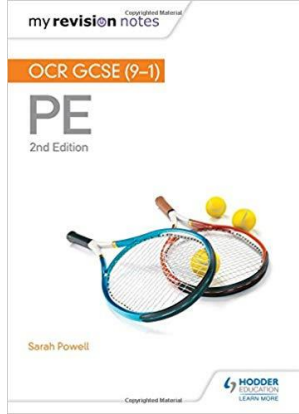


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| Subject | Duration | Style of Questions | Topics/Content Assessed | Skills Assessed | Useful resources |
|---------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sport Studies | 2 x 1 hour exams First Exam – Socio-cultural Second Exam – A&P | Combination of short answer, multiple choice, data interpretation and star indicates level marked question. | Whole specification covered (Each student has a hard copy in their book) Spares available in PE: https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf | <ul style="list-style-type: none"> AO1- Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO2- Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. AO3- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. | <ul style="list-style-type: none"> Exercise books https://www.bbc.co.uk/bitesize/examspec/ztrcg82 My revision notes. OCR PE Author Sarah Powell  |
| Music | 1hr 30mins | Section A: Unfamiliar Music (68marks) Section B: Study pieces (28 marks) | <p>Section A: Unfamiliar music</p> <ol style="list-style-type: none"> Western classical tradition 1650–1910 Popular music Traditional music Western classical tradition since 1910. <p>Section B: Set Works Haydn: Symphony 101 in D major The Clock movt. 2</p> | <p>Knowledge and application of musical vocabulary and terminology:</p> <p>Melody Harmony Tonality Structure Sonority (Timbre) Texture Tempo Metre Rhythm Dynamics Articulation</p> | <p>Ousedale Learning Zone, Music KS4 Page</p> <p>Google Classroom</p> <p>BBC GCSE Music Bitesize https://www.bbc.co.uk/bitesize/examspecs/zfww7nb</p> <p>Period 6 Revision Sessions</p> |

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| | | | <p>The Beatles: Sgt Pepper’s Lonely Hearts Club Band</p> <p>With a Little Help from my Friends</p> <p>Within You, Without You</p> <p>Lucy in the Sky with Diamonds</p> | <p>Understanding chords and chord symbols.</p> <p>Reading staff notation</p> <p>Understanding chords and chord symbols.</p> <p>Knowledge and application of musical vocabulary and terminology Set Works.</p> <p>The effect of audience, time and place on how the study piece were created, developed and performed.</p> <p>How and why the music across the selected areas of study has changed over time.</p> <p>How the composer’s purpose and intention for the study pieces is reflected in their use of musical elements.</p> <p>Relevant musical vocabulary and terminology for the study pieces.</p> | |
| Drama | 1hr 30 | Performer/director/designer question for GCSE play text DNA | Extract from DNA | Performer/director/designer skills, ability to analyse a text, ideas from page to stage using appropriate vocabulary. | <ul style="list-style-type: none"> • Learning Zone • Google classroom • DNA play texts • Revision booklet • Exemplar material, exam questions, mark scheme. • Designer PowerPoint booklet |
| Combined Science | 3 x 1hour and 15mins | Short answer 1 and 2 mark questions. Long answer 4 , 5 and 6 mark questions | <p>Biology:</p> <p>-Cells</p> <p>-Organisation</p> <p>-Infection and response</p> <p>-Bioenergetics</p> | Recall, Descriptions, explanations, evaluations, numeracy skills, practical skills, extended response. | <p>Seneca learning</p> <p>Google classrooms</p> <p>CGP Revision guides and exam practice workbooks</p> |

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| | | | Chemistry: -Atomic structure and the periodic table -Bonding, structure, and the properties of matter -Quantitative chemistry -Chemical changes -Energy changes Physics: -Energy -Electricity -Particle model of matter -Atomic structure | | |
| Triple Science Biology | 1 hour 45 | Multiple choice, short answer 1 and 2 mark questions. Long answer 4 , 5 and 6 mark questions | Cell Biology Organisation Infection and Response Bioenergetics Numeracy skills Required Practicals (from year 10) | Recall, Descriptions, explanations, evaluations, numeracy skills, practical skills, extended response. | YouTube: Mygcscscience Senecalearning.com GCSE bitesize CGP Revision guides AQA |
| Triple Science Chemistry | 1 hour 45 | Multiple choice, short answer 1 and 2 mark questions. Long answer 4 , 5 and 6 mark questions | Atomic Structure and the periodic table Bonding properties and properties of matter Quantitative Chemistry Chemical Changes Energy Changes Numeracy skills Required Practicals (from year 10) | Recall, Descriptions, explanations, evaluations, numeracy skills, practical skills, extended response. | YouTube: Mygcscscience Senecalearning.com GCSE bitesize CGP Revision guides AQA |
| Triple Science Physics | 1 hour 45 | Multiple choice, short answer 1 and 2 mark questions. Long answer 4 , 5 and 6 mark questions | Energy Electricity Radioactivity Particles Numeracy Required Practicals | Recall, Descriptions, explanations, evaluations, numeracy skills, practical skills, extended response. | YouTube: Mygcscscience Senecalearning.com GCSE bitesize CGP Revision guides AQA |
| GCSE Business | 1hr 30 | Combination of written and calculation questions | <u>Theme 1</u> 1.1.2 Risk & Reward 1.1.3 The role of business enterprise 1.2.1 Customer needs | Knowledge – understanding of topics Application – applying understanding of topics to specific | GCSE Business Revision Companions Collins Edexcel GCSE Revision: Business All-in-One Revision & Practice – available from Finance Office |

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| | | | <p>1.2.2 Market research 1.2.3 Market segmentation 1.3.2 Revenues, costs & profits 1.3.3 Cash & cash-flow 1.3.4 Sources of business finance 1.4.1 Options for start-up & small businesses 1.4.3 The marketing mix 1.4.4 Business plans 1.5.1 Business stakeholders 1.5.2 Technology & business 1.5.3 Legislation & business 1.5.4 The economy & business</p> | <p>business circumstances, or through calculations Analysis – ability to explain or develop an argument Evaluation – ability to weigh up competing arguments to arrive at a supported conclusion</p> | |
| Geography | <p>Paper 1: 1hr15</p> <p>Paper 2: 45mins</p> | <p>Question styles include:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short answer- knowledge based questions • Open, extended questions • Map and calculation questions • Longer example and case study questions | <p><u>Unit 1:</u> Challenge of natural hazards:</p> <ul style="list-style-type: none"> • Extreme weather events in the UK • Tropical storms; distribution, formation. • Managing climate change. • Tectonic hazards; effects and response. <p>Living world:</p> <ul style="list-style-type: none"> • An understanding of producers, consumers, decomposers, food chain, food web. • The physical characteristics of a tropical rainforest. • How plants and animals adapt to the physical conditions in a hot desert. • Causes of desertification. <p>Physical landscapes of the UK:</p> <ul style="list-style-type: none"> • Coastal and river processes • Coastal and river management | <p><i>Knowledge</i> – understanding of topics <i>Application</i> – Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements <i>Skills</i>- Select, adapt and use a variety of skills and techniques (Maps, using figures, Numeracy and Graphical)</p> | <ul style="list-style-type: none"> • Geography revision guides- Students have access to individual revision guides for each topic booklet. (Found on google classroom) • Kerboodle- students all have own log-in • Session 6 |

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| | | | <p><u>Unit 2:</u> Urban issues and challenges:</p> <ul style="list-style-type: none"> • Urbanisation • Regeneration • Urban change in the UK and their opportunities. <p>Resource management:</p> <ul style="list-style-type: none"> • Changing resources in the UK (food) • Water quality and management • Water insecurity | | |
| Art | 5 Hours | Practical Piece | <p>AQA Assessment Criteria A01- A04. (A01 Developing an idea through contextual understanding. AO2 Development and exploration of your idea. AO3 Recording and reflecting as the idea progresses. AO4 Realise a personal and meaningful response.) Each AO is worth 25% (24/96)</p> <p>Project title: Objects</p> | <ul style="list-style-type: none"> • Understanding of artist’s styles and techniques. • Application and execution of artist’s technique. • Quality of recording. • Personal response. | Google Classroom: Example answers (example projects) |
| Photography | 5 Hours | Practical Piece | <p>AQA Assessment Criteria A01- A04. (A01 Developing an idea through contextual understanding. AO2 Development and exploration of your idea. AO3 Recording and reflecting as the idea progresses. AO4 Realise a personal and meaningful response.) Each AO is worth 25% (24/96)</p> <p>Project title: Objects</p> | <ul style="list-style-type: none"> • Understanding of artist’s styles and techniques. • Application and execution of artist’s technique. • Recording and reflecting on your process. • Quality of recording. • Editing and exploring your images • Presentation of personal response. | Google Classroom: Example answers (example projects) |
| Hospitality and catering | 1hr & 30 Minutes | Short and long answer questions | <p>Staffing in the Hospitality industry to include</p> <p>Working patterns in the industry</p> <p>Dress codes</p> | Theory Knowledge of the Hospitality and catering Industry | <p>H&C revision guide</p> <p>Google classroom</p> <p>Notes from lessons</p> <p>TV programs on Demand for example:</p> |

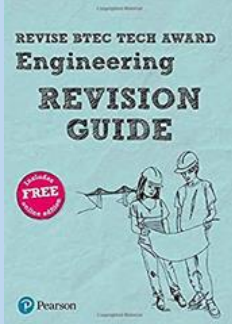
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| | | | <p>Job responsibilities</p> <p>Equipment used in the industry</p> <p>Accommodation types</p> <p>Use of IT within hospitality</p> <p>Health & safety</p> <p>Catering styles and provisions</p> <p>Food safety</p> | | <p>BBC I player - Beyond the lobby</p> <p>ITV hub - The Savoy the series</p> <p>Richard E. Grant's Hotel Secrets</p> |
| Food Preparation and Nutrition | 1hr 45 | Multiple choice (20%) Short and long answer (80%) | <p>Heat Transfer: How is food cooked? What could influence how we cook food? What are the effects of cooked food on nutritional value?</p> <p>Macro/Micronutrients: Functions of nutrients (what do they do?) and making informed choices for a varied and balanced diet.</p> <p>Nutritional Needs of Age Groups: Teenagers, Elderly, Young Children</p> <p>Coagulation and Denaturation: Step-by-step process when proteins are heated, whisked, or placed into acid.</p> <p>Sensory testing: What is it and what does it include?</p> <p>Micro-organisms: Enzymes? What are they and how can they be denatured?</p> <p>Food labelling laws: What must be on labels by law, how can these affect consumer choices?</p> | <p>Ability to apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>Ability to analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by yourself and others.</p> | <p>Illuminate Digital Book www.illuminate.digital/aqafood Get the username and password from your teacher.</p> <p>CGP Revision Guide CGP Exercise Book</p> <p>Food a Fact of Life Website (11-16 Years) - Nutrition and the Eatwell Guide www.foodafactoflife.org.uk</p> <p>Nutrition www.nutrition.org.uk</p> <p>Recipes and Healthy Eating www.jamieoliver.com www.bbc.co.uk/food</p> <p>www.food.gov.uk This is the official government website for the Food Standards Agency.</p> <p>www.towards-sustainability.co.uk Close look at a range of sustainability issues and further links</p> |

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| | | | <p>Function of ingredients in dishes: how can we overcome potential issues when making dishes?</p> <p>Food Waste and fortified foods: what are the environmental impacts of food waste, how can it be prevented. What are fortified foods and the benefits?</p> <p>Health Conditions/Dietary Diseases: What can impact dietary diseases, how can they be controlled?</p> | | |
| BTEC Tech Award in Engineering | <p>Part 1 - 2 hours</p> <p>Part 2 - 1.5 hours</p> | <p>Q 1a: Carry out an investigation, recording results and writing observations (6 marks)</p> <p>Part 1: This is a controlled assessment activity. The experiment is set by the exam board. Students are shown a teacher demonstration prior to the exam in which they can take notes on setting up and carrying out the process.</p> <p>Q1b: Draw graphs and plotting data (8 marks)</p> <p>Q1c: Comparing patterns and data, drawing conclusions. Analysing results and making recommendations based on the data. (8 marks)</p> <p>Q1d: Writing an evaluation to evaluate setting up, carrying out and recording data with ideas on how to improve the</p> | <p>Part 1: Understand the performance requirements of an engineered product (30 marks)</p> <p>Part 2: Understand the selection of specific materials for use in the components that make up an engineered product (30 marks)</p> <p>A1: Carry out a process A2: Measuring and recording data A2: Displaying data A3: Interpretation of data B1: Analysing the existing product with reference to the brief B2: Redesign B2: Design for manufacture B2: Design ideas B3: Evaluation C1: Engineering Information C2: Selecting a solution C3: Identifying resources C3: Designs of a solution C3: Process to follow and manufacturing</p> | <p>AO1 Understand how to respond to an engineering brief; AO2 Select skills and techniques in response to an engineering brief; AO3 Apply skills and techniques in response to an engineering brief; AO4 Evaluate and review the outcomes of the application of skills and techniques in response to an engineering brief.</p> | <ul style="list-style-type: none"> ● Exercise books and revision folders ● Part 1 and part 2 question prompt cards ● Google classroom resources, past exam papers and examiner mark schemes ● Revise BTEC Tech Aware Engineering Revision Guide available from Amazon and Pearson: ● https://www.amazon.co.uk/Revise-Award-Engineering-Revision-Guide/dp/1292272724 ● https://www.pearsonschoolsandcolleges.co.uk/FEAndVocational/Engineering/BTEC/BTECTechAwardEngineering/ISBN/other/ReviseBTECTechAwardEngineeringRevisionGuide.aspx |

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| | | <p>investigation and what to do differently. (8 marks)</p> <p>Part 2: Q2a: Analysing an engineered product and identifying issues with the design, how the product is used and the manufacturing processes in the given brief. (8 marks) Q2b: Redesigning a new improved idea and justify in detail the reasons for choice of design, materials and manufacturing processes. (10 marks) Q2c: Using the drawings and data given from an inspected engineered product to analyse the data and identify problems. Evaluating the issues and improvements for products to be in tolerance and accurate. Quality assurance and quality control in engineered products. (12 marks)</p> | <p>C3: Data collection and analysis C3: Safety</p> | |  |
| GCSE Design Technology | 2hrs | Multiple Choice | Core Technical Principles | <ul style="list-style-type: none"> Select the correct answer from a list of four | <ul style="list-style-type: none"> Electronic systems Forces Materials Production methods |
| | | Name and state | Properties of materials | <ul style="list-style-type: none"> Explain the different properties of materials | <ul style="list-style-type: none"> Looking at the properties of natural fibres Looking at the properties of card and boards Looking at the different properties of materials in your subject specialism area |

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| | | <p>Explain</p> <ul style="list-style-type: none"> • Renewable energy • Anthropometrics • Re-designing • Modelling | <ul style="list-style-type: none"> • Explain different aspects of renewable energy • Explain what anthropometrics are • Explain why products could be redesigned • Explain why we model | <ul style="list-style-type: none"> • Ensure you are aware of different renewable energy sources, its benefits, and increased usage. • Form your own opinion of different energy sources along with their advantages and disadvantages • Understand what anthropometrics are and why they are important • Consider what different anthropometric measurements are • Know different modelling materials and why designers create models of their work |
| | | <p>Numeracy</p> <ul style="list-style-type: none"> • Renewable energy • Percentages • Pie charts • Tessellation • Wastage | <ul style="list-style-type: none"> • Ratio • Calculate different percentages • Accurately divide up a pie chart • Tessellate a given shape into a specified area • Calculate wastage of a given shape | <ul style="list-style-type: none"> • Revise ratio • Practice working out how different amounts can add up to different percentages • Using a protractor to divide up different pie charts into different percentages • Understand what tessellation is and how to make the best use of space • Practice adding up different parts and shapes on a given shape of material to work out how much wastage of a material is being produced |
| | | <p>Basic notes and sketches</p> <ul style="list-style-type: none"> • Stock Forms and primary sources • Production methods | <ul style="list-style-type: none"> • Write notes and draw basic sketches on different stock forms and where they come from • Write notes and draw basic sketches on industrial processes | <ul style="list-style-type: none"> • Look up the different stock forms of your focussed material area and identify its origin. Be aware of where it comes from and how it is created. • From your specialist material area research different industrial processes |
| | | <p>Describe</p> <ul style="list-style-type: none"> • Strengthening materials • Production methods • Specification of different items | <ul style="list-style-type: none"> • Describe how different materials could be strengthened • Describe why a certain manufacturing method may be used | <ul style="list-style-type: none"> • From your subject specialism revise how those materials could be strengthened or reinforced • Again from your specialism, research different production methods and how they can be produced |

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| | | | | <ul style="list-style-type: none"> Improve products | <ul style="list-style-type: none"> How a product with a given specification can be improved |
| | | Evaluate | <ul style="list-style-type: none"> Impact on society Specification of different items | <ul style="list-style-type: none"> Evaluate the impact on society materials have Evaluate the advantages and disadvantages of certain aspects of products against a given specification | <ul style="list-style-type: none"> Research the materials in your own subject specialism and identify the impact they have on society and the environment Learn how to record advantages and disadvantages of the same products |
| | | Drawing | 3 rd angle orthographic projection | <ul style="list-style-type: none"> Take part of a drawn product and fill in the missing sides | <ul style="list-style-type: none"> Look at isometric drawings and recreate in 3rd angle Look at 3rd angle drawings and recreate in isometric |
| English Language | 1 hr 45 mins | <p><i>You will be given 2 extracts, and will answer 4 Reading questions and 1 Writing question:</i></p> <p>Q1 – True or false (4 marks) Q2 – Summary and synthesis (8 marks) Q3 – Analysis of language (12 marks) Q4 – Comparison of viewpoints (16 marks) Q5 – Writing to argue (40 marks: 24 for content and 16 for skills)</p> | <ul style="list-style-type: none"> Understanding of unseen extracts from non-fiction texts, such as an autobiography, article or letter Knowledge of language methods and devices Features, structure and conventions of writing to argue Knowledge of genre, audience and purpose for non-fiction texts (for example, the language and structure required in a newspaper article, speech or letter) | <ul style="list-style-type: none"> Understanding what you have read Extracting information Summarising information from 2 sources and using inference to work out what they tell you Analysis of language Comparison of viewpoints Writing a convincing argument Accuracy of spelling, punctuation and grammar | <ul style="list-style-type: none"> Quick revision sheet/Top Tips to be given out by class teachers Language revision guides, such as CGP Revision sessions held after school 'Mr Bruff' videos on YouTube – top tips for Language Paper 2 BBC Bitesize – analysing non-fiction and conventions of non-fiction texts such as articles, speeches and letters. |
| English Literature | 1 hr 45 mins | <p>One essay question on A Christmas Carol (30 marks +4 SPAG)</p> <p>One essay question on Macbeth (30 marks)</p> <p><i>For both questions, you will be given an extract and will need to link to elsewhere in the text</i></p> | <p>For each text:</p> <ul style="list-style-type: none"> Plot, key characters and themes, including how they change across the text Language and structure devices and the effects created Key quotations for characters and themes The contexts in which they were written – society and the writer's ideas | <ul style="list-style-type: none"> Read, understand and respond to texts Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations Analyse the language, form and structure used by a writer to | <ul style="list-style-type: none"> Quick revision sheet/Top Tips to be given out by class teachers Literature revision guides, such as CGP Use your Macbeth text which has questions, scene summaries and tasks Revision sessions held after school Revision website such as Spark Notes and Quizlet for plot summaries and character revision Listen to <i>A Christmas Carol</i> as an audiobook on YouTube |

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| | | | | <p>create meanings and effects, using relevant subject terminology where appropriate</p> <ul style="list-style-type: none"> • Show understanding of the relationships between texts and the contexts in which they were written • For SPAG marks: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation | |
| PEW | 1hr45 | <p>There will be four questions consisting of:</p> <p>a) Outline three...</p> <p>b) Explain two...</p> <p>c) Explain two reasons... you must refer to a source of wisdom and authority 'statement'; evaluate this statement considering arguments for and against. In your answer you must refer to Christian/Muslim teachings, reach a justified conclusion.</p> | <p><u>Christian Beliefs</u></p> <ul style="list-style-type: none"> • The Trinity • Creation • The Incarnation • The Last Days Of Jesus' life • Salvation and eschatology • The Problem of Evil <p><u>Marriage and the Family</u></p> <ul style="list-style-type: none"> • Marriage and divorce • Sexual relationships and contraception • Families • Support from the local parish • Gender equality, prejudice and discrimination <p><u>Muslim Beliefs</u></p> <ul style="list-style-type: none"> • The 6 beliefs (BADJAM) • The Five roots (ITMAN) • The nature of Allah • Risalah (prophethood) • Holy Books • Malaikah (Angels) • Al-Qadr (predestination) | <ul style="list-style-type: none"> • AO1 – Knowledge and understanding of key terms and topics. Use of analysis to explain or develop an argument. • AO2 – evaluation and analysis to develop or explain an argument using the ability to weigh up competing arguments to arrive at a supported conclusion | <ul style="list-style-type: none"> • GCSE revision guides • Resources are on the learning zone and Google Classroom • Department revision guides including summary sheets, quotations and key terms. • NP revision sessions Tuesday, Wednesday and Thursday 2.35 – 3.30 • O revision session Monday at 2.35-3.30 |

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| | | | <ul style="list-style-type: none"> Akhirah (life after death) <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> Justice Crime Good, evil and suffering Punishment the aims of punishment Forgiveness Treatment of criminals Death Penalty | | |
| Maths Higher | 1.5 hours | Non calculator Questions between 1 and 8 marks 8 Multiple choice questions 1 mark questions assessing fluency Longer questions assessing reasoning and problem solving | Number Ratio and Proportion Algebra Geometry Statistics Probability | Mathematical fluency, problem solving and reasoning | www.mymaths.co.uk https://www.bbc.com/bitesize/examspecs/z8sg6fr https://corbettmaths.com/ https://mathsmadeeasy.co.uk/ www.dr frostmaths.com |
| | 1.5 hours | Calculator As above | | Mathematical fluency, problem solving and reasoning | |
| | 1.5 hours | Calculator | | Mathematical fluency, problem solving and reasoning | |
| Maths Foundation | 1.5 hours | Calculator Questions between 1 and 8 marks 8 Multiple choice questions 1 mark questions assessing fluency Longer questions assessing reasoning and problem solving | Number Ratio and Proportion Algebra Geometry Statistics Probability See attached files See attached files | Mathematical fluency, problem solving and reasoning | www.mymaths.co.uk https://www.bbc.com/bitesize/examspecs/z8sg6fr https://corbettmaths.com/ https://mathsmadeeasy.co.uk/ www.dr frostmaths.com |
| | 1.5 hours | Non Calculator | | Mathematical fluency, problem solving and reasoning | |

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| | 1.5 hours | Calculator | | Mathematical fluency, problem solving and reasoning | |
| Paper 1 French Listening | 50 mins – Higher 35 mins – Foundation | Questions in English Questions in French | All GCSE modules | Listening and understanding | Online reading and listening tasks set by teacher Vocab lists Modules 1-6 CGP Revision Guide Quizlet App |
| Paper 3 French Reading | 1hr – Higher 45min - Foundation | Questions in English Questions in French Translation into English | All GCSE modules | Reading and understanding | Online reading and listening tasks set by teacher Vocab lists Modules 1-5 CGP Revision Guide Quizlet App |
| Paper 4 French Writing | 1hr 15 – Higher 1hr – Foundation | Higher: 90 word question 150 word question Translation Foundation: Picture description 40 word question Translation into French 90 word question | All GCSE modules studied so far : Modules 1-6 Higher: Present, perfect, imperfect, conditional and future tenses Foundation: Present, Past (perfect) and future tense) | Writing in French Translation into English | All questions and answers in best books or on cards Vocab lists Modules 1-6 |
| Paper 1 Spanish Listening | 50 mins – Higher 35 mins – Foundation | Questions in English Questions in Spanish | All GCSE modules | Listening and understanding | Online reading and listening tasks set by teacher Vocab lists Modules 1 - 5, and 7 CGP Revision Guide Quizlet App |
| Paper 3 Spanish Reading | 1hr – Higher 45min - Foundation | Questions in English Questions in Spanish Translation into English | All GCSE modules | Reading and understanding | Online reading and listening tasks set by teacher Vocab lists Modules 1 - 5, and 7 CGP Revision Guide Quizlet App |
| Paper 4 Spanish Writing | 1hr 15 – Higher 1hr – Foundation | Higher: 90 word question 150 word question Translation Foundation: Picture description 40 word question | All GCSE modules studied so far : Modules 1 - 5, and 7 Higher: Present, perfect, imperfect, conditional and future tenses Foundation: | Writing in Spanish Translation into English | All questions and answers in best/response books or on cards CGP Revision Guide |

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| | | Translation into Spanish 90 word question | Present, Past (perfect) and future tense) | | |
| GCSE Computing | 2 papers each of 1 hour | Mix of questions from multiple choice, short answer and longer 8 mark discussion questions. | <p>Paper 1:</p> <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns <p>Paper 2:</p> <ul style="list-style-type: none"> • Algorithms • Programming techniques • Computational logic • Number systems and representation of text | <ul style="list-style-type: none"> • <i>Knowledge</i> – understanding of topics • Reading, debugging and editing pseudocode programs (examples will appear in both papers) | <ul style="list-style-type: none"> • Memrise • CGP Revision book • Website – www.bit.ly/GCSE_Revision_Site • Seneca Learning • OCR Computer Science MOOC https://cambridgegcsecomputing.org/ |
| History | 2 hours | <p>Germany</p> <ol style="list-style-type: none"> 1. How do the interpretations differ...? (4 Marks) 2. Why do the interpretations differ...? (4 Marks) 3. Which interpretation is more convincing about...? (8 marks) 4. Describe two...? (4 Marks) 5. In what ways...? (8 Marks) 6. Which bullet point is more significant/important...? (12 Marks) <p>Cold War in Asia</p> | <p>Germany:</p> <ul style="list-style-type: none"> • Golden Years – To what extent did Germany recover from its problems? 1923-1929 • Impact of the depression • How did the Nazi's keep control? • How were different groups affected in Nazi Germany – young people, church, women, workers. <p>Cold War in Asia:</p> <ul style="list-style-type: none"> • USA and Vietcong tactics • How did USA withdraw from Vietnam? | <ul style="list-style-type: none"> • Source analysis skills • Contextual knowledge of the Germany and Cold War in Asia courses • Explanation skills • Analysis and judgment skills | <ul style="list-style-type: none"> • Google Classroom: Teachers have uploaded revision resources, summaries and checklists • www.Kerboodle.com Pupils have access to online textbooks, tests and revision resources for all topics • Revision Session are running at Olney on Tuesday after school and Friday Lunchtimes |

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| | | <ol style="list-style-type: none">1. Source A shows...How do you know...? (4 marks)2. How useful are the sources about...? (12 marks)3. Write an account of....? (8 marks)4. “factor was the most important”. How far do you agree...? (16 Marks + 4 SPAG) | <ul style="list-style-type: none">• Reasons for Withdrawal - My Lai and Tet Offensive• Causes of the Korean War | | |
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