88. (British depth study)	Written examination (1 hour and 45 minutes)	May/June	Key topic 1: Queen, government and religion, 1558–69  Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88  Key topic 3: Elizabethan society in the Age of Exploration, 1558–88	40%  64 marks (32 for the period study i.e. The American West and 32 for the British depth study i.e. Early Elizabethan England)	 <a href="https://www.bbc.co.uk/bitesize/topics/z29rbk7">https://www.bbc.co.uk/bitesize/topics/z29rbk7</a>
The American West, c1835–c1895. (Period study)	Written examination	May/June	Key topic 1: The early settlement of the West, c1835–c1862  Key topic 2: Development of the plains, c1862–c1876  Key topic 3: Conflicts and conquest, c1876–c1895		<a href="https://www.bbc.co.uk/bitesize/topics/zymqwx">https://www.bbc.co.uk/bitesize/topics/zymqwx</a>

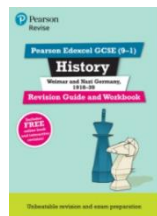
Weimar and Nazi Germany, 1918–39	Written examination	May/June	<p>Key topic 1: The Weimar Republic 1918–29</p> <p>Key topic 2: Hitler’s rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p> <p>Key topic 4: Life in Nazi Germany, 1933–39</p>	<p>30%</p> <p>52 marks</p>	
----------------------------------	---------------------	----------	--	----------------------------	---

If you are going to purchase a revision guide, this is what we suggest:

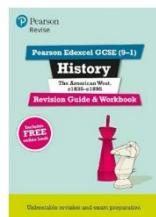
- **Elizabethan England:** [https://www.amazon.co.uk/Edexcel-History-Elizabethan-Revision-Workbook/dp/1292169710/ref=asc\\_df\\_1292169710/?tag=googshopuk-21&linkCode=df0&hvadid=311004790924&hvpos=&hvnetw=g&hvrnd=15573031513619128845&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045305&hvtargid=pla-563430036645&psc=1&th=1&psc=1](https://www.amazon.co.uk/Edexcel-History-Elizabethan-Revision-Workbook/dp/1292169710/ref=asc_df_1292169710/?tag=googshopuk-21&linkCode=df0&hvadid=311004790924&hvpos=&hvnetw=g&hvrnd=15573031513619128845&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045305&hvtargid=pla-563430036645&psc=1&th=1&psc=1)



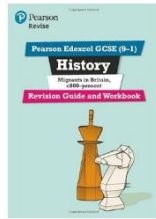
- **Weimar and Nazi Germany:** <https://www.brownsbfs.co.uk/Product/Payne-Victoria/Pearson-REVISE-Edexcel-GCSE-9-1-History-Weimar-and-Nazi-G/9781292169736#>



- **American West:** [https://www.amazon.co.uk/Edexcel-History-American-Revision-Workbook/dp/129216977X/ref=asc\\_df\\_129216977X/?tag=googshopuk-21&linkCode=df0&hvadid=310941996689&hvpos=&hvnetw=g&hvrnd=15573031513619128845&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045305&hvtargid=pla-565569857497&psc=1&th=1&psc=1](https://www.amazon.co.uk/Edexcel-History-American-Revision-Workbook/dp/129216977X/ref=asc_df_129216977X/?tag=googshopuk-21&linkCode=df0&hvadid=310941996689&hvpos=&hvnetw=g&hvrnd=15573031513619128845&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9045305&hvtargid=pla-565569857497&psc=1&th=1&psc=1)



- **Migration:** [https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-history-medicine-in-britain-revision-guide-and-workbook-with-free-online-edit/kirsty-taylor/mixed-media/9781292169729.html?utm\\_campaign=eq\\_whs\\_259955&utm\\_medium=affiliates&utm\\_source=awin&awc=3017\\_1696161891\\_568e461a4c1e3a50e81e4e5c44d6a3ec](https://www.whsmith.co.uk/products/revise-edexcel-gcse-91-history-medicine-in-britain-revision-guide-and-workbook-with-free-online-edit/kirsty-taylor/mixed-media/9781292169729.html?utm_campaign=eq_whs_259955&utm_medium=affiliates&utm_source=awin&awc=3017_1696161891_568e461a4c1e3a50e81e4e5c44d6a3ec)



**Past Papers (including mark schemes):** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>

This is the link to the Edexcel website and the exam materials section with past papers; mark schemes and examiner reports:



---

**Year 10 Mock Information (Subject to Change):**

TBC

**Year 11 Mock 1 Information (Subject to Change):**

Paper 2 Elizabethan England (55 minutes) TBC

**Year 11 Mock 2 Information (Subject to Change):**

Paper 1 Migrants in Britain, c800-present and Notting Hill, c1948-c1970

**Link to Specification:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>



**Other useful links:** <https://my.educake.co.uk/student-login>



## Geography - Revision Information

**Exam Board:**

**Full Course Name:**

**Full Course Code:**

**Type of Qualification:**

**Examination Structure (Full Course):**

<b>Unit Name</b>	<b>Coursework / Controlled Assessment / Examination</b>	<b>Date range / Deadline(s) (Subject to change)</b>	<b>Content in this unit</b>	<b>Percentage of course</b>	<b>Useful links</b>

**If you are going to purchase a revision guide, this is what we suggest:**

**Past Papers (including mark schemes):**

**Year 10 Mock Information (Subject to Change):**

**Year 11 Mock 1 Information (Subject to Change):**

**Year 11 Mock 2 Information (Subject to Change):**

**Link to Specification:**

## Enterprise and Marketing - Revision Information


**Exam Board:** OCR

**Full Course Name:** Enterprise and Marketing

**Full Course Code:** J837

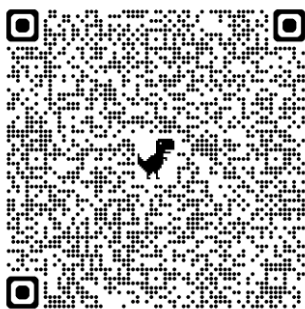
**Type of Qualification:** Cambridge Nationals

**Course Structure (Full Course):**

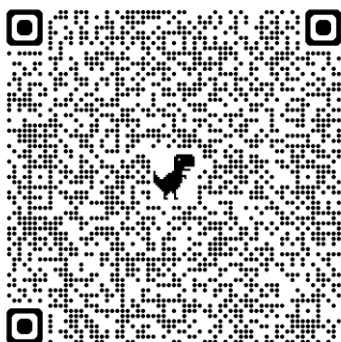
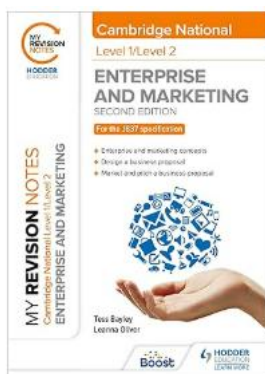
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
R068- Design a Business Proposal	Controlled Assessment	End of Year 10	<b>Topic 1:</b> Market research (practical) <b>Topic 2:</b> Customer profile <b>Topic 3:</b> Product proposal <b>Topic 4:</b> Review financial viability (practical) <b>Topic 5:</b> Review success of a business proposal	30%	<b>Video Resources:</b> <a href="https://www.youtube.com/playlist?list=PL31EOMw-r2Hi-I_k9IGna42hevnvJUBeb">https://www.youtube.com/playlist?list=PL31EOMw-r2Hi-I_k9IGna42hevnvJUBeb</a> 
R069- Market and Pitch a Business Proposal	Controlled Assessment	End of Year 11	<b>Topic 1:</b> Develop a brand identity <b>Topic 2:</b> Promotional campaign <b>Topic 3:</b> Plan and pitch a proposal (practical) <b>Topic 4:</b> Review brand, campaign, and pitch	30%	
R067- Enterprise and Marketing Concepts		End of year 11	<b>Topic 1:</b> Characteristics, risk, and reward for Enterprise. <b>Topic 2:</b> Market research (theory) <b>Topic 3:</b> Financial Viability <b>Topic 4:</b> Marketing Mix <b>Topic 5:</b> Enterprise start-up	40%	

If you are going to purchase a revision guide or a course textbook, this is what we suggest:

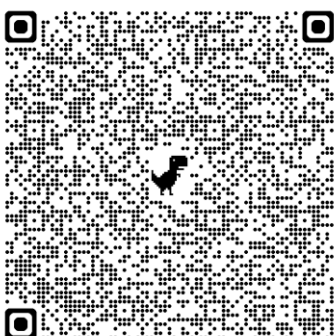
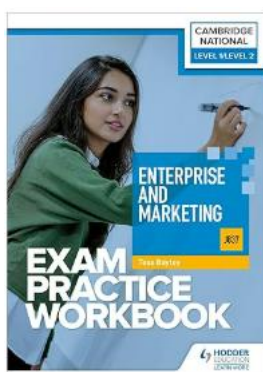
**Course Textbook:** Level 1 / 2 Cambridge National in Enterprise and Marketing (J837): Second Edition (ISBN: 978-1398351219)



**R067 Revision Guide:** My Revision Notes: Level 1/Level 2 Cambridge National in Enterprise & Marketing: Second Edition (ISBN: 978-1398351226):



**R067 Exam Practice:** Level 1/Level 2 Cambridge National in Enterprise and Marketing (J837) Exam Practice Workbook (ISBN: 978-1398384866):



**Past Papers (including mark schemes):**

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

**Year 10 Mock Information** (Subject to Change): **No Mock Paper, Controlled Assessment Only**

**Year 11 Mock 1 Information** (Subject to Change): **No Mock Paper, Controlled Assessment Only**

**Year 11 Mock 2 Information** (Subject to Change): R067 Enterprise and Marketing Concepts- **FULL PAPER**

**Link to Specification:**

<https://www.ocr.org.uk/Images/610949-specification-cambridge-nationals-enterprise-and-marketing-j837.pdf>



**Other useful links:**

Additional Resources: <https://www.meanbusiness.co.uk/>





## Design and Technology - Revision Information

**Full Course Name:** Eduqas GCSE Design Technology

**Full Course Code:** C600QS

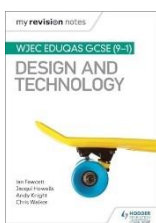
**Type of Qualification:** GCSE

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
NEA coursework component	Controlled assessment	June 1 <sup>st</sup> – February 28 <sup>th</sup>	Designing and making to solve a contextual challenge	50%	 <a href="http://technologystudent.com">ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</a>
Written exam	Examination	May/June Yr 11	Design and Technology in the 21 <sup>st</sup> Century	50%	 <a href="http://technologystudent.com">ENGINEERING - DESIGN AND TECHNOLOGY (technologystudent.com)</a>

**If you are going to purchase a revision guide, this is what we suggest:**

My Revision Notes: WJEC Eduqas GCSE (9-1) Design and Technology [My Revision Notes: WJEC Eduqas GCSE \(9-1\) Design and Technology: Amazon.co.uk: Fawcett, Ian, Howells, Jacqui, Knight, Andy, Walker, Chris: 9781510471696: Books](#)



**Past Papers (including mark schemes):** [GCSE Design and Technology | Eduqas](#)



### **Year 10 Mock Information** (Subject to Change):

All students will be expected to answer questions based on the following:

Carbon footprint - Product lifecycle - Sustainability and environmental responsibilities for the designer and consumer - Ability to look at a picture, even if you do not know what the material is called and work out what it should do then comment on that. In particular, Technical materials used in sports clothing. – Nomex – Kevlar – Polymorph - Uses of smart materials - Basic circuit components and symbols including battery, switch, bulb, LED - Know what an LDR (light dependant resister) is and what it does - Mechanical advantage with levers - Velocity ratio - Parts of a lever – load, effort and fulcrum – Microprocessors – Microcontrollers - How paper thickness / weight is displayed - Corrugated card - An understanding of structure and how shape gives strength to a material - Materials and their properties - MDF (medium density fibreboard), why / where it is used. Properties and limitations - Properties of natural fibres and textiles - Primary and secondary research. What the difference is, examples and advantages of both. - Scales of production – Continuous, batch, one off. Cell production - Anthropometrics and use of anthropometric data. **Wood and manufactured boards** – Laminating - Wood based materials - Wood finishes and methods of application - Life cycle analysis - Batch production – **Metals** - Ferrous and non-ferrous metals - Structure and shape and how this affects the strength - Continuous production - Life cycle analysis

### **Year 11 Mock 1 Information** (Subject to Change):

#### **All students answer section A. You will have questions relating to**

Smart materials - Biomimicry and fabric - Renewable energy - Benefits and limitations of wind up technology as a power source - The impact of Technological advances on society - Types of motion: Rotary, Oscillating, Reciprocating, Linear - Cogs, gears and ratios - Revs per minute (RPM) - Parts of a lever Fulcrum, force (effort), load - Feedback in a system - What a thermistor does – LEDs - Thermoforming plastics - Properties of acrylic - Ferrous and nonferrous metals - Denim - Paper and card -Finishing techniques -Laser cutting – Safety considerations Consumer protection and legislation surrounding fitness for purpose

**Natural and manufactured timber**

**Ferrous and nonferrous metals**

### **Year 11 Mock 2 Information** (Subject to Change):

All students will be expected to answer questions based on the following:

Logos and symbols - Cams and how a follower will track the shape of a Cam - Leavers and how you would identify the **load, effort** and **fulcrum** - Recycling and the benefits it brings society - Composite materials - Properties of materials - Material sources: natural, synthetic - Parallel and serial circuits - How circuit diagrams are drawn - Types of wood based manufactured board and what they look like / how they are constructed - Common types of plastics used for bottles - Fabric construction: the difference between knitted and woven and what a warp and weft are - Properties and differences between silk and polyester - The sizes of paper - Disadvantages / issues associated with using recycled materials - Understand types and benefits of using CAM machines - Advantages, issues and different types of CAD software

**Natural and manufactured timber**

**Ferrous and nonferrous metals**

**Link to Specification:** <https://www.eduqas.co.uk/media/25tlhbw/gcse-design-and-technology-specification.pdf>



**Other useful links:** [Eduqas Digital Educational Resources](#)



## Drama - Revision Information





Exam Board: Eduqas

Full Course Name: GCSE DRAMA

Full Course Code: C690QS

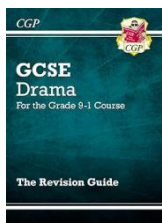
Type of Qualification: Level GCSE

### Examination Structure (Full Course):

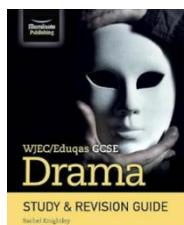
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Component 1: Devising Theatre	Non-exam assessment: internally assessed, externally moderated	April-June	Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.	40%	Devising:  <a href="#">Devising - GCSE Drama Revision - Eduqas - BBC Bitesize</a>
Component 2: Performing from a Text	Non-exam assessment: externally assessed by a visiting examiner	Starting October Assessed February-March (date arranged by examiner)	Learners study two extracts from the same performance text chosen by the centre. Learners participate in one performance/design using sections of text from both extracts.	20%	Performing a scripted extract:  <a href="#">Scripted drama - GCSE Drama Revision - Eduqas - BBC Bitesize</a>
Component 3: Interpreting Theatre	Written examination: 1 hour 30 minutes	May (including year 10 and year 11 mock 1)	<b>Section A: Set Text</b> A series of questions on <i>An Inspector Calls</i> J.B. Priestley <b>Section B: Live Theatre Review</b> One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.	40%	Written exam:  <i>An Inspector Calls:</i>  Written exam: <a href="#">Written exam - GCSE Drama Revision - Eduqas - BBC Bitesize</a> <i>An Inspector Calls:</i> <a href="#">An Inspector Calls - GCSE English Literature Revision - AQA - BBC Bitesize</a>

If you are going to purchase a revision guide, this is what we suggest:

GCSE Drama Revision Guide: perfect for the 2024 and 2025 exams (CGP GCSE Drama) Paperback – 18 May 2018 [GCSE Drama Revision Guide: perfect for the 2024 and 2025 exams \(CGP GCSE Drama\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)



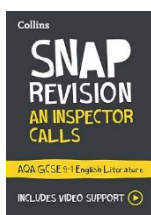
WJEC/Eduqas GCSE Drama Study & Revision Guide Paperback – 18 Jun. 2020: [WJEC/Eduqas GCSE Drama Study & Revision Guide: Amazon.co.uk: Knightley, Rachel: 9781912820276: Books](#)



An Inspector Calls: AQA GCSE 9-1 English Literature Text Guide: Ideal for the 2024 and 2025 exams (Collins GCSE Grade 9-1 SNAP Revision) Paperback – 12 Sept. 2022: [An Inspector Calls: AQA GCSE 9-1 English Literature Text Guide: Ideal for the 2024 and 2025 exams \(Collins GCSE Grade 9-1 SNAP Revision\): Amazon.co.uk: Collins GCSE: 9780008551506: Books](#)



Past Papers (including mark schemes): [GCSE Drama | Eduqas](#)



**Year 10 Mock Information** (Subject to Change):

Your mock will be a component 3 paper Interpreting Theatre. Including section A answering questions on An Inspector Calls and section B answering one question on a piece of live theatre you have seen in a theatre.

**Year 11 Mock 1 Information** (Subject to Change):

Your mock will be a component 3 paper Interpreting Theatre. Including section A answering questions on An Inspector Calls and section B answering one question on a piece of live theatre you have seen in a theatre.

**Year 11 Mock 2 Information** (Subject to Change):

There will be no mock due to the Component 2 exam (formal exam externally assessed)

**Link to Specification:** [GCSE Drama | Edugas](#)






## Engineering - Revision Information

**Full Course Name:** WJEC Level 1/2 Vocational Award in Engineering (Technical award)

**Full Course Code:** 5799QA

**Type of Qualification:** Level 2

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Unit 1	Coursework	Commence in Sept	1.1 Understanding engineering drawings 1.2 Planning operations 1.3 Using engineering tools and equipment 1.4 Implementing engineering processes	40%	 <a href="https://www.eduqas.co.uk">Resource (eduqas.co.uk)</a>
Unit 2	Coursework	Commence in Jan	2.1 Understanding function and meeting requirements 2.2 Proposing design solutions 2.3 Communicating an engineered design solution 2.4 Solving applied engineering problems	20%	 <a href="https://www.eduqas.co.uk">Resource (eduqas.co.uk)</a>
Unit 3	Exam	Summer 27'	3.1 Understanding the effects of engineering achievements 3.2 Understanding properties of engineering materials 3.3 Understanding methods of preparation, forming, joining and finishing of engineering materials 3.4 Solving engineering problems	40%	 <a href="https://www.eduqas.co.uk">Resource (eduqas.co.uk)</a>

**If you are going to purchase a revision guide, this is what we suggest:**

[https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-engineering/?sub\\_nav\\_level=books#tab\\_resources](https://www.wjec.co.uk/qualifications/level-1-2-vocational-award-in-engineering/?sub_nav_level=books#tab_resources)



**Past Papers (including mark schemes):** Only one exists because it's a new course and paper will be used for Mock 2, so students will unfortunately not have access in advance. This paper should be used carefully for revision after it is released.

**Year 10 Mock Information (Subject to Change):**

1. Structural design, focusing on the development of bicycles
2. Mechanical design, focusing on the development of theme park Rides
3. Electronic design, focusing on the development of mobile Phone/smart technology.
4. Volume of 3d shapes
5. Tool names
6. Manufacturing processes – material removal, shaping and manipulation, joining and assembly and heat and chemical treatment.
7. Product analysis
8. Material properties

**Year 11 Mock 1 Information (Subject to Change):**

1. Structural design, focusing on the development of bicycles
2. Mechanical design, focusing on the development of theme park Rides
3. Electronic design, focusing on the development of mobile Phone/smart technology.
4. Volume of 3d shapes
5. Tool names
6. Manufacturing processes – material removal, shaping and manipulation, joining and assembly and heat and chemical treatment.
7. Product analysis
8. Material properties

**Year 11 Mock 2 Information (Subject to Change):**

1. Structural design, focusing on the development of bicycles
2. Mechanical design, focusing on the development of theme park Rides
3. Electronic design, focusing on the development of mobile Phone/smart technology.
4. Volume of 3d shapes
5. Tool names
6. Manufacturing processes – material removal, shaping and manipulation, joining and assembly and heat and chemical treatment.
7. Product analysis

## 8. Material properties

**Link to Specification:** [https://www.wjec.co.uk/media/xb3fam5o/wjec\\_l1-2-vocaward-ta\\_engineering\\_spec-e\\_11-09-23-1.pdf](https://www.wjec.co.uk/media/xb3fam5o/wjec_l1-2-vocaward-ta_engineering_spec-e_11-09-23-1.pdf)



**Other useful links:** [Resource \(edugas.co.uk\)](https://www.edugas.co.uk)



## Fine Art - Revision Information


**Exam Board:** AQA

**Full Course Name:** GCSE Art and Design: Fine Art

**Full Course Code:** 601/8088/2

**Type of Qualification:** GCSE

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Component 1 - Portfolio	Coursework	September of Year 10 - December of Year 11  Specific deadlines set by class teacher  Up to 2hrs of homework a week	Inspired by the themes Coast and Portrait, students evidence the journey from initial ideas, the creation of outcomes through practical workshops, research and development. Teachers will facilitate opportunities for students to move their projects on as they become more independent.  A further selection of work can be submitted.  Fine Art convey an experience or respond to a theme or issue of personal significance, using a variety of media.	60%	  <a href="#">GCSE Art and Design 8202   Specification   AQA</a>
Component 2 -	Externally Set Assignment – available from 2 January.	Jan Year 11 – end of March Year 11  Specific deadlines set by class teacher  Up to 2hrs of homework a week	Students choose from seven starting points and will produce work covering the four Assessment Objectives. The project is a shorter version of the portfolio and is completed within 10 weeks with a 10 hour exam session at the end.	40%	

**Year 10 Mock Information** (Subject to Change): June of Year 10. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce outcome for Personal Portfolio.





**Year 11 Mock 1 Information** (Subject to Change): November of Year 11. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce developed outcome for Personal Portfolio project.

**Year 11 Mock 2 Information** (Subject to Change): February of Year 11. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce outcome for ESA project.

**Link to Specification:** [GCSE Art and Design 8202 | Specification | AQA](#)



**Other useful links:**

ECC Art Instagram	Student Art Guide	Why Study Art?	Artpedagogy
			

[ECC Art Department, Plymouth \(@art\\_ecc\) • Instagram photos and videos](#)

[Welcome \(studentartguide.com\)](#)

[Why Study Art? | TateShots - YouTube](#)

[ARTPEDAGOGY - THRESHOLD CONCEPTS](#)

## French - Revision Information

**Exam Board:** Pearson Edexcel

**Full Course Name:** Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in French (1FR1)

**Full Course Code:** (1FR1)

**Type of Qualification:** Level 2 BTEC / GCSE



### Examination Structure (Full Course):

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course
Speaking	Exam	Year 11	Internally conducted and externally assessed: Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks 25% of the qualification. Task 1: Read aloud (12 marks) Task 2: Role play (10 marks) Task 3: Picture task (12 marks) with conversation (16 marks)	25%
Listening	Exam	Year 11	Written examination: Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks Section A: Listening (40 marks) Section B: Dictation (10 marks)	25%
Reading	Exam	Year 11	Written examination: Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks Section A: Reading and Understanding (40 marks) Section B: Translation into English (10 marks)	25%
Writing	Exam	Year 11	Written examination: Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks. Foundation Tier: <ul style="list-style-type: none"> <li>• Question 1: picture-based task (8 marks)</li> <li>• Question 2: one of two open-response questions, set in formal context (14 marks)</li> <li>• Question 3: one of two open-response questions, set in informal context (18 marks)</li> <li>• Question 4: translation into French (10 marks)</li> </ul> Higher Tier <ul style="list-style-type: none"> <li>• Question 1: one of two open-response questions, set in informal context (18 marks)</li> <li>• Question 2: one of two open-response questions, set in formal context (22 marks)</li> <li>• Question 3: translation into French (10 marks)</li> </ul>	25%

**Year 10 Mock Information** (Subject to Change):

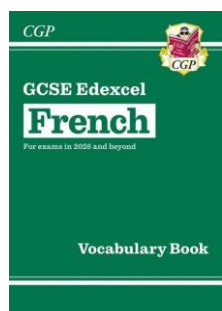
Writing Paper

Reading and Listening Paper

OAK Academy Full curriculum coverage:	Past Papers (including mark schemes):	Year 11 Mock Information	Link to Specification:
<a href="https://www.thenational.academy/teachers/programmes/french-secondary-ks4-edexcel/units">https://www.thenational.academy/teachers/programmes/french-secondary-ks4-edexcel/units</a>  	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a>	<p><b>Year 11 Mock Information 1</b> Full 4 papers</p> <p><b>Year 11 Mock Information 2</b> Full 4 papers</p>	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf</a>  

Revision Guides:

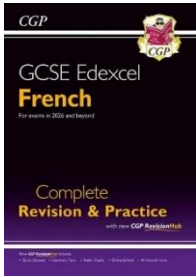
**New GCSE French Edexcel Vocabulary Book** (for exams from 2026)



- Product code: FEHV41
- ISBN: 9781837742158

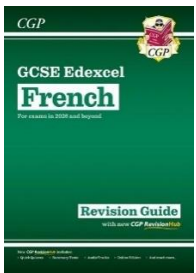
**New GCSE French Edexcel Complete Revision & Practice with CGP RevisionHub** (for exams from 2026)

- Product code: FES43
- ISBN: 9781837741281



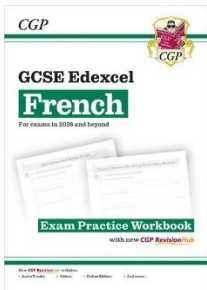
New GCSE French Edexcel Revision Guide with CGP RevisionHub (for exams from 2026)

- Product code: FER42
- ISBN: 9781837741311



New GCSE French Edexcel Exam Practice Workbook with CGP RevisionHub (for exams from 2026)

- Product code: FEQ42
- ISBN: 9781837741984



## Art Graphics - Revision Information


**Exam Board:** AQA

**Full Course Name:** GCSE Art and Design: Graphic Communication

**Full Course Code:** 601/8088/2

**Type of Qualification:** GCSE

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Component 1- Portfolio	Coursework	September of Year 10 - December of Year 11  Specific deadlines set by class teacher  Up to 2hrs of homework a week	Inspired by the themes Coast and Portrait, students evidence the journey from initial ideas the creation of outcomes through practical workshops, research and development. Teachers will facilitate opportunities for students to move their projects on as they become more independent.  A further selection of work can be submitted.  Graphic Design is the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.	60%	  <a href="#">GCSE Art and Design 8203   Specification   AQA</a>
Component 2 - Externally Set Assignment	Controlled Assignment – available from 2 January.	Jan Year 11 – end of March Year 11  Specific deadlines set by class teacher	Students choose from seven starting points and will produce work covering the four Assessment Objectives. The project is a shorter version of the portfolio and is completed within 10 weeks with a 10 hour exam session at the end.	40%	

		Up to 2hrs of homework a week			
--	--	-------------------------------	--	--	--

**Year 10 Mock Information** (Subject to Change): June of Year 10. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce outcome for Personal Portfolio project.





**Year 11 Mock 1 Information** (Subject to Change): November of Year 11. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce developed outcome for Personal Portfolio project.

**Year 11 Mock 2 Information** (Subject to Change): February of Year 11. 5x hours in exam conditions, based in classroom and invigilated by teacher. Produce outcome for ESA project.

**Link to Specification:** [GCSE Art and Design 8203 | Specification | AQA](#)



**Other useful links:**

ECC Art Instagram	Student Art Guide	Why Study Art?	Artpedagogy
			

[ECC Art Department, Plymouth \(@art\\_ecc\) • Instagram photos and videos](#)

[Welcome \(studentartguide.com\)](#)

[Why Study Art? | TateShots - YouTube](#)

[ARTPEDAGOGY - THRESHOLD CONCEPTS](#)

## Hospitality and Catering - Revision Information


**Exam Board:** WJEC

**Full Course Name:** Level 1 / 2 Hospitality and Catering (Technical award)

**Full Course Code:** Qual code 5409QA QN 603/7022/1

**Type of Qualification:** Level 1 / 2 Technical award in Hospitality and Catering

**Examination Structure (Full Course):**

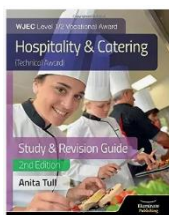
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Unit 1 The hospitality and catering industry	External - written examination	May/June 2026	1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 Food safety in hospitality and catering	40%	Past papers - see below
Unit 2 Hospitality and catering in action	Internal – Controlled assessment and practical examination	Final submission of work March 2027	2.1 The importance of nutrition 2.2 Menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills	60%	 <a href="https://www.bbc.co.uk/bitesize/subjects/zdn9jhv">https://www.bbc.co.uk/bitesize/subjects/zdn9jhv</a>

**If you are going to purchase a revision guide, this is what we suggest:**

My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition: [My Revision Notes: WJEC Level 1/2 Vocational Award in Hospitality and Catering, Second Edition by Bev Saunder, Yvonne Mackey | Waterstones](#)



WJEC Level 1/2 Vocational Award Hospitality and Catering (Technical Award) Study & Revision Guide – Revised Edition: [WJEC Level 1/2 Vocational Award Hospitality and Catering \(Technical Award\) Study & Revision Guide - Revised Edition by Anita Tull | Waterstones](#)



**Past Papers (including mark schemes):** [wjec l1-2-vocaward-ta\\_hospitality-and-catering\\_external-sams-u1-e-26-07-2022.pdf](#)



**Year 10 Mock Information** (Subject to Change):





Completion of mock practical exam

**Year 11 Mock 1 Information** (Subject to Change):

Unit 1 The Hospitality and Catering Industry – 1 hour and 20 minutes

**Year 11 Mock 2 Information** (Subject to Change):

Unit 1 The Hospitality and Catering Industry – 1 hour and 20 minutes

Link to Specification	Learners guide	Knowledge organisers	Seneca
			

**Learners guide** - [wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48602](https://www.wjec.co.uk/umbraco/surface/blobstorage/download?nodeId=48602)

**Knowledge organisers** [Resource WJEC Educational Resources Website](https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&_gl=1*ec7bn5*_ga*MjA3NTIyMDQ1Ny4xNjYyMzc2MzQ5*_ga_WVT2ZYV72W*MTY5NTAyNzY4My43Mi4xLjE2OTUwMjc4NTguMC4wLjA.&_ga=2.81334487.1953939492.1694976852-2075220457.1662376349)  
[https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&\\_gl=1\\*ec7bn5\\*\\_ga\\*MjA3NTIyMDQ1Ny4xNjYyMzc2MzQ5\\*\\_ga\\_WVT2ZYV72W\\*MTY5NTAyNzY4My43Mi4xLjE2OTUwMjc4NTguMC4wLjA.&\\_ga=2.81334487.1953939492.1694976852-2075220457.1662376349](https://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=4864&_gl=1*ec7bn5*_ga*MjA3NTIyMDQ1Ny4xNjYyMzc2MzQ5*_ga_WVT2ZYV72W*MTY5NTAyNzY4My43Mi4xLjE2OTUwMjc4NTguMC4wLjA.&_ga=2.81334487.1953939492.1694976852-2075220457.1662376349)

**Seneca** - [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com/)

## Computing - Revision Information



**Exam Board:** Pearson BTEC


**Full Course Name:** BTEC Tech Award 2022 Digital Information Technology

**Full Course Code:** 603/7050/6

**Type of Qualification:** BTEC

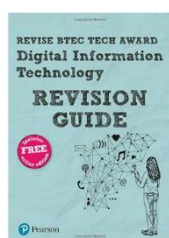
**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Component 1- Exploring User Interface Design Principles and Project Planning Techniques	Internal assessment (PSA)	End of year 10	A1- User interfaces A2- Audience needs A3- Design principles A4- Designing an efficient user interface B1- Project planning techniques B2- Creating a project proposal and plan B3- Creating an initial design B4- Developing a user interface C1- Review	30%	 BTEC Digital Information Technology YouTube channel
Component 2- Collecting, Presenting and Interpreting Data	Internal assessment (PSA)	Mid-way through year 11	A1- Characteristics of data information A2- Representing information A3- Ensuring data is suitable for processing A4- Data collection A5- Quality of information A6- Sectors that use data modelling A7- Threats to individuals B1- Data processing methods B2- Producing a dashboard C1- Drawing conclusions based on findings in the data C2- How presentation affects understanding	30%	 BTEC Digital Information Technology YouTube channel

Component 3- Effective Digital Working Practices	External examination	End of year 11	A1- Modern technologies A2- Impact of modern technologies B1- Threats to data B2- Prevention and management of threats to data B3- Policy C1- Responsible use C2- Legal and ethical D1- Forms of notation	40%	 BTEC Digital Information Technology YouTube channel
--	----------------------	----------------	--	-----	--

**If you are going to purchase a revision guide, this is what we suggest:**

Revise BTEC TECH AWARD Digital information Technology- REVISION GUIDE (ISBN: 9781292272740):



**Past Papers (including mark schemes):**

[https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=BTEC-Tech-Awards&Qualification-Subject=Digital%20Information%20Technology%20\(2022\)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2Ftechawards22-digitalit&Exam-Series=June-2024](https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=BTEC-Tech-Awards&Qualification-Subject=Digital%20Information%20Technology%20(2022)&Status=Pearson-UK:Status%2FLive&Specification-Code=Pearson-UK:Specification-Code%2Ftechawards22-digitalit&Exam-Series=June-2024)

**Year 10 Mock Information** (Subject to Change): Internal Assessment ONLY

**Year 11 Mock 1 Information** (Subject to Change): Internal Assessment ONLY

**Year 11 Mock 2 Information** (Subject to Change): Component 3- FULL paper

**Link to Specification:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology-2022.html>

## Fine Art - Revision Information

**Exam Board:**

**Full Course Name:**

**Full Course Code:**

**Type of Qualification:**

**Examination Structure (Full Course):**

<b>Unit Name</b>	<b>Coursework / Controlled Assessment / Examination</b>	<b>Date range / Deadline(s) (Subject to change)</b>	<b>Content in this unit</b>	<b>Percentage of course</b>	<b>Useful links</b>

**If you are going to purchase a revision guide, this is what we suggest:**

**Past Papers (including mark schemes):**

**Year 10 Mock Information (Subject to Change):**

**Year 11 Mock 1 Information (Subject to Change):**

**Year 11 Mock 2 Information (Subject to Change):**

**Link to Specification:**

## Psychology - Revision Information


**Exam Board:** OCR

**Full Course Name:** GCSE (9-1) Psychology

**Full Course Code:** J203

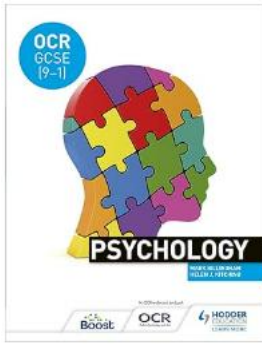
**Type of Qualification:** GCSE

**Examination Structure (Full Course):**

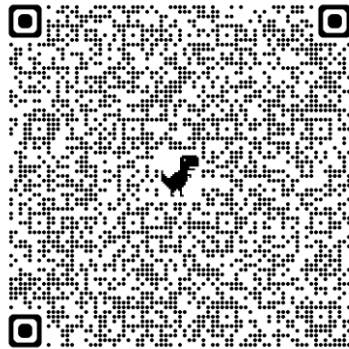
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Unit 1: Criminal Psychology	Paper 1: Examination	End of year 11	-Types of crime -Theories of criminal activity -Rehabilitation and punishment	50%	<b>Online revision (free sign-up required):</b>  <a href="https://simplestudy.com/gb/gcse/ocr/psychology/revision-notes">https://simplestudy.com/gb/gcse/ocr/psychology/revision-notes</a>  
Unit 2: Development			-Stages of development -Theories of development -Education and development		
Unit 3: Psychological Problems			-Mental health - Biological and psychological theories -Treatments		
Unit 7: Research Methods			-Planning -Doing e.g., methods -Analysing e.g., types of data		
Unit 4: Social Influence	Paper 2: Examination		-Conformity and obedience -Situational and dispositional factors -Changing attitudes	50%	
Unit 5: Memory			-Processing information -Multi-store model and reconstructive memory -Recall techniques		
Unit 6: Sleep and Dreaming			-Functions, features, benefits of sleep -Freudian theory and activation synthesis -Treatments for insomnia		
Unit 7: Research Methods			-Planning -Doing e.g., methods -Analysing e.g., types of data		

**If you are going to purchase a revision guide or a course textbook, this is what we suggest:**

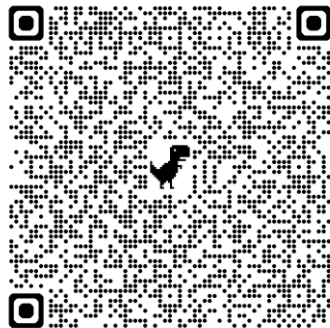
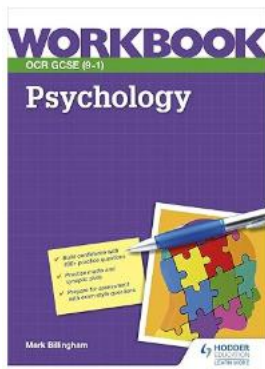
**Course Textbook:** OCR GCSE (9-1) Psychology (ISBN: 978-1471899577)



**Revision Guide:** My Revision Notes: OCR GCSE (9-1) Psychology (ISBN: 978-1510423220):



**Exam Practice:** OCR GCSE (9-1) Psychology Workbook (ISBN: 978-1398316980):



**Past Papers (including mark schemes):**

<https://www.ocr.org.uk/qualifications/gcse/psychology-j203-from-2017/assessment/>



**Year 10 Mock Information** (Subject to Change): Studies and applications in psychology 1- FULL PAPER

**Year 11 Mock 1 Information** (Subject to Change): Studies and applications in psychology 1- FULL PAPER

**Year 11 Mock 2 Information** (Subject to Change): Studies and applications in psychology 2- FULL PAPER

**Link to Specification:**

<https://www.ocr.org.uk/Images/309306-specification-accredited-gcse-psychology-j203.pdf>



## Music - Revision Information



**Exam Board:** WJEC / Eduqas


**Full Course Name:** GCSE Music

**Full Course Code:** C660QS

**Type of Qualification:** Level GCSE

**Examination Structure (Full Course):**

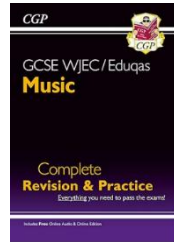
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Component 1- Performing	Coursework	Performance 1: December of Year 10  Ensemble Performance: End of Year 10	A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice. Students must submit scores/annotations to support.	30%	 <a href="#">Performing &amp; evaluating - GCSE Music Revision - Eduqas - BBC Bitesize</a>
Component 2 - Composing	Coursework	Free Composition: End of Year 10  Composition to a Brief: January of Year 11	Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.	30%	 <a href="#">Composing - GCSE Music Revision - Eduqas - BBC Bitesize</a>

<p>Component 3 - Appraising</p>	<p>Written Examination: 1hr 15mins approx</p>	<p>May / June 2024</p>	<p>This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study.</p> <ul style="list-style-type: none"> <li>• Area of study 1: Musical Forms and Devices</li> <li>• Area of study 2: Music for Ensemble</li> <li>• Area of study 3: Film Music</li> <li>• Area of study 4: Popular Music</li> </ul> <p>Two of the eight questions are based on extracts set by WJEC.</p>	<p>40%</p>	 <p><a href="#">Music theory - GCSE Music Revision - Eduqas - BBC Bitesize Music for ensemble - GCSE Music Revision - Eduqas - BBC Bitesize Film music - GCSE Music Revision - Eduqas - BBC Bitesize Film music - GCSE Music Revision - Eduqas - BBC Bitesize</a>  <a href="https://docs.google.com/presentation/d/1yIhvdWThCa95vWdN74csBMFsiuGxrqEzy8GKQd9vpkE/edit?usp=sharing">https://docs.google.com/presentation/d/1yIhvdWThCa95vWdN74csBMFsiuGxrqEzy8GKQd9vpkE/edit?usp=sharing</a>  <a href="https://docs.google.com/presentation/d/14V5Kc2pLCVr2UVgimGpUj7h1660q-P0hB4Rbo6p3YeE/edit?usp=sharing">https://docs.google.com/presentation/d/14V5Kc2pLCVr2UVgimGpUj7h1660q-P0hB4Rbo6p3YeE/edit?usp=sharing</a>  <a href="https://docs.google.com/presentation/d/1Dif5cQVzDMr3o3nKe4aUEyWzycpujEJhXieo9KYm5R0/edit?usp=sharing">https://docs.google.com/presentation/d/1Dif5cQVzDMr3o3nKe4aUEyWzycpujEJhXieo9KYm5R0/edit?usp=sharing</a></p>
---	---	----------------------------	--	------------	---

**If you are going to purchase a revision guide, this is what we suggest:**

GCSE WJEC/Eduqas Music Complete revision and Practice. ISBN – 10 – 1837740054

[New GCSE Music WJEC/Eduqas Complete Revision & Practice \(with Audio & Online Edition\) \(CGP GCSE Music\) : CGP Books, CGP Books: Amazon.co.uk: Books](#)



**Past Papers (including mark schemes):**



**Year 10 Mock Information (Subject to Change):**

Component 3: Paper constructed from content covered

**Year 11 Mock 1 Information (Subject to Change):**

Component 3: Full paper, 1hr 15mins approx

**Year 11 Mock 2 Information (Subject to Change):**

Component 3: Full Paper 1hr 15mins approx

**Link to Specification:** [eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=13198](https://eduqas.co.uk/umbraco/surface/blobstorage/download?nodeId=13198)



## Psychology - Revision Information


**Exam Board:** OCR

**Full Course Name:** Psychology (9-1)

**Full Course Code:** J203

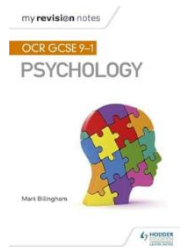
**Type of Qualification:** GCSE level 2

**Examination Structure (Full Course):**

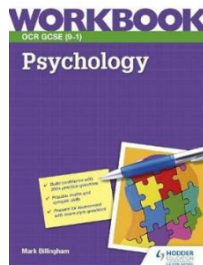
Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline (s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Paper 1- Studies and applications in psychology	90 Marks 1 hour 30 minutes	Year 10	Research Methods Criminal Psychology Development Psychological problems	50%	 <a href="#">New tab (senecalearning.com) HartismerePsychology - YouTube GCSE - Psychology (9-1) - J203 - OCR</a>
Paper 2 – Studies and application in psychology	90 Marks 1 hour 30 minutes	Year 11	Research Methods Memory Social Influence Sleep and Dreaming	50%	 <a href="#">New tab (senecalearning.com) HartismerePsychology - YouTube GCSE - Psychology (9-1) - J203 - OCR</a>

If you are going to purchase a revision guide, this is what we suggest:

**My Revision Notes: OCR GCSE (9-1) Psychology** [My Revision Notes: OCR GCSE \(9-1\) Psychology: Amazon.co.uk: Billingham, Mark: 9781510423220: Books](https://www.amazon.co.uk/dp/9781510423220)



**OCR GCSE (9-1) Psychology Workbook** [OCR GCSE \(9-1\) Psychology Workbook: Amazon.co.uk: Billingham, Mark: 9781398316980: Books](https://www.amazon.co.uk/dp/9781398316980)



**Past Papers (including mark schemes)** can be found here: [GCSE - Psychology \(9-1\) - J203 - OCR](https://www.ocr.org.uk/qualifications/gcse/psychology/9-1/j203/)



**Year 10 Mock Information (Subject to Change):**





Full Paper 1 - Paper 1- Studies and applications in psychology

**Year 11 Mock 1 Information (Subject to Change):**

Full Paper 1- Studies and applications in psychology with social influence

**Year 11 Mock 2 Information (Subject to Change):**

Full Paper 2 – Studies and application in psychology

Link to Specification	Other useful links:	Other useful links:	Other useful links:
			

[GCSE - Psychology \(9-1\) - J203 - OCR](#)

**Other useful links:**

[New tab \(senecalearning.com\)](#)

[HartismerePsychology - YouTube](#)

[GCSE - Psychology \(9-1\) - J203 - OCR](#)

## Religious Studies - Revision Information


**Exam Board:** AQA

**Full Course Name:** Religious Studies (Spec A)

**Full Course Code:** 8062

**Type of Qualification:** GCSE level 2

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
Paper 1- The study of religions: beliefs, teachings, and practices.	100 Marks 1 hour 45 minutes	Year 11	Islam: beliefs and teachings Islam: practices Christianity: beliefs and teachings Christianity: practices	50%	<a href="#">AQA   Religious Studies   GCSE   GCSE Religious Studies</a>  
Paper 2 – Thematic Studies	99 Marks 1 hour 45 minutes	Year 11	Theme A: Relationships and families Theme B: Religion and life Theme E: Religion, crime, and punishment Theme F: Religion, human rights, and social justice.	50%	

**If you are going to purchase a revision guide, this is what we suggest:**

Oxford Revise: Religious Studies A: Christianity and Islam. This is available to purchase on ParentPay.

**Past Papers (including mark schemes)** can be found here:

[AQA | Religious Studies | GCSE | GCSE Religious Studies](#)



**Year 10 Mock Information** (Subject to Change):

Relationships and families

Religion and life

Christian beliefs and teachings

**Year 11 Mock 1 Information** (Subject to Change):

Islam beliefs and teachings

Christian practices




Crime and punishment

**Year 11 Mock 2 Information** (Subject to Change):

Islam practices

Christian beliefs and teachings

Third unit TBC

Link to Specification	Past papers and mark schemes:	Revision lessons:
<p data-bbox="129 1283 560 1357"><a href="#">AQA   Religious Studies   GCSE   GCSE Religious Studies</a></p> 	<p data-bbox="592 1283 999 1357"><a href="#">AQA   Religious Studies   GCSE   GCSE Religious Studies</a></p> 	<p data-bbox="1046 1283 1469 1357"><a href="#">Catch Up and Revision Religious Studies GCSE.xlsx</a></p> 

## Sport Studies - Revision Information


**Exam Board:** OCR

**Full Course Name:** Level 1/2 Sport Studies

**Full Course Code:** 603/7107/9





**Type of Qualification:** Cambridge National

**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course	Useful links
R184 Contemporary issues in Sport	Examination	Yr2: Oct - May	TA1 Issues which affect participation in sport TA2 The role of sport in promoting values TA3 The implications of hosting a major sporting event for a city or country TA4 The Role of NGBs TA5 The use of technology in sport	40%	 <a href="https://ocr.org.uk">Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 (ocr.org.uk)</a>
R185 Performance and leadership in sports activities	Coursework	Yr1: Dec - Feb Sport 1: TA1  Yr1: Mar - May TA 2  Yr2: Sept - Oct Sport Leaders: TA3-5  Submission: May Yr2	TA1 key components of performance TA2 Applying practice methods TA3 Organising and planning a sports activity session TA4 leading sports activities TA5 reviewing own performance	40%	
R187 Raising Awareness of Outdoor Activities	Coursework	Yr1: Sept - Nov: TA1-4	TA1 OAA provision TA2 Safety and equipment TA3 Planning for Participation TA4 Benefits of OAA	20%	

**Year 10 Mock Information (Subject to Change):**

No Year 10 MOCK

Revision Guide	Past Papers	Year 11 Mock	Link to Specification	Other useful links
		<b>Year 11 Mock2 Information (Subject to Change):</b> R184 – Contemporary Issues in Sport Topic Area 1-3		

**If you are going to purchase a revision guide, this is what we suggest:**

CGP Revision and Unit work booklets [Search Results | CGP Books](#)

**Past Papers (including mark schemes):**

Only officially available via TeachCambridge.

Those that are available are on sharepoint: [A - OCR Level 2 Sport Studies](#)

**Year 11 Mock 1 Information (Subject to Change):** No examination

**Year 11 Mock 2 Information (Subject to Change):** R185 – Contemporary Issues in Sport Topic Areas 1-2

**Link to Specification:** [OCR Level 1/Level 2 Cambridge National in Sport Studies specification](#)

**Other useful links:** [Cambridge Nationals - Sport Studies Level 1/Level 2 – J829 \(ocr.org.uk\)](#)



## Spanish - Revision Information

**Exam Board:** Pearson Edexcel

**Full Course Name:** Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Spanish (1SP1)

**Full Course Code:** (1SP1)

**Type of Qualification:** Level 2 BTEC / GCSE



**Examination Structure (Full Course):**

Unit Name	Coursework / Controlled Assessment / Examination	Date range / Deadline(s) (Subject to change)	Content in this unit	Percentage of course
Speaking	Exam	Year 11	Internally conducted and externally assessed: Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks 25% of the qualification. Task 1: Read aloud (12 marks) Task 2: Role play (10 marks) Task 3: Picture task (12 marks) with conversation (16 marks)	25%
Listening	Exam	Year 11	Written examination: Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks Section A: Listening (40 marks) Section B: Dictation (10 marks)	25%
Reading	Exam	Year 11	Written examination: Foundation tier: 45 minutes, 50 marks Higher tier: 60 minutes, 50 marks Section A: Reading and Understanding (40 marks) Section B: Translation into English (10 marks)	25%
Writing	Exam	Year 11	Written examination: Foundation tier: 1 hour 15 minutes; 50 marks. Higher tier: 1 hour 20 minutes; 50 marks. Foundation Tier: <ul style="list-style-type: none"> <li>• Question 1: picture-based task (8 marks)</li> <li>• Question 2: one of two open-response questions, set in formal context (14 marks)</li> <li>• Question 3: one of two open-response questions, set in informal context (18 marks)</li> <li>• Question 4: translation into Spanish (10 marks)</li> </ul> Higher Tier <ul style="list-style-type: none"> <li>• Question 1: one of two open-response questions, set in informal context (18 marks)</li> <li>• Question 2: one of two open-response questions, set in formal context (22 marks)</li> <li>• Question 3: translation into Spanish (10 marks)</li> </ul>	25%

**Year 10 Mock Information (Subject to Change):**

Writing Paper

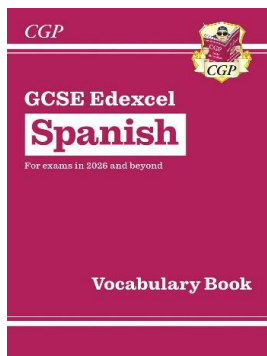
Reading and Listening Paper

OAK Academy Full curriculum coverage:	Past Papers (including mark schemes):	Year 11 Mock Information	Link to Specification:
<a href="https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units">https://www.thenational.academy/teachers/programmes/spanish-secondary-ks4-edexcel/units</a>  	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2024.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2024.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments</a>  Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a>	<b>Year 11 Mock Information 1</b> Full 4 papers  <b>Year 11 Mock Information 2</b> Full 4 papers	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf</a>  

**Revision Guides:**

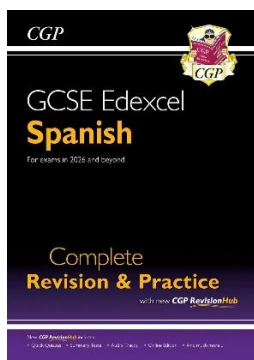
New GCSE Spanish Edexcel Vocabulary Book (for exams from 2026)

- ISBN: 978-1837742165



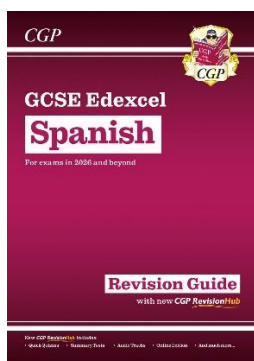
New GCSE Spanish Edexcel Complete Revision & Practice with CGP RevisionHub (for exams from 2026)

- ISBN: 978-1837741274



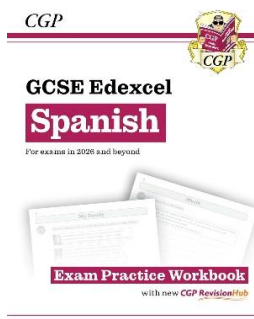
New GCSE Spanish Edexcel Revision Guide with CGP RevisionHub (for exams from 2026)

- ISBN: 978-1837741304



New GCSE Spanish Edexcel Exam Practice Workbook with CGP RevisionHub (for exams from 2026)

- ISBN: 978-1837741991



## **Weekly Homework, Revision and 'Aim Higher' Revision**


The following section provides a weekly breakdown of homework that is set (in conjunction with classcharts), along with a specific revision activity to complete. There is also the option for an 'Aim Higher' revision activity which will support students achieve the highest grades.

# Revision for 18<sup>th</sup> May 2026

Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete	<p><b>*Maths</b> <b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 309 1417 943"> <tr><td>Finding the lowest common multiple (LCM)</td><td>U751</td></tr> <tr><td>Problem solving: Finding the HCF and LCM</td><td>U125</td></tr> <tr><td>Prime factor decomposition</td><td>U739</td></tr> <tr><td><b>Multiplying and dividing surds</b></td><td><b>U633</b></td></tr> <tr><td><b>Adding and subtracting surds</b></td><td><b>U872</b></td></tr> <tr><td><b>Rationalising denominators containing a single term</b></td><td><b>U707</b></td></tr> <tr><td>Finding the highest common factor (HCF)</td><td>U529</td></tr> <tr><td>Finding prime numbers</td><td>U236</td></tr> <tr><td>Finding the HCF and LCM using prime factor decomposition</td><td>U250</td></tr> <tr><td><b>Simplifying surds</b></td><td><b>U338</b></td></tr> <tr><td><b>Expanding brackets with surds</b></td><td><b>U499</b></td></tr> <tr><td><b>Rationalising denominators containing two terms</b></td><td><b>U281</b></td></tr> </table> <p><b>Homework:</b> Set on Class charts <b>'Aim Higher':</b> Complete questions on the following links <a href="#">Maths Links - Grade 9 questions</a> <a href="#">Spicy Questions</a></p>	Finding the lowest common multiple (LCM)	U751	Problem solving: Finding the HCF and LCM	U125	Prime factor decomposition	U739	<b>Multiplying and dividing surds</b>	<b>U633</b>	<b>Adding and subtracting surds</b>	<b>U872</b>	<b>Rationalising denominators containing a single term</b>	<b>U707</b>	Finding the highest common factor (HCF)	U529	Finding prime numbers	U236	Finding the HCF and LCM using prime factor decomposition	U250	<b>Simplifying surds</b>	<b>U338</b>	<b>Expanding brackets with surds</b>	<b>U499</b>	<b>Rationalising denominators containing two terms</b>	<b>U281</b>	Sign when complete
Finding the lowest common multiple (LCM)	U751																										
Problem solving: Finding the HCF and LCM	U125																										
Prime factor decomposition	U739																										
<b>Multiplying and dividing surds</b>	<b>U633</b>																										
<b>Adding and subtracting surds</b>	<b>U872</b>																										
<b>Rationalising denominators containing a single term</b>	<b>U707</b>																										
Finding the highest common factor (HCF)	U529																										
Finding prime numbers	U236																										
Finding the HCF and LCM using prime factor decomposition	U250																										
<b>Simplifying surds</b>	<b>U338</b>																										
<b>Expanding brackets with surds</b>	<b>U499</b>																										
<b>Rationalising denominators containing two terms</b>	<b>U281</b>																										
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete																										

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q1-2 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF</a></p>  <p>Mark scheme <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF</a></p>	Sign when complete	<p><b>Statistics</b> Revision: Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 1585 1417 1973"> <tr><td>Writing probabilities as fractions, decimals and percentages</td><td>U510</td></tr> <tr><td>Expected results from repeated experiments</td><td>U166</td></tr> <tr><td>Venn diagrams</td><td>U476</td></tr> <tr><td>Using set notation</td><td>U296</td></tr> <tr><td>Tree diagrams for independent events</td><td>U558</td></tr> <tr><td>Calculating experimental probabilities</td><td>U580</td></tr> <tr><td><b>Conditional probabilities from tables</b></td><td><b>U246</b></td></tr> <tr><td><b>Using the conditional probability formula</b></td><td><b>U821</b></td></tr> <tr><td>Writing probabilities as fractions</td><td>U408</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	Writing probabilities as fractions, decimals and percentages	U510	Expected results from repeated experiments	U166	Venn diagrams	U476	Using set notation	U296	Tree diagrams for independent events	U558	Calculating experimental probabilities	U580	<b>Conditional probabilities from tables</b>	<b>U246</b>	<b>Using the conditional probability formula</b>	<b>U821</b>	Writing probabilities as fractions	U408					Sign when complete
Writing probabilities as fractions, decimals and percentages	U510																								
Expected results from repeated experiments	U166																								
Venn diagrams	U476																								
Using set notation	U296																								
Tree diagrams for independent events	U558																								
Calculating experimental probabilities	U580																								
<b>Conditional probabilities from tables</b>	<b>U246</b>																								
<b>Using the conditional probability formula</b>	<b>U821</b>																								
Writing probabilities as fractions	U408																								



'Aim Higher': Q1-2

[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22_PDF)



Mark scheme

[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22_PDF)




'Aim Higher' Year 10 exam class:

Complete the following exam questions

[BinomialDistribution.pdf](#)

Answers can be found here.

[BinomialDistributionans.pdf](#)

Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.

**Geography Revision:**

Location of tropical Rainforests

Read

<https://www.internetgeography.net/topics/where-are-tropical-rainforests-located/>

<https://www.internetgeography.net/topics/what-is-the-climate-of-the-rainforest/>

Watch

[https://www.youtube.com/watch?v=rNbKIsli\\_Tg](https://www.youtube.com/watch?v=rNbKIsli_Tg)

Do – Complete section A B C on revision clock





Sign when complete


**History Revision:** Complete the '**Queen, government and religion, 1558-69**' section in your revision booklet. Make sure to take notes on the revision videos.

Make flash cards on the key facts/dates section.

'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.

Sign when complete

<p>'Aim Higher':</p> <p>Complete quiz  <a href="https://www.internetgeography.net/the-physical-characteristics-of-a-tropical-rainforest-quiz/">https://www.internetgeography.net/the-physical-characteristics-of-a-tropical-rainforest-quiz/</a></p> <p>Complete quiz  <a href="https://www.internetgeography.net/interdependence-in-the-tropical-rainforest-quiz/">https://www.internetgeography.net/interdependence-in-the-tropical-rainforest-quiz/</a></p> 			
<p><b>Fine Art</b> Revision: Planning for outcome, ensure your project flows and you have explained your experiments</p> <p>'Aim Higher': Attend after college session to use appropriate equipment</p>	<p>Sign when complete</p>	<p><b>Art Graphics</b> Revision: Planning for outcome, ensure your project flows and you have explained your experiments</p> <p>'Aim Higher': Attend after college session to use appropriate equipment</p>	<p>Sign when complete</p>
<p><b>Engineering</b> Revision:</p> <p>'Aim Higher':</p> <p><b>Focus areas:</b></p> <p><b>Materials selection</b>  <b>Properties (strength, hardness, elasticity, conductivity, etc.)</b>  <b>Choosing suitable materials for components (e.g., seat post, spokes, grips)</b></p> <p><b>Tasks:</b></p> <p><b>Create flashcards for 15+ key material properties. Practise matching materials to uses (e.g., stainless steel → corrosion resistance).</b></p> <p><b>Mini-challenge:</b>  <b>Explain why three bike components require different materials and justify your choice with properties.</b></p>	<p>Sign when complete</p>	<p><b>Hospitality and Catering</b> Revision:</p> <p>1.1.1 Standards and ratings, Types of provisions, Types of service.</p> <p>Use the knowledge organisers for section 1.1.1 to create revision questions and responses.</p>  <p>'Aim Higher':  <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	<p>Sign when complete</p>
<p><b>Psychology</b> Revision:</p> <p>Please complete: Paper 1, 2024, Section B  <a href="#">GCSE (9–1) Psychology J203/01 Paper M</a></p> <p>Mark your answers:  <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1</a></p> <p>'Aim Higher':</p>	<p>Sign when complete</p>	<p><b>Spanish</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint:  <a href="#">Student Files</a></p>	<p>Sign when complete</p>

<p><b>Enterprise and Marketing</b> Revision:</p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>	<p><b>Design and Technology</b> Revision:</p> <p>‘Aim Higher’:</p> <p><b>Energy, Sustainability &amp; Renewables (Section A Q1)</b></p> <p><b>Task:</b></p> <p>Research the UK’s main energy sources and create a revision sheet that includes:</p> <ul style="list-style-type: none"> <li>• The difference between renewable and non-renewable energy</li> <li>• At least 3 reasons the UK should reduce oil use</li> <li>• How photovoltaic (solar) cells work</li> <li>• Why small solar-powered products are less popular</li> </ul> <p><b>Independent practice:</b></p> <p>Draw a labelled diagram showing how PV cells convert light to electricity.</p>	<p>Sign when complete</p>
<p><b>Drama</b> Revision:</p> <p>Component 3 Revision</p> <p>An inspector calls- Character motivation</p> <p>Create a role on the wall for the character of: Eric at the beginning of the play</p> <p>Eric at the end of the play</p> <p>What does he show to the world?</p> <p>‘Aim Higher’: What feelings, thoughts or secrets does he hide?</p>	<p>Sign when complete</p>	<p><b>French</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p>	<p>Sign when complete</p>
<p><b>Music</b> Revision: MADTSHIRTT: Melody</p> <p>Revise terminology for describing melody, melodic devices, ornaments, and intervals.</p> <p>‘Aim Higher’: <a href="#">Intervals - Melody - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology</b> Revision:</p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies</b> Revision:</p> <p>Plan a 12 mark response to the following question. ‘Sex should only take place between a married couple.’ Evaluate this statement.</p> <p>‘Aim Higher’:</p> <p>Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><b>Remember – Thesis + HHH + HHH (6 marks)</b></p> <p><b>Thesis + HHH + HHH + Conclusion (8 marks)</b></p>	<p>Sign when complete</p>	<p><b>Sports Studies</b> Revision:</p> <p>Complete R185 Practical Participation Logbook</p> <p>‘Aim Higher’:</p>	<p>Sign when complete</p>

<i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i>			
	Sign when complete		



We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.

# Revision for 25<sup>th</sup> May 2026

Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>*Maths</b> <b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only)</p>	<p>Sign when complete</p>																
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<table border="1" data-bbox="858 360 1430 801"> <tr> <td>Index rules with positive indices</td> <td>U235</td> </tr> <tr> <td>Fractional and negative indices</td> <td>U985, U772</td> </tr> <tr> <td>Using standard form with negative indices</td> <td>U534</td> </tr> <tr> <td>Adding and subtracting numbers in standard form</td> <td>U290</td> </tr> <tr> <td>Index rules with negative indices</td> <td>U694</td> </tr> <tr> <td>Using standard form with positive indices</td> <td>U330</td> </tr> <tr> <td>Multiplying and dividing numbers in standard form</td> <td>U264</td> </tr> <tr> <td>Standard form with a calculator</td> <td>U161</td> </tr> </table> <p><b>Homework:</b> Set on Class charts</p> <p><b>'Aim Higher':</b> Complete questions on the following links <a href="#">Maths Links - Grade 9 questions</a> <a href="#">Spicy Questions</a></p>	Index rules with positive indices	U235	Fractional and negative indices	U985, U772	Using standard form with negative indices	U534	Adding and subtracting numbers in standard form	U290	Index rules with negative indices	U694	Using standard form with positive indices	U330	Multiplying and dividing numbers in standard form	U264	Standard form with a calculator	U161	<p>Sign when complete</p>
Index rules with positive indices	U235																		
Fractional and negative indices	U985, U772																		
Using standard form with negative indices	U534																		
Adding and subtracting numbers in standard form	U290																		
Index rules with negative indices	U694																		
Using standard form with positive indices	U330																		
Multiplying and dividing numbers in standard form	U264																		
Standard form with a calculator	U161																		

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q3-4 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF</a> Mark scheme</p>  <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF</a></p>  <p>'Aim Higher': Q3-4 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22_PDF</a></p>	<p>Sign when complete</p>	<p><b>Statistics</b> Revision: Revisit these topics on Sparx. The ones in bold are higher tier only.</p> <table border="1" data-bbox="979 1473 1541 1845"> <tr> <td>Probabilities of mutually exclusive events</td> <td>U68</td> </tr> <tr> <td>Sample space diagrams</td> <td>U10</td> </tr> <tr> <td>Venn diagrams with set notation</td> <td>U74</td> </tr> <tr> <td>Frequency trees</td> <td>U28</td> </tr> <tr> <td><b>Tree diagrams for dependent events</b></td> <td><b>U72</b></td> </tr> <tr> <td><b>Using the product rule for counting</b></td> <td><b>U36</b></td> </tr> <tr> <td><b>Conditional probabilities from Venn diagrams</b></td> <td><b>U69</b></td> </tr> <tr> <td><b>Conditional probabilities from tree diagrams</b></td> <td><b>U80</b></td> </tr> </table> <p>Averages from a table</p> <p>'Aim Higher':</p>	Probabilities of mutually exclusive events	U68	Sample space diagrams	U10	Venn diagrams with set notation	U74	Frequency trees	U28	<b>Tree diagrams for dependent events</b>	<b>U72</b>	<b>Using the product rule for counting</b>	<b>U36</b>	<b>Conditional probabilities from Venn diagrams</b>	<b>U69</b>	<b>Conditional probabilities from tree diagrams</b>	<b>U80</b>	<p>Sign when complete</p>
Probabilities of mutually exclusive events	U68																		
Sample space diagrams	U10																		
Venn diagrams with set notation	U74																		
Frequency trees	U28																		
<b>Tree diagrams for dependent events</b>	<b>U72</b>																		
<b>Using the product rule for counting</b>	<b>U36</b>																		
<b>Conditional probabilities from Venn diagrams</b>	<b>U69</b>																		
<b>Conditional probabilities from tree diagrams</b>	<b>U80</b>																		



Mark scheme

[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22_PDF)



Complete the following exam questions

[MovingAverages.pdf](#)

Answers can be found here.

[MovingAveragesans.pdf](#)

Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.

**Geography Revision:** Biodiversity, plant and animal adaptations in the tropical rainforest

Read

<https://www.internetgeography.net/topics/what-is-the-structure-of-the-tropical-rainforest/>

<https://www.internetgeography.net/topics/how-has-the-vegetation-adapted-to-the-climate/>

<https://www.internetgeography.net/topics/how-have-animals-adapted-to-the-rainforest-environment/>

<https://www.internetgeography.net/topics/biodiversity-and-tropical-rainforests/>

Watch

<https://www.youtube.com/watch?v=GkffhaVmC8M>

Do – Complete section D E F on revision clock



'Aim Higher':



Complete quiz


**History Revision:** Complete the '**Queen, government and religion, 1558-69**' section in your revision booklet. Make sure to take notes on the revision videos.

Make flash cards on the key facts/dates section.

'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.

Sign  
when  
compl

<p><a href="https://www.internetgeography.net/how-do-plants-and-animals-adapt-to-the-rainforest-quiz/">https://www.internetgeography.net/how-do-plants-and-animals-adapt-to-the-rainforest-quiz/</a></p> 			
<p><b>Fine Art Revision: Half Term</b> Ensure you have taken the appropriate photos for your most recent project – Photoshoot (Still-Life/ Portrait/ Landscape).  'Aim Higher': Checklist for Portfolio – have you completed it?</p>	Sign when complete	<p><b>Art Graphics Revision:</b> Ensure you have taken the appropriate photos for your most recent project – Photoshoot (Still-Life/ Portrait/ Landscape).  'Aim Higher': Checklist for Portfolio – have you completed it?</p>	Sign when complete
<p><b>Engineering Revision:</b>  'Aim Higher': <b>Focus areas:</b>  <b>Permanent joining (welding, soldering, brazing)</b> <b>Semi-permanent joining (bolts, screws, rivets)</b> <b>Where they are used in bicycle or product assemblies</b>  <b>Tasks:</b>  <b>Draw diagrams showing where each joining method is used in the tall bike.</b> <b>Create a pros/cons table comparing joining types.</b>  <b>Mini-challenge:</b> <b>Describe two semi-permanent joining methods and explain exactly where you would use them on the bicycle.</b></p>	Sign when complete	<p><b>Hospitality and Catering Revision:</b> 1.1.2 Types of employments roles and responsibilities, personal attributes, qualifications and experience. Use the knowledge organisers for section 1.1.2 to create revision questions and responses.  'Aim Higher': <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	Sign when complete
<p><b>Psychology Revision:</b> Please complete: Paper 1, 2023, Section B <a href="#">GCSE (9-1) Psychology J203/01 Paper J June 2023</a>  Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2023</a>  'Aim Higher':</p>	Sign when complete	<p><b>Spanish Revision:</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.  'Aim Higher': Translation tasks.  Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing Revision:</b>  Internally Assessed work currently being completed.  'Aim Higher':  Please see your class teacher for individual feedback.</p>	Sign when complete	<p><b>Design and Technology Revision:</b>  'Aim Higher': <b>Modern &amp; Technical Materials (Section A Q2)</b> <b>Task:</b> Research the following materials and create a one-page summary for each:</p>	Sign when complete

		<ul style="list-style-type: none"> <li>Breathable waterproof membranes (e.g., Gore-Tex)</li> <li>Geotextiles</li> </ul> <p>Include:</p> <ul style="list-style-type: none"> <li>How they work</li> <li>Key properties</li> <li>Typical uses</li> <li>Benefits to users and the construction industry</li> </ul> <p><b>Independent practice:</b> Sketch how a breathable waterproof membrane works (arrows for vapour/water).</p>	
<p><b>Drama Revision:</b> Component 3 Revision An inspector calls- Character motivation Create a role on the wall for the character of: Sheila at the beginning of the play Sheila at the end of the play What does she show to the world?</p> <p>‘Aim Higher’: What feelings, thoughts or secrets does she hide?</p>	Sign when complete	<p><b>French Revision:</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p>	Sign when complete
<p><b>Music Revision:</b> Articulation Revise terminology for: General articulation Instrument specific: strings, voice</p> <p>‘Aim Higher’: <a href="#">Dynamics - Dynamics and articulation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	Sign when complete	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’: Please see your class teacher for individual feedback.</p>	Sign when complete
<p><b>Religious Studies Revision:</b> Plan a 12 mark response to the following question. ‘Only God should decide when we die.’ Evaluate this statement.</p> <p><b>‘Aim Higher’:</b> Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><i>Remember – Thesis + HHH + HHH (6 marks)</i> <i>Thesis + HHH + HHH + Conclusion (8 marks)</i> <i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	Sign when complete	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook ‘Aim Higher’:</p>	Sign when complete
	Sign when complete		



We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.







## Revision for 1<sup>st</sup> June 2026



Homework continues to be set on classcharts for all subjects.


<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>*Maths</b></p> <p><b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p>	<p>Sign when complete</p>																
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<table border="1" data-bbox="858 360 1428 779"> <tr> <td>Term-to-term rules</td> <td>U213</td> </tr> <tr> <td>Position-to-term rules for arithmetic sequences</td> <td>U498</td> </tr> <tr> <td>Position-to-term rules for quadratic sequences</td> <td>U206</td> </tr> <tr> <td>Position-to-term rules for geometric sequences</td> <td>U958</td> </tr> <tr> <td>Substituting into position-to-term rules</td> <td>U530</td> </tr> <tr> <td>Position-to-term rules for sequences of patterns</td> <td>U978</td> </tr> <tr> <td>Special sequences</td> <td>U680</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>Homework:</b> Set on Class charts</p> <p><b>'Aim Higher':</b></p> <p>Complete questions on the following links</p> <p><a href="#">Maths Links - Grade 9 questions</a></p> <p><a href="#">Spicy Questions</a></p>	Term-to-term rules	U213	Position-to-term rules for arithmetic sequences	U498	Position-to-term rules for quadratic sequences	U206	Position-to-term rules for geometric sequences	U958	Substituting into position-to-term rules	U530	Position-to-term rules for sequences of patterns	U978	Special sequences	U680			<p>Sign when complete</p>
Term-to-term rules	U213																		
Position-to-term rules for arithmetic sequences	U498																		
Position-to-term rules for quadratic sequences	U206																		
Position-to-term rules for geometric sequences	U958																		
Substituting into position-to-term rules	U530																		
Position-to-term rules for sequences of patterns	U978																		
Special sequences	U680																		

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q5-6</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-QP-JUN22_PDF</a></p>  <p>Mark scheme</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1F-MS-JUN22_PDF</a></p> 	<p>Sign when complete</p>	<p><b>Statistics</b> Revision:</p> <p>Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 1458 1436 1709"> <tr> <td>Calculating the range</td> <td>U526</td> </tr> <tr> <td>Finding the mode</td> <td>U260</td> </tr> <tr> <td>Finding averages from frequency tables</td> <td>U569</td> </tr> <tr> <td>Finding averages from grouped data</td> <td>U877</td> </tr> <tr> <td>Interpreting scatter graphs</td> <td>U277</td> </tr> <tr> <td>Drawing stem-and-leaf diagrams</td> <td>U200</td> </tr> </table> <p><b>'Aim Higher':</b></p> <p>Complete the following exam questions</p> <p><a href="#">SpearmansRank.pdf</a></p>	Calculating the range	U526	Finding the mode	U260	Finding averages from frequency tables	U569	Finding averages from grouped data	U877	Interpreting scatter graphs	U277	Drawing stem-and-leaf diagrams	U200	<p>Sign when complete</p>
Calculating the range	U526														
Finding the mode	U260														
Finding averages from frequency tables	U569														
Finding averages from grouped data	U877														
Interpreting scatter graphs	U277														
Drawing stem-and-leaf diagrams	U200														

<p>'Aim Higher': Q5-6  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-QP-JUN22_PDF</a></p>  <p>Mark scheme  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464B1H-MS-JUN22_PDF</a></p> 		<p>Answers can be found here.</p> <p><a href="#">SpearmansRankans.pdf</a></p> <p>Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.</p>	
<p><b>Geography Revision:</b>  <b>Revision:</b> Deforestation in Tropical Rainforests</p> <p>Read</p> <p><a href="https://www.internetgeography.net/topics/changing-rates-of-rainforest-deforestation/">https://www.internetgeography.net/topics/changing-rates-of-rainforest-deforestation/</a></p> <p><a href="https://www.internetgeography.net/topics/causes-of-rainforest-deforestation-in-malaysia/">https://www.internetgeography.net/topics/causes-of-rainforest-deforestation-in-malaysia/</a></p> <p><a href="https://www.internetgeography.net/topics/the-impacts-of-rainforest-deforestation-in-malaysia/">https://www.internetgeography.net/topics/the-impacts-of-rainforest-deforestation-in-malaysia/</a></p> <p>Watch</p> <p><a href="https://www.youtube.com/watch?v=7IW_CxGYtS">https://www.youtube.com/watch?v=7IW_CxGYtS</a>  <a href="#">A</a></p> <p>Do – Complete section G, H, I on revision clock</p>     <p>'Aim Higher':</p> <p>Complete quiz</p>	<p>Sign when complete</p>	<p><b>History Revision:</b> Complete the '<b>Challenges to Elizabeth at home and abroad, 1569–88</b>' section in your revision booklet. Make sure to take notes on the revision videos.</p> <p>Make flash cards on the key facts/dates section.</p> <p>'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.</p>	<p>Sign when complete</p>

<p><a href="https://www.internetgeography.net/changing-rates-of-deforestation-in-the-rainforest-quiz/">https://www.internetgeography.net/changing-rates-of-deforestation-in-the-rainforest-quiz/</a></p> <p>Complete quiz  <a href="https://www.internetgeography.net/the-causes-and-impacts-of-deforestation-quiz/">https://www.internetgeography.net/the-causes-and-impacts-of-deforestation-quiz/</a></p> 			
<p><b>Fine Art</b> Revision: Focus on experimenting with a different Composition. Evidence this in your sketchbook.</p> <p>‘Aim Higher’: What do you need to get ready for next week’s 5hour PPE</p>	Sign when complete	<p><b>Art Graphics</b> Revision: Ensure the planning for your Portrait outcome is completed</p> <p>‘Aim Higher’: What do you need to get ready for next week’s 5hour PPE</p>	Sign when complete
<p><b>Engineering</b> Revision:</p> <p>‘Aim Higher’:  <b>Testing &amp; Quality Control</b>  <b>Focus areas:</b></p> <p><b>Tensile and compressive testing</b>  <b>How to design a simple test (with notes + sketches)</b>  <b>Why testing is needed</b></p> <p><b>Tasks:</b></p> <p><b>Practise describing step-by-step how to test tensile strength.</b>  <b>Sketch a tensile test rig and label forces.</b></p> <p><b>Mini-challenge:</b>  <b>Write a 6-mark answer explaining how to test a brake lever for tensile strength.</b></p>	Sign when complete	<p><b>Hospitality and Catering</b> Revision:  <b>1.1.3 Working conditions in the Hospitality industry.</b>  Use the knowledge organisers for section 1.1.3 to create revision questions and responses.</p>  <p>‘Aim Higher’:  <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	Sign when complete
<p><b>Psychology</b> Revision:  Please complete: Paper 1, 2024, Section C  <a href="#">GCSE (9–1) Psychology J203/01 Paper M</a></p> <p>Mark your answers:  <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1</a></p> <p>‘Aim Higher’:</p>	Sign when complete	<p><b>Spanish</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint:  <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing</b> Revision:</p> <p>Internally Assessed work currently being completed.</p>	Sign when complete	<p><b>Design and Technology</b> Revision:</p> <p>‘Aim Higher’:  <b>Electronics, Mechanisms &amp; Systems (Section A Q3)</b></p>	Sign when complete

<p>'Aim Higher':</p> <p>Please see your class teacher for individual feedback.</p>		<p><b>Task:</b></p> <p>Create a revision poster covering:</p> <ul style="list-style-type: none"> <li>• Types of motion (rotary, linear, reciprocating, oscillating)</li> <li>• Meaning of RPM</li> <li>• How pulley and belt systems work vs gear trains</li> <li>• Example of technology push and market pull (e.g. streaming music)</li> </ul> <p><b>Independent practice:</b></p> <p>Calculate rotations per minute and velocity ratios using examples you create.</p>	
<p><b>Drama Revision:</b></p> <p>Component 3 Revision</p> <p>An inspector calls- Character motivation</p> <p>Create a role on the wall for the character of:</p> <p>Birling at the beginning of the play</p> <p>Birling at the end of the play</p> <p>What does he show to the world?</p> <p>'Aim Higher': What feelings, thoughts or secrets does he hide?</p>	<p>Sign when complete</p>	<p><b>French Revision: Vocabulary, Grammar and Skills based tasks set on Languagegenut.</b></p> <p>'Aim Higher': Translation tasks.</p>	<p>Sign when complete</p>
<p><b>Music Revision: Dynamics</b></p> <p>Revise Italian terminology and practise describing dynamics.</p> <p>'Aim Higher': <a href="#">Dynamics - Dynamics and articulation - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher':</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies Revision:</b></p> <p>Plan a 12 mark response to the following question. 'You can only achieve salvation by following God's law.' Evaluate this statement.</p> <p>'Aim Higher':</p> <p>Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><i>Remember – Thesis + HHH + HHH (6 marks)</i></p> <p><i>Thesis + HHH + HHH + Conclusion (8 marks)</i></p> <p><i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	<p>Sign when complete</p>	<p><b>Sports Studies Revision:</b></p> <p>Complete R185 Practical Participation Logbook</p> <p>'Aim Higher':</p>	<p>Sign when complete</p>
	<p>Sign when complete</p>		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.



## Revision for 8<sup>th</sup> June 2026

Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete	<p><b>*Maths</b> <b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 311 1426 1384"> <tr> <td>Finding the equation of a straight line from two points on the line</td> <td>U669</td> <td>Finding the equation of a straight line from its gradient and a point</td> <td>U477</td> </tr> <tr> <td><b>Equations of parallel and perpendicular lines</b></td> <td>U848</td> <td>Equations of parallel lines</td> <td>U377</td> </tr> <tr> <td>Interpreting graphs of quadratic functions</td> <td><b>U898</b></td> <td>Plotting graphs of quadratic functions</td> <td>U989</td> </tr> <tr> <td><b>Finding the turning point of a quadratic graph by completing the square</b></td> <td>U667</td> <td>Sketching quadratic graphs</td> <td>U310</td> </tr> <tr> <td>Expanding double brackets</td> <td><b>U769</b></td> <td>Expanding single brackets</td> <td>U179</td> </tr> <tr> <td>Factorising into one bracket</td> <td>U768</td> <td><b>Expanding triple brackets</b></td> <td><b>U606</b></td> </tr> <tr> <td><b>Factorising quadratic expressions of the form <math>ax^2+bx+c</math></b></td> <td>U365</td> <td><b>Factorising quadratic expressions of the form <math>x^2+bx+c</math></b></td> <td><b>U178</b></td> </tr> <tr> <td><b>Completing the square</b></td> <td><b>U858</b></td> <td>Factorising the difference of two squares</td> <td>U963</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Homework:</b> Set on classcharts– 'Aim Higher': Complete questions on the following links <a href="#">Maths Links - Grade 9 questions</a> <a href="#">Spicy Questions</a></p>	Finding the equation of a straight line from two points on the line	U669	Finding the equation of a straight line from its gradient and a point	U477	<b>Equations of parallel and perpendicular lines</b>	U848	Equations of parallel lines	U377	Interpreting graphs of quadratic functions	<b>U898</b>	Plotting graphs of quadratic functions	U989	<b>Finding the turning point of a quadratic graph by completing the square</b>	U667	Sketching quadratic graphs	U310	Expanding double brackets	<b>U769</b>	Expanding single brackets	U179	Factorising into one bracket	U768	<b>Expanding triple brackets</b>	<b>U606</b>	<b>Factorising quadratic expressions of the form <math>ax^2+bx+c</math></b>	U365	<b>Factorising quadratic expressions of the form <math>x^2+bx+c</math></b>	<b>U178</b>	<b>Completing the square</b>	<b>U858</b>	Factorising the difference of two squares	U963					Sign when complete
Finding the equation of a straight line from two points on the line	U669	Finding the equation of a straight line from its gradient and a point	U477																																				
<b>Equations of parallel and perpendicular lines</b>	U848	Equations of parallel lines	U377																																				
Interpreting graphs of quadratic functions	<b>U898</b>	Plotting graphs of quadratic functions	U989																																				
<b>Finding the turning point of a quadratic graph by completing the square</b>	U667	Sketching quadratic graphs	U310																																				
Expanding double brackets	<b>U769</b>	Expanding single brackets	U179																																				
Factorising into one bracket	U768	<b>Expanding triple brackets</b>	<b>U606</b>																																				
<b>Factorising quadratic expressions of the form <math>ax^2+bx+c</math></b>	U365	<b>Factorising quadratic expressions of the form <math>x^2+bx+c</math></b>	<b>U178</b>																																				
<b>Completing the square</b>	<b>U858</b>	Factorising the difference of two squares	U963																																				
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete																																						

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q1-2 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF</a></p>	Sign when complete	<p><b>Statistics</b> Revision: Revisit these topics on Sparx. (The ones in bold are higher tier only).</p>	Sign when complete
--	--------------------------	--	--------------------------

Mark scheme  
[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22_PDF)

'Aim Higher':  
[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22_PDF)

Mark scheme  
[https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22\\_PDF](https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22_PDF)

Calculating the median	U456
Calculating the mean	U291
Finding averages from diagrams	U854
Choosing suitable averages and solving problems	U717
Using lines of best fit	U128
Interpreting stem-and-leaf diagrams	U909

'Aim Higher':

Complete the following exam questions

[StandardDeviation.pdf](#)

Answers can be found here.

[StandardDeviationans.pdf](#)

Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.

**Geography Revision:** Sustainable management of tropical rainforests

Read  
<https://www.internetgeography.net/topics/sustainable-development-in-the-tropical-rainforest/>

Watch  
<https://www.youtube.com/watch?v=teezEfPopYI>

Do – Complete section J, K, L on revision clock



'Aim Higher':

Revision: Sustainable management of tropical rainforests  
 Complete quiz



Sign when complete


**History Revision:** Complete the '**Challenges to Elizabeth at home and abroad, 1569–88**' section in your revision booklet. Make sure to take notes on the revision videos.

Make flash cards on the key facts/dates section.

'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.

Sign when complete

<p><a href="https://www.internetgeography.net/sustainable-management-of-tropical-rainforests-quiz/">https://www.internetgeography.net/sustainable-management-of-tropical-rainforests-quiz/</a></p> 			
<p><b>Fine Art</b> Revision: 5hr PPE on the Friday of this week – are you prepared? Are your plans evidenced in your sketchbook?</p> <p>‘Aim Higher’: Pop by and see CLM for a 1:1</p>	Sign when complete	<p><b>Art Graphics</b> Revision: 5hr PPE on the Friday of this week – are you prepared? Are your plans evidenced in your sketchbook?</p> <p>‘Aim Higher’: Pop by and see NFJ for a 1:1</p>	Sign when complete
<p><b>Engineering</b> Revision:</p> <p>‘Aim Higher’:</p> <p><b>Tools, Equipment &amp; Manufacturing Processes</b></p> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Pillar drill, bench drill, vices, jigs, surface finishing tools</b></li> <li>• <b>Cutting, drilling, filing, chamfering</b></li> <li>• <b>Safety precautions</b></li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify common workshop tools from images.</b></li> <li>• <b>Describe the use of 6 key tools in one sentence each.</b></li> </ul> <p><b>Mini-challenge:</b></p> <p><b>Explain how to produce a chamfer on a metal dice using sketches.</b></p>	Sign when complete	<p><b>Hospitality and Catering</b> Revision:</p> <p>1.1.4 Contributing factors to the success of the hospitality and catering provision. Positive and negative uses of media. Use the knowledge organisers for section 1.1.4 to create revision questions and responses.</p>  <p>‘Aim Higher’:</p> <p><a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	Sign when complete
<p><b>Psychology</b> Revision:</p> <p>Please complete: Paper 1, 2024, Section D <a href="#">GCSE (9–1) Psychology J203/01 Paper M</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1</a></p> <p>‘Aim Higher’:</p>	Sign when complete	<p><b>Spanish</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing</b> Revision:</p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>	Sign when complete	<p><b>Design and Technology</b> Revision:</p> <p>‘Aim Higher’:</p> <p><b>Materials: Woods, Metals, Polymers &amp; Composites (Section A Q4)</b></p> <p><b>Task:</b></p> <p>Research:</p> <ul style="list-style-type: none"> <li>• Laminated board (how it’s formed)</li> <li>• Properties of aluminium and effects of oxidisation</li> </ul>	Sign when complete

		<ul style="list-style-type: none"> <li>• Thermoforming vs thermosetting plastics</li> <li>• Corrugated cardboard structure and uses</li> </ul> <p><b>Independent practice:</b> Create a table comparing:</p> <ul style="list-style-type: none"> <li>• PP</li> <li>• Melamine formaldehyde</li> <li>• Aluminium</li> <li>• Laminated board</li> </ul> <p>Include uses and 2 properties each.</p>	
<p><b>Drama Revision:</b> Component 3 Revision An inspector calls- Character motivation Create a role on the wall for the character of: Mrs Birling at the beginning of the play Mrs Birling at the end of the play What does she show to the world?</p> <p>'Aim Higher': What feelings, thoughts or secrets does she hide?</p>	Sign when complete	<p><b>French Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</b></p> <p>'Aim Higher': Translation tasks.</p>	Sign when complete
<p><b>Music Revision: Texture</b> Revise terminology for: Monophonic, Homophonic, Polyphonic Melody &amp; Accompaniment, Unison 'Aim Higher': <a href="#">Texture - Texture - Edugas - GCSE Music Revision - Edugas - BBC Bitesize</a></p> 	Sign when complete	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	Sign when complete
<p><b>Religious Studies Revision:</b> Plan a 12 mark response to the following question. 'All marriages should last until death.' Evaluate this statement.</p> <p><b>'Aim Higher':</b> Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen. <i>Remember – Thesis + HHH + HHH (6 marks)</i> <i>Thesis + HHH + HHH + Conclusion (8 marks)</i> <i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	Sign when complete	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook 'Aim Higher':</p>	Sign when complete
	Sign when complete		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.




## Revision for 15<sup>th</sup> June 2026 - Mocks


Homework continues to be set on classcharts for all subjects.


<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete	<p><b>*Maths</b></p> <p><b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p>	Sign when complete												
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete	<table border="1" data-bbox="751 360 1284 824"> <tr> <td>Solving simultaneous equations using substitution</td> <td>U757</td> </tr> <tr> <td>Solving simultaneous equations graphically</td> <td>U836</td> </tr> <tr> <td>Constructing and solving linear simultaneous equations</td> <td>U137</td> </tr> <tr> <td><b>Solving simultaneous equations involving quadratics</b></td> <td><b>U547</b></td> </tr> <tr> <td><b>Solving simultaneous equations involving quadratics graphically</b></td> <td><b>U875</b></td> </tr> <tr> <td><b>Constructing and solving linear and quadratic simultaneous equations</b></td> <td><b>U269</b></td> </tr> </table> <p><b>Homework:</b> Set on classcharts–</p> <p><b>'Aim Higher':</b></p> <p>Complete questions on the following links</p> <p><a href="#">Maths Links - Grade 9 questions</a></p> <p><a href="#">Spicy Questions</a></p>	Solving simultaneous equations using substitution	U757	Solving simultaneous equations graphically	U836	Constructing and solving linear simultaneous equations	U137	<b>Solving simultaneous equations involving quadratics</b>	<b>U547</b>	<b>Solving simultaneous equations involving quadratics graphically</b>	<b>U875</b>	<b>Constructing and solving linear and quadratic simultaneous equations</b>	<b>U269</b>	Sign when complete
Solving simultaneous equations using substitution	U757														
Solving simultaneous equations graphically	U836														
Constructing and solving linear simultaneous equations	U137														
<b>Solving simultaneous equations involving quadratics</b>	<b>U547</b>														
<b>Solving simultaneous equations involving quadratics graphically</b>	<b>U875</b>														
<b>Constructing and solving linear and quadratic simultaneous equations</b>	<b>U269</b>														

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q3-4 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF</a></p> <p>Mark scheme <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22_PDF</a></p> <p>'Aim Higher': <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22_PDF</a></p> <p>Mark scheme</p>	Sign when complete	<p><b>Statistics</b> Revision:</p> <p>Self- quiz on the vocabulary here <a href="#">PowerPoint Presentation</a></p> <p>'Aim Higher':</p> <p>Complete the following exam questions</p> <p>Quality assurance <a href="#">p48756a.pdf</a></p> <p>Answers can be found here.</p>	Sign when complete
---	--------------------------	--	--------------------------

<p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22_PDF</a></p>		<p><a href="#">qualityassuranceans.pdf</a></p> <p>Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.</p>	
<p><b>Geography</b> Revision: Read <a href="https://www.internetgeography.net/topics/the-significance-of-food-water-and-energy/">https://www.internetgeography.net/topics/the-significance-of-food-water-and-energy/</a></p> <p>And <a href="https://www.internetgeography.net/topics/an-overview-of-global-inequalities-in-the-supply-and-consumption-of-resources/">https://www.internetgeography.net/topics/an-overview-of-global-inequalities-in-the-supply-and-consumption-of-resources/</a></p> <p>Watch <a href="https://www.youtube.com/watch?v=C-XH8hqMePQ">https://www.youtube.com/watch?v=C-XH8hqMePQ</a></p> <p>Do Complete section A of the revision clock.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;">  </div> <p>'Aim Higher':</p>	<p>Sign when complete</p>	<p><b>History</b> Revision: Complete the 'Elizabethan society in the Age of Exploration, 1558–88' section in your revision booklet. Make sure to take notes on the revision videos.</p> <p>Make flash cards on the key facts/dates section.</p> <p>'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.</p>	<p>Sign when complete</p>
<p><b>Fine Art</b> Revision: Following the 5Hour PPE, complete the Evaluation using your Literacy Booklet.</p> <p>'Aim Higher': Ensure you have evidenced the tasks that you completed in the 5hrs</p>	<p>Sign when complete</p>	<p><b>Art Graphics</b> Revision: Following the 5Hour PPE, complete an Evaluation ensuring you have evidenced your development.</p> <p>'Aim Higher': Ensure you have evidenced the tasks that you completed in the 5hrs</p>	<p>Sign when complete</p>
<p><b>Engineering</b> Revision:</p> <p>'Aim Higher': <b>Engineering Calculations</b> <b>Focus areas:</b></p>	<p>Sign when complete</p>	<p><b>Hospitality and Catering</b> Revision: 1.2.1, 1.2.2 The operation of the kitchen, front and back of house and customer requirements. Use the knowledge organisers for section 1.2.1, 1.2.2 to create revision questions and responses.</p>	<p>Sign when complete</p>

<ul style="list-style-type: none"> <li>• Material usage (e.g., length of stock required)</li> <li>• Accuracy &amp; marking out</li> <li>• Tolerances</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Practise the dice material calculation from the paper.</li> <li>• Complete 3 new calculations using different lengths.</li> </ul> <p><b>Mini-challenge:</b> Calculate how many 400 mm bars are needed to create 45 12mm x 12mm dice blanks.</p>		 <p>'Aim Higher': <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	
<p><b>Psychology Revision:</b> Please complete: Paper 1, 2023, Section D <a href="#">GCSE (9-1) Psychology J203/01 Paper J June 2023</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2023</a></p> <p>'Aim Higher': Please complete: Paper 1, 2024, Section C <a href="#">GCSE (9-1) Psychology J203/01 Paper M</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1</a></p>	Sign when complete	<p><b>Spanish Revision:</b> Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	Sign when complete	<p><b>Design and Technology Revision:</b></p> <p>'Aim Higher': <b>Kit Products, Systems Thinking &amp; User-Centred Design (Section A Q5)</b></p> <p><b>Task:</b> Choose <b>one</b> kit product type (fabric, cardboard, plastic, metal, radio, timber). Research and record:</p> <ul style="list-style-type: none"> <li>• Who the target market is</li> <li>• Problems users might face during construction</li> <li>• What appears on a working drawing (dimensions, materials, tolerances, etc.)</li> <li>• What systems thinking means in design</li> <li>• Why user testing matters</li> </ul> <p><b>Independent practice:</b> Sketch a working drawing layout for your chosen kit product.</p>	Sign when complete
<p><b>Drama Revision:</b> Component 3 Revision Section B-Lighting</p>	Sign when complete	<p><b>French Revision:</b> Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p>	Sign when complete

<p>Choose two key moments from one piece of live performance. Write notes on how lighting design was used in these two key moments to create meaning for the audience.</p> <p>'Aim Higher' – <a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>			
<p><b>Music Revision: Structure/Form</b> Revise terminology for: Forms and describing structure</p> <p>'Aim Higher': <a href="#">Structures - Structure - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology Revision:</b> Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies Revision:</b> Plan a 12 mark response to the following question. 'Abortion can never be justified.' Evaluate this statement.</p> <p>'Aim Higher': Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><i>Remember – Thesis + HHH + HHH (6 marks)</i> <i>Thesis + HHH + HHH + Conclusion (8 marks)</i> <i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	<p>Sign when complete</p>	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook</p> <p>'Aim Higher':</p>	<p>Sign when complete</p>
	<p>Sign when complete</p>		



We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.





# Revision for 22<sup>nd</sup> June 2026 - Mocks


Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>*Maths</b> <b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 311 1182 1294"> <tr> <td>Finding error intervals</td> <td>U657</td> </tr> <tr> <td>Truncating decimals</td> <td>U108</td> </tr> <tr> <td>Identifying parts of circles</td> <td>U767</td> </tr> <tr> <td>Finding the area of circles</td> <td>U950</td> </tr> <tr> <td>Finding the area of sectors</td> <td>U373</td> </tr> <tr> <td>Estimating calculations</td> <td>U225</td> </tr> <tr> <td><b>Finding bounds for calculations</b></td> <td><b>U587</b></td> </tr> <tr> <td>Finding error intervals for truncated numbers</td> <td>U301</td> </tr> <tr> <td>Finding the circumference of circles</td> <td>U604</td> </tr> <tr> <td>Finding the arc length of sectors</td> <td>U221</td> </tr> <tr> <td><b>Equations of circles and tangents</b></td> <td><b>U567</b></td> </tr> </table> <p><b>Homework:</b> Set on classcharts– <b>'Aim Higher':</b> Complete questions on the following links <a href="#">Maths Links - Grade 9 questions</a> <a href="#">Spicy Questions</a></p>	Finding error intervals	U657	Truncating decimals	U108	Identifying parts of circles	U767	Finding the area of circles	U950	Finding the area of sectors	U373	Estimating calculations	U225	<b>Finding bounds for calculations</b>	<b>U587</b>	Finding error intervals for truncated numbers	U301	Finding the circumference of circles	U604	Finding the arc length of sectors	U221	<b>Equations of circles and tangents</b>	<b>U567</b>	<p>Sign when complete</p>
Finding error intervals	U657																								
Truncating decimals	U108																								
Identifying parts of circles	U767																								
Finding the area of circles	U950																								
Finding the area of sectors	U373																								
Estimating calculations	U225																								
<b>Finding bounds for calculations</b>	<b>U587</b>																								
Finding error intervals for truncated numbers	U301																								
Finding the circumference of circles	U604																								
Finding the arc length of sectors	U221																								
<b>Equations of circles and tangents</b>	<b>U567</b>																								
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>																								

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q5-6  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-QP-JUN22_PDF</a></p> <p>Mark scheme  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1F-MS-JUN22_PDF</a></p> <p>'Aim Higher':  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-QP-JUN22_PDF</a></p> <p>Mark scheme  <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464C1H-MS-JUN22_PDF</a></p>	<p>Sign when complete</p>	<p><b>Statistics</b> Revision:</p> <p>Self-quiz on the vocabulary here  <a href="#">PowerPoint Presentation</a></p> <p>'Aim Higher':</p> <p>Complete the following exam questions</p> <p>Comparative pie charts  <a href="#">3639092a.pdf, page 4 @ Preflight ( P39092A GCSE Statistics 1STO 1H June 2011.indd )</a></p> <p>Answers can be found here.  <a href="#">ComparativePieChartsans.pdf</a></p> <p>Don't forget to attend Wednesday Period 6 revision if you are sitting the GCSE Statistics final exam in the summer.</p>	<p>Sign when complete</p>
<p><b>Geography</b> Revision:</p> <p>Food in UK</p> <p>Read</p> <p><a href="https://www.internetgeography.net/topics/the-demand-for-food-in-the-uk/">https://www.internetgeography.net/topics/the-demand-for-food-in-the-uk/</a></p> <p><a href="https://www.internetgeography.net/topics/carbon-footprints-food-miles-and-moves-towards-local-sourcing-of-food/">https://www.internetgeography.net/topics/carbon-footprints-food-miles-and-moves-towards-local-sourcing-of-food/</a></p> <p><a href="https://www.internetgeography.net/topics/trend-towards-agribusiness/">https://www.internetgeography.net/topics/trend-towards-agribusiness/</a></p> <p>Watch  <a href="https://www.youtube.com/watch?v=jmh4DCfdhVY">https://www.youtube.com/watch?v=jmh4DCfdhVY</a></p> <p>Do – Complete B,C,D on your revision clock.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<p>Sign when complete</p>	<p><b>History</b> Revision: Complete the '<b>Elizabethan society in the Age of Exploration, 1558–88</b>' section in your revision booklet. Make sure to take notes on the revision videos.</p> <p>Make flash cards on the key facts/dates section.</p> <p>'Aim Higher': Complete a GCSE question from the back of your revision booklet and give to your history teacher to mark.</p>	<p>Sign when complete</p>

  <p>'Aim Higher':</p> <p>Complete exam question 3  <a href="https://www.internetgeography.net/tfc/week13-food/">https://www.internetgeography.net/tfc/week13-food/</a></p> 			
<p><b>Fine Art</b> Revision: Completion of Outcome, Evaluation and preparation for St Ives visit.</p> <p>'Aim Higher': Ensure you have researched the artists who you will be seeing in St Ives</p>	<p>Sign when complete</p>	<p><b>Art Graphics</b> Revision: Completion of Outcome, Evaluation and preparation for St Ives visit.</p> <p>'Aim Higher': Ensure you have researched the artists who you will be seeing in St Ives</p>	<p>Sign when complete</p>
<p><b>Engineering</b> Revision:</p> <p>'Aim Higher':</p> <p><b>Machines &amp; Processes</b></p> <p><b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• Milling machines (as shown in Q3)</li> <li>• Sequence of steps to remove material</li> <li>• Tool wear &amp; maintenance</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Write a list of 6 machine safety rules.</li> <li>• Explain 4 steps to machine 2 mm off aluminium.</li> </ul> <p><b>Mini-challenge:</b></p> <p>Write two methods for extending the life of a cutting tool.</p>	<p>Sign when complete</p>	<p><b>Hospitality and Catering</b> Revision:</p> <p>1.2.3 Hospitality to meet specific requirements.  Use the knowledge organisers for section 1.2.3 to create revision questions and responses.</p>  <p>'Aim Higher':  <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	<p>Sign when complete</p>
<p><b>Psychology</b> Revision:</p> <p>Please complete: Paper 1, 2022, Section B  <a href="#">GCSE Psychology J203/01 Paper G June 2022</a></p> <p>Mark your answers:  <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2022</a></p> <p>'Aim Higher':</p> <p>Please complete: Paper 1, 2023, Section A  <a href="#">GCSE (9-1) Psychology J203/01 Paper J June 2023</a></p>	<p>Sign when complete</p>	<p><b>Spanish</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint:  <a href="#">Student Files</a></p>	<p>Sign when complete</p>

<p>Mark your answers:  <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2023</a></p>			
<p><b>Enterprise and Marketing</b> Revision:</p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>	<p><b>Design and Technology</b> Revision:</p> <p>‘Aim Higher’:</p> <p><b>Topic Study: Pick 1 from Section B</b></p> <p>Students choose ONE of the following topic areas:</p> <ul style="list-style-type: none"> <li>• Electronics &amp; programmable components</li> <li>• Papers &amp; boards</li> <li>• Timber</li> <li>• Metals</li> <li>• Plastics</li> <li>• Fibres &amp; textiles</li> </ul> <p><b>Task:</b></p> <p>Create a 1–2 page research sheet on your chosen topic that includes:</p> <ul style="list-style-type: none"> <li>• Key materials and their properties</li> <li>• Common tools/equipment</li> <li>• How products in this area are made</li> <li>• One environmental improvement designers can make</li> </ul> <p><b>Independent practice:</b></p> <p>Sketch a process (e.g. line bending, laser cutting, sewing a seam, CNC machining).</p>	<p>Sign when complete</p>
<p><b>Drama</b> Revision:</p> <p>Component 3 Revision  Section B- Costume  Choose two key moments from one piece of live performance.  Write notes on how Costume was used in these two key moments to create meaning for the audience.</p> <p>‘Aim Higher’ – <a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>	<p>Sign when complete</p>	<p><b>French</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p>	<p>Sign when complete</p>
<p><b>Music</b> Revision: Harmony</p> <p>Revise terminology for:  Consonance/Dissonance  Chords, primary chords, scales and cadences</p> <p>‘Aim Higher’: <a href="#">Chords - Harmony and tonality - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology</b> Revision:</p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies</b> Revision:</p> <p>Plan a 12 mark response to the following question.</p>	<p>Sign when complete</p>	<p><b>Sports Studies</b> Revision:</p> <p>Complete R185 Practical Participation Logbook</p>	<p>Sign when complete</p>

<p>'The incarnation is more important than the crucifixion of Jesus.' Evaluate this statement.</p> <p><b>'Aim Higher':</b> Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><u>Remember</u> – Thesis + HHH + HHH (6 marks) Thesis + HHH + HHH + Conclusion (8 marks) Thesis + HHHH + HHHH + Conclusion (12 marks)</p>		<p>'Aim Higher':</p>	
	<p>Sign when complete</p>		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.

## Revision for 29<sup>th</sup> June 2026




Homework continues to be set on classcharts for all subjects.


<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete	<p><b>*Maths</b> <b>Revision:</b> Revisit these topics. (The ones in bold are higher tier only).</p> <table border="1" data-bbox="858 309 1155 2029"> <tr> <td>Understanding sin, cos and tan</td> <td>U605</td> </tr> <tr> <td>Finding unknown angles in right-angled triangles</td> <td>U545</td> </tr> <tr> <td><b>Using the exact values of trigonometric ratios (Higher)</b></td> <td><b>U319</b></td> </tr> <tr> <td><b>Trigonometry in 3D shapes</b></td> <td><b>U170</b></td> </tr> <tr> <td><b>The cosine rule</b></td> <td><b>U591</b></td> </tr> <tr> <td>Understanding congruence</td> <td>U790</td> </tr> <tr> <td>Mixed problems: Understanding similarity and congruence</td> <td>U112</td> </tr> <tr> <td>Finding unknown sides in similar shapes</td> <td>U578</td> </tr> <tr> <td><b>Finding the surface area and volume of similar shapes</b></td> <td><b>U110</b></td> </tr> <tr> <td>Finding unknown sides in right-angled triangles</td> <td>U283</td> </tr> <tr> <td>Using the exact values of trigonometric ratios</td> <td>U627</td> </tr> <tr> <td>Angles of elevation and depression</td> <td>U967</td> </tr> <tr> <td><b>The sine rule</b></td> <td><b>U952</b></td> </tr> <tr> <td><b>The area rule</b></td> <td><b>U592</b></td> </tr> <tr> <td>Understanding similarity</td> <td>U551</td> </tr> <tr> <td>Congruent triangles</td> <td>U866</td> </tr> <tr> <td><b>Finding the perimeter and area of</b></td> <td><b>U630</b></td> </tr> </table>	Understanding sin, cos and tan	U605	Finding unknown angles in right-angled triangles	U545	<b>Using the exact values of trigonometric ratios (Higher)</b>	<b>U319</b>	<b>Trigonometry in 3D shapes</b>	<b>U170</b>	<b>The cosine rule</b>	<b>U591</b>	Understanding congruence	U790	Mixed problems: Understanding similarity and congruence	U112	Finding unknown sides in similar shapes	U578	<b>Finding the surface area and volume of similar shapes</b>	<b>U110</b>	Finding unknown sides in right-angled triangles	U283	Using the exact values of trigonometric ratios	U627	Angles of elevation and depression	U967	<b>The sine rule</b>	<b>U952</b>	<b>The area rule</b>	<b>U592</b>	Understanding similarity	U551	Congruent triangles	U866	<b>Finding the perimeter and area of</b>	<b>U630</b>	Sign when complete
Understanding sin, cos and tan	U605																																				
Finding unknown angles in right-angled triangles	U545																																				
<b>Using the exact values of trigonometric ratios (Higher)</b>	<b>U319</b>																																				
<b>Trigonometry in 3D shapes</b>	<b>U170</b>																																				
<b>The cosine rule</b>	<b>U591</b>																																				
Understanding congruence	U790																																				
Mixed problems: Understanding similarity and congruence	U112																																				
Finding unknown sides in similar shapes	U578																																				
<b>Finding the surface area and volume of similar shapes</b>	<b>U110</b>																																				
Finding unknown sides in right-angled triangles	U283																																				
Using the exact values of trigonometric ratios	U627																																				
Angles of elevation and depression	U967																																				
<b>The sine rule</b>	<b>U952</b>																																				
<b>The area rule</b>	<b>U592</b>																																				
Understanding similarity	U551																																				
Congruent triangles	U866																																				
<b>Finding the perimeter and area of</b>	<b>U630</b>																																				


		<table border="1"> <tr> <td><b>similar shapes</b></td> <td></td> </tr> <tr> <td>Using Pythagoras' theorem in 2D</td> <td>U385</td> </tr> </table>	<b>similar shapes</b>		Using Pythagoras' theorem in 2D	U385	
<b>similar shapes</b>							
Using Pythagoras' theorem in 2D	U385						
		<p><b>Homework:</b> Set on classcharts–</p> <p><b>'Aim Higher':</b> Complete questions on the following links <a href="#">Maths Links - Grade 9 questions</a> <a href="#">Spicy Questions</a></p>					
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	Sign when complete						

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q1-2 <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF</a></p> <p>Mark scheme <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF</a></p> <p>'Aim Higher': <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF</a></p> <p>Mark scheme <a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF</a></p>	Sign when complete	<p><b>Statistics</b> Revision:</p> <p>'Aim Higher':</p> <p>Complete the following exam questions</p> <p><a href="#">3639092a.pdf, page 4 @ Preflight ( P39092A GCSE Statistics 1STO 1H June 2011.indd )</a></p> <p>Answers can be found here.</p> <p><a href="#">normaldistributionans.pdf</a></p>	Sign when complete
<p><b>Geography</b> Revision: Water in UK</p> <p>Read - <a href="https://www.internetgeography.net/topics/how-has-the-demand-for-water-in-the-uk-changed/">https://www.internetgeography.net/topics/how-has-the-demand-for-water-in-the-uk-changed/</a> <a href="https://www.internetgeography.net/topics/where-are-the-areas-of-water-deficit-and-surplus-in-the-uk/">https://www.internetgeography.net/topics/where-are-the-areas-of-water-deficit-and-surplus-in-the-uk/</a> <a href="https://www.internetgeography.net/topics/water-quality-and-pollution-management-in-the-uk/">https://www.internetgeography.net/topics/water-quality-and-pollution-management-in-the-uk/</a> <a href="https://www.internetgeography.net/topics/water-transfer-in-the-uk/">https://www.internetgeography.net/topics/water-transfer-in-the-uk/</a></p>	Sign when complete	<p><b>History</b> Revision: Complete the Germany revision tasks on class charts. Use the knowledge organisers on class charts to make a mind map on the Weaknesses of the Weimar Government.</p> <p>Complete you question 1 skills booklet and hand to your teacher.</p> <p>'Aim Higher': Answer the following GCSE question: Explain why the Weimar Republic was weak in the year 1919-1923.</p>	Sign when complete

 <p>Watch -  <a href="https://www.youtube.com/watch?v=SagDgyuXLsI">https://www.youtube.com/watch?v=SagDgyuXLsI</a>  <a href="https://www.youtube.com/watch?v=Xgn62Bpi7u4">https://www.youtube.com/watch?v=Xgn62Bpi7u4</a></p> <p>Do – Complete sections E,F,G on the revision clock.</p>  <p>‘Aim Higher’: Complete the quiz below</p> <p><a href="https://www.tutor2u.net/geography/reference/source-management-water-gcse-mcq-quiz">https://www.tutor2u.net/geography/reference/source-management-water-gcse-mcq-quiz</a></p> 			
<p><b>Fine Art</b> Revision: Completion of Outcome, Evaluation and preparation for St Ives visit.</p> <p>‘Aim Higher’: Use the website to ensure you know about the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>	Sign when complete	<p><b>Art Graphics</b> Revision: Completion of Outcome, Evaluation and preparation for St Ives visit.</p> <p>‘Aim Higher’: Use the website to ensure you know about the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>	Sign when complete
<p><b>Engineering</b> Revision:</p> <p>‘Aim Higher’:  <b>Engineering Design &amp; Structures</b>  <b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Roller coasters old vs modern</b></li> </ul>	Sign when complete	<p>1.3.1, 1.3.2 Health and safety and Food safety Use the knowledge organisers for section 1.3.1, 1.3.2 to create revision questions and responses.</p>	Sign when complete

<ul style="list-style-type: none"> <li>• Reinforcement (trusses, triangulation, cross-bracing)</li> <li>• Material developments</li> <li>• Disposal issues (environmental, recycling, logistics)</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• Compare wooden vs steel roller coasters.</li> <li>• Create a mind-map of structural strengthening methods.</li> </ul> <p><b>Mini-challenge:</b> Write a short 8-mark comparison of old and modern roller coaster design and manufacturing.</p>		 <p>'Aim Higher': <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	
<p><b>Psychology Revision:</b> Please complete: Paper 1, 2024, Section A <a href="#">GCSE (9–1) Psychology J203/01 Paper M</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1</a></p> <p>'Aim Higher': Please complete: Paper 1, 2023, Section C <a href="#">GCSE (9-1) Psychology J203/01 Paper J June 2023</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2023</a></p>	Sign when complete	<p><b>Spanish Revision:</b> Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	Sign when complete	<p><b>Design and Technology Revision:</b></p> <p>'Aim Higher': <b>Calculations Practice</b> <b>Task:</b> Practise 10 calculation-style questions, such as:</p> <ul style="list-style-type: none"> <li>• Area and perimeter</li> <li>• Material allowances (saw allowance, kerf, seam allowance)</li> <li>• Board/sheet usage</li> <li>• Rotations per minute</li> <li>• Velocity ratios</li> </ul> <p>You can use examples from:</p> <ul style="list-style-type: none"> <li>• Puzzle frame</li> <li>• Phone stand</li> <li>• Chessboard</li> <li>• Spacers</li> <li>• Patchwork squares</li> </ul> <p><b>Independent practice:</b> Create 5 exam-style maths questions and answer them.</p>	Sign when complete
<p><b>Drama Revision:</b> Component 3 Revision Section B-Set Design</p>	Sign when complete	<p><b>French Revision:</b> Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p>	Sign when complete

<p>Choose two key moments from one piece of live performance. Write notes on how set design was used in these two key moments to create meaning for the audience.</p> <p>'Aim Higher' – <a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>			
<p><b>Music Revision: Instruments/Timbre/Sonority</b></p> <p>'Aim Higher': <a href="#">Sonority (Timbre) - Sonority (Timbre) - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies Revision:</b> "Homosexual relationships are fully acceptable in religion today." Evaluate this statement.</p> <p><b>'Aim Higher':</b> Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen.</p> <p><i>Remember – Thesis + HHH + HHH (6 marks)</i> <i>Thesis + HHH + HHH + Conclusion (8 marks)</i> <i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	<p>Sign when complete</p>	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook</p> <p>'Aim Higher':</p>	<p>Sign when complete</p>
	<p>Sign when complete</p>		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.

## Revision for 6<sup>th</sup> July 2026

Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>*Maths</b></p> <p><b>Revision:</b> Revisit the topics from your PLC document.</p>	<p>Sign when complete</p>
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>Homework:</b> Set on classcharts–</p> <p><b>'Aim Higher':</b></p> <p>Complete questions on the following links</p> <p><a href="#">Maths Links - Grade 9 questions</a></p> <p><a href="#">Spicy Questions</a></p> <p>-</p>	<p>Sign when complete</p>

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q3-4</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF</a></p> <p>Mark scheme</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF</a></p> <p>'Aim Higher':</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF</a></p> <p>Mark scheme</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF</a></p>	<p>Sign when complete</p>	<p><b>Statistics</b> Revision:</p> <p>Revisit the topics from your PLC document. This will give you individual feedback on topics you need to revisit.</p> <p>'Aim Higher':</p> <p>Complete the following exam paper</p> <p><a href="#">EXam paper practice</a></p> <p>Exam paper answers</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF">d7dae4_87a585951619429e9136fca8fad6a1ea.pdf</a></p>	<p>Sign when complete</p>
<p><b>Geography</b> Revision: <b>Revision:</b> Energy in the UK</p> <p>Read</p> <p><a href="https://www.internetgeography.net/topics/how-is-demand-for-energy-changing-in-the-uk/">https://www.internetgeography.net/topics/how-is-demand-for-energy-changing-in-the-uk/</a></p> <p><a href="https://www.internetgeography.net/topics/how-is-the-uks-energy-mix-changing/">https://www.internetgeography.net/topics/how-is-the-uks-energy-mix-changing/</a></p>	<p>Sign when complete</p>	<p><b>History</b> Revision: Complete the Germany revision tasks on class charts. Use the knowledge organisers on class charts to make a mind map on how Hitler became Chancellor.</p> <p>Complete you question 3b skills booklet and hand to your teacher.</p> <p>'Aim Higher': Answer the following GCSE question: Explain why Hitler became Chancellor in 1933.</p>	<p>Sign when complete</p>

<https://www.internetgeography.net/topics/what-are-the-economic-and-environmental-issues-of-energy-production/>

Watch

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

<https://www.youtube.com/watch?v=I9ccvI6wrOE>

Do

Complete sections H and I on the revision clock

PLUS – Large scale water transfer schemes.

Read -

<https://www.internetgeography.net/topics/the-south-north-water-transfer-project-in-china/>

Watch -

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

Do – Complete a table to show the advantages and disadvantages of the south nort water transfer scheme.





'Aim Higher':


Complete the BBC bitesize exam quiz

<https://www.bbc.co.uk/bitesize/articles/zqmmvj6#zf33wsg>

Complete exam question 1

<https://www.internetgeography.net/tfc/the-final-countdown-week-13-water/>

			
<p><b>Fine Art Revision:</b> Complete evidencing for St Ives visit and artists.</p> <p>'Aim Higher': Use the website to ensure you evidence about your trip to the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>	Sign when complete	<p><b>Art Graphics Revision:</b> Complete evidencing for St Ives visit and artists.</p> <p>'Aim Higher': Use the website to ensure you evidence about your trip to the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>	Sign when complete
<p><b>Engineering Revision:</b></p> <p>'Aim Higher': <b>Technology in Industry: VR &amp; Modern Systems</b> <b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• Virtual reality in engineering</li> <li>• CAD/CAM</li> <li>• Advantages and disadvantages</li> <li>• Impact on manufacturing, training, safety, cost</li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• List 5 advantages and 5 disadvantages of VR in design.</li> <li>• Research one real company using VR in prototyping.</li> </ul> <p><b>Mini-challenge:</b> Write a 10-mark answer evaluating VR in engineering manufacture.</p>	Sign when complete	<p>1.4.1, 1.4.2 Food related causes of ill health Use the knowledge organisers for section 1.4.1, 1.4.2 to create revision questions and responses.</p>  <p>'Aim Higher': <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	Sign when complete
<p><b>Psychology Revision:</b> Please complete: Paper1, 2022, Section D <a href="#">GCSE Psychology J203/01 Paper G June 2022</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2022</a></p> <p>'Aim Higher': Please complete: Paper 1, 2022, Section A <a href="#">GCSE Psychology J203/01 Paper G June 2022</a></p> <p>Mark your answers: <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2022</a></p>	Sign when complete	<p><b>Spanish Revision:</b> Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint: <a href="#">Student Files</a></p>	Sign when complete
<p><b>Enterprise and Marketing Revision:</b></p>	Sign when complete	<p><b>Design and Technology Revision:</b></p> <p>'Aim Higher': <b>Environmental &amp; Ethical Design (Appears Throughout Paper)</b></p>	Sign when complete

<p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’:</p> <p>Please see your class teacher for individual feedback.</p>		<p><b>Task:</b> Research and summarise:</p> <ul style="list-style-type: none"> <li>• How designers reduce environmental impact for <b>metals, polymers, timber, paper, electronics, and textiles</b></li> <li>• How product life can be extended</li> <li>• Strategies such as repairability, recycling, modular parts, durable materials</li> </ul> <p><b>Independent practice:</b> Choose any everyday product and list:</p> <ul style="list-style-type: none"> <li>• 3 environmental improvements</li> <li>• 3 ways to extend its lifespan</li> <li>• 1 way to reduce material waste in manufacture</li> </ul>	
<p><b>Drama Revision:</b> Component 3 Revision Section A: An inspector calls - Character relationships Create a relationship web for the Birling family to identify their relationships (family etc.) Add notes to the webs to explain how they feel about each other at the beginning of the play.</p> <p>‘Aim Higher’: <a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>	<p>Sign when complete</p>	<p><b>French Revision:</b> Vocabulary, Grammar and Skills based tasks set on Languagenut.</p> <p>‘Aim Higher’: Translation tasks.</p>	<p>Sign when complete</p>
<p><b>Music Revision: Rhythm</b> Revise terminology for: Describing rhythm, devices, notation and values, Time signature/Metre</p> <p>‘Aim Higher’: <a href="#">Metre and rhythm - Tempo, metre and rhythm - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	<p>Sign when complete</p>	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>‘Aim Higher’: Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>
<p><b>Religious Studies Revision:</b> Plan a 12 mark response to the following question “Religion gives a better explanation of the origins of the universe than science.” Evaluate this statement.</p> <p>‘Aim Higher’: Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen. <u>Remember</u> – Thesis + HHH + HHH (6 marks) Thesis + HHH + HHH + Conclusion (8 marks)</p>	<p>Sign when complete</p>	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook</p> <p>‘Aim Higher’:</p>	<p>Sign when complete</p>

<i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i>			
	Sign when complete		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.

## Revision for 13<sup>th</sup> July 2026

Homework continues to be set on classcharts for all subjects.

<p><b>*English Literature</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>*Maths</b></p> <p><b>Revision:</b> Revisit the topics from your PLC document.</p>	<p>Sign when complete</p>
<p><b>*English Language</b> Revision: Set on classcharts - 'Aim Higher': Set on classcharts -</p>	<p>Sign when complete</p>	<p><b>Homework:</b> Set on classcharts</p> <p><b>'Aim Higher':</b></p> <p>Complete questions on the following links</p> <p><a href="#">Maths Links - Grade 9 questions</a></p> <p><a href="#">Spicy Questions</a></p>	<p>Sign when complete</p>

Note that homework **and** revision for English and Maths is set and checked weekly on Classcharts by classroom teachers. We know students who get the best grades complete homework and targeted revision.

<p><b>Science</b> Revision: Q5-6</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF</a></p> <p>Mark scheme</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-MS-JUN22_PDF</a></p> <p>'Aim Higher':</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-QP-JUN22_PDF</a></p> <p>Mark scheme</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF">https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF</a></p>	<p>Sign when complete</p>	<p><b>Statistics</b> Revision:</p> <p>Revisit the topics from your PLC document. This will give you individual feedback on topics you need to revisit.</p> <p>'Aim Higher':</p> <p>Complete the following exam paper</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1F-QP-JUN22_PDF">d7dae4_17ff946544c34d50a772f040b6a88638.pdf</a></p> <p>Answers can be found here.</p> <p><a href="https://www.aqa.org.uk/files/sample-papers-and-mark-schemes.2022.june.AQA-8464P1H-MS-JUN22_PDF">d7dae4_5f486b6897c542a887beb611f6b69f0b.pdf</a></p>	<p>Sign when complete</p>
<p><b>Geography</b> Revision: <b>Revision:</b> Global resource management water. Exam week.</p> <p>Read</p> <p><a href="https://www.internetgeography.net/topics/global-patterns-of-water-surplus-and-deficit/">https://www.internetgeography.net/topics/global-patterns-of-water-surplus-and-deficit/</a></p> <p><a href="https://www.internetgeography.net/topics/what-factors-affect-water-availability/">https://www.internetgeography.net/topics/what-factors-affect-water-availability/</a></p>	<p>Sign when complete</p>	<p><b>History</b> Revision: Complete the Germany revision tasks on class charts. Use the knowledge organisers on class charts to make a mind map on how Hitler became dictator.</p> <p>Complete you question 3c skills booklet and hand to your teacher.</p> <p>'Aim Higher': Answer the following GCSE question: Explain why Hitler became dictator in 1934.</p>	<p>Sign when complete</p>

<https://www.internetgeography.net/topics/what-are-the-impacts-of-water-insecurity/>  
<https://www.internetgeography.net/topics/strategies-to-increase-water-supply/>

Watch -

<https://www.youtube.com/watch?v=hMF0hYr8DS4>  
[www.youtube.com/watch?v=d4yxORIIHVg](https://www.youtube.com/watch?v=d4yxORIIHVg)  
<https://www.youtube.com/watch?v=80r5GPNnZmg>  
<https://www.youtube.com/watch?v=Ft0yAQCLYYA>

Do – Complete section J, K, L on revision clock



'Aim Higher':


**Fine Art** Revision:  
 Complete evidencing for St Ives visit and artists.  
 How has this developed your ideas as an artist? – add this to a flap on your St Ives page


Sign when complete

**Art Graphics** Revision:  
 Complete evidencing for St Ives visit and artists.

Sign when complete

How has this developed your ideas as an artist? – add this to a section on your St Ives page

<p>'Aim Higher': Use the website to ensure you evidence about your trip to the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>		<p>'Aim Higher': Use the website to ensure you evidence about your trip to the Tate St Ives <a href="#">Tate St Ives   Tate</a></p>	
<p><b>Engineering Revision:</b></p> <p>'Aim Higher':  <b>Technology in Industry: VR &amp; Modern Systems</b>  <b>Focus areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Virtual reality in engineering</b></li> <li>• <b>CAD/CAM</b></li> <li>• <b>Advantages and disadvantages</b></li> <li>• <b>Impact on manufacturing, training, safety, cost</b></li> </ul> <p><b>Tasks:</b></p> <ul style="list-style-type: none"> <li>• <b>List 5 advantages and 5 disadvantages of VR in design.</b></li> <li>• <b>Research one real company using VR in prototyping.</b></li> </ul> <p><b>Minichallenge:</b>  <b>Write a 10mark answer evaluating VR in engineering manufacture.</b></p>	<p>Sign when complete</p>	<p><b>Hospitality and Catering Revision:</b>  1.4.3, 1.4.4 Preventative control measures and the role of the environmental health officer. Use the knowledge organisers for section 1.4.3, 1.4.4 to create revision questions and responses.</p>  <p>'Aim Higher':  <a href="https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers">https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_pastpapers</a></p>	<p>Sign when complete</p>
<p><b>Psychology Revision:</b>  Please complete: Paper 1, 2022, Section C  <a href="#">GCSE Psychology J203/01 Paper G June 2022</a></p> <p>Mark your answers:  <a href="#">Mark Scheme J203/01 Studies and applications in Psychology 1 June 2022</a></p> <p>'Aim Higher':</p>	<p>Sign when complete</p>	<p><b>Spanish Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</b></p> <p>'Aim Higher': Translation tasks.</p> <p>Access curriculum documents, vocabulary lists and teaching materials through SharePoint:  <a href="#">Student Files</a></p>	<p>Sign when complete</p>
<p><b>Enterprise and Marketing Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher':</p> <p>Please see your class teacher for individual feedback.</p>	<p>Sign when complete</p>	<p><b>Design and Technology Revision:</b></p> <p>'Aim Higher':  <b>Environmental &amp; Ethical Design (Appears Throughout Paper)</b>  <b>Task:</b>  Research and summarise:</p> <ul style="list-style-type: none"> <li>• How designers reduce environmental impact for <b>metals, polymers, timber, paper, electronics, and textiles</b></li> <li>• How product life can be extended</li> <li>• Strategies such as repairability, recycling, modular parts, durable materials</li> </ul> <p><b>Independent practice:</b>  Choose any everyday product and list:</p> <ul style="list-style-type: none"> <li>• 3 environmental improvements</li> <li>• 3 ways to extend its lifespan</li> <li>• 1 way to reduce material waste in manufacture</li> </ul>	<p>Sign when complete</p>

<p><b>Drama Revision:</b> Component 3 Revision An inspector calls- Lighting design Create a lighting design for the following key scene:</p> <p>Shiela reveals she got Eva Smith fired from the department store.</p> <p>'Aim Higher': <a href="#">GCSE Drama - Eduqas - BBC Bitesize</a></p>	Sign when complete	<p><b>French Revision: Vocabulary, Grammar and Skills based tasks set on Languagenut.</b></p> <p>'Aim Higher': Translation tasks.</p>	Sign when complete
<p><b>Music Revision: Tempo</b> Revise Italian terminology and practise describing tempo.</p> <p>'Aim Higher': <a href="#">Metre and rhythm - Tempo, metre and rhythm - Eduqas - GCSE Music Revision - Eduqas - BBC Bitesize</a></p> 	Sign when complete	<p><b>Digital Information Technology Revision:</b></p> <p>Internally Assessed work currently being completed.</p> <p>'Aim Higher': Please see your class teacher for individual feedback.</p>	Sign when complete
<p><b>Religious Studies Revision:</b> Plan a 12 mark response to the following question. "It is impossible to believe in a God who is both just and merciful." Evaluate this statement.</p> <p>'Aim Higher': Write your 12 mark response in timed conditions. 15 minutes / +4 minutes for those with extra time – this MUST be in green pen. <i>Remember – Thesis + HHH + HHH (6 marks)</i> <i>Thesis + HHH + HHH + Conclusion (8 marks)</i> <i>Thesis + HHHH + HHHH + Conclusion (12 marks)</i></p>	Sign when complete	<p><b>Sports Studies Revision:</b> Complete R185 Practical Participation Logbook</p> <p>'Aim Higher':</p>	Sign when complete
	Sign when complete		

We suggest, in line with research that students complete (an average of) 1hr50m of extra work after school time each day. This is proven to be most effective.























