

WADEBRIDGE SCHOOL

Every day we aim to learn, improve and help others



Key Stage 4 Revision Guide

A guide for Parents & Pupils to support preparation for Exams



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Parent Guidance

Experience tells us that many students find it difficult to organise their revision and plan their preparation for exams and parents/carers can really help with this. We know there is a strong link between time management and success in exams so it is important for students to plan their revision carefully as well as develop effective strategies. The methods suggested here are based on research and we have developed supporting documentation for each exam so students can focus revision.

Also within this booklet you will find a summary sheet for all the exam in the June Exam Series. These provide key information which you along with son/daughter can use to help plan and complete revision. Additionally, check out the "Revision" section for parents on the school website for specific strategies and resources (Under "Parent's on the main menu)

10 Step Guide to Supporting Students with Revision

1. *Get a copy of your child's exam timetable – put this up at home and think about how family activities can be planned around this time*
2. *Help students to produce a realistic schedule including leisure time and details of revision tasks. We can't expect pupils to organise themselves as well as adults – a failure to do so is not a matter of character – it is because of the way their brain develops.*
3. *Give them regular encouragement. Adolescents are easily diverted by irrelevant social information, more influenced by peer behaviour and worse at blocking out distractions than adults.*
4. *Help them find a quiet workspace for revision. If there is nowhere suitable at home encourage them to stay in school longer, use the library or subject support sessions. Try to keep work space separate from leisure and sleep areas. You might want to remove distractions such as phones, this might seem extreme but sometimes it is necessary.*
5. *Supply resources, many of these are available from school. Summary sheets, revision guides, cue cards, coloured pens etc. Sometimes a new set of pens can motivate them to get started!*
6. *Get involved with testing. It is vital to practice recalling information and identifying strengths and weaknesses. YOU DO NOT NEED TO KNOW ANYTHING ABOUT THE SUBJECT – just use the cue cards or revision guides.*
7. *Help to identify which material needs to be revisited. The best revision strategies involve 'spaced learning' – returning to topics and skills after a gap.*
8. *Encourage the use of the strategies they have been taught that work: Mind maps, cue cards, online tests, past papers, knowledge organisers and picture notes.*
9. *Use the school online curriculum resource page to look for tips on revision strategies, course content and exam structure.*
10. *On the day of the exam give them a good breakfast and help them to avoid getting too anxious. Encourage them to do their best and go over key topics briefly to give them confidence.*

Remember to....

Encourage

them to make best use of the support & resources.

Check

what they have been doing & if they are OK.

Reward

them for completing some revision.

Student Guidance



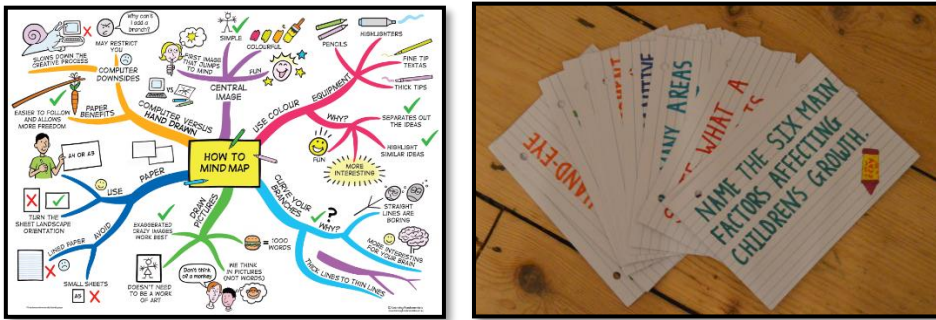
Remember to use the strategies that you have been shown both by your teacher and tutors.

Review: During this phase use revision material to review topics and select the right topics to revisit and plan when you will do it.

Very Insecure Topics	Insecure Topics	Secure Topics
Factorise/algebraic keywords	Estimating height	Rounding to nearest 1000
nth term (patterns)	Prime/square numbers	Collecting like terms
Conversion of units	Proportion	Factors
Density	Straight line graphs	Adding prices/time calculation
Ratio problem	Volume and time problem	Capacity
Reciprocal/error interval	Frequency polygon	Pictogram
Perimeter and area		Angle reasoning (isosceles)
Experimental probability		Fractions of amounts
		Value for money (% reduction)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

Summary: With your notes/revision material produce something that condenses the knowledge down. Use knowledge organisers, picture notes, cue cards and mind maps.



Test: Test yourself or get someone to test you on your cue cards or revision guides. Use online quizzes. Without your notes/summary, attempt exam questions.

Use a study set in variety ways...

LEARN

FLASHCARDS

WRITE

SPELL

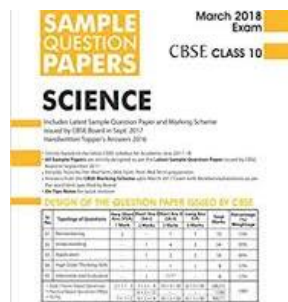
TEST

MATCH

GRAVITY

LIVE

Check: Use mark schemes, answers, model answers to check your work and see what you missed. If you find gaps go back to an earlier



Revision Resource Summary

Subjects will provide pupils with a list of topics in a format that will help prioritise the topics to focus revision on. Along with this, teachers will also provide information on the resources to use to support the revision and where to find them.

Below is information on the common forms of revision material and how they can be accessed.

Resource	How to Access	Information
Exam Booklet (This book)	Link on parent and student revision sections of school website.	Provides summary of revision and support strategies for parents and pupils. Also provides summary sheet for each exam outlining what the pupils will be expected to know and how to respond to the different exam question types.
Curriculum Resource Space	Accessed through the school website under "Students" then "Key Stage 4 Revision"	Provides a wide range of resources including guides, videos and external link broken down into subjects and topics.
Print Material	Given by class teacher/arranged loan from school Library.	Many subject will have provided pupils with printed material, for example, past exam papers, revision guides, topic-summaries. If a pupil is missing any of these they should ask their class teacher if they can arrange another copy for them.
ShowMyHomework	Accessed through the ShowMyHomework website https://www.showmyhomework.co.uk/login (Link at bottom of school websites).	Whole class specific information, resources and links may be provided as homework entries.
Mastery Apps (Quizlet, Quizizz, SmartRevise, Duolingo, PixlApp, memrise etc)	Link/Login details provided by class teacher.	Many subject's areas will have provided pupil with access to one of the many knowledge recall sites. These sites use calculations to select specific content for pupils to review and answer questions on. It repeats the process until a pupil has "mastered" a topic and then moves on.
School Website	Found under "Curriculum" and then "Subjects" on the school website.	Most subject pages on the school website provides summaries of the exam courses and what will be assessed which can be use as check lists for revision.

During tutor sessions leading up to the exam pupils will also have been provided with and supported in completing a revision exam timetable which they are able to bring home to use the help structure their revision.

Eduqas GCSE English Language Component 1 Summary Sheet

Date	Tuesday 4 th June 2019																			
Length	1 hour 45 Minutes																			
Paper Overview	In section A, this paper contains an extract from a novel. There will be a set of questions addressing the specification Assessment Objectives (AOs). In section B, students will write a narrative piece with a title chosen from four options.																			
Paper Content	<p>Section A (20%) – Reading Understanding of one prose extract (about 60-100 lines) of literature from the 20th century assessed through a range of structured questions.</p> <p>Section B (20%) – Prose Writing One creative writing task selected from a choice of four titles.</p>																			
Paper Structure	<p>Section A</p> <table border="1" style="width: 100%;"> <tr> <th colspan="2" style="background-color: #cccccc;">READING (50%)</th> </tr> <tr> <td colspan="2">Read and understand a range to texts to:</td> </tr> <tr> <td style="width: 15%;">AO1</td> <td> <ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts </td> </tr> <tr> <td>AO2</td> <td>Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</td> </tr> <tr> <td>AO3</td> <td>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</td> </tr> <tr> <td>AO4</td> <td>Evaluate texts critically and support this with appropriate textual references</td> </tr> </table> <p>Section B</p> <table border="1" style="width: 100%;"> <tr> <th colspan="2" style="background-color: #cccccc;">WRITING (50%)</th> </tr> <tr> <td style="width: 15%;">AO5</td> <td> <ul style="list-style-type: none"> • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts </td> </tr> <tr> <td>AO6</td> <td>Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)</td> </tr> </table>		READING (50%)		Read and understand a range to texts to:		AO1	<ul style="list-style-type: none"> • Identify and interpret explicit and implicit information and ideas • Select and synthesise evidence from different texts 	AO2	Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	AO4	Evaluate texts critically and support this with appropriate textual references	WRITING (50%)		AO5	<ul style="list-style-type: none"> • Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts 	AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
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AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)																			
Exam Question Type	Question and AO Focus	Question Type and Language used																		
Section A	Question 1) AO1 – 5 Marks	List five things...																		
	Question 2) AO2 – 5 Marks	What impressions does the writer create...? <i>You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.</i>																		
	Question 3) AO3 – 10 Marks	How does the writer show...? <i>You must refer to the language used in the text to support your answer, using relevant subject terminology where appropriate.</i>																		
	Question 4) AO3 – 10 Marks	How does the writer...? You should write about: <ul style="list-style-type: none"> • what happens in these lines ... • the writer's use of language and structure to create ... • the effects on the reader 																		

		<p><i>You must refer to the text to support your answer, using relevant subject terminology where appropriate.</i></p>
<p>Exam Question Type Section B</p>	<p>Question 5) AO4 – 10 Marks</p> <p>Choose one of four titles – 40 marks AO5 AO6</p>	<p>.... How far do you agree with this view? You should write about:</p> <ul style="list-style-type: none"> • your own thoughts and feelings about... • how the writer has created these... <p>This should be a narrative or recount piece of original writing.</p> <p>AO5 – clear communication – imaginative, creative; selecting and adapting tone, style and register for different forms purposes and audiences.</p> <p style="padding-left: 40px;">Organise information and ideas, using structural and grammatical features to support the organistaion of the text.</p> <p>AO6 – use a range of vocabulary and sentence structures for clarity purpose and effect, with accurate spelling and punctuation.</p>

Eduqas GCSE English Language Component 2 Summary Sheet

Date	Friday 7 th June 2019	
Length	Written examination: 2 hours	
Paper Overview	19 th and 21 st century Non-Fiction Reading and Transactional/ Persuasive Writing	
Paper Content	You are advised to spend an hour on the reading section of the paper, and then an hour on the writing section. Focusing on time management is very important to ensure that all questions are completed.	
Paper Structure	<p>You are advised to spend approximately 50 minutes on Section A, including viewing the television extract, and approximately 40 minutes on Section B.</p> <p><u>Section A</u></p> <p>This section will test through structured questions the reading of two high-quality unseen non-fiction texts (about 900-1200 words in total), one from the 19th century, the other from the 21st century. Non-fiction texts may include, but will not be limited to: letters, extracts from autobiographies or biographies, diaries, reports, articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet. This section assesses AO1 (and 2), AO2, AO3 and AO4.</p> <p><u>Section B (30%) – Writing (40 marks)</u></p> <p>This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches etc. This section assesses AO5 and AO6.</p>	
Exam Question Type	<u>Section A: Reading</u>	<u>Question Type</u>
	Marks	
	A1 A3 marks	This question tests the ability to identify explicit information.
	A2: 10 marks	This question tests the ability to explain, comment on and analyse how writers use language and structure to achieve effect and influence readers, using subject terminology to support their views.
	A3: 3 marks	This question tests the ability to identify and interpret explicit and implicit information and ideas.
	A4: 10 marks	This question tests the ability to evaluate texts critically and support this with appropriate textual references.
	<u>A5: 4 marks</u>	This question tests the ability to evaluate texts critically and support this with appropriate textual references.
	<u>A6: 10 marks</u>	This question tests the ability to compare writers' ideas and perspectives, as well as how these are conveyed, across the two texts.

	<p>Section B: Writing</p> <p>Marks</p> <p>The total mark for each task (/20) will be given by awarding two marks:</p> <ul style="list-style-type: none"> ☑ communication and organisation (12 marks) ☑ vocabulary, sentence structure, spelling, punctuation (8 marks) 	<p>An understanding of purpose, audience and format is particularly important in this type of writing.</p> <p>The exam board will choose two forms of transactional writing from a range of six:</p> <ul style="list-style-type: none"> • Report • Article • Written speech • Formal letter composition • Informal letter composition • review
	<p>AO5 (60% of the marks available):</p> <ul style="list-style-type: none"> ☑ Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences ☑ Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6 (40% of the marks available):</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. This requirement must constitute 20% of the marks for each specification as a whole.</p>	<p><u>Example:</u></p> <p>‘I can’t understand why we have pets. They can be expensive to look after, they take up lots of time, children want them then get tired of them, yet if you dare to say you would never have a pet, people think you are strange. I would never have one.’</p> <p>Write a letter to the newspaper giving your views on this subject. [20 marks]</p>

AQA English Literature Exam 1 Summary Sheet

Date	Wednesday 15 th May 2019	
Length	1 hour 45 minutes	
Paper Overview	Shakespeare and the 19 th Century Novel. This exam is 40% of the GCSE	
Paper Content	<p>Section A: Shakespeare</p> <p>Section B: the 19th Century Novel</p>	
Paper Structure	<p>Section A: Shakespeare. Students are advised to spend 55 minutes on this section.</p> <p>Section B: 19th Century Novel. Students are advised to spend 50 minutes on this section.</p>	
Exam Question Type	Marks	Question Type
	<p>Section A: Shakespeare 30 marks awarded for the content of the response. 4 marks are available for technical accuracy.</p>	<p><i>Students will be given one question to answer on the text (normally thematic). They will be given a short extract from the play and will be asked to comment in detail on it with regards to the question before commenting on the play as a whole. (AO1, AO2, AO3 and AO4)</i></p> <p>Exemplar question: Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in <i>Romeo and Juliet</i>. Write about:</p> <ul style="list-style-type: none"> • how Shakespeare presents aggressive male behaviour in this conversation • how Shakespeare presents aggressive male behaviour in the play as a whole. <p>[30 marks] AO4 [4 marks]</p>
	<p>Section B: 19th Century Novel. 30 marks awarded for the content of the response.</p>	<p><i>Students will be given one question to answer on the text (normally thematic). They will be given a short extract from the text and will be asked to comment on it in detail with regards to the question before commenting on the novel as a whole. (AO1, AO2 and AO3)</i></p> <p>Exemplar question: Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor. Write about:</p> <ul style="list-style-type: none"> • how Dickens presents the Cratchit family in this extract • how Dickens uses the Cratchit family to show the struggles of the poor in the novel as a whole. <p>[30 marks]</p>

AQA English Literature Exam 2 Summary Sheet

Date	Thursday 23 rd May	
Length	2 Hours 15 Minutes	
Paper Overview	This paper will examine your knowledge of and ability to analyse the modern text you have studied, either 'An Inspector Calls', 'Blood Brothers' and 'A Taste of Honey' as well as your knowledge of and ability to analyse two poems from the AQA Poetry Anthology on 'Power and Conflict'. Finally, this paper will examine how well you can analyse and compare two unseen poems.	
Paper Content	Section A: Modern Text Question Section B: AQA Anthology Question Section C: Unseen Poetry Question	
Paper Structure	Section A: Answer one question from a choice of two on your Modern Text (no extract). Remember 4 marks are added to this for SPAG. 30 marks + 4 (SPAG) (45 minutes) Section B: Answer the one given question on the named poem, choosing another poem from the Anthology to compare it with. Remember to select the 'Power and Conflict' question. 30 marks (45 minutes) Section C: Answer the two questions on the unseen poems. One will ask you to analyse the first poem, the second will ask you to compare the second with the first. 24 + 8 marks = 32. (45 minutes)	
Exam Question Type	Marks	Question Type
	30 + 4	<p>How far does Priestley present Sheila as a likeable character? Write about:</p> <ul style="list-style-type: none"> • what Sheila says and does in the play • how Priestley presents her by the ways he writes. <p><i>Or,</i></p> <p>How does Russell explore the effects of Mickey's and Edward's different upbringings? Write about:</p> <ul style="list-style-type: none"> • how the boys' upbringings have different effects on their lives • how Russell presents these effects by the ways he writes. <p><i>AO1: Show a clear understanding of the whole text using specific references to the text and quotes to support a wide range of points.</i></p> <p><i>AO2: Analyse the writer's use of language and techniques, including form and structure, using literary terminology</i></p> <p><i>AO3: Include discussion of relevant context in answer wherever appropriate</i></p> <p><i>AO4: Write clearly and accurately.</i></p>
	30	<p>Compare how poets present the effects of war in 'Kamikaze' and in one other poem from 'Power and Conflict'. (Named poem would be printed underneath)</p> <p><i>AO1: Show a clear understanding of the two poems, comparing and contrasting them in interesting and relevant ways</i></p> <p><i>AO2: Analyse the writer's use of language and techniques, including form and structure, using literary terminology</i></p> <p><i>AO3: Include discussion of relevant context in answer wherever appropriate.</i></p>

	<p>24</p> <p>8</p>	<p>In 'Yesterday', how does the poet present the effects of the season of autumn? (Poem would be printed underneath)</p> <p>In both 'Yesterday' and 'The Mirror' the speakers describe attitudes towards the seasons. What are the similarities and/or differences between the ways the poets present these attitudes?</p> <p><i>AO1: Show a clear understanding of the two poems, comparing and contrasting them in interesting and relevant ways</i></p> <p><i>AO2: Analyse the writer's use of language and techniques, including form and structure, using literary terminology.</i></p>

AQA Mathematics (Lower) Exam Summary Sheet

Dates	Paper 1: Tues 21 st May 2019 Paper 2: Thurs 6 th June 2019 Paper 3: Tues 11 th June 2019	
Length	1 hr 30 mins each	
Paper Overview	All papers include questions covering topics from the following areas of study: <ul style="list-style-type: none"> - Number - Ratio and Proportion - Algebra - Geometry and Measures - Statistics and Probability 	
Paper Content	Number	<ul style="list-style-type: none"> - Factors and Multiples - Powers and Roots - Negative Numbers - Fractions, Decimals and Percentages - Rounding and Estimating - Standard Form
	Ratio and Proportion	<ul style="list-style-type: none"> - Ratio - Proportion - Direct and Inverse Proportion - Growth and Decay
	Algebra	<ul style="list-style-type: none"> - Sequences - Simplify, Expand and Factorise expressions - Solving Linear and Quadratic Equations - Inequalities - Simultaneous Equations - Coordinates and Linear Graphs - Quadratic Graphs - Real Life Graphs
	Geometry and Measures	<ul style="list-style-type: none"> - 2D and 3D Shapes - Measures - Angles - Congruence and Similarity - Scale Drawings and Bearings - Construction and Loci - Transformations - Perimeter (inc circumference) and Area - Surface Area - Volume - Pythagoras' Theorem - Trigonometry - Vectors
	Statistics	<ul style="list-style-type: none"> - Collecting and Representing Data - Averages and Spread - Pie Charts - Scatter Diagrams - Venn Diagrams - Probability - Frequency and Probability Trees
Paper Structure	Each paper contains questions worth 80 marks Paper 1: calculator not allowed Paper 2 and Paper 3: calculator required All papers: pencil, ruler, protractor and compass required	
Exam Question Type	Marks	Question Type
	approximately 8 marks	Multiple choice questions (worth 1 mark each)
	approximately 26 marks	Short skills based questions (worth 1-2 marks each)
	approximately 46 marks	Longer multi step problems (worth 3-6 marks each)

AQA Mathematics (Higher) Exam Summary Sheet

Dates	Paper 1: Tues 21 st May 2019 Paper 2: Thurs 6 th June 2019 Paper 3: Tues 11 th June 2019	
Length	1 hr 30 mins each	
Paper Overview	All papers include questions covering topics from the following areas of study: <ul style="list-style-type: none"> - Number - Ratio and Proportion - Algebra - Geometry and Measures - Statistics and Probability 	
Paper Content	Number	<ul style="list-style-type: none"> - Fractions, decimals and percentages - Factors and multiples (incl. Venn diagrams) - Indices - Rounding estimating and bounds - Standard form - Surds
Paper Content	Ratio and Proportion	<ul style="list-style-type: none"> - Direct and inverse proportion - Gradients and rates of change - Growth and decay
Paper Content	Algebra	<ul style="list-style-type: none"> - Algebraic fractions - Coordinates, linear and curved graphs - Solving linear and quadratic equations - Inequalities - Estimating area under a curve - Linear and quadratic sequences - Simultaneous equations - Transforming functions $f(x)$
Paper Content	Geometry and Measures	<ul style="list-style-type: none"> - Circle theorems and basic angle rules - Area and volumes of shapes - Congruence and similarity - Pythagoras' theorem and trigonometry - Sine and cosine rule - Transformations - Vectors
Paper Content	Statistics	<ul style="list-style-type: none"> - Basic probability - Tree diagrams - Scatter diagrams - Sampling - Charts & graphs (pie charts, histograms etc)
Paper Structure	Each paper contains questions worth 80 marks Paper 1: calculator not allowed Paper 2 and Paper 3: calculator required All papers: pencil, ruler, protractor and compass required	
Exam Question Type	Marks	Question Type
Exam Question Type	approximately 8 marks	Multiple choice questions (worth 1 mark each)
Exam Question Type	approximately 26 marks	Short skills based questions (worth 1-2 marks each)
Exam Question Type	approximately 46 marks	Longer multi step problems (worth 3-6 marks each)

AQA Combined Science Trilogy Chemistry Paper 1 Summary Sheet

Dates	16 th May	
Length	1 hr 15mins	
Paper Overview	Chemistry topics 8 -12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	
Paper Content	Atomic structure and the periodic table 5.1	5.1.1 A simple model of the atom, symbols, RAM, electronic charge and isotopes (Atoms elements and compounds, mixtures, the development of the atom, relative electrical charges, size and mass of atoms, RAM, electronic structure) 5.1.2 The Periodic table (the periodic table, development of the periodic table, metals and non-metals, Group 0, Group 1, Group 7)
	Bonding, structure, and the properties of matter 5.2	5.2.1 Chemical bonds, ionic, covalent and metallic (chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding) 5.2.2 How bonding and structure are related to the properties of substances (the 3 states of matter, state symbols, properties of ionic compounds, properties of small molecules, polymers, giant covalent structures, properties of metals and alloys, metals as conductors) 5.2.3 Structure and bonding in carbon (diamond, graphite, graphene and fullerenes)
	Quantitative chemistry 5.3	5.3.1 Chemical measurements, conservation of mass and the qualitative interpretation of chemical equations (Conservation of mass and balanced chemical equations, RFM, mass changes when the product is a gas, chemical measurements) 5.3.2 Use of the amount of substance in relation to masses of pure substances (moles, amounts of substance in equations, using moles to balance equations, limiting reactants , concentrations of solutions)
	Chemical changes 4.4	4.4.1 Reactivity of metals (metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons) 4.4.2 Reactions of Acids (acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, titrations, strong and weak acids) 4.4.3 Electrolysis (the process of electrolysis, electrolysis of molten compounds, using electrolysis to extract metals, Electrolysis of aqueous solutions, representation of reactions at electrodes as half equations)
	Energy changes 4.5	4.5.1 Exothermic and endothermic reactions (energy transfer during exothermic and endothermic reactions, reaction profiles, the energy change of reactions)
Paper Structure	Written exam: 70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Combined Science Trilogy Chemistry Paper 2 Summary Sheet

Dates	12 th June	
Length	1 hr 15mins	
Paper Overview	Chemistry topics 13 -17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources	
Paper Content	The rate and extent of chemical change 5.6	5.6.1 Rate of reaction (calculating rates of reactions, factors which affect rates, collision theory and activation energy, catalysts) 5.6.2 reversible reactions and dynamic equilibrium (reversible reactions, energy changes and reversible reactions, equilibrium, the effect of changing conditions on equilibrium, the effect of changing concentration, the effect of temperature changes on equilibrium, the effect of pressure on equilibrium)
	Organic chemistry 5.7	5.7.1 Carbon compounds as fuel and feedstock (crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes)
	Chemical analysis 5.8	5.8.1 Purity, formulations and chromatography (pure substances, formulations, chromatography) 5.8.2 Identification of common gases(hydrogen, oxygen, carbon dioxide, chlorine)
	Chemistry of the atmosphere 5.9	5.9.1 The composition and evolution of the Earth's atmosphere (The proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased) 5.9.2 Carbon dioxide and methane as greenhouse gases (greenhouse gases, human activities, global climate change, the carbon footprint and it's reduction) 5.9.3 Common atmospheric pollutants and their sources (atmospheric pollutants from fuels, properties and effects of atmospheric pollutants)
	Using resources 5.10	5.10.1 Using the earth's resources and obtaining potable water (Using the earth's resources and sustainable development, potable water, waste water treatment, alternative methods for extracting metals) 5.10.2 Life cycle assessment and recycling (LCA, ways of reducing the use of resources)
Paper Structure	Written exam: 70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Combined Science Trilogy Biology Paper 1 Summary Sheet

Dates	14 th May	
Length	1 hr 15mins	
Paper Overview	Biology topics 1-4: Cell Biology ; Organisation; Infection and Response; Bioenergetics	
Paper Content	Cell Biology 4.1	4.1.1 Cell Structure (eukaryotes and prokaryotes, animal and plant cells, cell specialisation, cell differentiation, microscopy) 4.1.2 Cell Division (chromosomes, mitosis and cell cycle, stem cells) 4.1.3 Transport in Cells (diffusion, osmosis, active transport,) Required practical: Microscopy; Osmosis
	Organisation 4.2	4.2.1 Principles of Organisation 4.2.2 Animal tissues, organs and organ systems (digestive system, heart and blood vessels, blood, CHD, health issues, effect of lifestyle on non-communicable disease, cancer) 4.2.3 Plant tissues, organs and systems (plant tissues, plant organs) Required practical: Food test;; Enzymes
	Infection and response 4.3	4.3.1 Communicable disease (communicable disease, viruses, bacterial and fungal diseases, protest disease, human defence systems, vaccination, antibiotics and painkillers, discovery and development of drugs)
	Bioenergetics 4.4	4.4.1 Photosynthesis (photosynthesis reaction, rate of photosynthesis, use of glucose) 4.4.2 Respiration (aerobic and anaerobic, response to exercise, metabolism) Required practical: effect of light intensity on photosynthesis
Paper Structure	Written exam: 70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Combined Science Trilogy Biology Paper 2 Summary Sheet

(Bold content is higher tier only)

Dates	7 th June	
Length	1 hr 15mins	
Paper Overview	Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; Ecology	
Paper Content	Homeostasis and response 4.5	4.5.1 Homeostasis 4.5.2 The human nervous system 4.5.3 Hormonal coordination in humans (human endocrine system, control of blood glucose, hormones in reproduction, contraception, the use of hormones to treat infertility, negative feedback) Required practical: Reaction times
	Inheritance, variation and evolution 4.6	4.6.1 Reproduction (asexual and sexual reproduction, meiosis, DNA and the genome, genetic inheritance, inherited disorders, sex determination) 4.6.2 Variation and evolution (variation, evolution, selective breeding, genetic engineering) 4.6.3 The development of understanding of genetics and evolution (evidence for evolution, fossils, extinction, resistant bacteria) 4.6.4 Classification of living organisms
	Ecology 4.7	4.7.1 Adaptations, interdependence and competition (communities, abiotic factors, biotic factors, adaptations) 4.7.2 Organisation of an ecosystem (levels of organisation, how materials are cycled) 4.7.3 Biodiversity and the effect of human interaction on ecosystems (biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity) Required practical: Measuring population size
Paper Structure	Written exam: 70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Combined Science Trilogy GCSE Physics Paper 1 Summary Sheet

Dates	22 nd May	
Length	1 hr 15mins	
Paper Overview	Physics topics 18 -21: Energy; Electricity; Particle model of matter; and Atomic structure	
Paper Content	Energy 6.1	<p>6.1.1 Energy changes in a system, and the ways energy is stored before and after such changes (energy stores and systems, changes in energy, energy changes in systems, power)</p> <p>6.1.2 Conservation and dissipation of energy (energy transfers in a system, efficiency)</p> <p>6.1.3 National and global energy resources</p>
	Electricity 6.2	<p>6.2.1 Current, potential difference and resistance (standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors)</p> <p>4.2.2 Series and parallel circuits</p> <p>4.2.3 Domestic uses and safety (Direct and alternating potential difference, mains electricity)</p> <p>4.2.4 Energy transfers (power, energy transfers in everyday appliances, the National grid)</p>
	Particle model of matter 6.3	<p>6.3.1 Changes in state and the particle model (Density of materials, changes of state)</p> <p>6.3.2 Internal energy and energy transfers (Internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat)</p> <p>6.3.3 Particle model and pressure (particle motion in gases)</p>
	Atomic structure 6.4	<p>6.4.1 Atoms and isotopes (the structure of an atom, mass number, atomic number and isotopes, the development of the model of the atom)</p> <p>6.4.2 Atoms and nuclear radiation (radioactive decay and nuclear radiation, nuclear equations, half-lives and the random nature of radioactive decay, radioactive contamination)</p>
Paper Structure	Written exam: 70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Combined Science Trilogy GCSE Physics Paper 2 Summary Sheet

Dates	14 th June	
Length	1 hr5mins	
Paper Overview	Physics topics 22 -24:Forces; Waves; Magnetism and electromagnetism	
Paper Content	Forces 6.5	6.5.1 Forces and their interactions (scalar and vector quantities, contact and non-contact forces, gravity, resultant forces) 6.5.2 Work done and energy transfer 6.5.3 Forces and elasticity 6.5.4 Forces and motion (describing motion along a line, distance and displacement, speed, velocity, the distance time relationship, acceleration, Newton's 1 st , 2 nd and 3 rd laws, forces and braking) 4.5.7 Momentum (momentum is a property of moving objects, conservation of momentum)
Paper Content	Waves 4.6	4.6.1 Waves in air, fluids and solids (transverse and longitudinal waves, properties of waves) 4.6.2 Electromagnetic waves (types, properties 1 and 2, uses and applications of electromagnetic waves)
Paper Content	Magnetism and electromagnetism 4.7	4.7.1 Permanent and induced magnetism, magnetic forces and fields (poles of a magnet, magnetic fields) 4.7.2 The motor effect (electromagnetism, Fleming's left hand rule, Electric motors)
Paper Structure	Written exam:70 marks 16.7% of Double award GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA GCSE Religious Studies Paper 1 Summary Sheet

Date	13th May 2019.	
Length	1 hour 45 minutes.	
Paper Overview	This paper is focused on the beliefs and practices of Christianity and Buddhism. You will receive two separate exam booklets; one with Christian beliefs and practices and the other with Buddhist beliefs and practices. Both papers will be given to you at the start of the exam.	
Paper Content	Section	Topics
	Christian Beliefs	<ul style="list-style-type: none"> • The Nature of God: Omnipotent, Loving and Just. • The Problem of Evil and the Christian response to this. • The Oneness of God and the Holy Trinity • The influence of the Trinity on Christians • Christian beliefs about creation and the different interpretations • Christian beliefs on the afterlife: Resurrection, Judgement, Heaven and Hell and the different interpretations of each of these • The incarnation of Jesus- Biblical scripture and the importance of this belief • The crucifixion of Jesus and the reasons for his death • Christian beliefs on the role of Christ in salvation • The importance of the resurrection and ascension • Salvation: Grace and Spirit.
	Christian Practices	<ul style="list-style-type: none"> • Different forms of worship- liturgical, non-liturgical and private. • Prayer- what is it? Why is it important? • The Sacraments: Baptism and Holy Communion and the importance • The different practices of Baptism and Holy Communion • What is pilgrimage? Iona and Lourdes. • Why is pilgrimage important? • What festivals do Christians celebrate? How are Easter and Christmas celebrated? • The role of the church in the local community: Food Banks and Street Pastors. • Mission and Evangelism in the UK and the World. • How does the New Testament respond to persecution? • Poverty in LEDCs: How and why do Christians help?
	Buddhist Beliefs	<ul style="list-style-type: none"> • The birth of the Buddha and his life of luxury • The Four Sights • The Buddha's ascetic life • The Buddha's enlightenment • The Dhamma • The concept of dependent arising • The 3 marks of existence; dukkha, anicca and anatta. • An introduction and explanation to the Four Noble Truths; the existence of suffering, the causes of suffering, the end of suffering and the cure for suffering. • Theravada Buddhism • Mahayana Buddhism • The Arhat and Bodhisattva • Pure Land Buddhism
	Buddhist Practices	<ul style="list-style-type: none"> • Places of worship • How Buddhists worship • Meditation • Samatha and Vipassana Meditation

		<ul style="list-style-type: none"> • The visualisation of Buddhas and Bodhisattvas • Ceremonies and rituals associated with death and mourning • Wesak and Parinirvana Day • Karma and Rebirth • Karuna and Metta • The 5 Moral Precepts • The Six Perfections
Paper Structure		<ul style="list-style-type: none"> • 2 separate exam papers- one Christianity and one Buddhism. • 50 minutes on each one. • There are two sections in each paper- a belief section and a practices section. • Answer all questions in both papers.
Exam Question Type	Marks	Question Type
	1 mark question	Multiple choice- 'Which one of the following best describes...' - You need to tick the correct answer.
	2 mark question	'Give two...' or 'Name two...'. - You only need two write 2 bullet points.
	4 mark question- BELIEFS.	'Explain two ways in which influences' - 2 mini paragraphs each containing a developed point.
	4 mark question- PRACTICES.	'Explain two contrasting ways that...' - 2 mini paragraphs each containing a developed point.
	5 mark question	'Explain two religious teachings...' - 2 mini paragraphs each containing a developed point. - You need to include at least one Christian or Buddhist teaching/belief and link to the question.
	12 mark question	'All infants should be baptised'. Evaluate this statement (12). - Christian OR Buddhist view(s) in support of the statement explained and linked to the question. - Christian OR Buddhist view(s) against the statement explained and linked to the question. - A justified conclusion.

AQA GCSE Religious Studies Paper 2 Summary Sheet

Date	20th May 2019.	
Length	1 hour 45 minutes.	
Paper Overview	This paper is focused on the Christian and Buddhist responses to the 4 chosen ethical themes. The exam paper will include 6 themes and you answer all questions from themes A, B, D and F only.	
Paper Content	Section	Topics
	<i>Theme A: Relationships and Families.</i>	<ul style="list-style-type: none"> • Religious teachings about human sexuality • Contraception and family planning • Sexual relationships before and outside marriage • Religious teachings on marriage • Religious teachings on divorce • Religious teachings about the nature of families in the 21st Century • Religious teachings about the purpose of families in the 21st Century • Religious attitudes to gender equality.
	<i>Theme B: Religion and Life.</i>	<ul style="list-style-type: none"> • The origins of the universe and life • The value of the world • Use and abuse of the environment • Pollution • The Use and abuse of Animals • Abortion • Euthanasia – choice / care for the dying (the hospice movement) • Religious beliefs about death and an afterlife
	<i>Theme D: Religion, Peace and Conflict.</i>	<ul style="list-style-type: none"> • Introduction to religion, peace and conflict • Violent protest and terrorism • Reasons for war • Nuclear war and weapons of mass destruction • The Just War • Holy War and religion as a cause of violence • Pacifism and peace making • Religious responses to victims of war
	<i>Theme F: Religion, Social Justice and Human Rights.</i>	<ul style="list-style-type: none"> • Social justice and human rights • Prejudice and discrimination • Religious freedom • Prejudice and discrimination- disability and race • Christian teachings about wealth • Poverty and its causes • Exploitation of the poor • Giving money to the poor.
Paper Structure	<ul style="list-style-type: none"> • 1 hour 45 minutes to complete 4 sections. • You are advised to spend 25 minutes on each theme. • You will receive an exam answer booklet to write your answers in. 	
Exam Question Type	Marks	Question Type
	1 mark question	Multiple choice- 'Which one of the following best describes...' - You need to tick the correct answer.
	2 mark question	'Give two...' or 'Name two...'. - You only need two write 2 bullet points.
	4 mark question	'Explain two ways in which influences' - 2 mini paragraphs each containing a developed point.
	5 mark question	'Explain two religious teachings...' - 2 mini paragraphs each containing a developed point. - You need to include at least one Christian or Buddhist teaching/belief and link to the question.

	12 mark question	<p>'All religious people should support wars". Evaluate this statement (12).</p> <ul style="list-style-type: none">- Christian view(s) in support of the statement- explained and linked to the question.- Christian view(s) against the statement- explained and linked to the question.- Buddhist view(s) in support of the statement- explained and linked to the question.- Buddhist view(s) against the statement- explained and linked to the question.- A justified and persuasive conclusion.
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OCR Computer Science Summary Sheet Paper 1

Date	Monday 13 th May AM
Length	1 ½ Hours
Paper Overview	Assesses students on the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.
Paper Content	<p>1.1 Systems architecture</p> <ul style="list-style-type: none"> • <i>The purpose of the CPU</i> • <i>Von Neumann architecture:</i> • <i>Common CPU components and their function:</i> • <i>The function of the CPU as fetch and execute instructions stored in memory</i> • <i>How common characteristics of CPUs affect their performance:</i> • <i>Embedded systems:</i> <hr/> <p>1.2 Memory</p> <ul style="list-style-type: none"> • <i>The difference between RAM and ROM</i> • <i>The purpose of ROM in a computer system</i> • <i>The purpose of RAM in a computer system</i> • <i>The need for virtual memory</i> • <i>Flash memory</i> <hr/> <p>1.3 Storage</p> <ul style="list-style-type: none"> • <i>The need for secondary storage</i> • <i>Data capacity and calculation of data capacity requirements</i> • <i>Common types of storage:</i> • <i>Suitable storage devices and storage media for a given application</i> • <i>The advantages and disadvantages of these, using characteristics:</i> <hr/> <p>1.4 Wired and wireless networks</p> <ul style="list-style-type: none"> • <i>Types of network (LAN/WAN)</i> • <i>Factors that affect the performance of networks</i> • <i>The different roles of computers in a client-server and a peer-to-peer network</i> • <i>The hardware needed to connect stand-alone computers into a Local Area Network:</i> • <i>The internet as a worldwide collection of computer networks:</i> • <i>The concept of virtual networks.</i> <hr/> <p>1.5 Network topologies, protocols and layers</p> <ul style="list-style-type: none"> • <i>Star and mesh network topologies</i> • <i>Wifi</i> • <i>Ethernet</i> • <i>The uses of IP addressing, MAC addressing, and protocols including:</i> • <i>The concept of layers</i> • <i>Packet switching.</i> <hr/> <p>1.6 System security</p> <ul style="list-style-type: none"> • <i>Forms of attack</i> • <i>Threats posed to networks</i> • <i>Identifying and preventing vulnerabilities</i> <hr/> <p>1.7 Systems software</p> <ul style="list-style-type: none"> • <i>The purpose and functionality of systems software</i> • <i>operating systems</i> • <i>Utility system software</i> • <i>The role and methods of backup</i> <hr/> <p>1.8 Ethical, legal, cultural and environmental concerns</p> <ul style="list-style-type: none"> • <i>How to investigate and discuss Computer Science technologies while considering</i> • <i>How key stakeholders are affected by technologies</i> • <i>Environmental impact of Computer Science</i> • <i>Cultural implications of Computer Science</i> • <i>Open source vs proprietary software</i> • <i>Legislation relevant to Computer Science</i>

Paper Structure	A mixed range of recall question (State, Describe, Explain) with at least one algorithm question based on a topic from the unit and extended analysis/essay question (typically on topic 1.8)
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Exam Question Type	Marks	Question Type
	Identify/Name / State	
Describe/Explain in HOW		<i>IDENTIFY a valid point, DESCRIBE what it does/how it works, EXTEND with what it means for the end user/system in context of the question.</i>
Describe/Explain in PURPOSE/WHY		<i>IDENTIFY a valid point otherwise first mark for a brief/key-term definition. Rest of marks comes from how the item in question impacts the system and user. Make as many point as mark available for question.</i>
Discuss/Analyse/Evaluate		<ul style="list-style-type: none"> • <i>If given a list of thing to consider you need a short paragraph on each.</i> • <i>Each one EXPLAIN your point (STATE, DESCRIBE what you mean, EXPLAIN impact on system/user/wide world in CONTEXT TO THE QUESTION)</i> • <i>Should be evenly balanced/equal argument.</i> • <i>Make full use of key terms (but not spend time defining them)</i>

OCR Computer Science Paper 2 Summary Sheet

Date	Thursday 16 th May PM
Length	1 ½ Hours
Paper Overview	Pupil will be assessed on their understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.
Paper Content	<ul style="list-style-type: none"> <p>2.1 Algorithms</p> <ul style="list-style-type: none"> • <i>Computational thinking:</i> • <i>Standard searching algorithms:</i> • <i>Standard sorting algorithms:</i> • <i>How to produce algorithms using:</i> • <i>Interpret, correct or complete algorithms.</i> <hr/> <ul style="list-style-type: none"> <p>2.2 Programming techniques</p> <ul style="list-style-type: none"> • <i>The use of variables, constants, operators, inputs, outputs and assignments</i> • <i>The use of the three basic programming constructs used to control the flow of a program:</i> • <i>The use of basic string manipulation</i> • <i>The use of basic file handling operations:</i> • <i>The use of records to store data</i> • <i>The use of SQL to search for data</i> • <i>The use of arrays (or equivalent) when solving problems, including both 1 & 2 dimensional arrays</i> • <i>How to use sub programs (functions and procedures) to produce structured code</i> • <i>The use of data types:</i> • <i>The common arithmetic operators</i> • <i>The common Boolean operators.</i> <hr/> <ul style="list-style-type: none"> <p>2.3 Producing robust programs</p> <ul style="list-style-type: none"> • <i>Defensive design considerations:</i> • <i>Maintainability:</i> • <i>The purpose of testing</i> • <i>Types of testing:</i> • <i>How to identify syntax and logic errors</i> • <i>Selecting and using suitable test data.</i> <hr/> <ul style="list-style-type: none"> <p>2.4 Computational logic</p> <ul style="list-style-type: none"> • <i>Why data is represented in computer systems in binary form</i> • <i>Simple logic diagrams using the operations AND, OR and NOT</i> • <i>Truth tables</i> • <i>Combining Boolean operators using AND, OR and NOT to two levels</i> • <i>Applying logical operators in appropriate truth tables to solve problems</i> • <i>Applying computing-related mathematics</i> <hr/> <ul style="list-style-type: none"> <p>2.5 Translators and facilities of languages</p> <ul style="list-style-type: none"> • <i>Characteristics & purpose of different levels of programming language e.g low level languages</i> • <i>The purpose of translators</i> • <i>The characteristics of an assembler, a compiler and an interpreter</i> • <i>Common tools and facilities available in an integrated development environment (IDE)</i>

	<p>2.6 Data representation</p> <ul style="list-style-type: none"> • Units (bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte) • How to convert positive denary whole numbers (0–255) into 8 bit binary numbers & vice versa • How to add two 8 bit binary integers and explain overflow errors which may occur • Binary shifts • How to convert positive denary whole numbers (0–255) into 2 digit hexadecimal numbers • How to convert from binary to hexadecimal equivalents and vice versa • Check digits. • The use of binary codes to represent characters • The term ‘character-set’ • The relationship between the number of bits per character in a character set and the number of characters which can be represented • How an image/sound is represented in binary • Metadata included in the file • The effect of colour depth and resolution on the size of an image file. • How sampling intervals & other factors affect the size of a sound file & the quality of its playback • Need & types for compression 										
<p>Paper Structure</p>	<p>A range of recall question typically around topics (2.1, 2.3 & 2.4) and logic questions using flow-diagram, pseudocode, truth tables, trace tables, logic symbols.</p>										
<p>Exam Question Type</p>	<table border="1"> <thead> <tr> <th data-bbox="240 981 496 1016">Marks</th> <th data-bbox="496 981 1498 1016">Question Type</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 1016 496 1093"> <p>Identify/Name/State</p> </td> <td data-bbox="496 1016 1498 1093"> <p>Recall relevant key term points for the number of marks available.</p> </td> </tr> <tr> <td data-bbox="240 1093 496 1169"> <p>Describe/Explain HOW</p> </td> <td data-bbox="496 1093 1498 1169"> <p>IDENTIFY a valid point, DESCRIBE what it does/how it works, EXTEND with what it means for the end user/system in context of the question.</p> </td> </tr> <tr> <td data-bbox="240 1169 496 1272"> <p>Describe/Explain PURPOSE/WHY</p> </td> <td data-bbox="496 1169 1498 1272"> <p>IDENTIFY a valid point otherwise first mark for a brief/key-term definition. Rest of marks comes from how the item in question impacts the system and user. Make as many point as mark available for question.</p> </td> </tr> <tr> <td data-bbox="240 1272 496 1576"> <p>Pseudo Code/Algorithm Questions</p> </td> <td data-bbox="496 1272 1498 1576"> <ul style="list-style-type: none"> • Must show clear logic. • Use Consistent syntax (e.g. Clear indents, variable names, comma, quote marks, etc) • Will always include INPUT of data to be stored, PROCESS e.g. calculation, DECISIONS e.g. If/else and OUTPUT e.g. print/returns. • Break the problem down into the four areas (INPUT, PROCESS, DECISION, OUTPUT) </td> </tr> </tbody> </table>	Marks	Question Type	<p>Identify/Name/State</p>	<p>Recall relevant key term points for the number of marks available.</p>	<p>Describe/Explain HOW</p>	<p>IDENTIFY a valid point, DESCRIBE what it does/how it works, EXTEND with what it means for the end user/system in context of the question.</p>	<p>Describe/Explain PURPOSE/WHY</p>	<p>IDENTIFY a valid point otherwise first mark for a brief/key-term definition. Rest of marks comes from how the item in question impacts the system and user. Make as many point as mark available for question.</p>	<p>Pseudo Code/Algorithm Questions</p>	<ul style="list-style-type: none"> • Must show clear logic. • Use Consistent syntax (e.g. Clear indents, variable names, comma, quote marks, etc) • Will always include INPUT of data to be stored, PROCESS e.g. calculation, DECISIONS e.g. If/else and OUTPUT e.g. print/returns. • Break the problem down into the four areas (INPUT, PROCESS, DECISION, OUTPUT)
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EDXCEL Pearson French GCSE (9-1) Exam Summary Sheet Paper 1

Date	14 th May 2019
Length	Foundation tier: 35 minutes including 5 minutes reading time Higher tier: 45 minutes including 5 minutes reading time
Paper Overview	PAPER 1 - LISTENING AND UNDERSTANDING IN FRENCH
Paper Content	<p>This paper draws on vocabulary and structures across all the themes and topics The five themes are:</p> <p style="padding-left: 40px;"><u>1. Identity & culture:</u> Who am I? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television</p> <p style="padding-left: 40px;"><u>2. Local Area, holiday and travel:</u> Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do</p> <p style="padding-left: 40px;"><u>3. School:</u> What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges</p> <p style="padding-left: 40px;"><u>4. Future aspirations, study and work:</u> Using languages beyond the classroom: forming relationships; travel; employment Ambitions: further study; volunteering; training Work: jobs; careers and professions</p> <p style="padding-left: 40px;"><u>5. International & global dimension:</u> Bringing the world together: sports events; music events; campaigns and good causes Environmental issues: being 'green'; access to natural resources</p>
Paper Structure	<p>Students must answer all questions in both sections. There is no requirement for students to produce written responses in French.</p> <p>Foundation tier <i>Section A</i> is set in English. The instructions to students are in English. <i>Section B</i> is set in Spanish. The instructions to students are in French.</p> <p>Higher tier <i>Section A</i> is set in Spanish. The instructions to students are in French. <i>Section B</i> is set in English. The instructions to students are in English.</p>
Exam Question Type	<p>Foundation tier <i>Section A</i> contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English. <i>Section B</i> contains two questions set in French. Question types comprise of multiple-response questions. The instructions to students are in French.</p> <p>Higher tier <i>Section A</i> contains two questions set in Spanish. Question types comprise of multiple-response questions. The instructions to students are in French. <i>Section B</i> contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English. Four of the questions will be common to both tiers. For both tiers, there is no requirement for students to produce written responses in French. <i>The use of dictionaries is not permitted.</i></p>

EDXCEL Pearson French GCSE (9-1) Exam Summary Sheet Paper 2

Date	TBC Decided by centre – Between end March and beginning May	
Length	Foundation tier: 7–9 minutes plus 12 minutes' preparation time Higher tier: 10–12 minutes plus 12 minutes preparation time	
Paper Overview	PAPER 2: SPEAKING IN FRENCH	
Paper Content	This paper draws on vocabulary and structures across all the themes and topics. The five themes are: ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. <i>For subtopics, see Paper 1 Listening.</i>	
Paper Structure	There are three tasks which must be conducted in the following order: Task 1 – a role play based on one topic that is allocated by Pearson. Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson. Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson. The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.	
Exam Question Type	Marks	Question Type
	10	Task 1 – a role play Scenarios are based on any of the topics from Themes 1 to 4, i.e. not on the Theme International and global dimension. Foundation 5 bullet points. Students need to ask one question (?) and respond to one unpredictable question (!) . Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. 'je voudrais.' Higher 5 bullet points. Students need to ask two questions (?) and respond to one unpredictable question (!) . Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.
	24	Task 2 – questions based on a picture stimulus The topic is allocated by Pearson at the time of assessment and will be based on any one of the topics Foundation Students have a picture and five bullets in French to help prepare for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated. Higher Students are provided with a picture and five bullets in French to help prepare for the five questions that will be asked during the assessment. The final bullet is marked by the symbol '!' to denote one unpredictable question. Students are allowed to ask for questions to be repeated.
	36	Task 3 – conversation based on two themes. The conversation is based on any two themes (NOT covered in Parts 1 and 2 above) and is in two parts. FIRST: the student selects one topic from one theme in advance of the assessment . The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme. The SECOND part of the conversation must be on a different theme . This will be prescribed by Pearson through instructions on a sequencing grid.

EDXCEL Pearson French GCSE (9-1) Exam Summary Sheet Paper 3

Date	14 th May 2019
Length	Foundation tier: 45 minutes Higher tier: 1 hour
Paper Overview	PAPER 3: READING AND UNDERSTANDING IN FRENCH
Paper Content	This paper draws on vocabulary and structures across all the themes and topics The five themes are: ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. <i>For subtopics, see Paper 1 Listening.</i>
Paper Structure	Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students in English. Section B is set in Spanish. The instructions to students in French. Section C includes a translation passage from French into English with instructions in English.
Exam Question Type	Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

EDXCEL Pearson French GCSE (9-1) Exam Summary Sheet Paper 4

Date	17 th May 2019	
Length	Foundation tier: 1 hour 10 minutes Higher tier: 1 hour 20 minutes	
Paper Overview	PAPER 4: WRITING IN FRENCH	
Paper Content	This paper draws on vocabulary and structures across all the themes and topics The five themes are: ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. <i>For subtopics, see Paper 1 Listening.</i>	
Paper Structure	Foundation tier – three open response questions and one translation into French. Higher tier – two open response questions and one translation into French.	
Exam Question Type	Marks	Question Type
	12	Foundation tier: Picture-based task, 20–30 words.
	16	Foundation tier: This question requires students to write in a formal style/register, 40–50 words.
	20	Foundation tier: This question contains four bullet points that form part of the task and requires students to write in an informal style, 80–90 words.
	20	Higher tier: This question contains four bullet points that form part of the task and requires students to write in an informal style, 80–90 words.
28	Higher tier: This question contains four bullet points that form part of the task and requires students to write in a formal style, 130–150 words.	

EDXCEL Pearson Spanish GCSE (9-1) Exam Summary Sheet Paper 1

Date	21 st May 2019
Length	Foundation tier: 35 minutes including 5 minutes reading time Higher tier: 45 minutes including 5 minutes reading time
Paper Overview	PAPER 1 - LISTENING AND UNDERSTANDING IN SPANISH
Paper Content	<p>This paper draws on vocabulary and structures across all the themes and topics The five themes are:</p> <p style="text-align: center;"><u>1. Identity & culture:</u></p> <p>Who am I? relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television</p> <p style="text-align: center;"><u>2. Local Area, holiday and travel:</u></p> <p>Holidays: preferences; experiences; destinations Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping Town, region and country: weather; places to see; things to do</p> <p style="text-align: center;"><u>3. School:</u></p> <p>What school is like: school types; school day; subjects; rules and pressures; celebrating success School activities: school trips; events and exchanges</p> <p style="text-align: center;"><u>4. Future aspirations, study and work:</u></p> <p>Using languages beyond the classroom: forming relationships; travel; employment Ambitions: further study; volunteering; training Work: jobs; careers and professions</p> <p style="text-align: center;"><u>5. International & global dimension:</u></p> <p>Bringing the world together: sports events; music events; campaigns and good causes Environmental issues: being 'green'; access to natural resources</p>
Paper Structure	<p>Students must answer all questions in both sections. There is no requirement for students to produce written responses in Spanish.</p> <p>Foundation tier <i>Section A</i> is set in English. The instructions to students are in English. <i>Section B</i> is set in Spanish. The instructions to students are in Spanish.</p> <p>Higher tier <i>Section A</i> is set in Spanish. The instructions to students are in Spanish. <i>Section B</i> is set in English. The instructions to students are in English.</p>
Exam Question Type	<p>Foundation tier <i>Section A</i> contains 12 questions set in English. Question types will comprise both multiple-response and short-answer open response questions. The instructions to students are in English. <i>Section B</i> contains two questions set in Spanish. Question types comprise of multiple-response questions. The instructions to students are in Spanish.</p> <p>Higher tier <i>Section A</i> contains two questions set in Spanish. Question types comprise of multiple-response questions. The instructions to students are in Spanish. <i>Section B</i> contains eight questions set in English. Question types comprise of both multiple-response and short-answer open response questions. The instructions to students are in English. Four of the questions will be common to both tiers. For both tiers, there is no requirement for students to produce written responses in Spanish. <i>The use of dictionaries is not permitted.</i></p>

EDXCEL Pearson Spanish GCSE (9-1) Exam Summary Sheet Paper 2

Date	TBC Decided by centre – Between end March and beginning May	
Length	Foundation tier: 7–9 minutes plus 12 minutes preparation time Higher tier: 10–12 minutes plus 12 minutes preparation time	
Paper Overview	PAPER 2: SPEAKING IN SPANISH	
Paper Content	<p>This paper draws on vocabulary and structures across all the themes and topics. The five themes are:</p> <ul style="list-style-type: none"> ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. For subtopics, see Paper 1 Listening. 	
Paper Structure	<p>There are three tasks which must be conducted in the following order:</p> <p>Task 1 – a role play based on one topic that is allocated by Pearson.</p> <p>Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson.</p> <p>Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.</p> <p>The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.</p>	
Exam Question Type	Marks	Question Type
	10	<p>Task 1 – a role play</p> <p>Scenarios are based on any of the topics from Themes 1 to 4, i.e. not on the Theme International and global dimension.</p> <p>Foundation 5 bullet points. Students need to ask one question (?) and respond to one unpredictable question (!). Students are required to speak only in the present tense or they may use a familiar conditional tense where it is more natural to do so, e.g. ‘me gustaría.’</p> <p>Higher 5 bullet points. Students need to ask two questions (?) and respond to one unpredictable question (!). Students are required to speak in the present tense (or they may also use a conditional tense if it is more natural to do so) and respond to one question set in a past tense.</p>
	24	<p>Task 2 – questions based on a picture stimulus</p> <p>The topic is allocated by Pearson at the time of assessment and will be based on any one of the topics Foundation</p> <p>Students have a picture and five bullets in Spanish to help prepare for the five questions that will be asked during the assessment. Students are allowed to ask for questions to be repeated.</p> <p>Higher Students are provided with a picture and five bullets in Spanish to help prepare for the five questions that will be asked during the assessment. The final bullet is marked by the symbol ‘!’ to denote one unpredictable question. Students are allowed to ask for questions to be repeated.</p>
	36	<p>Task 3 – conversation based on two themes.</p> <p>The conversation is based on any two themes (NOT covered in Parts 1 and 2 above) and is in two parts.</p> <p>FIRST: the student selects one topic from one theme in advance of the assessment. The choice of topic must be agreed between the student and the teacher and must be selected no later than two weeks before the assessment takes place. This part of the conversation task starts with this first topic and then may move on to other topics within the same theme.</p> <p>The SECOND part of the conversation must be on a different theme. This will be prescribed by Pearson through instructions on a sequencing grid.</p>

EDXCEL Pearson Spanish GCSE (9-1) Exam Summary Sheet Paper 3

Date	21 st May 2019
Length	Foundation tier: 45 minutes Higher tier: 1 hour
Paper Overview	PAPER 3: READING AND UNDERSTANDING IN SPANISH
Paper Content	This paper draws on vocabulary and structures across all the themes and topics The five themes are: <ul style="list-style-type: none"> ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. For subtopics, see Paper 1 Listening.
Paper Structure	Students must answer all questions in each of the three sections: Section A is set in English. The instructions to students in English. Section B is set in Spanish. The instructions to students in Spanish. Section C includes a translation passage from Spanish into English with instructions in English.
Exam Question Type	Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

EDXCEL Pearson Spanish GCSE (9-1) Exam Summary Sheet Paper 4

Date	4 th June 2019	
Length	Foundation tier: 1 hour 10 minutes Higher tier: 1 hour 20 minutes	
Paper Overview	PAPER 4: WRITING IN SPANISH	
Paper Content	This paper draws on vocabulary and structures across all the themes and topics The five themes are: <ul style="list-style-type: none"> ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension. For subtopics, see Paper 1 Listening. 	
Paper Structure	Foundation tier – three open response questions and one translation into Spanish. Higher tier – two open response questions and one translation into Spanish.	
Exam Question Type	Marks	Question Type
	12	Foundation tier: Picture-based task, 20–30 words.
	16	Foundation tier: This question requires students to write in a formal style/register, 40–50 words.
	20	Foundation tier: This question contains four bullet points that form part of the task and requires students to write in an informal style, 80–90 words.
	20	Higher tier: This question contains four bullet points that form part of the task and requires students to write in an informal style, 80–90 words.
	28	Higher tier: This question contains four bullet points that form part of the task and requires students to write in a formal style, 130–150 words.

OCR B GCSE Geography Paper 1 Summary Sheet

Date	Tuesday 21 st May (PM)	
Length	1hour 15 Minutes	
Paper Overview	<p><u>Our Natural World</u> This paper is focused on the four Physical Geography Topics (and case studies/examples) you have studied as well as Physical Geography Fieldwork and a variety of Geographical Skills</p>	
Paper Content		Specific Content
	Q1 Global Hazards TOPIC 1	<ul style="list-style-type: none"> • Extreme weather (types, distribution, causes, impacts, responses) • Tectonic Hazards (types, distribution, causes, impacts, responses)
	Q2 Changing Climate TOPIC 2	<ul style="list-style-type: none"> • Evidence of climate change, • Causes of climate change • Global and UK impacts
	Q3 Distinctive Landscapes TOPIC 3	<ul style="list-style-type: none"> • Landscape Overview (types, characteristics, UK landscapes) • Coastal Landscapes (processes, landforms and human activity) • River Basin Landscapes (processes, landforms and human activity)
	Q4 Sustaining Ecosystems TOPIC 4	<ul style="list-style-type: none"> • Ecosystem Overview (types, characteristics, Global Ecosystems) • Tropical Rainforests (characteristics, importance, human impacts, management) • Polar Environments (characteristics, importance, human impacts, management)
	Q5 Physical Geography Fieldwork	<p>Your own fieldwork – Location, question, techniques and methods, processing and presenting, analysing and explaining, concluding and evaluating.</p> <p><u>Is longshore drift a geomorphic process that is happening at Westward Ho!?</u></p> <p>You will also be asked questions about other students fieldwork and data</p>
Geographical Skills	Throughout this exam you will be tested on a range of geographical skills involving Maps, GIS, Graphs, Statistics and Calculations	
Paper Structure	<p>70 marks in total (worth 35% of the total GCSE) 75 minutes to complete this exam Answer every question</p> <p><u>Section A: Questions on each of the 4 Physical geography topics (52 marks in 55 minutes)</u> Q1 = Topic 1 Global Hazards (13 marks in total) Q2 = Topic 2 Changing Climate (13 marks in total) Q3 = Topic 3 Distinctive Landscapes (13 marks in total) Q4 = Topic 4 Sustaining Ecosystems (13 marks in total)</p> <p><u>Section B: Questions on Physical geography fieldwork (18 marks in 20 minutes)</u> Q5 = Your own fieldwork experience - <i>Is longshore drift a geomorphic process that is happening at Westward Ho!?</i> and unfamiliar contexts to which you need to apply your fieldwork knowledge (18 marks in total including x3 SPAG marks)</p>	

Exam Question Type	Marks	Question Type
	Multiple choice (1 mark)	<i>Select / Choose/ Which/ Circle the answer/ Write the correct letter in the box from a choice of four options</i>
	Short answer (1 or 2 marks) <i>Define Name Describe</i> <i>Suggest Outline Identify</i> <i>State Calculate Complete</i>	<i>One or two simple statements are required</i> <i>Make sure your answer is clear</i> <i>Make sure you answers is in full sentences</i>
	Short answer (2 or 4 marks) <i>Explain one / two ways</i> <i>Suggest one / two reasons</i>	<i>Give a way/reason then some development...which means, because</i> <i>Give another way/reason then some development....which means, because</i>
	Short answer (2, 3 or 4 marks) <i>Explain how</i> <i>Explain why</i> <i>Why are</i>	<i>Give two, three or four reasons/valid points for something</i> <i>Make sure your answer is clear</i> <i>Make sure you answers is in full sentences</i>
	Short answer (3 or 4 marks) <i>Describe the pattern / trend / distribution (linked to a map, graph, photo, data table)</i>	<i>Write at least two statements that describe using evidence from the map, graph, photo, data table (2 or 3 marks)</i> <i>Make sure your answer is logical and clear (1 mark)</i>
	Longer answer (6 or 8 marks) <i>Explain how</i> <i>Suggest why</i> <i>Assess</i> <i>To what extent</i> <i>Evaluate</i> <i>Discuss</i>	<i>These questions require you to develop your answers.</i> <i>Level 1 answers – basic development/evaluation/explanation etc</i> <i>Level 2 answers – reasonable development/evaluation/explanation etc</i> <i>Level 3 answers – thorough development/evaluation/explanation etc</i> <i>Add a conclusion to your answer to assess/evaluate/to what extent questions so that you can sum up your argument</i>

OCR B GCSE Geography Paper 2 Summary Sheet

Date	Wednesday 5 th June (PM)	
Length	1hour 15 Minutes	
Paper Overview	People and Society This paper is focused on the four Human Geography Topics (and case studies/examples) you have studied as well as Human Geography Fieldwork and a variety of Geographical Skills	
Paper Content	Specific Content	
	Q1 Urban Futures TOPIC 5	<ul style="list-style-type: none"> Urban overview (pattern, growth, causes and consequences of urbanisation) AC city study including way of life, challenges and sustainable management LIDC city study including way of life, challenges and sustainable management
	Q2 Dynamic Development TOPIC 6	<ul style="list-style-type: none"> Development overview (defining, describing global patterns, measuring) Uneven development and factors affecting development LIDC country study including its level of development, global connections and strategies to improve development)
	Q3 UK in the 21 st Century TOPIC 7	<ul style="list-style-type: none"> UK overview (physical and human characteristics) UK changes since the year 2000 (population, named place and economy) UK and its global political significance (role in organisations and conflict) UK and its global cultural significance (media exports and ethnic influences)
	Q4 Resource Reliance TOPIC 8	<ul style="list-style-type: none"> Natural Resources (demand vs supply, modification of environments/ecosystems) Food Security (definition, pattern, Malthus vs Boserup) Case Study of food security in a country Strategies to achieve food security (ethical consumerism, organic/intensive farming, GM technology and hydroponics, small scale bottom up methods)
	Q5 Human Geography Fieldwork	Your own fieldwork – Location, question, techniques and methods, processing and presenting, analysing and explaining, concluding and evaluating. <u>Should all of Bank Street in Newquay be pedestrianised?</u> You will also be asked questions about other students fieldwork and data
	Geographical Skills	Throughout this exam you will be tested on a range of geographical skills involving Maps, GIS, Graphs, Statistics and Calculations
Paper Structure	70 marks in total (worth 35% of the total GCSE) 75 minutes to complete this exam Answer every question <u>Section A: Questions on each of the 4 Human geography topics (52 marks in 55 minutes)</u> Q1 =Topic 5 urban Futures (13 marks in total) Q2 = Topic 6 Dynamic Development (13 marks in total) Q3 = Topic 7 UK in the 21 st century (13 marks in total) Q4 = Topic 8 Resource Reliance (13 marks in total) <u>Section B: Questions on Human geography fieldwork (18 marks in 20 minutes)</u> Q5 = Your own fieldwork experience - <i>Should all of Bank Street in Newquay be pedestrianised?</i>	

	and unfamiliar contexts to which you need to apply your fieldwork knowledge (18 marks in total including x3 SPAG marks)	
Exam Question Type	Marks	Question Type
	Multiple choice (1 mark)	<i>Select / Choose/ Which/ Circle the answer/ Write the correct letter in the box from a choice of four options</i>
	Short answer (1 or 2 marks) <i>Define Name</i> <i>Describe</i> <i>Suggest Outline Identify</i> <i>State Calculate</i> <i>Complete</i>	<i>One or two simple statements are required</i> <i>Make sure your answer is clear</i> <i>Make sure you answers is in full sentences</i>
	Short answer (2 or 4 marks) <i>Explain one / two ways</i> <i>Suggest one / two reasons</i>	<i>Give a way/reason then some development...which means, because</i> <i>Give another way/reason then some development....which means, because</i>
	Short answer (2, 3 or 4 marks) <i>Explain how</i> <i>Explain why</i> <i>Why are</i>	<i>Give two, three or four reasons/valid points for something</i> <i>Make sure your answer is clear</i> <i>Make sure you answers is in full sentences</i>
	Short answer (3 or 4 marks) <i>Describe the pattern / trend / distribution (linked to a map, graph, photo, data table)</i>	<i>Write at least two statements that describe using evidence from the map, graph, photo, data table (2 or 3 marks)</i> <i>Make sure your answer is logical and clear (1 mark)</i>
Longer answer (6 or 8 marks) <i>Explain how</i> <i>Suggest why</i> <i>Assess</i> <i>To what extent</i> <i>Evaluate</i> <i>Discuss</i>	<i>These questions require you to develop your answers.</i> <i>Level 1 answers – basic development/evaluation/explanation etc</i> <i>Level 2 answers – reasonable development/evaluation/explanation etc</i> <i>Level 3 answers – thorough development/evaluation/explanation etc</i> <i>Add a conclusion to your answer to assess/evaluate/to what extent questions so that you can sum up your argument</i>	

OCR B GCSE Geography Paper 3 Summary Sheet

Date	Thursday 13 th June (AM)	
Length	1hour 30 Minutes	
Paper Overview	<p><u>Geographical Exploration</u></p> <p>This paper is focused more on geographical skills, decision making and bringing together the ideas learnt from the four Physical Geography and four Human Geography topics</p>	
Paper Content	<ul style="list-style-type: none"> • The exam is <u>synoptic</u> which means it bring ideas and topics together from different parts of the course. Some ideas from at least one topic from Our Natural World and one topic from People and Society will be included in the exam. • The exam is linked to <u>one specific country or a place in the UK</u> that you are not expected to have studied. You <u>do not</u> have to have any knowledge of the specific place. • This exam <u>does not</u> expect you to learn or use your case studies! • You are given a <u>resource booklet</u> with a wide variety of sources about the chosen place. These sources could be graphs, photos, data tables, maps, diagrams and text for you to read and study. • The exam questions are linked to the information in the resource booklet. The question will guide you on which figures to look at in the resource booklet. • The questions will test your geographical skills (not fieldwork). • The last question will ask you to <u>make a decision</u> based on the specific place and the ideas you have gained from the figures in the resource booklet. • You need to <u>think and write like a geographer</u> – see the bigger picture! 	
Paper Structure	<p>60 marks in total (worth 30% of the total GCSE)</p> <p>90 minutes to complete this exam</p> <p>Answer every question</p> <p><u>Questions 1, 2 and 3 (45 marks in 70 minutes)</u></p> <p>Include a variety of small questions worth 1, 2, 3 or 4 marks</p> <p>Include 2 x medium questions worth 6 marks</p> <p>Include 1 x big question worth 12 marks</p> <p><u>Question 4 (15 marks including 3 SPAG in 20 minutes)</u></p> <p>One long decision making question split into two parts ANSWER BOTH PARTS (12 marks + 3 SPaG)</p>	
Exam Question Type	Marks	Question Type
	<p>Short answer (1 or 2 marks)</p> <p>Define Name Describe</p> <p>Suggest Outline Identify</p> <p>State Calculate Complete</p>	<p>One or two simple statements are required</p> <p>Make sure your answer is clear</p> <p>Make sure you answers is in full sentences</p>
	<p>Short answer (2 or 4 marks)</p> <p>Explain one / two ways</p> <p>Suggest one / two reasons</p>	<p>Give a way/reason then some development...which means, because</p> <p>Give another way/reason then some development....which means, because</p>
	<p>Short answer (2, 3 or 4 marks)</p> <p>Explain how</p> <p>Explain why</p> <p>Why are</p>	<p>Give two, three or four reasons/valid points for something</p> <p>Make sure your answer is clear</p> <p>Make sure you answers is in full sentences</p>
	<p>Short answer (3 or 4 marks)</p> <p>Describe the pattern / trend / distribution (linked to a map, graph, photo, data table)</p>	<p>Write at least two statements that describe <u>using evidence</u> from the map, graph, photo, data table (2 or 3 marks)</p> <p>Make sure your answer is logical and clear (1 mark)</p>

	<p>Medium answer (2 x 6 marks)</p> <p><i>Explain how</i> <i>Suggest why</i> <i>Assess</i> <i>To what extent</i> <i>Evaluate</i> <i>Discuss</i></p>	<p><i>These questions require you to develop your answers.</i></p> <p><i>Level 1 answers – basic development/evaluation/explanation etc.</i></p> <p><i>Level 2 answers – reasonable development/evaluation/explanation etc.</i></p> <p><i>Level 3 answers – thorough development/evaluation/explanation etc.</i></p> <p><i>Add a conclusion to your answer to assess/evaluate/to what extent questions so that you can sum up your argument</i></p>
	<p>Long answer (2 x 12 marks)</p> <p><i>Explain how</i> <i>Suggest why</i> <i>Assess</i> <i>To what extent</i> <i>Evaluate</i> <i>Discuss</i> <i>Justify</i></p>	<p><i>These questions require you to develop your answers.</i></p> <p><i>Level 1 answers – basic development/evaluation/explanation etc.</i></p> <p><i>Level 2 answers – reasonable development/evaluation/explanation etc.</i></p> <p><i>Level 3 answers – comprehensive development/evaluation/explanation etc.</i></p> <p><i>Level 4 answers – thorough development/evaluation/explanation etc.</i></p> <p><i>Add a conclusion to your answer to assess/evaluate/to what extent questions so that you can sum up your argument</i></p> <p><i>The 12 mark question at the end of the exam is in two parts – answer both</i></p> <p><i>There is also x3 SPaG marks for the last question in this exam</i></p>

GCSE History Exam Summary Sheet 1B. The Elizabethan Age, 1558-1603 C100UB

Date	Monday 3 rd June AM	
Length	1 hour	
Paper Overview	A source based depth study which focuses on reign of Elizabeth I (1558 – 1603). This forms part of the syllabus requirement for a module focusing on British History.	
Paper Content	<p>Key question 1 Elizabethan government: How successful was the government of Elizabeth I?</p> <p>Key question 2 Lifestyles of rich and poor; How did life differ for the rich and poor in Elizabethan times?</p> <p>Key Question 3 Popular entertainment: What were the most popular types of entertainment in Elizabethan times?</p> <p>Key Question 4 The problem of religion: How successfully did Elizabeth deal with the problem of religion?</p> <p>Key Question 5 The Catholic threat: Why were the Catholics such a serious threat to Elizabeth?</p> <p>Key Question 6 The Spanish Armada: How much of a threat was the Spanish Armada?</p> <p>Key Question 7 The Puritan threat: Why did the Puritans become an increasing threat during Elizabeth's reign?</p>	<p>The coronation and popularity of Elizabeth; Royal Court, Privy Council and councillors; local government; the role of Parliament; taxation and freedom of speech</p> <p>Contrasting lifestyles of rich and poor; homes and fashion; causes of poverty; issue of unemployment and vagrancy; government legislation including the 1601 Poor Law</p> <p>The importance of popular entertainment; cruel sports; entertainment enjoyed by the rich; the Elizabethan theatre; design, plays; attitudes towards the theatre</p> <p>Religious problems in 1559; aims of the Religious Settlement; the 'Middle Way', Acts of Supremacy and Uniformity; reactions to the Settlement</p> <p>Early toleration; excommunication in 1570; recusancy ; rebellion of Northern Earls; Catholic Plots – Ridolfi, Throckmorton, Babington; role of Mary, Queen of Scots</p> <p>Reasons for the Armada; war in the Netherlands; course of the Armada – events in the Channel, Calais, 'fireships' and return to Spain; results of the Armada</p> <p>Puritanism; challenge to the Settlement; Puritan opposition in Parliament and Privy Council; measures taken to deal with the Puritan challenge</p>
Paper Structure	5 questions 1 hour exam	

Exam Question Type	Marks	Question Type
	Question 1 (4 marks)	<i>What can be learnt from Sources A and B about .?</i>
	Question 2 (8 marks)	<i>To what extent does this source accurately reflect...?</i>
	Question 3 (12 marks)	<i>Why was ...significant in the Catholic threat to Elizabeth?</i>
	Question 4 (10 marks)	<i>Explain the connections between TWO of the following that are to do with...</i>
	Question 5 (16 marks)	<i>How far do you agree with this interpretation of life for ... in Elizabethan times?</i>

GCSE History Exam Summary Sheet 1H. The USA: A Nation of Contrasts, 1910-1929 C100UH

Date	Monday 3 rd June AM	
Length	1 hour	
Paper Overview	A source based depth study on USA during the 'Jazz Age'. Part of the requirement for the study of a non-British module.	
Paper Content	<p>Key question 1 Immigration: Why did immigration become such a major issue in American society?</p> <p>Key question 2 Religion and race: Was America a country of religious and racial intolerance during this period?</p> <p>Key Question 3 Crime and corruption: Was the 1920s a decade of organised crime and corruption?</p> <p>Key Question 4 Economic boom: What were the causes of the economic boom experienced in the 1920s?</p> <p>Key Question 5 The end of prosperity: What factors led to the end of prosperity in 1929?</p> <p>Key Question 6 Popular entertainment: How did popular entertainment develop during this period?</p> <p>Role of women How did the lifestyle and status of women change during this period?</p>	<p>The Open Door; demands for restriction; government legislation; xenophobia; anarchists – the Red Scare; Palmer Raids; Sacco and Vanzetti case</p> <p>Religious fundamentalism – the Bible Belt; the Monkey Trial; treatment of Native Americans; segregation, Jim Crow, KKK; black reaction, migration, NAACP, UNIA</p> <p>Reasons for, life under and enforcement of prohibition; organised crime – Al Capone, St Valentine's Day Massacre; corruption – Harding, 'Ohio Gang', Tea Pot Dome scandal</p> <p>America's economic position in 1910 - assets and natural resources; economic impact of the First World War; hire purchase; electrification; mass production; laissez faire; individualism and protectionism</p> <p>Overproduction; falling consumer demand; boom in land and property values; over speculation; the Wall Street Crash – panic selling, Black Thursday, market crash</p> <p>Advent of silent movies; popularity of the cinema and movie stars; advent of the talkies; popular music; jazz; impact of radio and gramophone; dancing and speakeasy culture</p> <p>Role of women in the pre-war years; impact of the First World War; changing attitudes; influence of Jazz culture; flapper lifestyle and feminism; new fashions; opposition to the flapper lifestyle</p>
Paper Structure	5 questions 1 hour exam	
Exam Question Type	Marks	Question Type
	Question 1 (5 marks)	<i>Use Source A and your own knowledge to describe....</i>

	Question 2 (8 marks)	<i>What is the purpose of source B?</i>
	Question 3 (10 marks)	<i>Do the interpretations support the view that..... because of?</i>
	Question 4 [11 marks]	<i>Which of the sources is more useful to an historian studying..... during the period 1910-1929?</i>
	Question 5 [16 marks]	<i>'statement' + To what extent do you agree with this interpretation?</i>

GCSE History Exam Summary Sheet 2B. The Development of Germany, 1919-1991 C100U2

Date	Friday 6th June PM	
Length	45 mins	
Paper Overview	A question based, non-source, breadth study covering Germany from the end of WW1 to re-unification. This fulfils the requirement for study of a non-British module. The aim of the department in taking this module is to give students a broader understanding of German History. This paper is the 'tightest' in terms of timing	
Paper Content	<p>Key question 1 Weimar Germany: How successful was the Weimar Government in dealing with Germany's problems between 1919 and 1933?</p> <p>Key Question 2 The Rise of the Nazi Party and its consolidation of power between 1933 and 1934: How did the Nazis take total control of Germany by 1934?</p> <p>Key Question 3 Life under the Nazis: How were the lives of the German people affected by Nazi rule between 1933 and 1939?</p> <p>Key Question 4 Life during the Second World War: Why did life change for the German people during the Second World War?</p> <p>Key Question 5 West and East Germany between 1949 and 1991: Why were conditions in West and East Germany different after 1949?</p> <p>Key Question 6 Cold War relations How did relations between the two Germanies change between 1949 and 1991?</p> <p>Key Question 7 Co-operation and reconciliation: What factors led to the reunification of Germany in 1990?</p>	<p>The impact of war and impact of the Treaty of Versailles; opposition to the government; economic and political reform under Stresemann; improved foreign relations</p> <p>Reasons for Nazi support; Hitler as Chancellor; steps to dictatorship; the creation of the police state</p> <p>Economic control; control of workers; the treatment of women; children and education; the treatment of Jews up to 1939</p> <p>Changing conditions on the Home Front; opposition to the Nazis; the treatment of Jews; the impact of defeat</p> <p>The division of Germany; economic recovery in the West; control and repression in the East; the separation of Germany by 1961</p> <p>The emergence of the two Germanies; the Berlin Blockade and Airlift; the significance of the Berlin Wall; military alliances; Brandt and Ostpolitik</p> <p>The collapse of communism in Eastern Europe; the role of Helmut Kohl; the end of the Cold War; the fall of the Berlin Wall and reunification</p>

Paper Structure	5 questions 45 min exam	
Exam Question Type	Marks	Question Type
	Question 1 (5 marks)	<i>Describe the ...</i>
	Question 2 (6 marks)	<i>How far didchange in Germany between ...?</i>
	Question 3 (9 marks)	<i>Arrange the ...in order of their significance in ... Germany after the ... Explain your choices.</i>
	Question 4 (8 marks)	<i>Explain why ...different for ... Germans after ...</i>
Question 5 (12 marks)	<i>How important was ...in Hitler`s ...between ...?</i>	

**GCSE History Exam Summary Sheet 2F. Changes in Health and Medicine, c.500 to the present day
C100U6**

Date	Friday 6th June PM	
Length	1 hour 15 mins	
Paper Overview	This 'theme' paper replaced the previous controlled assessment/coursework topic. It mixes source based and non source questions. There is a site specific study (SSS) which changes every 2 years. In 2019 the SSS is Eyam – a plague village, in 2020 and 2021 the SSS will be World War One battlefields.	
Paper Content	<p>Key question1 Causes of illness and disease: What have been the causes of illness and disease over time?</p> <p>Key Question 2 Attempts to prevent illness and disease: How effective were attempts to prevent illness and disease over time?</p> <p>Key Question 3 Attempts to treat and cure illness and disease: How have attempts to treat illness and disease changed over time?</p> <p>Key Question 4 Advances in medical knowledge: How much progress has been made in medical knowledge over time?</p> <p>Key Question 5 Developments in patient care: How has the care of patients improved over time?</p>	<p>Problems in the medieval era: poverty, famine, warfare: lack of hygiene in the medieval and early modern eras with reference to the Black Death of the fourteenth century and the Great Plague of the seventeenth century; the effects of industrialisation and the incidence of cholera and typhoid in the nineteenth century; the spread of bacterial and viral diseases in the twentieth century</p> <p>Early methods of prevention of disease with reference to the Black Death: alchemy, soothsayers and medieval doctors; the application of science to the prevention of disease in the late eighteenth and early nineteenth centuries: the work of Edward Jenner and vaccination; the influence and spread of inoculation since 1700; the discovery of antibodies and developments in the field of bacteriology</p> <p>Traditional treatments and remedies common in the medieval era: herbal medicines, barber surgeons, use of leeches; Joseph Lister and the use of antiseptics in the later nineteenth century; James Simpson and the development of anaesthetics ; twentieth century developments: Marie Curie and the development of radiation; the roles of Fleming, Florey and Chain regarding antibiotics; Barnard and transplant surgery; modern advances in cancer treatment and surgery; alternative treatments</p> <p>Common medical ideas in the medieval era: the influence of alchemy, astrology and the theory of the four humours; the influence of the medical work of Vesalius, Pare and Harvey in the sixteenth and seventeenth centuries; nineteenth century advances in medical knowledge: improved knowledge of the germ theory: Pasteur and Koch; the development of scanning techniques in the twentieth century: X-rays, ultrasound and MRI scans; the discovery of DNA and genetic research in the later twentieth century</p> <p>The role of the church and monasteries from medieval times up to the mid sixteenth century; the roles of voluntary charities in patient care after the mid sixteenth century; science and the development of endowed hospitals in the late eighteenth century; Florence Nightingale and the professionalisation of nursing in the nineteenth century; the impact of the early 20th century Liberal reforms; the Beveridge Report</p>

	<p>Key Question 6 Developments in public health and welfare: How effective were attempts to improve public health and welfare over time?</p>	<p>of 1944 and provision under the NHS after 1948</p> <p>Public health and hygiene in medieval society; public health and hygiene in the sixteenth and seventeenth centuries ; the impact of industrialisation on public health in the nineteenth century; the work of Edwin Chadwick leading to Victorian improvements in public health; efforts to improve housing and pollution in the twentieth century; local and national government attempts to improve public health and welfare in the twenty-first century: campaigns, fitness drives, healthy eating</p>
Paper Structure	<p>7 questions 1hr 15 min exam</p> <p>Questions 6a and 6b = site study 2019 Eyam Plague village, 2020 and 2021 WW1 battlefields</p>	
Exam Question Type	Marks	Question Type
	Question 1 [4 marks]	<i>Use Sources A, B and C above to identify one similarity and one difference in.....[</i>
	Question 2 [6 marks]	<i>Which of the two sources is the more reliable to an historian studying.....</i>
	Question 3 [5 marks]	<i>Describe the development of</i>
	Question 4 [9 marks]	<i>Explain why developments in were important in...(Focus).....(dates)</i>
	Question 5 [16 marks] + 4 spg	<i>Outline how..... to have changed from c.500 to the present day?</i>
	Question 6a [8 marks]	<i>Describe two main..... in Eyam in 1665.</i>
Question 6b [12 marks]	<i>Explain why the..... of Eyam during the Great Plague was significant in showing in the seventeenth century.</i>	

AQA Triple Science Summary Sheet Biology GCSE Paper 1

Date	14 th May	
Length	1 hr 45mins	
Paper Overview	Biology topics 1-4: Cell Biology ; Organisation; Infection and Response; Bioenergetics	
Paper Content	Cell Biology 4.1	<p>4.1.1 Cell Structure (eukaryotes and prokaryotes, animal and plant cells, cell specialisation, cell differentiation, microscopy, culturing microorganisms)</p> <p>4.1.2 Cell Division (chromosomes, mitosis and cell cycle, stem cells)</p> <p>4.1.3 Transport in Cells (diffusion, osmosis, active transport,)</p> <p>Required practical: Microscopy; Osmosis, Aseptic technique</p>
Paper Content	Organisation 4.2	<p>4.2.1 Principles of Organisation</p> <p>4.2.2 Animal tissues, organs and organ systems (digestive system, heart and blood vessels, blood, CHD, health issues, effect of lifestyle on non-communicable disease, cancer)</p> <p>4.2.3 Plant tissues, organs and systems (plant tissues, plant organs)</p> <p>Required practical: Food test;, Enzymes</p>
Paper Content	Infection and response 4.3	<p>4.3.1 Communicable disease (communicable disease, viruses, bacterial and fungal diseases, protest disease, human defence systems, vaccination, antibiotics and painkillers, discovery and development of drugs)</p> <p>4.3.2 Monoclonal antibodies (producing monoclonal antibodies, use on monoclonal antibodies)</p> <p>4.3.3 Plant disease (detection and identification, plant defence responses)</p>
Paper Content	Bioenergetics 4.4	<p>4.4.1 Photosynthesis (photosynthesis reaction, rate of photosynthesis, use of glucose)</p> <p>4.4.2 Respiration (aerobic and anaerobic, response to exercise, metabolism)</p> <p>Required practical: effect of light intensity on photosynthesis</p>
Paper Structure	Written exam: 100 marks 50% of Biology GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Triple Science Summary Sheet Biology GCSE Paper 2
(bold content is higher tier only)

Dates	7 th June	
Length	1 hr 45mins	
Paper Overview	Biology topics 5-7: Homeostasis and response; Inheritance, variation and evolution; Ecology	
Paper Content	Homeostasis and response 4.5	<p>4.5.1 Homeostasis</p> <p>4.5.2 The human nervous system (structure and function, the brain, the eye, control of body temperature)</p> <p>4.5.3 Hormonal coordination in humans (human endocrine system, control of blood glucose, maintaining water and nitrogen balance, hormones in reproduction, contraception, the use of hormones to treat infertility, negative feedback)</p> <p>4.5.4 Plant hormones (control and coordination, use of plant hormones)</p> <p>Required practical: Reaction times; effect of light or gravity on growth of seedlings</p>
	Inheritance, variation and evolution 4.6	<p>4.6.1 Reproduction (asexual and sexual reproduction, meiosis, advantages and disadvantages of asexual and sexual reproduction, DNA and the genome, DNA structure, genetic inheritance, inherited disorders, sex determination)</p> <p>4.6.2 Variation and evolution (variation, evolution, selective breeding, genetic engineering, cloning,</p> <p>4.6.3 The development of understanding of genetics and evolution (theory of evolution, speciation, the understanding of genetics, evidence for evolution, fossils, extinction, resistant bacteria)</p> <p>4.6.4 Classification of living organisms</p>
	Ecology 4.7	<p>4.7.1 Adaptations, interdependence and competition (communities, abiotic factors, biotic factors, adaptations)</p> <p>4.7.2 Organisation of an ecosystem (levels of organisation, how materials are cycled, decomposition, impact of environmental change)</p> <p>4.7.3 Biodiversity and the effect of human interaction on ecosystems (biodiversity, waste management, land use, deforestation, global warming, maintaining biodiversity)</p> <p>4.7.4 Trophic levels in an ecosystem (trophic levels, pyramids of biomass, transfer of biomass)</p> <p>4.7.5 Food production (food security, farming techniques, sustainable fisheries, role of biotechnology)</p> <p>Required practical: Decay; Measuring population size</p>
Paper Structure	Written exam: 100 marks 50% of Biology GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Triple Science Summary Sheet GCSE Chemistry Paper 1

Dates	16 th May	
Length	1 hr 45mins	
Paper Overview	Chemistry topics 1 -5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes	
Paper Content	Atomic structure and the periodic table 4.1	4.1.1 A simple model of the atom, symbols, RAM, electronic charge and isotopes (Atoms elements and compounds, mixtures, the development of the atom, relative electrical charges, size and mass of atoms, RAM, electronic structure) 4.1.2 The Periodic table (the periodic table, development of the periodic table, metals and non-metals, Group 0, Group 1, Group 7) 4.1.3 Properties of transition metals (Comparison with Group 1, typical properties)
	Bonding, structure, and the properties of matter 4.2	4.2.1 Chemical bonds, ionic, covalent and metallic (chemical bonds, ionic bonding, ionic compounds, covalent bonding, metallic bonding) 4.2.2 How bonding and structure are related to the properties of substances (the 3 states of matter, state symbols, properties of ionic compounds, properties of small molecules, polymers, giant covalent structures, properties of metals and alloys, metals as conductors) 4.2.3 Structure and bonding in carbon (diamond, graphite, graphene and fullerenes) 4.2.4 Bulk and Surface properties of matter including nanoparticles (size of particles and their properties, uses of nanoparticles)
	Quantitative chemistry 4.3	4.3.1 Chemical measurements, conservation of mass and the qualitative interpretation of chemical equations (Conservation of mass and balanced chemical equations, RFM, mass changes when the product is a gas, chemical measurements) 4.3.2 Use of the amount of substance in relation to masses of pure substances (moles, amounts of substance in equations, using moles to balance equations, limiting reactants , concentrations of solutions) 4.3.3 Yield and atom economy of chemical reactions (percentage yield, atom economy) 4.3.4 Using concentrations of solutions in mol/dm³ 4.3.5 Use of the amount of substance in relation to volumes of gases
	Chemical changes 4.4	4.4.1 Reactivity of metals (metal oxides, the reactivity series, extraction of metals and reduction, oxidation and reduction in terms of electrons) 4.4.2 Reactions of Acids (acids with metals, neutralisation of acids and salt production, soluble salts, the pH scale and neutralisation, titrations, strong and weak acids) 4.4.3 Electrolysis (the process of electrolysis, electrolysis of molten compounds, using electrolysis to extract metals, Electrolysis of aqueous solutions, representation of reactions at electrodes as half equations)
	Energy changes 4.5	4.5.1 Exothermic and endothermic reactions (energy transfer during exothermic and endothermic reactions, reaction profiles, the energy change of reactions) 4.5.2 Chemical cells and fuel cells (cells and batteries, fuel cells)
Paper Structure	Written exam: 100 marks 50% of Chemistry GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Triple Science Summary Sheet GCSE Chemistry Paper 2

Dates	12 th June	
Length	1 hr 45mins	
Paper Overview	Chemistry topics 6 -10: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	
Paper Content	The rate and extent of chemical change 4.6	4.6.1 Rate of reaction (calculating rates of reactions, factors which affect rates, collision theory and activation energy, catalysts) 4.6.2 Reversible reactions and dynamic equilibrium (reversible reactions, energy changes and reversible reactions, equilibrium, the effect of changing conditions on equilibrium, the effect of changing concentration, the effect of temperature changes on equilibrium, the effect of pressure on equilibrium)
	Organic chemistry 4.7	4.7.1 Carbon compounds as fuel and feedstock (crude oil, hydrocarbons and alkanes, fractional distillation and petrochemicals, properties of hydrocarbons, cracking and alkenes) 4.7.2 Reactions of alkenes and alcohols (structure and formulae of alkenes, reactions of alkenes, alcohols, carboxylic acids) 4.7.3 Synthetic and naturally occurring polymers (addition polymerisation, condensation polymerisation, amino acids, DNA and other naturally occurring polymers)
	Chemical analysis 4.8	4.8.1 Purity, formulations and chromatography (pure substances, formulations, chromatography) 4.8.2 Identification of common gases (hydrogen, oxygen, carbon dioxide, chlorine) 4.8.3 Identification of ions by chemical and spectroscopic means (flame tests, metal hydroxides, carbonates, halides, sulfates, instrumental methods, flame emission spectroscopy)
	Chemistry of the atmosphere 4.9	4.9.1 The composition and evolution of the Earth's atmosphere (The proportions of different gases in the atmosphere, the Earth's early atmosphere, how oxygen increased, how carbon dioxide decreased) 4.9.2 Carbon dioxide and methane as greenhouse gases (greenhouse gases, human activities, global climate change, the carbon footprint and its reduction) 4.9.3 Common atmospheric pollutants and their sources (atmospheric pollutants from fuels, properties and effects of atmospheric pollutants)
	Using resources 4.10	4.10.1 Using the earth's resources and obtaining potable water (Using the earth's resources and sustainable development, potable water, waste water treatment, alternative methods for extracting metals) 4.10.2 Life cycle assessment and recycling (LCA, ways of reducing the use of resources)
Paper Structure	Written exam: 100 marks 50% of Chemistry GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Triple Science Summary Sheet GCSE Physics Paper 1

Dates	22 nd May	
Length	1 hr 45mins	
Paper Overview	Physics topics 1 -4: Energy; Electricity; Particle model of matter; and Atomic structure	
Paper Content	Energy 4.1	<p>4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes (energy stores and systems, changes in energy, energy changes in systems, power)</p> <p>4.1.2 Conservation and dissipation of energy (energy transfers in a system, efficiency)</p> <p>4.1.3 National and global energy resources</p>
	Electricity 4.2	<p>4.2.1 Current, potential difference and resistance (standard circuit diagram symbols, electrical charge and current, current, resistance and potential difference, resistors)</p> <p>4.2.2 Series and parallel circuits</p> <p>4.2.3 Domestic uses and safety (Direct and alternating potential difference, mains electricity)</p> <p>4.2.4 Energy transfers (power, energy transfers in everyday appliances, the National grid)</p> <p>4.2.5 Static electricity (static charge, electric fields)</p>
	Particle model of matter 4.3	<p>4.3.1 Changes in state and the particle model (Density of materials, changes of state)</p> <p>4.3.2 Internal energy and energy transfers (Internal energy, temperature changes in a system and specific heat capacity, changes of heat and specific latent heat)</p> <p>4.3.3 Particle model and pressure (particle motion in gases, pressure in gases, increasing the pressure of a gas)</p>
	Atomic structure 4.4	<p>4.4.1 Atoms and isotopes (the structure of an atom, mass number, atomic number and isotopes,, the development of the model of the atom)</p> <p>4.4.2 Atoms and nuclear radiation (radioactive decay and nuclear radiation, nuclear equations, half-lives and the random nature of radioactive decay, radioactive contamination)</p> <p>4.4.3 Hazards and uses of radioactive emissions and of background radiation (background radiation, different half-lives of radioactive isotopes, uses of nuclear radiation)</p> <p>4.4.4 Nuclear fission and fusion</p>
Paper Structure	Written exam: 100 marks 50% of Physics GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA Triple Science Summary Sheet GCSE Physics Paper 2

Dates	14 th June	
Length	1 hr 45mins	
Paper Overview	Physics topics 5 -8:Forces; Waves; Magnetism and electromagnetism; and Space physics	
Paper Content	Forces 4.5	<p>4.5.1 Forces and their interactions (scalar and vector quantities, contact and non-contact forces, gravity, resultant forces)</p> <p>4.5.2 Work done and energy transfer</p> <p>4.5.3 Forces and elasticity</p> <p>4.5.4 Moments, levers and gears</p> <p>4.5.5 Pressure and pressure differences in fluids (pressure in fluids, atmospheric pressure)</p> <p>4.5.6 Forces and motion (describing motion along a line, distance and displacement, speed, velocity, the distance time relationship, acceleration, Newton's 1st, 2nd and 3rd laws, forces and braking, reaction time, factors affecting braking distance1 and 2)</p> <p>4.5.7 Momentum (momentum is a property of moving objects, conservation of momentum, changes in momentum)</p>
	Waves 4.6	<p>4.6.1 Waves in air, fluids and solids (transverse and longitudinal waves, properties of waves, reflection, sound waves, waves for detection and exploration)</p> <p>4.6.2 Electromagnetic waves (types, properties 1 and 2, uses and applications of electromagnetic waves, lenses, visible light)</p> <p>4.6.3 Black body radiation (emission and absorption of infrared radiation, perfect black bodies and radiation)</p>
	Magnetism and electromagnetism 4.7	<p>4.7.1 Permanent and induced magnetism, magnetic forces and fields (poles of a magnet, magnetic fields)</p> <p>4.7.2 The motor effect (electromagnetism, Fleming's left hand rule, Electric motors, loudspeakers)</p> <p>4.7.3 Induced potential , transformers and the National Grid (induced potential, use of the generator effect, microphones, transformers)</p>
	Space physics 4.8	<p>4.8.1 Solar system; stability of orbital motion; satellites (Our solar system, the life cycle of a star, Orbital motion, natural and artificial satellites)</p> <p>4.8.2 Red shift</p>
Paper Structure	Written exam: 100 marks 50% of Physics GCSE	
Exam Question Type	Multiple choice, structured, closed short answer and open response (long written answer)	

AQA GCSE 9-1 (9-1) Business Studies Paper 1 Exam Summary Sheet

Date	Friday 24 th May 2019	
Length	1 Hour 45 Minutes (90 Marks) 1 Mark Per Minute (15 Min Reading Time)	
Paper Overview	Paper 1 assesses “Influences of operations and HRM on business activity” – 3.1 Business in the Real World; 3.2 Influences on Business; 3.3 Business Operations & 3.4 Human Resources	
Paper Content	Business in the real world	<ul style="list-style-type: none"> - <i>Reasons to start a Business</i> - <i>Differences between goods and services, needs and wants</i> - <i>Factors of production</i> - <i>Opportunity cost</i> - <i>Primary secondary tertiary sectors</i> - <i>Enterprise</i> - <i>Changing environment (PEST)</i> - <i>Aim/Objectives (What and Why)</i> - <i>Stakeholders influence on Aims/Objectives</i> - <i>Location</i> - <i>Business Plans (Why, How, Risk Management)</i> - <i>Sole Trader/Partnership/Private Limited Company/not for profit</i> - <i>New Business Locations choice factors</i> - <i>Expansion – eco and diseco of scale</i>
	Influences on business	<ul style="list-style-type: none"> - <i>Technology</i> - <i>Ethics</i> - <i>Environmental considerations</i> - <i>Economic factors</i> - <i>Globalisation</i> - <i>Legislation</i> - <i>Competition</i>
	Human Resources	<ul style="list-style-type: none"> - <i>Structures – span, chain, roles</i> - <i>Recruitment (Why & How)</i> - <i>Benefits of Staff</i> - <i>Motivating Staff</i> - <i>Training</i>
	Business Operations	<ul style="list-style-type: none"> - <i>Job and Batch Production Methods (Why & How), Lean</i> - <i>Procurement – JIT/JIC, choice of suppliers</i> - <i>Efficiency & Use of Technology</i> - <i>Quality Issues, TQM</i> - <i>Customer Service (What, Why, How)</i> - <i>ICT and Customer Service</i> - <i>Consumer Protection Laws</i>
Paper Structure	<ul style="list-style-type: none"> - Section A: No extract (20 marks) - Section B: Case study: Item A and Item B (Approx. 34 marks) - Section C: Case study: Item C, D and possibly E (Approx. 36 marks) 	
Exam Question Type	Marks	Question Type
	Multiple Choice	<i>Only in section A.</i>
	2 Marks	<p>Explain.</p> <p><i>The point given should be explained using one connective such as “this means that...” “therefore...” “as a result...” “in turn ...”</i></p>
3 Mark	Explain	

	<p>. Using connectives x 2 such as “this means that...” “therefore...” “as a result...” “in turn ...” will help you to achieve full marks in this type of question.</p>
4 Mark	<p>Explain two benefits Follow the same principles as the 2 mark “Explain” question i.e. give a relevant point, followed by a short explanation of that point with one connective; this must be done twice!4 The points must be distinct from each other and remember two points must be given</p>
5 Mark	<p>Calculate Ensure that 2 decimal places are included in your response; practise rounding! Always write the formula</p>
6 Mark	<p>Analyse No definition. Maximum one or two points explained with at least 3 steps in the chain of argument. The point(s) should be taken from the Item, to ensure the answer is in context from the start.</p>
9 Mark	<p>Recommend Write in 3 chunky paragraphs You must use application in each paragraph. The conclusion must include (3 “W”s)(A.J.I.M) Which option? Why that option? Why not other option?</p>
12 Mark	<p>Analyse & Evaluate The question will have two bullet points that need analysing. You must use FMOP in your answer. (Consider the impact on other functional areas.</p>

AQA GCSE (9-1) Business Studies Paper 2 Exam Summary Sheet

Date	Tuesday 4 th June 2019	
Length	1 Hour 45 Minutes (90 Marks) 1 Mark Per Minute (15 Min Reading Time)	
Paper Overview	Paper 2 assesses “Influences of marketing and finance on business activity” - 3.1 Business in the Real World; 3.2 Influences on Business; 3.5 Marketing; 3.6 Finance	
Paper Content	Unit	Topics
	Business in the real world	<ul style="list-style-type: none"> - <i>Reasons to start a Business</i> - <i>Differences between goods and services, needs and wants</i> - <i>Factors of production</i> - <i>Opportunity cost</i> - <i>Primary secondary tertiary sectors</i> - <i>Enterprise</i> - <i>Changing environment (PEST)</i> - <i>Aim/Objectives (What and Why)</i> - <i>Stakeholders influence on Aims/Objectives</i> - <i>Location</i> - <i>Business Plans (Why, How, Risk Management)</i> - <i>Sole Trader/Partnership/Private Limited Company/not for profit</i> - <i>New Business Locations choice factors</i> - <i>Expansion – eco and diseco of scale</i>
	Influences on business	<ul style="list-style-type: none"> - <i>Technology</i> - <i>Ethics</i> - <i>Environmental considerations</i> - <i>Economic factors</i> - <i>Globalisation</i> - <i>Legislation</i> - <i>Competition</i>
	Marketing	<ul style="list-style-type: none"> - <i>Marketing mix</i> - <i>Segmentation</i> - <i>Market research methods and uses</i> - <i>Product Portfolio (How and Why)</i> - <i>Boston Matrix/Product Life Cycle (How & Why use)</i> - <i>Pricing methods</i> - <i>Promotional methods</i> - <i>Product differentiation, Life Cycle, portfolio</i> - <i>Place, channels of distribution</i>
	Finance	<ul style="list-style-type: none"> - <i>Source of finance types and uses</i> - <i>Cashflow</i> - <i>Costs, revenues, ARR, break-even charts</i> - <i>Income statements and Statement of Financial Position</i> - <i>Gross/Net profit Margin (How to calculate and interpret/use)</i>
Paper Structure	<ul style="list-style-type: none"> - Section A: No extract (20 marks) - Section B: Case study: Item A and Item B (Approx. 34 marks) - Section C: Case study: Item C, D and possibly E (Approx. 36 marks) - 	
Exam Question Type	Multiple Choice	<i>Only in section A.</i>
	2 Marks	<i>Explain.</i>

	<i>The point given should be explained using one connective such as “this means that...” “therefore...” “as a result...” “in turn ...”</i>
3 Mark	Explain <i>. Using connectives x 2 such as “this means that...” “therefore...” “as a result...” “in turn ...” will help you to achieve full marks in this type of question.</i>
4 Mark	Explain two benefits <i>Follow the same principles as the 2 mark “Explain” question i.e. give a relevant point, followed by a short explanation of that point with one connective; this must be done twice!4 The points must be distinct from each other and remember two points must be given</i>
5 Mark	Calculate <i>Ensure that 2 decimal places are included in your response; practise rounding! Always write the formula</i>
6 Mark	Analyse <i>No definition. Maximum one or two points explained with at least 3 steps in the chain of argument. The point(s) should be taken from the Item, to ensure the answer is in context from the start.</i>
9 Mark	Recommend <i>Write in 3 chunky paragraphs You must use application in each paragraph. The conclusion must include (3 “W”s)(A.J.I.M) Which option? Why that option? Why not other option?</i>
12 Mark	Analyse & Evaluate <i>The question will have two bullet points that need analysing. You must use FMOP in your answer. (Consider the impact on other functional areas.</i>

OCR Cambridge National Certificate in Enterprise & Marketing (J819) (Exam-R064) Summary Sheet

Date	24 th May 2019	
Length	1hr 30 mins (80 marks) 1 mark per minute 10 minute reading time	
Paper Overview	<p>This exam will test them on everything they have been taught as part of their coursework as well as functional areas, business ownership and the external environment. This exam is worth 50% of the course.</p> <p>Specification: https://www.ocr.org.uk/Images/338513-specification.pdf Past Exam Papers : https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/assessment/</p>	
Paper Content	<p>Learning Outcome 1: Understand how to target a market Learning Outcome 2: Understand what makes a product or service financially viable. Learning Outcome 3: Understand product development. Learning Outcome 4: Understand how to attract and retain customers. Learning Outcome 5: Understand factors for consideration when starting a business. Learning Outcome 6: Understand different functional activities</p>	
Paper Structure	<p>A range of different types of questions will be used, including multiple choice questions, short/medium answer questions and extended response analysis and evaluation questions. Some of the questions will be context based. Learners will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts to produce a relevant response</p>	
Exam Question Type	Section	Question Type
	Section A	<i>16 multiple choice questions</i>
	Section B	<i>2,4 & 6 mark questions (Identify, Explain, Calculate & Analyse Questions)</i>
	Final Question	<i>8 mark evaluation question which requires a recommendation. This will only test pricing strategies, advertising methods, sales promotion & customer service. His MUST be written in 3 paragraphs</i>

AQA GCSE DT Exam Summary Sheet

Date	24 May 2019 PM	
Length	2 hours	
Paper Overview	<p>3 sections assessing</p> <ol style="list-style-type: none"> 1. Core technical principles 2. Specialist technical principles 3. Designing and making principles <p>In addition:</p> <ul style="list-style-type: none"> • at least 15% of the exam will assess maths • at least 10% of the exam will assess science. 	
Paper Structure	<p>Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <ul style="list-style-type: none"> • selection of materials or components • forces and stresses • ecological and social footprint • sources and origins • using and working with materials • stock forms, types and sizes • scales of production • specialist techniques and processes • surface treatments and finishes. <p>Dependant on the course you are enrolled on, you will answer the questions appropriate to your specialist area. (Eg: GCSE DT Materials Technology / GCSE DT Textiles)</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions. These will usually be in relation to a generic product in which students from all specialist areas can answer. Eg: a tent.</p> <ul style="list-style-type: none"> • selection of materials or components • forces and stresses • ecological and social footprint • sources and origins • using and working with materials • stock forms, types and sizes • scales of production • specialist techniques and processes • surface treatments and finishes. 	
Exam Question Type	Marks	Question Type
	1 mark	<i>Section A contains 10 multiple choice questions for which you have 4 choices. These will test your understanding and breadth of knowledge against the core technical principles.</i>
	2 / 3 mark questions	<i>Section B contains 2 and 3 mark questions in which you will be asked to IDENTIFY and EXPLAIN meanings of specialist technical principles.</i>
	4 marks	<i>Section C contains 4 mark questions in which you will need to EVALUATE products or CALCULATE specific measurements and dimensions relating to the case study used.</i>

	5 marks	<i>Section C contains 5 mark questions where you will need to calculate / draw diagrams according to information given to you. Time should be spent planning using the information given to calculate accurately.</i>
	6 marks	<i>Section C contains questions where you will need to EXPLAIN and JUSTIFY design and making principles. DESCRIBE and DISCUSS design principles or design movements.</i>
	8 marks	<i>Section B ends with a question in which you will need to ANALYSE and EVALUATE a process or specialist technical principle. The quality of your written communication will also be considered in this question. (SPAG)</i>

GCSE PE J587/01 and J587/02 Exam Summary Sheet

Date	15th May - Component 01 and 17th May - Component 02												
Length	1 Hour Each												
Paper Overview	<p>Assessment overview</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Component</th> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Duration</th> <th style="text-align: center;">Weighting</th> </tr> </thead> <tbody> <tr> <td>Physical factors affecting performance (01)</td> <td style="text-align: center;">60</td> <td style="text-align: center;">1 hour</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Socio-cultural issues and sports psychology (02)</td> <td style="text-align: center;">60</td> <td style="text-align: center;">1 hour</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table>	Component	Marks	Duration	Weighting	Physical factors affecting performance (01)	60	1 hour	30%	Socio-cultural issues and sports psychology (02)	60	1 hour	30%
Component	Marks	Duration	Weighting										
Physical factors affecting performance (01)	60	1 hour	30%										
Socio-cultural issues and sports psychology (02)	60	1 hour	30%										
Paper Content	<p>Component 01: Physical factors affecting performance</p> <p>Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.</p> <p>There are two topics:</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Physical training. <p>Component 02: Socio-cultural issues and sports psychology</p> <p>Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.</p> <p>There are three topics:</p> <ul style="list-style-type: none"> • Socio-cultural influences • Sports psychology • Health, fitness and well-being. 												
Paper Structure Exam Question Type	<p>There are four assessment objectives in OCR's GCSE (9–1) in Physical Education. These are detailed in the table below.</p> <p>Learners are expected to demonstrate their ability to:</p> <p style="text-align: center;">Assessment Objectives</p> <p>AO1 Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO2 Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO3 Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.</p> <p>AO4 Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.</p>												

The relationship between the assessment objectives and the components are shown in the following table:

Component	% of overall GCSE (9–1) in Physical Education (J587)			
	AO1	AO2	AO3	AO4
01: Physical factors affecting performance	12.5	10	7.5	0
02: Socio-cultural issues and sports psychology	12.5	10	7.5	0
03: Performance in physical education	0	0	0	40
Total	25%	20%	15%	40%

AQA GCSE Food Preparation & Nutrition Unit 1 Exam Summary Sheet

Date	10 TH June 2019am	
Length	1 Hour 45 minutes	
Paper Overview	This paper tests the knowledge and application of the 5 areas of study as listed below.	
Paper Content	Unit	Topics
	Food Nutrition and Health	<ul style="list-style-type: none"> - <u>Macronutrients</u> - Protein -Fats -Carbohydrates including fibre - <u>Micronutrients</u> - Vitamins -Minerals <u>Water</u> <u>Nutritional needs</u> Eatwell guide Children, teenagers, adults, the elderly <u>Special Diets</u> Lactose intolerance, vegetarian, vegan, coeliac <u>Diet related illnesses</u> Risk Factors leading to obesity, Coronary Heart Disease, Tooth decay. Anaemia, Type 2 diabetes
	Food Science	<ul style="list-style-type: none"> - Heat transfer, cooking methods. - Denaturation of protein, - Coagulation of protein. - Gluten formation. - Foams. - Dextrinisation and caramelisation. - Shortening. - Aeration and raising agents. - Emulsification.
	Food Safety	<ul style="list-style-type: none"> - <u>Micro-organisms</u> - Moulds, yeasts and bacteria. - High risk foods. - Food contamination - Food poisoning. - Hygienic food preparation, cooking and storage. - Personal hygiene and safety when preparing food.
	Food Choice.	<ul style="list-style-type: none"> Factors affecting food choice - Costing and modifying recipes. - Ethical and religious factors affecting food choice. - Sensory Analysis. - Food intolerance. - Organic, fairtrade, GM.
	Food Provenance	<ul style="list-style-type: none"> - Understand where food comes from. (Sustainability.) - Environmental issues (Production, carbon footprint, packaging and food waste.) - Technological Developments and food fortification. - Food Production, primary and secondary processing.)

	Understand Practical Skills	<ul style="list-style-type: none"> - <i>Preparing fruit and vegetables</i> - <i>Knife skills</i> - <i>Use of cooker and equipment</i> - <i>Sauce making.</i> - <i>Tenderise and marinating</i> - <i>Doughs</i> - <i>Raising agents</i> - <i>Setting mixtures.</i>
Paper Structure	<ul style="list-style-type: none"> - Section A- 20 multiple choice questions based on the categories above. 1 mark each - Section B- 10 longer answer questions including data response and essay style questions. 80 marks. 	
Exam Question Type	Marks	Question Type
	1 mark	<i>Multiple choice questions directly and only related to knowledge and recall.</i>
	4-6 marks	<i>Questions where the candidate needs to describe, explain, give reasons, state and suggest.</i>
	8 -12 marks	<ul style="list-style-type: none"> - <i>Complex questions needing the candidate to analyse, evaluate and justify.</i> - <i>Data response and essay style.</i>

OCR imedia Cambridge Nationals/R081 Exam Summary Sheet

Date	3rd June PM	
Length	1hr 15mins	
Paper Overview	This Paper will focus on pupils understanding of pre-production skills used in the creative and digital media sector. They will need an understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.	
Paper Content	Mood boards/Storyboard/Mind-Maps/Scripts/Visualization Diagram	<ul style="list-style-type: none"> • <i>The purpose</i> • <i>Contents – what’s on it?</i> • <i>Be able to create/draw one</i>
	Client Brief	<ul style="list-style-type: none"> • <i>How do you interpret them?</i> • <i>What will be included in the client brief?</i>
	Target Audience	<ul style="list-style-type: none"> • <i>Know the ways we can categories the target audience</i>
	Work plans	<ul style="list-style-type: none"> • <i>Know why they are used/explain the purpose</i> • <i>The different parts of a workplan</i>
	Laws	<ul style="list-style-type: none"> • <i>Data Protection Act</i> • <i>Intellectual Property – copyright, trademarks, CC/creative commons, royalty free, public domain</i> • <i>Classification – PEGI/BBFC – what different ways can affect the age rating given e.g. bad language etc.</i> • <i>Defamation (libel/slander)</i>
	Health & Safety	<ul style="list-style-type: none"> • <i>Safe working practices when using computers, heavy equipment lighting and electricity</i> • <i>Site recces – what is the purpose? - what goes into one?</i> • <i>Risk assessment – what is the purpose? what goes in one?</i>
	Market Research	<ul style="list-style-type: none"> • <i>Types of primary and secondary research methods</i>
	File Formats	<ul style="list-style-type: none"> • <i>File formats used to save image, video, animation, audio</i> • <i>Compression</i>
	Naming Conventions	<ul style="list-style-type: none"> • <i>Save with clear file names and sensible folder structure</i> • <i>Use version control to save different versions</i>
	Planning Document Evaluate	<ul style="list-style-type: none"> • <i>I know how to structure the final long answer question</i>
Paper Structure	<ul style="list-style-type: none"> • 60 Marks in total • The paper will include a range of 1 – 4 mark questions. • There will also be up to three 8 - 12 mark questions. (1/2 x Produce a planning document 1 x Review a planning Document) 	
Exam Question Type	Marks	Question Type

	1 (Identify/State/Select)	<i>Recall & write an appropriate key terms for the number of marks available.</i>
	2 (Describe)	<i>State a relevant point then extend to describe WHY/HOW with clear reference to the context in the question.</i>
	3/4 (Explain)	<i>State the relevant points, HOW it could be done and WHY with clear reference to the context in the question.</i>
	8/10 (Create/Produce)	<i>Ensure include technical aspects for all parts of the design (colour, font, sizes, timing, camera angles, shot type, scene numbers, etc)</i> <i>Add annotations to describe the content and justify why have selected it ("Image of X because...."/"Text about X so that...")</i>
	12 (Review/Analyse)	<i>Identify, describe and explain/justify with clear link to who will use the document (in the questions e.g. "File Editor") for 6 short paragraphs.</i> <i>1 each of a Strength, Weakness, Improvement of the layout/technical aspect of the planning document.</i> <i>1 each of a Strength, Weakness, Improvement of the content in relation to its use a planning to make the final product.</i>

GCSE Media Studies Exam Summary Sheet Paper 2

Date	Monday 3 rd June	
Length	1 hr 30 mins	
Paper Overview	This paper is testing your knowledge on the text types shown below testing you knowledge of media language and representation through print media forms. Learners will also begin be testing on how media products reflect, and are influenced by, the social, cultural, historical and political contexts in which they are produced.	
Paper Content	Subject	Question Type
	Newspapers	<ul style="list-style-type: none"> - <i>Media language (section A)</i> - <i>Representation (section A)</i> - <i>Media industries (section B)</i> - <i>Audiences (section B)</i> - <i>Media contexts (section A)</i>
	Advertising and Marketing	<ul style="list-style-type: none"> - <i>Media language</i> - <i>Representation</i> - <i>Media contexts</i>
	Magazines	<ul style="list-style-type: none"> - <i>Media language</i> - <i>Representation</i> - <i>Media contexts</i>
	Radio	<ul style="list-style-type: none"> - <i>Media industries</i> - <i>Audiences</i> - <i>Media contexts</i>
	Video Games	<ul style="list-style-type: none"> - <i>Media industries</i> - <i>Audiences</i>
	Film	<ul style="list-style-type: none"> - <i>Media industries</i>
Paper Structure	<p>You are advised to spend approximately 55 minutes on Section A, including 10 minutes to study the print-based resource, and approximately 35 minutes on Section B.</p> <p>Question 2(b) requires an extended response. You will be assessed on the quality of your written response, including the ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.</p> <p>Question 4(d) provides an opportunity to draw together knowledge and understanding from across the full course of study. You will be rewarded for drawing together knowledge and understanding of different areas of the theoretical framework and media contexts.</p>	
Exam Question Type	Question Type	Marks
	Explore	<i>Usually 3x 5 marks</i>
	Explain	<i>Extended 10 mark response</i>
	Compare	<i>25 marks with extended comparison throughout.</i>
	Name	<i>1-2 marks</i>

GCSE Media Studies Exam Summary Sheet Paper 1

Date	Monday 10 th June	
Length	Written examination: 1 hour 30 minutes	
Paper Overview	This component builds on the introduction to key areas of the theoretical framework provided in Component 1. In Component 2, learners will gain a deeper knowledge and understanding of media language and representation, as well as extending their appreciation of these areas through the study of media industries and audiences. Learners will also develop knowledge and understanding of how relevant social, cultural, political and historical contexts of media influence media products.	
Paper Content	In this component learners will explore particular media forms in depth through both of the following topics: 1) Television: sitcom (The IT Crowd and Friends) 2) Music: music video and online media. Katy Perry's 'Roar', Pharrell Williams' 'Freedom' and Michael Jackson's 'Black or White'.	
Paper Structure	<p>You are advised to spend approximately 50 minutes on Section A, including viewing the television extract, and approximately 40 minutes on Section B.</p> <p>Section A: Television (30 marks) A television resource* will be set for this examination. One extract will be set from Luther and one from The IT Crowd to be screened as appropriate by the centre. Question 1 will assess the ability to analyse either media language or representation in relation to the extract set and will be in two parts. Part (a) will assess the ability to analyse media products. Part (b) will assess the ability to analyse and make judgements and draw conclusions. Reference to relevant contexts may be required. Question 2 will assess knowledge and understanding of media industries, audiences or media contexts.</p> <p>Section B: Music (music videos and online media) (30 marks) Question 3 will assess the ability to make judgements and draw conclusions through an analysis of the set media products in terms of either media language or representation. Reference to relevant contexts may be required. Question 4 will assess knowledge and understanding of media industries, audiences or media contexts.</p>	
Exam Question Type	Marks	Question Type
	8	<i>Explore – interpreting source material and exploring the connotations. Normally 2 analytical paragraphs using terminology.</i>
	10 & 12	<i>Argue & Explore - interpreting source material and exploring how meanings are created. Normally 3 analytical paragraphs using terminology and demonstrating knowledge of theory.</i>
	20	<i>Argue & Explore – 'How far...' interpreting source material and exploring how meanings are created. Normally 3-5 analytical paragraphs to set up an argument. Use terminology and demonstrate knowledge of Media theories.</i>

WJEC Lv1/2 Award In Tourism Unit 2 Exam Summary Sheet

Date	13 th June 2019 PM – (YEAR 10 only)	
Length	1 Hour 15 Minutes	
Paper Overview	This paper is focused on Tourism Businesses and the issues they face in today's highly competitive market. Your knowledge of how each business organises itself to respond to change will be examined.	
Paper Content	Unit 2 –The Business of Tourism	Topics
	LO1 Understand Tourism Organisations' Objectives (9-15 marks within exam)	<ul style="list-style-type: none"> - Forms of Ownership <ul style="list-style-type: none"> - Sole Traders - Partnerships - Limited companies - Not for profit - Tourism Organisations <ul style="list-style-type: none"> - Transport, Accommodation, Attractions, Travel Agents, Tour Operators, Support Services e.g. Visit Britain, Event, Pressure Groups e.g. Tourism Concern - Objectives <ul style="list-style-type: none"> - Economic, Business, Social, Environmental, Political - Methods used to achieve objectives <ul style="list-style-type: none"> - Marketing initiatives - Diversification - Staff Training - Use of New Technology - Improvements to facilities - Expansion
	LO2 Understand the business environment in which tourism organisations operate (24-30 marks within exam)	<ul style="list-style-type: none"> - Factors affecting the UK Business Environment <ul style="list-style-type: none"> - Economic Factors e.g. Disposable Income, Tax rates, Employment Levels, Inflation, Exchange rates - Environmental factors e.g. sustainability - Social factors e.g. demographic changes - Technological factors - Affects <ul style="list-style-type: none"> - Financial e.g. profitability, Visitor/Customer numbers, Sales, Employees - Effects of Rights & Responsibilities on Tourism Businesses <ul style="list-style-type: none"> - Types of Employment Contracts - Working hours, rates of pay, Holiday entitlement, Health & Safety
	LO3 Be able to review options for solutions (18-24 marks within exam)	<ul style="list-style-type: none"> - Analyse e.g. Filter, synthesize & identify points - Interpret Data - Review options solutions e.g. Summarise, Advantages and Disadvantages, use supporting information
Paper Structure	<ul style="list-style-type: none"> - 3 separate case studies/scenarios will be given based on Tourism Organisations. - 60 Marks (So one mark per minute work rate required plus 15 mins reading time) - For each case study it will include a range of 1 – 6 mark questions. 	

Exam Question Type	Marks	COMMAND Words Used
	2 Marks	<i>STATE & DESCRIBE a point relevant for the scenario or CALCULATE increase/decrease (showing workings).</i>
	4 Marks	<i>EXPLAIN what it means for the business/organisation using relevant examples.</i>
	6 Marks	<i>ASSESS/ANALYSE/REVIEW e.g. the impact on the business.</i>

NCFE Sport Studies Exam Summary Sheet

Date	13 th March AM
Length	1 Hour 30 mins
Paper Overview	This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short- and long-term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training.
Paper Content	<p>In this learning outcome, learners will develop knowledge and understanding of the structure and function of different systems in the body and how they apply to health and fitness.</p> <ul style="list-style-type: none"> • Skeletal System • Structure of the skeleton • Functions of the skeletal system • Types of bones • Types of joints • Joint actions • Structure of a synovial joint (knee) • Structure of the spine and posture • Muscular System • Types of muscle • Structure of the muscular system • Muscle fibre types • Respiratory System • Structure of the respiratory system • Functions of the respiratory system • Lung volumes • Cardiovascular System • Structure and function of the blood vessels • Structure of the heart • The cardiac cycle • Cardiovascular measurements • Blood pressure • Energy Systems • Effects of Health and Fitness Activities on the Body • Short-term effects of health and fitness activities • Long-term effects of health and fitness activities • Health and Fitness • Health and fitness • Components of Fitness • Health-related fitness • Skill-related fitness • Principles of Training • The principles of training • Principles of FITT
Paper Structure	<ul style="list-style-type: none"> • 80 Marks • Section 1- 8 Multi choice questions • Section 2- Range of 2-4 mark questions • Section 3- Two 6 mark questions and one 9 mark question

Exam Question Type	Marks	Question Type
	2 Marks	<i>State & Describe Points</i>
	3/6 Mark	<i>State, Describe then explain how LINKED to Practical examples</i>
	4 Mark	<i>State, describe RELEVANT point linked to question</i>
	9 Mark	<ul style="list-style-type: none"> - 2 Paragraphs - P1 - Same as a 4 Marker - P2- Compare theories and link and explain content to access higher marks.

Music J536/05 Listening and Appraising Summary Sheet

Date	Tuesday 4 th June PM	
Length	1hr 30min	
Paper Overview	Listening and appraising. A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5. This paper is worth 40% of the overall GCSE in Music	
Paper Content	<p>The purpose of the examination is to assess aural perception and understanding of the content of the Areas of Study 2–5.</p> <ul style="list-style-type: none"> • Area of Study 2: The Concerto Through Time • Area of Study 3: Rhythms of the World • Area of Study 4: Film Music • Area of Study 5: Conventions of Pop <p>For the listening exam, learners will demonstrate and apply knowledge of:</p> <ul style="list-style-type: none"> • musical elements and/or features • musical contexts • musical language <p>A contrasting selection of musical extracts from the Areas of Study will be used. Musical vocabulary used in the questions and expected in the learners' responses will be taken from the Language for Learning (found in students' progress records). Learners will also be able to use non-technical language to communicate responses.</p>	
Paper Structure	<ul style="list-style-type: none"> • 80 Marks • Learners will be given 2 minutes reading time at the start of the exam. • For each question you will hear an extract from a piece of music that lasts approximately 1 minute long. • In between the playings of music, there is 45 seconds silence. • You can write during the playing of the music and during the silences. 	
Exam Question Type	Question	Type
	1	<ul style="list-style-type: none"> • multiple choice questions • single word or short answer questions • based around the content of one of the Areas of Study 2–5
	2	<ul style="list-style-type: none"> • multiple choice questions • single word or short answer questions
	3*	<ul style="list-style-type: none"> • question that require extended response written in prose. (9 marks) • <i>Quality of Written Communication will be marked (QWC*)</i> • based around the content of one of the Areas of Study 2–5
	4	<ul style="list-style-type: none"> • multiple choice questions • single word or short answer questions • based around the content of one of the Areas of Study 2–5
	5	<ul style="list-style-type: none"> • multiple choice questions • single word or short answer questions • music dictation question

		<ul style="list-style-type: none"> based around the content of one of the Areas of Study 2–5
	6*	<ul style="list-style-type: none"> multiple choice questions single word or short answer questions comparison question (question 6e) that require extended response written in prose (6 marks) <i>Quality of Written Communication will be marked (QWC*)</i> based around the content of one of the Areas of Study 2–5
	7	<ul style="list-style-type: none"> Following a skeleton score multiple choice questions single word or short answer questions based around the content of one of the Areas of Study 2–5
	8	<ul style="list-style-type: none"> multiple choice questions single word or short answer questions based around the content of one of the Areas of Study 2–5

Health & Social Care - Component 3 Exam Summary Sheet

Date	15 th May 2019	
Length	2 hours	
Paper Overview	<p>You will study the factors that affect health and well-being. i.e. the effects of various factors on the physical, intellectual, emotional and social (PIES) needs of a person.</p> <p>You will learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health.</p> <p>You will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.</p>	
Paper Content	LEARNING AIM A	
	A1: Factors affecting health and wellbeing	<p>Physical and lifestyle factors:</p> <ul style="list-style-type: none"> o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health (acute and chronic) o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs o personal hygiene. <p>Social, emotional and cultural factors:</p> <ul style="list-style-type: none"> o social interactions, o stress, e.g. work-related o willingness to seek help or access services, <p>Economic factors:</p> <ul style="list-style-type: none"> o financial resources. <p>Environmental factors:</p> <ul style="list-style-type: none"> o environmental conditions, e.g. levels of pollution, noise o housing, e.g. conditions, location. <p>The impact of life events relating to relationship changes and changes in life circumstances.</p>
	LEARNING AIM B	
	B1: Physiological indicators	<p>Physiological indicators that are used to measure health:</p> <ul style="list-style-type: none"> o pulse (resting and recovery rate after exercise) o blood pressure o peak flow o body mass index (BMI). <p>Using published guidance to interpret data relating to these physiological indicators.</p> <p>The potential significance of abnormal readings: risks to physical health.</p>
	B2: Lifestyle indicators	<p>Interpretation of lifestyle data, specifically risks to physical health associated with:</p> <ul style="list-style-type: none"> o smoking o alcohol consumption o inactive lifestyles.

	LEARNING AIM C						
C1: Health & wellbeing improvement plans	<p>The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.</p> <p>Information to be included in plan:</p> <ul style="list-style-type: none"> o recommended actions to improve health and wellbeing o short-term (less than six months) and long-term targets o appropriate sources of support (formal and/or informal). 						
C2: Obstacles to implementing plans	<p>Potential obstacles:</p> <ul style="list-style-type: none"> o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state o time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment o unachievable targets – unachievable for the individual or unrealistic timescale o lack of support, e.g. from family and friends o other factors specific to individual – ability/disability, addiction o barriers to accessing identified services. 						
Paper Structure	The assessment is based on a case study. You will be asked to assess an individual's health and wellbeing drawing on your understanding of life events from Component 1 and design a health and wellbeing improvement plan, drawing on your knowledge of services and care values from Component 2.						
Exam Question Type	<table border="1"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Question Type</th> </tr> </thead> <tbody> <tr> <td> <p>4 marks (2 x 2)</p> <p>6 marks (2 x 3)</p> <p>8 marks (4 x 2)</p> <p>1 mark for identifying 1 factor +</p> <p>1 mark for expanding your first point</p> </td> <td> <p><u>SECTION A</u></p> <p>Explain two/three/four factors that could have an effect on X's health and wellbeing.</p> <p><i>*May specify whether your answer should give positive or negative effects.</i></p> <p><i>**May specify the aspect of health and wellbeing that is required in your answer: i.e. physical, intellectual, emotional or social.</i></p> </td> </tr> <tr> <td> <p>12 marks</p> </td> <td> <p><u>SECTION B</u></p> <p>Explain what the data given suggests about X's:</p> <ul style="list-style-type: none"> • Current physical health • Risks to his/her future physical health <p>Use the lifestyle data you are given to explain the links to the individual's current/future physical health</p> <p>Use the physiological data you are given (about the individual's health) e.g. their blood pressure reading, their peak flow reading, their BMI.</p> <p>AND the guidance for physiological data (charts/tables) to help you interpret their data. e.g. BMI measurement table,</p> </td> </tr> </tbody> </table>	Marks	Question Type	<p>4 marks (2 x 2)</p> <p>6 marks (2 x 3)</p> <p>8 marks (4 x 2)</p> <p>1 mark for identifying 1 factor +</p> <p>1 mark for expanding your first point</p>	<p><u>SECTION A</u></p> <p>Explain two/three/four factors that could have an effect on X's health and wellbeing.</p> <p><i>*May specify whether your answer should give positive or negative effects.</i></p> <p><i>**May specify the aspect of health and wellbeing that is required in your answer: i.e. physical, intellectual, emotional or social.</i></p>	<p>12 marks</p>	<p><u>SECTION B</u></p> <p>Explain what the data given suggests about X's:</p> <ul style="list-style-type: none"> • Current physical health • Risks to his/her future physical health <p>Use the lifestyle data you are given to explain the links to the individual's current/future physical health</p> <p>Use the physiological data you are given (about the individual's health) e.g. their blood pressure reading, their peak flow reading, their BMI.</p> <p>AND the guidance for physiological data (charts/tables) to help you interpret their data. e.g. BMI measurement table,</p>
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		<p>blood pressure measurement chart, peak flow measurement chart.</p> <p><i>This question is band marked</i></p>
	Marks	Question type
	12 marks	<p><u>SECTION C</u></p> <p>Design a health and wellbeing improvement plan for X. Your plan should:</p> <ul style="list-style-type: none"> • Describe recommended actions • Set short term and long term targets for each action • Give one source of support for each action • Explain how the source of support will help X achieve their target. <p><i>This question is band marked</i></p>
	10 marks	<p><u>SECTION C</u></p> <p>Give a rationale (reasons) for your plan that explains how it takes into account X's needs, wishes and circumstances.</p> <p><i>This question is band marked</i></p>
	8 marks	<p><u>SECTION C</u></p> <p>Describe possible obstacles that X may face when trying to follow your health and wellbeing improvement plan.</p> <p>Suggest how these obstacles could be minimised.</p> <p><i>This question is band marked</i></p>
	<p>All band marked questions are marked on the depth of your knowledge about health and wellbeing and your ability to apply it to the case study you have been given.</p>	

Eduqas GCSE Drama Exam Summary Sheet

Date	17 May 2019
Length	1 hour 30 minutes
Paper Overview	<p>40 % of qualification</p> <p>Use a range of Drama terminology</p> <p>Analyse and evaluate Live theatre you have seen</p> <p>Respond in detail to the text you have studied (War Horse)</p>
Paper Content	War Horse Nick Stafford (Faber: ISBN 978-0-571-24015-9)

	<p>Learners must consider how the text is constructed and how performances create meaning through:</p> <ul style="list-style-type: none"> ☐ the characteristics of the performance text, including <ul style="list-style-type: none"> ☐ genre ☐ structure ☐ character ☐ form and style ☐ language/dialogue ☐ stage directions <ul style="list-style-type: none"> • the social, historical and cultural context including the theatrical conventions of the period in which the performance text was created • how meaning is interpreted and communicated through <ul style="list-style-type: none"> o performance conventions o use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) on at least one scene o relationships between performer and audience o the design of lighting, sound, set (including props) and costume and make-up o the actor's vocal and physical interpretation of character <p>Live Theatre: Analyse and evaluate how meaning is communicated through the role of theatre makers in contemporary professional performance. Learners must consider the role of the:</p> <ul style="list-style-type: none"> • actor <ul style="list-style-type: none"> o interpretation of character o character interaction o vocal skills o movement skills • designer <ul style="list-style-type: none"> o creation of mood and atmosphere o use of performance space o lighting o sound o set and props o costume and make-up • director <ul style="list-style-type: none"> o interpretation and style o performance conventions o spatial relationships on stage o relationship between performer and audience <p>reaction and response</p> <ul style="list-style-type: none"> o individual o audience.
Paper Structure	<p>Section A – War horse questions - 45 marks</p> <ul style="list-style-type: none"> • a series of questions assessing knowledge and understanding of an extract • from the set text (30 marks) <i>A clean copy of the play is allowed in the exam.</i> • one question assessing knowledge and understanding of the wider text

	<ul style="list-style-type: none"> • (15 marks) <p>Section B - Live Theatre Review – 15 marks</p> <p>Learners will be expected to provide basic details of the production, including the name of the play, company and venue.</p> <ul style="list-style-type: none"> • one question, from a choice of two, assessing analysis and evaluation of a given aspect of a live theatre production (15 marks) 	
Exam Question Type	Marks	Question Type
	Between 2-15 depending on the paper	<p><i>Acting</i></p> <p>Explain how an actor playing the role of -----in this extract, could use acting skills to communicate his character to the audience. [15]</p> <p>In your answer refer to:</p> <ul style="list-style-type: none"> • character motivation • voice • movement • interaction
	Between 2-15 depending on the paper	<p><i>Design</i></p> <p>Explain how at least one key scene can be designed for a ----- stage. [15]</p> <p>In your answer refer to:</p> <ul style="list-style-type: none"> • structure and style • set • mood and atmosphere • how the play as a whole was originally staged. <p>(iii) Suggest a suitable costume for ----- and explain how it could be used to show his social class. [4]</p>
	Between 2-15 depending on the paper	<p><i>Directing</i></p> <p>(i) Name two rehearsal techniques that a director could use to prepare an actor for the role of ----- in this extract. [2]</p> <p>(ii) Explain how these two techniques help to prepare the actor for this role in performance. [4]</p>
15 +	<p><i>Live Theatre review</i></p> <p>Analyse and evaluate how ----- in two key scenes communicate meaning to the audience.</p> <p>In your answer refer to:</p> <ul style="list-style-type: none"> • the style of the production • how ----- are used to create character and communicate meaning • your response to the performance as an audience member. [15] 	

Summer Exam Timetable

Date	Start	Len	Board	Component Code	Component Title	Level
23,24,25,26 April	09:00	00:00	OCR	J171/02	Art & Design: Fine Art: Ext Tsk Vmod	GCSE/9FC
	TBA	00:00	EDEXL/GCSE	1FR0 2F	Speaking [F]	GCSE/9FC
	TBA	00:00	EDEXL/GCSE	1FR0 2H	Speaking [H]	GCSE/9FC
TBC	TBA	00:00	EDEXL/GCSE	1SP0 2F	Speaking [F]	GCSE/9FC
	TBA	00:00	EDEXL/GCSE	1SP0 2H	Speaking [H]	GCSE/9FC
	09:00	00:00	WJEC/GCSE	C690U20-1	Drama Component 2 Performing	GCSE/9FC
Fri 03 May	Week 1					
	AM	01:30	OCR	J276/01	Comp Sci: Computer Systems Wrtn	GCSE/9FC
	AM	01:30	RSA	584001	ID3IT : U1 Fundamentals of IT	CAMX/ID3
	PM	01:30	AQA	7181/1	Psychology AS Paper 1	GCE/ASB
	PM	01:45	AQA	8062/11	Religious Studies A P1-1 Buddhism	GCSE/9FC
	PM		AQA	8062/13	Religious Studies A P1-3 Christ	GCSE/9FC
	AM	00:35	EDEXL/GCSE	1FR0 1F	French Listening [F]	GCSE/9FC
	AM	00:45	EDEXL/GCSE	1FR0 3F	French Reading [F]	GCSE/9FC
	AM	00:45	EDEXL/GCSE	1FR0 1H	French Listening [H]	GCSE/9FC
	AM	01:00	EDEXL/GCSE	1FR0 3H	French Reading [H]	GCSE/9FC
	PM	01:45	AQA	8461/1H	Biology Paper 1 Tier H	GCSE/9FC
	PM	01:15	AQA	8464/B/1F	Combined Sci Trilogy Biology P1F	GCSE/9DA
	PM	01:15	AQA	8464/B/1H	Combined Sci Trilogy Biology P1H	GCSE/9DA
	AM	01:00	OCR	J587/01	PE: Physci Fctr Affctng Perf Wtn	GCSE/9FC
	AM	02:00	EDEXL/KSQ	21117K01	Health and Social Care	BTNG/B
Wed 15 May	PM	01:45	AQA	8702/1	English Literature Paper 1	GCSE/9FC
	AM	01:45	AQA	8462/1H	Chemistry Paper 1 Tier H	GCSE/9FC
	AM	01:15	AQA	8464/C/1F	Combined Sci Trilogy Chemistry P1F	GCSE/9DA
	AM	01:15	AQA	8464/C/1H	Combined Sci Trilogy Chemistry P1H	GCSE/9DA
	AM	01:30	RSA	584002	ID3IT : U2 Global Information	CAMX/ID3
Thu 16 May	PM	01:30	AQA	7181/2	Psychology AS Paper 2	GCE/ASB
	PM	01:30	OCR	J276/02	Comp Sci: Algrthms & Prgmng Wrtn	GCSE/9FC
	AM	01:10	EDEXL/GCSE	1FR0 4F	French Writing [F]	GCSE/9FC
	AM	01:20	EDEXL/GCSE	1FR0 4H	French Writing [H]	GCSE/9FC
Fri 17 May	PM	01:00	OCR	J587/02	PE: Socio-Ctrl Issues Sprt Psych Wtn	GCSE/9FC
	PM	01:30	WJEC/GCSE	C690U30-1	Drama COMPONENT3 Interpretin Theatre	GCSE/9FC

Week 2						
Mon 20 May	AM	01:45	AQA	8062/2A	Religious Studies A P2A Excl Text	GCSE/9FC
	PM	02:00	AQA	7182/1	Psychology ADV Paper 1	GCE/A
	PM	02:15	OCR	H556/01	Physics A: Modelling Physics Wtn	GCE/A
Tue 21 May	AM	01:30	AQA	8300/1F	Mathematics Paper 1 Tier F	GCSE/9FC
	AM	01:30	AQA	8300/1H	Mathematics Paper 1 Tier H	GCSE/9FC
	PM	01:30	AQA	7401/1	Biology AS Paper 1	GCE/ASB
	PM	02:30	OCR	Y316/01	Hist A: Britn & Irln 1791-1921 Wrtn	GCE/B
	PM	01:15	OCR	J384/01	Geography B: Our Natural World- Wrt	GCSE/9FC
	PM	01:30	AQA	8035/1	Geography Paper 1	GCSE/9FC
Wed 22 May	AM	00:35	EDEXL/GCSE	1SP0 1F	Spanish Listening [F]	GCSE/9FC
	AM	00:45	EDEXL/GCSE	1SP0 3F	Spanish Reading [F]	GCSE/9FC
	AM	00:45	EDEXL/GCSE	1SP0 1H	Spanish Listening [H]	GCSE/9FC
	AM	01:00	EDEXL/GCSE	1SP0 3H	Spanish Reading [H]	GCSE/9FC
	PM	01:45	AQA	8463/1H	Physics Paper 1 Tier H	GCSE/9FC
	PM	01:15	AQA	8464/P/1F	Combined Sci Trilogy Physics P1F	GCSE/9DA
	PM	01:15	AQA	8464/P/1H	Combined Sci Trilogy Physics P1H	GCSE/9DA
	PM	02:15	EDEXL/GCE	9GE0 01	Geography Paper One	GCE/A
	AM	02:15	AQA	8702/2	English Literature Paper 2	GCSE/9FC
Thu 23 May	PM	02:00	AQA	7582/1	Physical Education ADV Paper 1	GCE/A
	PM	02:00	WJEC/GCE	A720U10-1	English Lit Component 1 Poetry	GCE/A
	AM	02:00	AQA	7132/1	Business ADV Paper 1	GCE/A
Fri 24 May	AM	01:30	AQA	7401/2	Biology AS Paper 2	GCE/ASB
	AM	01:30	AQA	ABS1	Applied Business Unit 1	APG/B
	AM	02:15	OCR	H556/02	Physics A: Exploring Physics Wtn	GCE/A
	AM	01:45	AQA	8132/1	Business Paper 1	GCSE/9FC
	PM	02:00	AQA	8552/W	Design and Technology Written Paper	GCSE/9FC
	PM	01:30	OCR	R064/01	Ent & Mkt: Ent & Mktng Cnpts Wtn	CNAT/1&2
May Half Term Week 27th - 31st May						

Week 4						
Mon 10 Jun	AM	01:45	AQA	8585/W	Food Prep and Nutrition Written	GCSE/9FC
	PM	01:30	WJEC/GCSE	C680U20-1	Medstudies COMP2 Understanding Media	GCSE/9FC
	AM	01:30	AQA	8300/3F	Mathematics Paper 3 Tier F	GCSE/9FC
Tue 11 Jun	AM	01:30	AQA	8300/3H	Mathematics Paper 3 Tier H	GCSE/9FC
	AM	02:00	OCR	H573/02	Rel Stud: Religion and Ethics Wtn	GCE/A
	PM	02:15	OCR	H432/02	Chem A: Synths & Anlytcl Tchngs Wtn	GCE/A
Wed 12 Jun	PM	02:00	WJEC/GCE	A720U30-1	English Lit Component 3 Unseen Texts	GCE/A
	AM	01:45	AQA	8462/2H	Chemistry Paper 2 Tier H	GCSE/9FC
	AM	01:15	AQA	8464/C/2F	Combined Sci Trilogy Chemistry P2F	GCSE/9DA
	AM	01:15	AQA	8464/C/2H	Combined Sci Trilogy Chemistry P2H	GCSE/9DA
	AM	02:00	EDEXL/GCE	9MAA0 02	Pure Mathematics 2	GCE/A
	PM	01:00	OCR	Y219/01	History A: Russia 1894-1941 Wrtn	GCE/B
Thu 13 Jun	AM	02:00	AQA	7402/2	Biology ADV Paper 2	GCE/A
	AM	01:30	OCR	J384/03	Geography B: Geogrphcal Explrtn-Wrt	GCSE/9FC
	AM	01:15	AQA	8035/3	Geography Paper 3	GCSE/9FC
	PM	02:15	EDEXL/GCE	9GEO 03	Geography Paper Three	GCE/A
	PM	01:15	WJEC/GCSE	98020001	Tourism Unit 2: Written	L1L2/B
	PM	01:30	AQA	MAT3	Materials Technology Unit 3	AOAA/B
Fri 14 Jun	AM	02:00	AQA	7182/3	Psychology ADV Paper 3	GCE/A
	AM	01:45	AQA	8463/2H	Physics Paper 2 Tier H	GCSE/9FC
	AM	01:15	AQA	8464/P/2F	Combined Sci Trilogy Physics P2F	GCSE/9DA
	AM	01:15	AQA	8464/P/2H	Combined Sci Trilogy Physics P2H	GCSE/9DA
	PM	01:30	AQA	8360/1	Further Mathematics Paper 1	GCSE/FC
	PM	02:00	EDEXL/GCE	9MAA0 03	Statistics & Mechanics	GCE/A
Mon 17 Jun	PM	00:00	EDEXL/GCE	9MAA0 31	Statistics	GCE/A
	PM	00:00	EDEXL/GCE	9MAA0 32	Mechanics	GCE/A
	AM	02:00	AQA	7402/3	Biology ADV Paper 3	GCE/A
Wed 19 Jun	PM	02:00	AQA	8360/2	Further Mathematics Paper 2	GCSE/FC
	AM	01:30	OCR	H432/03	Chem A: Unified Chemistry Wtn	GCE/A

The Joint Council for Qualifications has advised all schools that it has set Wednesday 26th June 2019 as Exam Contingency Day. This means that any exam that has to be postponed due to national or local disruption would be re-arranged to take place on this day.